EMAILS WRITING IN THE BUSINESS SECTOR IN ALGERIA CASE OF A MULTINATIONAL COMPANY (UNILEVER ALGERIA)

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Dissertation submitted to the faculty of the Department of Foreign Languages in partial fulfilment of the requirement for the degree of Magister in ESP

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Academic Year: 2012-2013

DECLARATION

I, hereby, declare that this work has not already been accepted in substance for any degree and is not concurrently being submitted in candidature for any other degree

Hynda Midoun

The researching, preparation and presentation of the thesis have been undertaken entirely by the author

Hynda Midoun

Dedication

I lovingly dedicate this thesis to my family, and especially to my loving and encouraging MOTHER whose faithful support during all the stages of this research was so appreciated.

ACKNOWLEDGEMENTS

List of Abbreviation

Cc: Carbon copy.

CMC: Computer Mediated Communication

CMD: Computer-Mediated Discourse

CMDA: Computer Mediated Discourse Analysis

CNP: Communicative Needs Processor

CoP: Community of Practice

DA: Discourse Analysis

EAP: English for Academic Purposes

EBE: English for Business and Economics

ECTS: European Credit Transfer System

EGP: English for general purposes

ELT: English Language Teaching

EOP: English for Occupational Purposes

ESP: English for Specific Purposes

ESS: English for Social Studies

EST: English for Science and Technology

GE: General English

GT: General Training

IELTS: International English Language Testing System

IM: Instant Messaging

LMD: Licence -Master-Doctorat

TOEFL: The Test of English as a Foreign Language

TSA: Target Situation Analysis

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Abstract

One of the biggest challenges in business has always been to communicate effectively. This has become even more crucial in today's electronic world especially with email which is undoubtedly the most exciting development in business communication in recent years. Besides, it becomes an essential and fundamental part of the way businesses work providing a relatively large scope of investigation on its use, its role, advantages and disadvantages and its discourse in online communication.

The goal in undertaking our research was to elicit and scrutinize emails discourse and its features as instantaneous communication manifested when mediating interaction in the workplace context. In fact, our study has nothing to do with the dos and don'ts of writing emails. It is more about what an email is like, what its aspects are and how they function in a communication system in the workplace. It discusses the importance and demands of everyday writing at work, and the role of formal education in preparing Algerian people for the localized learning about email writing.

While developing a clear idea about the plan of our research, a theoretical base and a literature review within which the questions have been framed. They are related to language use and communication, discourse and ESP, writing emails and discourse analysis. They are all pitched on some historical ground that was approached from different angles in the dissertation that has been structured as follows. Indeed, the main body of our research paper consists of four chapters.

First, chapter one is concerned with how a business organization is considered as a community of practice. It also reports the different views of what communication is through the communication theories from Aristotle to Berlo's model and from the communication theory to Halliday's language theory and its functions to Hymes approach of language and Kinneavy's situational view of discourse. Chapter two provides an overview of the theoretical framework, drawing on ESP and the analysis of ESP texts to lay the groundwork for the relation between the emails text and discourse. Then, we explore the features and strategies of DA where we raise the perception of coherence and cohesion in a written discourse and we highlight the most relevant studies on emails within this field. Chapter three is the research method part. It describes the research tools and data collection procedures. It presents details of the data collection and the way the emails carried out for investigation and for analysis were handled, presenting a detailed account of selected aspects of their discourse. This chapter is devoted to the research findings. In the last part of this study, the implication of the results and suggestions with the challenges they pose are laid out in chapter four. Indeed, it is the core of the study as it provides a closing to our dissertation focusing on the actual findings and how to use them. By offering a summary of the analysis, they are recapitulated in a way to contribute to the email writing and the discourse specification. It serves as a reflective measure in preparing and focusing on what to be taught and emphasized in teaching job-related writing courses at university and mainly LMD. This system aims to confer not only a subject but a specialization providing a particular skill and guarantee a certain level of education and training. It is also a way to professionalize the curricula which prepare students for their future careers, where ESP (English for Specific Purposes) becomes a mandatory component of the curriculum for university students.

Key words: written communication, workplace emails writing, discourse and discourse analysis, ESP and LMD Licence- Master – Doctorat.

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General   Introduction

Algeria is starting a new era in the business sector where the use of the English language, in addition to both languages officially French and Arabic, is spreading dramatically from only very few companies in the south to several bodies and organisations using it at a different scale and in more than one way all over the country .

Living in this computer epoch, modern businesses have access to many more different means of communication where English is the chief auxiliary language and the new technological advances such as the internet, e-mail, voice mail, faxes, and other wireless devices are the adapted tools to the workplace. That is the angle from which written correspondence is seen as a basic part of the commercial activities where an overwhelming demand for writing business correspondences mainly emails has been emerging getting more and more people's attention.

So, studying the English language use; written or spoken; in professional settings cannot be done in isolation and barely by regarding the sentence as the central element of language. But, it is about discourse which is fundamental to understanding language as a tool of communication within the particularity of the community of practice and its specification. Thus, there is a distinct need to focus on examining language as a form of practice. How forms and meanings are actually used in spoken and written discourses orient us towards ESP which is closely involved with the field of discourse analysis. It is then seen as another piece of the jigsaw, where an additional perspective is required to illuminate what learners need to learn and what teachers need to provide for effective writing instruction for business settings.

This dissertation intends to find out what knowledge about our professional lives, and our skills in using English language when writing emails is required to accomplish different activities and functions that can contribute to the success or failure in communication. The purpose of this research attempts to answer the following research question: What are emails written in English by Algerian employees like?

The objectives of this research are stated herein in terms of the precise information necessary and desired to solve the research problem. So, describing accurately the characteristics

of emails and outlining them is not the only concern. It is more precisely to determine the specificity and assess the efficiency with which they occur in a workplace setting. It is a way to specify the linguistic means in emails which help to understand how words are combined in discourse to produce meaning and identify the organizational patterns and how they are signaled.

Another objective is to cover the most significant examples that affect language use as a medium of communication in an account of the situation in a business context. It sheds light on the area of email discourse and communication in the workplace where writing and language use are the key elements. On that account, to get a reliable answer to the general question, a number of sub-questions are raised in this field of research through studying and analysing the emails collected.

1- How does the email writing process operate in the business context?

   a-Is there any repertoire of know-how that employees use to communicate with one another when sending or receiving emails?

   b-How is the information structured in emails?

   c-What is the linguistic form and character of emails and its discourse?

2-How can ESP prepare best students at university and future employees to write an Email effectively?

Consequently out of these research questions sprung the following tentative answers, and come out these hypotheses:

   a) Employees use their knowledge, practical abilities and skills when producing emails.

   b) The information is ranked in a clear and consistent organization.

   c) Email in the workplace has a typical discourse.

So, while developing a clear idea about the plan of the present research, the theoretical base and the literature within which the questions have been framed and which are related to language use and communication, emails discourse and discourse analysis, ESP and writing emails. All these subjects already examined in previous research have been explored, as it was found

essential to give a systematic review of all existing and significant work that is relevant to the research and to the context we have placed our research topic in.

Furthermore, we ploughed some historical ground that we approached from a different angle in different ways in the thesis. In the first chapter, we were concerned with locating our reading on how an organization is considered as a community of practice and what determines organizational communication with the different elements it entails. To do this, we present communication theory as a debate about the practical outcomes of different theories and not as a unified theory. For the benefit of our research, we spotlight Halliday functional theory of language to understand how language is used, its functions and how they are treated through the structural, functional and interactional views and their importance in the communication process which brings to the language in use its specificity.

Because the main focus in this thesis is emails discourse and its relation to communication in the workplace, a need emerges to seek the difference between text and discourse and the field where the two concepts were brought in. This led us to ESP English for specific purposes where the attention has been drawn to the background and the features of this approach of language teaching. From ESP approach to theory, a number of aspects of language use are highlighted and considered under the heading of discourse and discourse analysis. Lastly, to ascertain the extent to which previous research addressed emails and analyzed them, some of the most relevant studies on email within the electronic written texts in computer-mediated communication are cited and explained.

To adopt an adequate methodology for investigating emails and analysing the English language used in-depth. First, we collected emails and we did not look how much the anatomy of the emails, their text and their context matched with each others, as we did not target specific features of the emails discourse. In our case, the discourse immerged from the conversation of an email writer and an email receiver in the workplace. What was important for us was to get a corpus large enough to permit reasonably reliable conclusion based on a discourse and discourse analysis. In addition, we created a special path in analysis by establishing and mapping out the entire range of potential features that need to be identified and analyzed within email texts. So, there was not need to rely on a sample of email or a priori model but on a combination of different qualitative methods which complement and do not exclude each other, providing a much more extensive explanation and description of the emails

under investigation. So, from the linguistic analysis, the format, the grammar and the style in addition to coherence , cohesion and interaction, emails were identified, analyzed and what characterizes their discourse is pinpointed. In parallel, the questionnaire we held was the lantern we used to shed light on the emails users, their community of practice and especially their use of English in their organizational communication and the circumstances under which the electronic communication via emails takes place. These are the details that are systematically related to what we cannot get through analyzing the emails without analyzing the field, the tenor and mode of its discourse.

Because the need to examine the foreign language "English" use is not limited to schools and universities or the educational institutions, analyzing foreign language in small settings such as a company or a department within one company can also contribute to a better understanding of the status of the English language with the problems and challenges its use may encounter as a tool of communication. The specificity of emails discourse in commercial settings and its literacy in the workplace have been the focus of a lot studies. But the findings of the current study expose primarily its typical discourse in a multinational company in Algeria, what it entails and what it encounters with a special focus on the foreign language use in emails writing in a functional setting and a close attention to the complexities of specific situations with the aim of being able to make broader observations. Indeed, one major contribution that this research makes is the important role emails discourse analysis can play in understanding English language use by people at work which is expected to be beneficial theoretically and practically:

a) Theoretically: The usefulness of this thesis lies in its nature as a reference for future research. Its theoretical foundations are related to applied linguistics and lead to ESP.

b) Practically: this research is not beneficial only to get a clear idea about writing emails in workplace settings but it is more needed to understand first then to adapt its findings, to evolve and develop them for effective ESP teaching methods and materials for university, colleges, schools and even companies, mainly for LMD; the standardized education system where the opportunity to offer some academic and professional training courses providing more effectiveness, efficiency , credibility and even mobility is presented. A lot of efforts are made and still need to be redoubled and concentrated to reinforce the LMD system since its implementation in 2004. The practical side of this dissertation goes with the need to introduce new units related to specialties and disciplines, which intensifies the academic

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education and facilitates the gateways to reorientation. Units that are tailored to meet the available resources, the student's needs when building their path depending on their professional expectations and the necessary skills they required for a better professional integration.

Finally, the improvement of the quality of education in this contemporary world occupies an outstanding place in the Algerian If the implementation of the LMD Bachelor-Master-Doctorate system (3.5.8 years) at the Algerian university; with its ECTS European Credit Transfer System; has been considered a step towards globalization; improving its performance, operating its specific and important dynamism and maintaining its specialization in particular is becoming more and more possible, even vital. A fact that requires serious studies to be conducted and more researches to be undertaken as it is the attempt in this research with its results, implications and suggestions. Its implications are an informative and viable way to raise the English language students' awareness. When they analyze their emails textuality, they carry out their own investigation of the language in use. So, by bringing together the computer mediated communication, emails writing and foreign language teaching to the classroom, the learner is led to a degree of interaction with the language and empowered to take ownership of their learning experiences. Our research suggestions are not aimed at a select group of students but to every potential graduate degree candidate who are prepared for a specialized career path and to all those who believe that business writing especially email writing is important for a successful career and should be firmly grounded in the basic science of their field. It is one step of the main steps necessary for the successful accomplishment of LMD objectives, which endeavor to improve the quality of the Algerian university education that implies much more than knowledge of the discipline; it also requires necessary practical knowledge and the ability to take part in real and practical professional context with appropriate skills which are highly valued by employers. university which; to a great extent; depends on the scientific research and its results which may offer better suggestions. Furthermore, in an attempt to make a real osmosis between the university and the outside world with its global developments recommendations need to meet the greatest challenges of the developing socio-economic environment as well as the fast revolution in science and technologies, as they need to be adapted to the Algerian students and addressed to our society.

CHAPTER ONE

Communication and Language Theories

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Communication and Language theories

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CHAPTER ONE
Communication and Language Theories

1.1 Introduction

Language has a profound effect on every aspect of our life. People connect with each others, establish rapport, share emotions, communicate ideas, propose solutions, inspire, instruct, request, offer, thank, warn, all in and through language. To a certain extent, language facilitates the most fundamental of human activities and particularly communication which actively engages different elements and entails a lot of aspects that have been examined in previous researches through some theories and approaches that are chosen to be explored in this chapter. We have also stepped up on significant work and topically existing one which provides us with the platform for the evidence of our research.

1.2 Communities of Practice in the Workplace

Every where, at home, at school, at work, in academic fields or professional ones, people mutually define themselves as community of practice members when interacting regularly in social practices.The term was first used in 1991 by theorists Lave and Wenger who summarized Communities of Practice henceforth referred to as CoP as "*groups of people who share a concern or a passion for something they do and learn how to do it better as they interact regularly*". Eckert argues that a community of practice is defined simultaneously by its membership and by the shared practices that its members partake in the specific domain in which they interact, and the shared activities they engage in helping each other, sharing information with each other and building relationships that enable them to learn from each other

> **"**The value of the community of practice as a theoretical construct rests on the focus it affords on the mutually constitutive nature of the individual, group, activity and meaning.**"**
>
> (Eckert,2000:35)

Belonging to communities of practice and depending on their degree and forms of integration into social networks, people can be either core or peripheral members. In an organization or a company, membership is constructed internally within it, requiring a mutual engagement in practice and implying a commitment to the shared domain. If the size and the dispersal of the community as well as influence from outsiders affect its focal practices, CoP small or large, it is the shared domain of interest that defines its identity

> "An aggregate of people who come together around mutual engagement in an endeavour. Ways of doing things, ways of talking, beliefs, values, power relation– in short – practices – emerge in the course of this mutual endeavour."
>
> (Eckert and McConnell-Ginet, 1992: 464)

People continuously create their shared identity through engaging in and contributing to the practices of their organizations which can result in an established set of stable norms and a shared repertoire. They develop their practice and their ways of dealing with their domain through a variety of methods, including problem solving, requests for information, seeking the experiences of others, reusing assets, coordination, discussing developments, mapping knowledge and identifying gaps. As Wagner (1998) posited a person's identity is fundamentally constituted through forms of competence. When individuals are full members in a community of practice, they experience competence and are recognized competent by others in the community. They learn with and from each other and they know how to engage with others and to use resources in an appropriate manner.

According to Mullany (2006), in a workplace CoP, individuals regularly engage in social practices such as business meetings, whereas Milroy and Gordon (2003) have also considered it arguing that:

> "communities of practice seek to identify the 'clusters that form the crucial loci of linguistic and social practice."
>
> (Milroy and Gordon 2003: 119)

As advocates of the CoP approach point out, individuals do not have total autonomy to choose how they use language. How language is used within specific communities of practice is governed by societal power structures which impose some constraints.

1.3 The Process of Communication

1.3.1 Definition of Communication:

What is Communication? The term "communication" has been derived from the Latin word "communis" which means common and which strictly stands for sharing of ideas in common. The word "communication", however, has many and varied meanings. Depending upon their interests in psychology, sociology, philosophy or education different individuals define communication in different ways. According to Haimann, communication is the process of passing information and understanding from one person to another whereas Allen defines it as being the sum of all things one person does when he wants to create understandings in the minds of others. Yet Ruben (1984) defined it as any information related to the behaviour or the sharing of ideas and feelings in a mood of mutuality. Other definitions emphasize the significance of symbols as Dale`s one (1969), where he stated that communication is also:

> **"**The transmission of information, ideas, attitudes, or emotion from one person or group to another…primarily through symbols.**"**
>
> (Theodorson andTheodorso, 1969:67)

Another way to define communication is by information where a two-way process involves sending a message and receiving the reactions for that message.

1.3.2 Communication Theories:

To explain communication process, specialists through years have tried to describe it, to present a more detailed and explicit model through an in depth study and elaborated work.

For the first time, it was Aristotle who brought about a systematic study of the communication process, presenting the earliest model which incorporates the speaker, the speech, and the audience in a communication system. Another model which limited the field of communication theory in the following maxim "Who says what in which channel with what effect?" was illustrated by Laswell (1948) who portrays communication as a linear process that is sequential; one person communicates with another, overlooking that each may communicate simultaneously including a variety of factors being considered to determine the impact of a communication and to visualize the effects some dynamic speakers have under some circumstances.

In 1949 Shannon and Weaver developed Laswell's Model of communication when they introduced the concept of noise suggesting the following schema for communicative acts
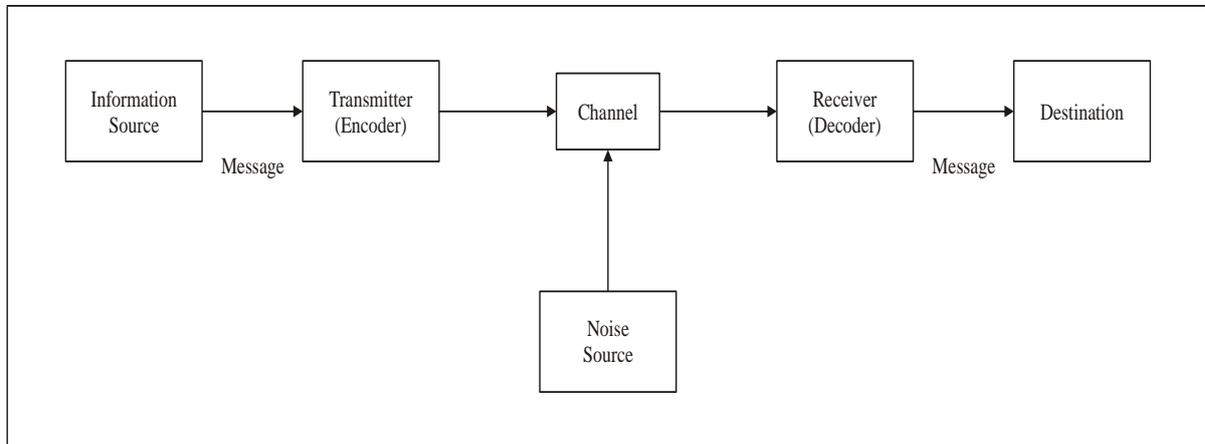
Figure1.1 Information Theory

Communication Theory which is used in the strict sense of information theory. It is primarily the transmission and reception of information or data from one point to another. The idea of feedback from the receiver to the sender was introduced by Wilbur Schramm who developed the interactive model in 1955 by demonstrating that communication is an interactive continuous process of messages and feedback. He pointed out that communicators create and interpret messages within what he called their fields of experience which existed through common experience**.**

Essentially an adaptation of the Shannon-Weaver model, Berlo (1960) took a different approach to constructing a model. Rather than attempting to identify elements of interest, and relationships between those elements, he created what he called *"a model of the ingredients of communication".* This model identifies controlling factors for four elements of communication: Source, Message, Channel, and Receiver. According to him communication process is the

whole sequence of A communicating with B which involves six steps:

The emails writer (Sender) →Ideation (information and ideas) → Encoding (coded into message *email*) → Transmission (transmitted mechanical channel) → the emails reader (rreceiver -destination-) → decoding (message decoded into ideas) → Acting.

Communication is thus a process by which one assigns and conveys meaning in an attempt to create shared understanding.

Source	Encodes	**Message**		**Channel**	Decodes	**Receiver**
Communication skills		**Content elements treatment structure code**		Hearing		Communication skills
Attitudes				Seeing		Attitudes
Knowledge				Touching		Knowledge
Social system				Smelling		Social system
Culture				Tasting		Culture

A source encodes a message for a channel to a receiver who decodes the message:
S-M-C-R Model
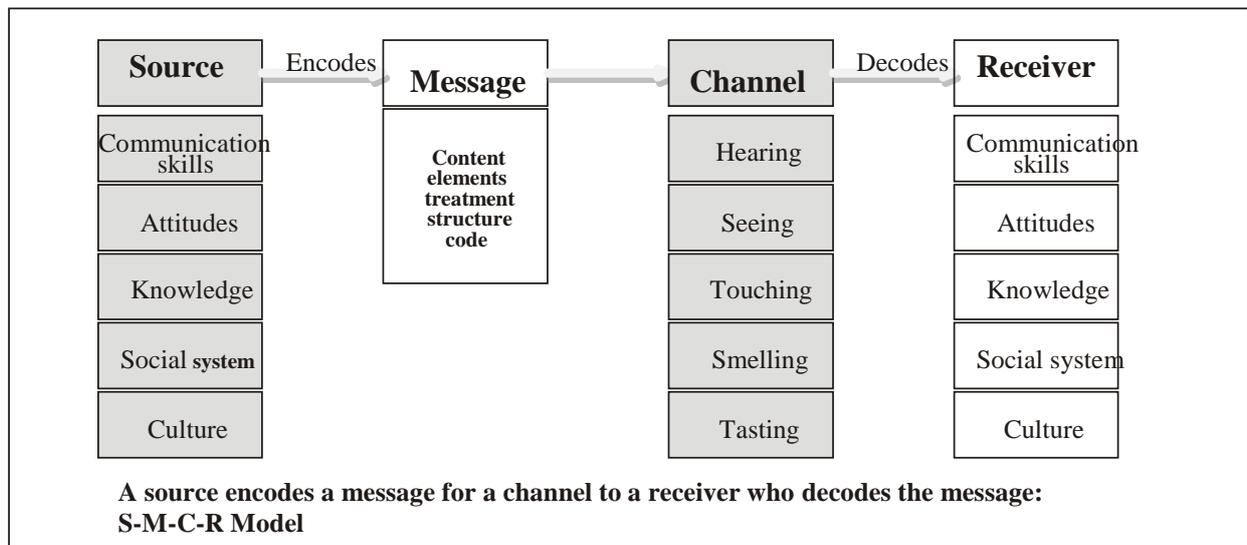
Figure 1.2 Berlo's Model of Communication

1.3.3 Communication Elements

1.3.3.1 Participants (who?): They are the most important components which take part in communication process. They are:

(i) Sender: is the person who conceives an idea and wants to share it. He/she encodes ideas, facts, feelings, and opinions by translating them into symbols, signs, words, actions, pictures and audio-visuals then decides on the message's form, length, organization, tone and style, all of which depends on the idea, the audience, the personal style and mood.

(ii) Receiver: it is the decoder to whom the message is meant by the sender (reader or listener)**.**Without his or her existence, communication process is not complete. It's the receiver who receives the encoded message and tries to convert, interpret, perceive, understand it then act upon it.

1.3.3.2 Message: (what?)It is the subject matter of communication. This piece of information, spoken or written, may involve any fact, idea, opinion, figure, feeling, attitude or a

course of activities including **information** passed from one person to another .The message is the main idea that is meant to be communicated.

1.3.3.3 Communication Channel: It means the way by which a message is communicated. To physically transmit someone's message to their receiver, they select a channel verbal or non-verbal, spoken or written and a medium: telephone, letter, email, which depends on the message, the audience location, the need for speed and the formality required.

1.3.3.4 Feedback: It is the reaction or the response that a receiver of communication makes to the sender linking both of them. Once the receiver gets the incoming message, he decodes it and converts it into meaning then responds and thus receives the output which enables the sender to evaluate the effectiveness of their message.

1.3.3.5 Context: It is anything that affects communication having many aspects like the physical environment, the sender's attitudes, opinions, emotions, past experiences, likes and dislikes, education, job status and communication skills. This broad field also includes country, culture and organization

1.3.3.6 Noise: It is defined as anything that may come from different sources at any point in the process which impedes, disrupts or even limits the accurate communication that occurs. Noise can be either semantic noises like incorrect word choice, weak sentence and paragraph structure, grammatical errors or poor organization of ideas, mechanical noises such as typographical errors, cluttered layout, and unfriendly format as well as offensive or discourteous tone which are psychological noises.
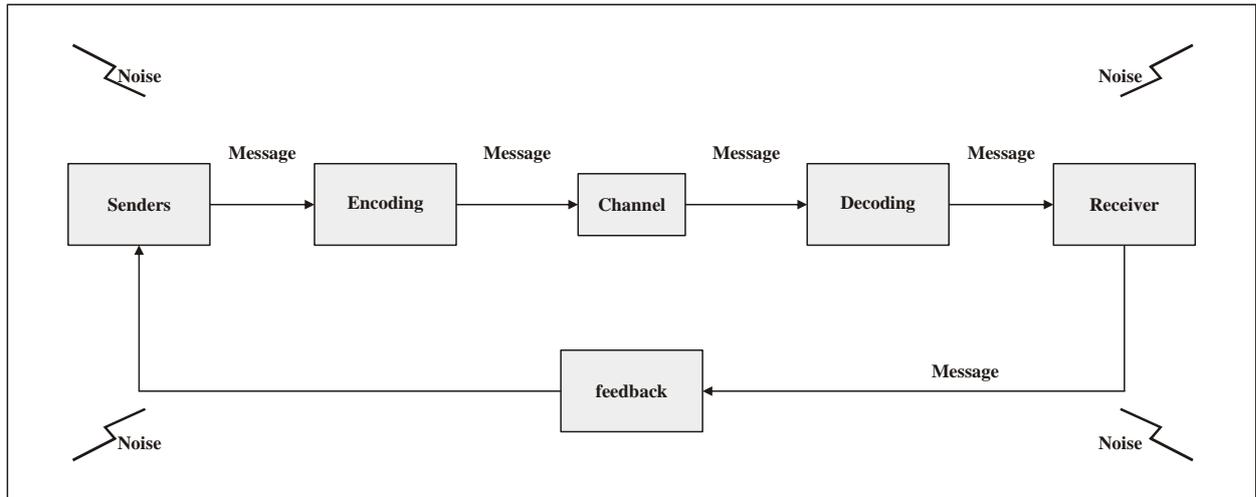
Figure 1.3 The Communication Process

1.3.4 Organizational Communication:

The organization in our context is a group of people associated for social, business, and professional purposes. They exchange information, ideas, plans, make decisions, rule proposals, contracts, and agreements. A process is a course of action and communication as an organisational process; it enables the transfer of information, involving a group of people and group of activities.

> "whether an organisation is large, small or virtual, sharing information among
> its parts and with the outside world is the glue that binds the organization together."
>
> (Bovee, et al, 2008: 42)

1.3.4.1 Definition of Organizational Communication: Organizational communication can be defined as a process through which organizations are created and in turn create and shape events.

> "the nature and role of communication in organizations is always evolving as
> individual actors interact with social institutions over time."
>
> (Weick, 1987: 114)

Organizations function as a container within which communication takes place. Herbert Simon wrote in 1947 about "organization communications systems", saying that communication is

"absolutely essential to organizations". It is then the subject that deals with the exchange of information and transmission of meaning throughout the organizational hierarchy.

Vardaman and Halterman state that:

> **"**Communication is the flow of material, information, perception and understanding between various parts and members of an organization.**"**
>
> (Vardaman and Halterman, 1968: 75)

In brief, communication can be called an act of transferring an idea or some news from one person to another. So, it involves more than just having the right information -the information should be believed, weighed correctly, to reach the right decision makers and result in the appropriate action.

Rogers and Rogers reiterated this point of view when they said that communication is a process by which an idea is transferred from a source to the receiver with the intention of changing knowledge, attitude and behaviour.

Myers and Myers (1982:xv) define organizational communication as "*the central binding force that permits coordination among people and thus allows for organized behavior.*"

Rogers and Rogers (1976:3) argued that "*the behavior of individuals in organizations is best understood from a communication point of view.*"

1.3.4.2   Types of Organizational Communication In an organization setting, communication can be in two types:

(i) The Internal Communication: the exchange of information is within the organization where information occurs in three directions from top to bottom, from bottom to top, and from side to side moving the organization ahead towards its stated objectives.

> **"**the nature and role of communication in organizations is always evolving as individual actors interact with social institutions over time.**"**
>
> (Weick, 1979:1987)
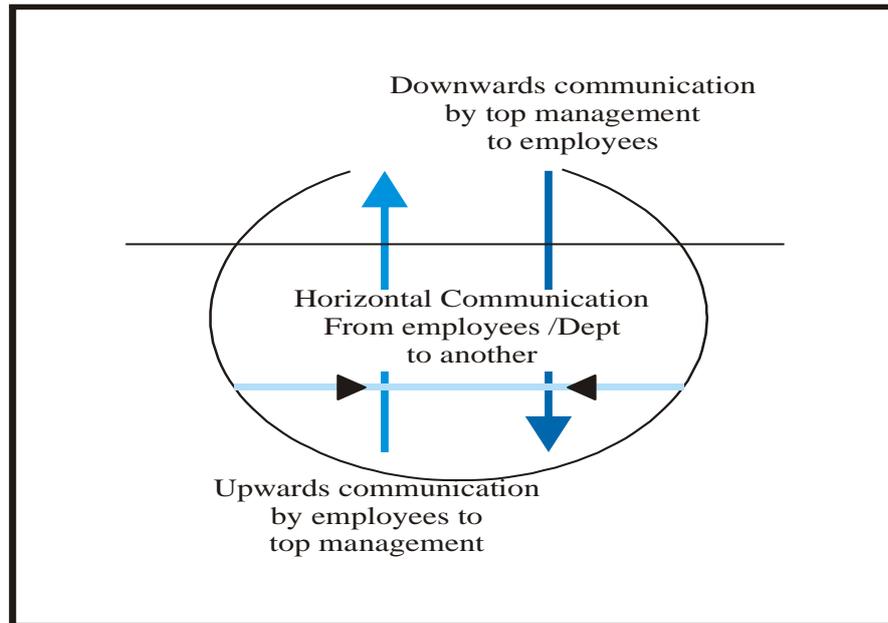
Figure 1.4 Direction Flow of Communication

➡ **Upward Flow**: information flows from persons at lower levels to persons at higher

levels in the organizational hierarchy. In short, from subordinate to superior.

➡ **Downward Flow:** It flows from persons at higher levels to those at lower levels in

the organizational hierarchy. It is from superior to subordinate.

➡ **Crosswise Flow:** communication is between the co workers with different areas of

responsibility.

- **Horizontal Flow**: Communication is between people at same or similar organizational levels

- **Diagonal Flow**: is between people at different organizational levels but having no direct reporting relationship. It takes place between peers in organizations in order to solve problems, perform job duties, prepare for meetings, and cooperate on important projects.

    (ii)   The External Communication: just as internal communication, it carries

information, up, down and across the organization with the outsiders.
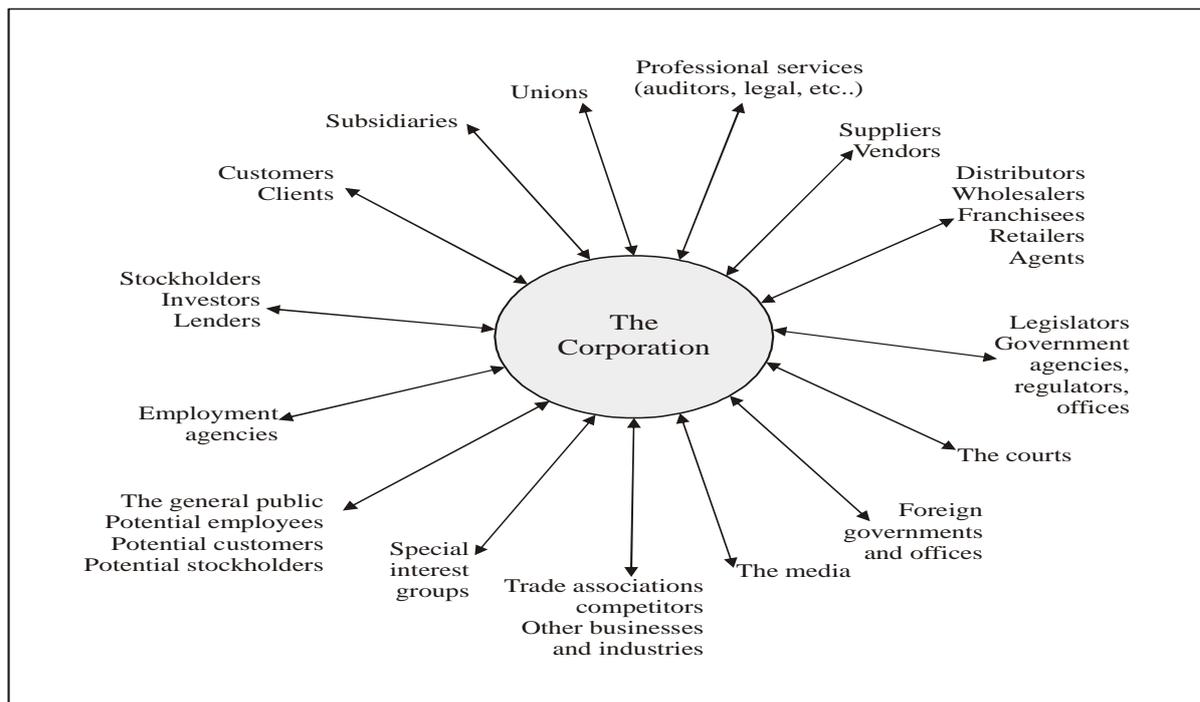
Figure 1.5 Types of Communication

1.3.4.3 Communication Media: Communication medium has been defined as a *"pipeline, a carrier of messages"* (Trevino et al, 1990: 87).

Inside or outside communication, messages are conveyed orally through face to face discussions, phone, oral presentations, interviews, seminars, conferences, trainings or through written media which involves any type of interaction that makes use of the written word including letters, reports (graph and charts), telegrams, email, faxes, telexes, contracts, invoices, ads, brochures, catalogues, manuals, circulars, news releases, notes, questionnaires, pamphlets and magazines. The channel may be also visual channels like slides, videoconferences, teleconferences…etc or visual /Audio-visual media or computer based media.

1.4 Language Theory and Communication

Although, the six components of communication process are here, another element can greatly affect it and constrict it. Obviously, unless both sender and receiver understand a common language, the opportunities for successful communication are significantly limited. The language problems, spoken or written, are often core to communication misunderstanding and confusion where its use may depend upon both the frequency of use of a language as well as on who uses it to communicate with whom.

"All language functions in contexts of situation, and is relatable to those contexts ..."

(Halliday, 1978: 32)

1.4.1. Language Functions and the Social Context: Language is a system for the expression of meaning. The primary function of language is to allow interaction and communication. The structure of language reflects its functional and communicative uses. Its primary units are not merely its grammatical and structural features, but categories of functional and communicative meaning as exemplified in discourse. Furthermore, there are, at least, three different theoretical views of language.

1.4.1.1 The Structural View: language is a system of structurally related elements for the coding of meaning. The target of language learning is seen to be the mastery of elements of this system, which are generally defined in terms of phonological units (e.g. phonemes), grammatical units (e.g. clauses, phrases, sentences)**,** grammatical operations (e.g. adding, shifting, joining or transforming elements) and lexical items (function words and structure words).

1.4.1.2 The Functional View: It is the view in which language is a vehicle for the expression of functional meaning.

1.4.1.3 The Interactional View: This view sees language as a vehicle for the realization of interpersonal relations and for the performance of social transactions between individuals. Here, language is seen as a tool for creation and maintenance of social relations.

Although, traditional linguistics focuses primarily on the formal characteristics of language, it claims language a transparent medium for communication or just a reflection of a social structure. In Buhler's view, the communicative intentions of individual speakers or writers are defined by the purposes for which the speaker uses the language, for example, to make a request, to apologize, to report, to command, to promise, to threat to make requests and to offer advice, and so forth which are usually accomplished through the use of words.

A distinction is sometimes made between uses of language interactional and transactional functions of language.

(i) Transactional Function: its primary focus is on communicating information and completing different kinds of real world transactions (transactional function). Interactional communication is primarily person-orientated, whereas transactional

communication is primarily message focused is organized around two very basic and common-sense observations: that language is part of the social semiotic, and that people talk to each other.

(ii) Social Interaction Formulas: based on a concept of language as socially motivated. Brown and Levinson (1988) present a theory of politeness explaining how and writers vary the strategies from what they called positive politeness which intends to make the reader feel good about him or herself, to the use of linguistic devices the writers may use to create and maintain relations with their readers especially in professional workplace through what they named negative politeness

1.4.2. Theory of Language:

The Hallidyan theory describes the relevant aspects of the situation as a social context of language which can be analyzed in terms of three factors and three major functions that Halliday posits as inhering in every fully functioning semiotic system which are described as follows: On the one hand, according to M.A.K. Halliday language works as a social practice where it promulgates a set of versions of reality and thereby works as a constantly operative part of social processes or as 'social semiotic'. By saying that language is part of the social semiotic, Halliday means that, language, and because it reflects aspects of the situations in which it occurs is considered as a resource used for communication and not as a set of rules. Its creativity is situated in this exchange.

> **"**A language is regarded in the first place as an instrument by means of
> which people can enter into communicative relations with one other.**"**
>
> (Halliday, 1980: 46)

From this point of view, language is primarily a pragmatic phenomenon – a symbolic instrument used for communicative purposes. Halliday claims that

> **"**The particular form taken by the grammatical system of language is closely
> related to the social and personal needs that language is required to serve.**"**
>
> (Halliday, 1970:142)

An essential concept of this theory is that each time language is used, no matter in what situation, the user is making essentially constant choices in meaning within the linguistic

systems at their disposal but are expressed by intonation, words, and grammatical structures. The theory of language is part of an overall theory of social interaction, and from such a perspective it is obvious that a language is seen as more than a set of sentences and formal rules, as it is for Chomsky. Rather, language is seen as text, or discourse –the exchange of meanings in interpersonal contexts that was latter adopted by Fairclough when he writes:

> " 'Discourse' is for me more than *just* language use: it is language use whether speech or writing, seen as a type of social practice."
>
> (Fairclough, 1992: 28)

Halliday; expanding on the work of Firth who identified the three components of the context of situation; relevant features of participants, relevant objects, and effects of the verbal action; developed later the construct register, which abstracts the context of situation by using concepts capable of relating the text both upwards to the social and semantic systems and downwards to the linguistic form. This construct is a system with three main categories: Field, Tenor, and Mode.

In a different but parallel emphasis, Jakobson (I960), working from Buhler's (I934) classification of three types of linguistic function, posited six basic aspects addressor, message, addressee, context, code, and contact. In spite of the considerable overlap among categories, it is often the relationship between addressor and addressee, rather than their individual characteristics, that affects the language of the interaction.

1.4.2.1 Field of Discourse:

It refers to 'subject matter' as one aspect of what is happening. Thus, it refers to the process or activity within which the language is embedded and the role that language plays within that activity:

> " what people are doing with their world and what they are doing it to."
>
> (Martin ,1984:IO)

In this context and in Halliday's framework ideational function of language is associated including events and states of affairs in the world ,organizing a speaker's or writer's experience

and conveying information which can be stated or denied .It is also known as descriptive function that influences transitivity.

1.4.2.2 Tenor of Discourse:

It relates to the participants who are taking part in an interaction, who they are and what kind of relationship they have with one another, representing the social action that Halliday terms Interpersonal function of language which is used to establish, maintain and signal (role) relationships between people. In a nutshell, it refers to interpersonal relations, with three dimensions: power, affect, and contact, which influence mood.

1.4.2.3 Mode of Discourse:

It refers to the role the language is playing in a particular situation. It deals with the way the language is organized to convey the meaning within the situation and to its symbolic organization. A text will have a function in relation to the social action and the role structure (informing, requesting, apologizing…); it is transmitted through some channel (writing, speech); and it has a particular rhetorical mode (formal, casual). It is related to a Textual Function, which consists in creating written and spoken texts to represent a coherent account of the world of the message *("what makes a text a text").* It refers to both medium (sender and receiver) and the relation between language and what it is talking about. Halliday sees the concept of genre as an aspect of mode.

(i)Genre:

Distinctive forms of discourse which according to Orlikowski and Yates it reflects the common knowledge, expectations, and norms that members of a specific community (termed organizational members) share about communication.

> "A genre established within a particular community serves as an institutionalized template for social interaction-an organizing structure-that shapes the on- going communicative action of members through their use of it for social interaction within the community"
>   (Orlikowski and Yates ,1994:132)

Each genre as has a label-such as memos, meetings minutes, letters, faxes and a form that distinguishes it from other genres Allison1999 *"A genre is then understood to be a class of language use and a type of communicative action that occurs in particular communities."*

In short, these functions may frequently overlap, and more than one function can be accomplished at the same time. Other scholars have developed different taxonomies that constitute context of situation, but all agree on three broad categories: **audience factors**, **topic factors**, and **setting factors**. Jakobson, Hymes, and Halliday all share concern for a comprehensive approach to language as part of communication, that is, concern for the diversity of functions, purposes, or meanings such communication may serve for different groups of people.

To help writers understand a situational view of discourse that is focused on context, Kinneavy used a similar method for analyzing the fundamental units of language and the relationship between speaker, situation and audience like the one used in the communication triangle which symbolizes how the three main elements that make up any communication situation (writer, audience, and subject matter) are all directly connected.

The rhetorical situation model can be traced back to work done by I.A. Richards and Kinneavy in which the dynamic equilibrium if one element changes the others should be adjusted as well as to meet the needs of the situation.

(ii)Rhetorical Discourse:

A communication artifact that responds to a particular situation to produce action or change or to perform some task. According to Bitzer, the context in which speakers or writers create rhetorical discourse, it consists of three elements that have the potential to be modified or influenced. The first one is that imperfection marked by urgency named exigency, the second which is audience refers to individuals who are mediators of the change that the discourse functions to produce. The third element is capable to eliminate exigency and to modify it through constraints which are opportunities and limitations that influence decisions and actions as well as an audience. This latter is claimed by other researchers as the major factor of context of situation influencing language variation.

Message
information, argument
reasons, evidence, data, structure

Rhetorical Triangle

Audience
beliefs,values
knowledge,experience

Communicator
ethos (credibility),authority
correctness, appearance, eloquence
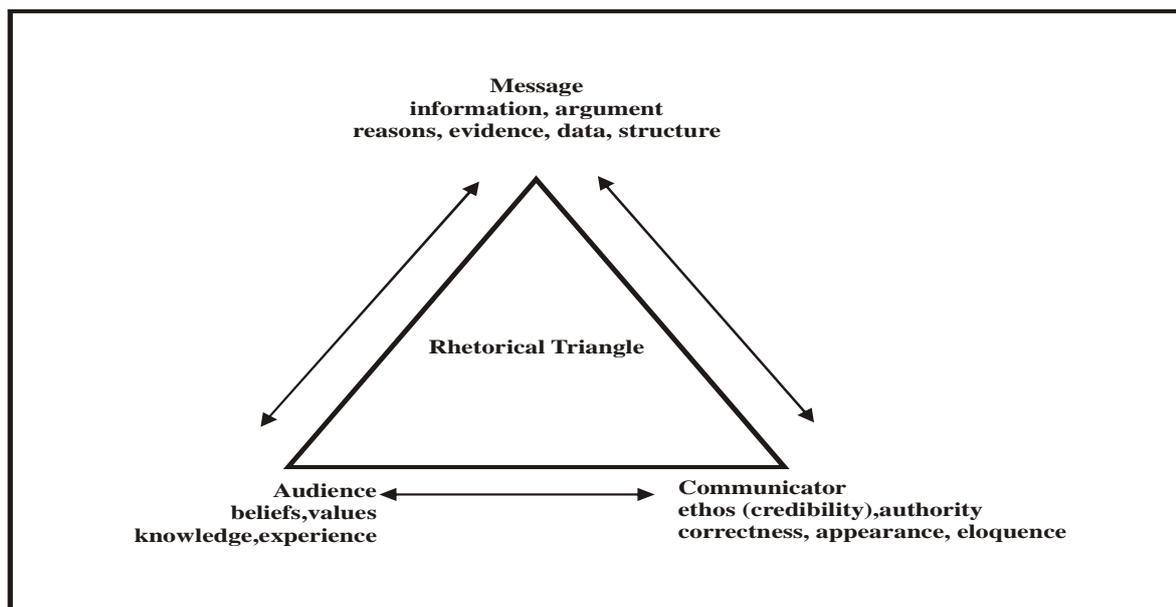
Figure 1.6 Kinneavy's Communication Triangle

1.5 Conclusion

We get a better understanding of the communication process and its main elements from the communication theories and their development through years where it is clearly seen that communication is the lifeline of an organization as a community of practice from where the need raises to understand and clarify the use of a language especially through Halliday's theory. Thereafter, the main functions of language are illustrated in the second part where the relationship between communication as a language activity and as a social context in which a message composed by one person can be received and understood by another is made .That is to refer to the idea that   language is optimally suited to the requirements of communication. Language is then viewed as a tool that communicators in an organisation or an occupational context may use to meet their communicative tasks and that is the area of our investigation. Probably this has been a necessary stage in the literature review but now there is a need for a wider view that focuses less on language particularities and more on communication. They are paralleled to show that link between different approaches and theories when it is about language use both in the workplace setting and in an educational one, where teaching and learning are the main aspects and by this one means particularly ESP. The following chapter will focus on this final   point   in   response   to   the   research   literature   which   needs   elaborating.

CHAPTER TWO
ESP and Discourse Analysis

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ESP and Discourse Analysis

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2.4 Conclusion

CHAPTER TWO
ESP and Discourse Analysis

2.1 Introduction

   The germ of our idea in this chapter was that language teaching methods have not ignored the fact that language is a dynamic and heterogeneous system which nourishes communication. This concept was adopted in various ways and fostered recognizably, giving birth to new approaches, new methods and new materials which have been made adequate to the learning teaching process, and where the stream of communication and communication itself are nurtured. Communication, this process through which people express feelings, converse, speak, correspond, listen and exchange ideas, write letters, faxes, emails...etc has become the backbone in teaching English for specific purpose in which English is the medium of a great deal of the world's Knowledge.

Therefore, one has to provide a thorough description of ESP and present a historical background of how it is used, and it has been developed. However, the access to knowledge is the business of education where ESP and the adequate basis for the development of its teaching materials is by drawing parallels between discourse, discourse analysis, conceptualizing coherence and cohesion as constitutive components of human communication. The last part of this theoretical chapter describes the ways of applying discourse analysis in text-based computer-mediated communication especially emails. Eventually, all what is mentioned beforehand is assembled at the heart of our literature review.

2.2-English for Specific Purposes

   English is nowadays the lingua franca or language of mutual understanding, not only for general international communication, but also for the delivery of scientific and technological developments. All communication has structural level, a functional level and a discourse level. They are not mutually exclusive, but complementary, and each may have its place in the ESP course.

   2.2.1-Definition of ESP:

       When defining ESP and its relation with communication, Mackay and Mountford point

out that:

"ESP is generally used to refer to the teaching of English for a clearly utilitarian purpose.**"**

(Mackay & Mountford 1978:2)

They refer to its purpose which is defined by the needs of the learners, which could be academic, occupational, or scientific.Wright (1992) defines the concept of English for Specific Purposes

"ESP is, basically, language learning which has its focus on all aspects of language pertaining to a particular field of human activity, while taking into account the time constraints imposed by learners." (p.1)

ESP is not a matter of teaching specialized varieties of English and the fact that language is used for specific purposes does not imply that it is a special form of the language, different in kind from other forms. Certainly, there are some features which can be identified as typical of a particular context of use and which, therefore, the learner is more likely to meet in the target situation. As for a broader definition of ESP, Hutchinson and Waters (1987) theorize that "*ESP is an approach to language teaching in which all decisions as content and method are based on the learner's reason for learning."* (p. 19)

An extended definition of ESP in terms of "absolute" and "variable" characteristics can be given resolving arguments about what is and is not ESP. According to Dudley Evans and St. John (1998), ESP has the following characteristics:

2.2.1.1 Absolute Characteristics: for constants characteristics

1) ESP almost invariably targets to meet specific needs of the learners in viewing them primarily in work- and study-related roles.

2) ESP almost inevitably makes use of underlying methodology and activities of the discipline it serves. In order to teach it, ESP draws on descriptions of language use and communication from the target communities of practice and disciplines.

3) ESP is, of necessity, centered on the language appropriate to these activities in terms of grammar, lexis, register, study skills, discourse and genre.

2.2.1.2 Variable Characteristics: the variability of ESP stems from the fact that:

1) ESP may be related to or designed for specific disciplines. The range of areas for which ESP courses are developed from the relatively general (for example academic English writing courses) to the highly specific (for example, English for hotel receptionists)

2) ESP may use, in specific teaching situations, a different methodology from that of General English (GE).

3) ESP is likely to be designed for adult learners. It is the teaching of specific English (specialized discourse) to learners (adults), who will use it, in a particular setting (business, engineering, medical field, science, etc.) in order to realize a practical purpose.

4) ESP is generally designed for intermediate or advanced students .So, the relationships ESP learners have with their target community of practice differs between those learners who are already working or studying, or have already worked or studied in their target workplaces or disciplines, and thus have knowledge of their specific ways of working and those learners who may not have entered their targeted communities and have little understanding of what work or study in these communities involves.

5) Most ESP courses assume some basic knowledge of the language systems. (1998, pp. 4-5)

2.2.2 Types of ESP:

With identical or different purposes and topics either for employment or for study, in the 'Tree of ELT' (Hutchinson & Waters, 1987), ESP is broken down into three branches: a) English for Science and Technology (EST), b) English for Business and Economics (EBE), and c) English for Social Studies (ESS). Each of these subject areas is further divided into two branches: English for Academic Purposes (EAP) and English for Occupational Purposes (EOP). An example of EOP for the EST branch is 'English for Technicians' whereas an example of EAP for the EST branch is 'English for Medical Studies'.

English for Medical Studies / English for Technicians / English for Economics / English for Secretaries / English for Psychology / English for Teaching

English for Occupational Purposes (EOP) / EOP / EAP / EOP

English for Academic Purposes (EAP) / EAP

English for Science and Technology (EST)

English for Business and Economics (EBE)

English for Social Sciences (ESS)

EAP Courses often have a study skills component

EOP is also known as EVP (English for Vocational Purposes) and VESL (Vocational English as a Second Language).

English for Specific Purposes (ESP)

GE is usually studied for exam purposes.

Adult
Tertiary (US:High School)
Secondary
Primary

various branches

General English (GE)

English as a Foreign Language (EFL)

English as a Mother Tongue (EMT)

ESL can be divided in the same way as EFL

English as a Second Language (ESL)

English Language Teaching (ELT)

In American ELT the dominant branch is ESL.

Language Teaching

LEARNING   COMMUNICATION

Figure 2.1 The Tree of ELT (Hutchinson & Waters, 1987)

2.2.3 Needs Analysis and ESP:

In the early 1970's along with the development of the communicative approach, an assessment of the needs for which a learner or group of learners may require a language prompted as a research area known as "Need analysis". Needs analysis has gone through substantial developments, in the 1970s and 1980s, where the proponents of the communicative approach argued that the selection of instructional materials should be based on a systematic analysis of the learners' needs for the target language use. In deciding what sort of language to select and how to teach the language, learner need is placed at the centre of the course design process thanks to Munby (1978) who produced a detailed profile of the learners' needs and introduced Communicative Needs Processor (CNP). As Hutchinson and Waters (1987: 54) say:

"With the development of the CNP it seemed as if ESP had come of age. The machinery for identifying the needs of any group of learners had been provided: all the course designers had to do was to operate it."

A lot of researchers of needs analysis have been based on CNP and referred to Munby's overall model which is made up of the following elements:

- **Purposive domain**: establishes the purpose which the target language will be used for at. why is language needed? For study; for work; for training; for a combination of these; for some other purposes, e.g. status, examination, promotion; communicative setting this category

- **Setting:** Where will the language be used? The physical setting specifying the spatial and temporal aspects of the situation where English will be used: e.g. office, hotel, workshop, library; and the psychological setting specifying the different environment in which English will be used. human context: alone, meetings, demonstrations, on telephone; linguistic context: e.g. in own country, abroad,

- **Instrumentality**: How will the language be used? It specifies the medium, i.e., whether the language to be used is written, spoken, or both; the channel: whether it is face to face, radio, telephone or any other. And mode, i.e., whether the language to be used is in the form of monologue, dialogue or any other types of text or discourse: e.g. academic text, lectures, catalogues, etc.

- **Communicative event:** states what the participants will have to do productively or receptively the manner in which they will have to do the activities comprising an event, e.g. politely or impolitely. It includes the content areas or subjects: e.g. medicine, biology, commerce, shipping, etc. the interaction which identifies the learner's interlocutors and predicts relationship between them. It also involves the level: technician, craftsman, postgraduate, and target level of linguistic proficiency

In the CNP, account is taken of "*the variables that affect communication needs by organizing them as parameters in a dynamic relationship to each other"* (Munby, 1978: 32).Thus, a thorough explanation of the target situation analysis (TSA) another term Chambers' (1980) used when describing the process concerned was given owing much to the work done by researchers such as Richterich and Chancerel, Munby. Need analysis involves:

"Compiling information both on the individuals or groups of individuals who are to learn a language and on the use which they are expected to make of it when they have learnt it."

<div align="right">(Richterich; 1983: 2)</div>

In sum, the foundation of all ESP is the simple question 'why does the learner need to learn a foreign language'. At the heart of ESP, it is more effective to plan an English course on the basis of the needs of a learner than to teach everyone with the same methodology/content considering the place and time of anticipated target use as well as content areas. In order to design an effective language course, to select activities and materials which are appropriate to the learners' needs and level of proficiency; a variety of data collecting methods are used such as questionnaires, interviews, situation analysis, and analysis of language samples collected in different settings , and observations. Information may be obtained from the learner, people already in the target situation revealing differences in vocabulary choice, grammar, in the kinds of texts commonly occurring, in functions as well as in the need for particular skills.

4.4. Approaches to Needs Analysis:

It is clear that target-situation needs analysis which tries to establish what the learners are expected to be like at the end of the language course is a necessary step in ESP. Consequently, other approaches to needs analysis have been proposed, those which have been considered as complementary like present situation analysis (PSA) which was proposed by Richterich and Chancerel (1980) in an attempt to identify what the learners are like at the beginning. As Dudley-Evans and St. John (1998: 125) state "*a PSA estimates strengths and weaknesses in language, skills, learning experiences.*" It can be carried out by means of established placement tests e.g. years of learning English, level of education, etc. However, other approaches to needs analysis have been proposed, such as Pedagogic Needs Analysis which was proposed by West (1998). This covers three types of analysis:

- Deficiency analysis which give information about both the gap between present and target extra linguistic knowledge, mastery of general English, language skills, and learning strategies, or what target-situation needs learners lack or feel they lack (Allwright, 1982);

- Strategy analysis concerned with the learners' views of learning, it seeks to establish learners' preferred learning styles and strategies (Allwright, 1982);

- Means analysis investigates the educational environment in which the ESP course is to take place. Dudley-Evans and St. John (1998: 125) suggest that means analysis provides us "information about the environment in which the course will be run" and thus attempts to adapt to ESP course to the cultural environment in which it will be run.

Because it is critical to know why a learner decides to study a second language and under what circumstances she/he is going to use it, different kinds of framework have been established for analyzing language learners' needs where the identified features gotten form the syllabus of the ESP course. Moreover, the information about the identity and language of the learners: age, gender, nationality, present command of target language, other languages known and extent of command which indicates the target communicative competence of the participant and their particular communication needs according to socio-cultural and stylistic variables is the translated profile of needs.

So, the attention paid to the three analyses and their significance has led to the development of several approaches and has given rise to a new generation of ESP materials based on the conception of learning.

2.2.4.1 Learning-Centered Approach:

According to Hutchinson and Waters (2003: 14) "*A truly valid approach to ESP must be based on the understanding of the processes of language learning.*" Learning needs approach is, then, the route to convey learners from the starting point to the target situation.

Learner needs are approached from two directions; target needs and learning needs. Target needs are defined as "*what the learner needs to do in the target situation*" (Hutchinson & Waters, 1987, p. 54). They are broken down into three categories: necessities, lacks and wants. Necessities are considered to be "*what the learner has to know in order to function effectively in the target situation*" (p. 55). Lacks are defined as the gaps between what the learner knows and the necessities (p. 56). Wants are described as "*what the learners think they need*" (Nation, 2000, p. 2). Jordan (1997: 26) quotes Bower (1980) who has noted the importance of learning needs:

"If we accept…that a student will learn best if what he **wants** to learn, less

well what he only **needs** to learn, less well still what he either wants

or needs to learn, it is clearly important to leave room in a learning program

for the learner's own wishes regarding both goals and processes."

(Jordan; 1997: 26)

The second focus in this approach is on learning needs, referring to numerous factors, including who the learners are, their socio-cultural background, learning background, age, gender, background knowledge of specialized contents, background knowledge of English, attitudes towards English, attitudes towards cultures of the English speaking world and studying English. Berwick (1989) and Brindley (1989) are leaders in contributing learner-centred approaches to needs analysis. Three ways to look at learner needs are offered:

- Perceived vs. felt needs: the former is from the perspective of experts while the latter is from the perspective of learners (Berwick, 1989).

- Product vs. process oriented interpretations: 'In the product-oriented interpretation, learner needs are viewed as the language that learners require in target situations. In the process-oriented interpretation, the focus is on how individuals respond to their learning situation, involving affective and cognitive variables which affect learning (Brindley, 1989).

- Objective vs. subjective needs: objective needs are explored prior to a course, and can be derived from various kinds of factual information about learners, their real-life language use situations, their current language proficiency and difficulties. Whereas subjective needs are addressed while the course is underway, and can be derived from information concerning their affective and cognitive factors such as personality, confidence, attitudes, learning wants, learning expectations, cognitive style and learning strategies.

2.2.4.2 Skills-based Approach:

The students' skills priorities are taken into account when designing ESP courses and creating their appropriate teaching material. Long (2005a) recommends taking a task-based approach to needs analysis as well as with teaching and learning based on the argument that "structures or other linguistic elements (notions, functions, lexical items etc.)" should not be a focal point of teaching and learning. "*Learners are far more active and cognitive-independent participants in the acquisition process than is assumed by the erroneous belief that what you teach is what they learn, and when you teach it is when they learn it*" (p. 3). In this approach, tasks are the units of analysis and "*samples of the discourse typically involved in performance of target tasks*" (p. 3) are collected. The concept of tasks is similar to that of communicative events as defined by Munby (1978).

According to the skill-learning model of learning, Johnson (1984) and Littlewood (1984) consider the acquisition of communicative competence in a language a good example of skill development involving both a cognitive and a behavioral aspect:

> **"**The cognitive aspect involves the internalization of plans for creating appropriate behavior. For language use, these plans derive mainly from the language system they include grammatical rules, procedures far selecting vocabulary, and social conventions governing speech. The behavioral aspect involves the automation of these plans so that they can be converted into fluent performance in real time. This occurs mainly through practice in converting plans into performance.**"**
>
> (Littlewood, 1984: 74)

Finally, different approaches to needs analysis attempt to meet the needs of the learners in the process of learning a second language. At the same time, a modern and comprehensive concept of needs analysis was proposed by Dudley-Evans and St. John (1998: 125). It encompasses all the main approaches including the environmental situation and with whom the user will interact and the level of proficiency required, information about learners, their personal and professional one, their lacks, their needs from course as well as language information about learners; the language learning needs. Another important element is the knowledge of how language and skills are used in the target situation (register analysis, discourse analysis, or how to communicate in the target situation. Language is then viewed as a

tool that communicators use to meet their communicative tasks and that is the area of our investigation.

2.3-The Analysis of Text in ESP:

In addition to keeping in line with the learner's language and learning needs, the selection and presentation of instructional materials are also based on an analysis of the register and/or discourse used in the target situation which is not only based on determining the linguistic characteristics of different disciplines.

Various approaches to text analysis have been adopted in the brief history of ESP, from the early register analysis associated with the identification of key grammatical elements of scientific communication (Barber, 1962, Swales, 1971) to the dominant approach of today, genre analysis (Swales, 1990; Bhatia, 1993). The value of these approaches to text analysis is that they are beginning from the idea that the texts used in particular specialist environments have particular characteristics that distinguish them from other texts and from the generalized summaries of linguistic features that arise from an approach to text analysis that uses a corpus of different texts.

2.3.1-Register Analysis:

To make the ESP course more relevant to learners' needs, register analysis, also called *"lexicostatistics"* by Swales (1988: 1, quoted in Dudley-Evans and St. John, 1998) and *"frequency analysis"* by Robinson (1991: 23) developed out of the need for a research base for ESP where attention to ESP writing is crucial for language learners. If a register is a variety of language determined according to its use, register analysis is the studies of the language of fields like journalism, medicine, or law for distinctive patterns of occurrence of vocabulary, verb forms, noun phrases, and tense usage. Several early ESP materials designers analyzed large corpora of specialized texts to establish the statistical contours of different registers.

Ewer and Latorre (1967) put it the following way:

> "In order to get a working idea of what this basic language consisted of, a frequency analysis of the English actually used by scientific writers was required. In subject, it covered ten main areas of science and a large number of individual disciplines from anatomy to volcanology."

> (Ewer and Latorre, 1967:224)

The work of the register analysts operates only at word and sentence level and does not go beyond these levels .The reaction against register analysis in the early 1970s brought about the concept of text, discourse and the discourse analysis.

2.3.2 Discourse Analysis:

2.3.2.1 Definition of Discourse Analysis:

The term discourse analysis was first employed by Harris. 'Discourse analysis examines how stretches of language, considered in their full textual, social and psychological context, become meaningful and unified for their users' (Cook, 1989). In simple words, discourse analysis is "the study of language in use".

> **"**The discipline is based on the fact that language needs a context for its existence and it is impossible to understand the linguistic items, used in discourse, without a context.**"**
>
> (Fasold1990: 65).

This broad and complex interdisciplinary field focused on the communicative values of discourse in order to identify the linguistic structure of longer samples of text rather than the lexical and grammatical properties of register. It is the study of how stretches of language used in communication assume meaning, purpose and unity for their users: the quality of coherence.

Widdowson (2004) said that the concept of discourse is fundamental to understanding language as communication: *it is the means by which the beliefs, values, assumptions that constitute a speaker's social and individual reality are molded and expressed*. Not only the individual but a community define and maintain itself by communicating, and the patterns of its communication over time form its culture (Garner 2004).

Discourse analysis is a qualitative method, which is more concentrating on meaning of data than to the generality of the data. Discourse analysis is one of the disciplines that deals with the study of language use. But it is also about how sentences, the most complex units within the language system, are actually put to use and combined with each other, i.e. are used as utterances. Most utterances we make do not come as isolated sentences, but as longer stretches of language use, i.e. as **text** and **discourse**

(i) Text : What is a text?

Although Halliday and Hasan (1976) did not propose a theory of text structure or examine how humans produce texts, they do attempt to define the concept of text. To them a text is a semantic unit, the parts of which are linked together by explicit cohesive ties. It is the notion of 'text' that puts the emphasis on the linguistic unit that is larger than a single sentence and therefore studies more of the co-text of an utterance. In that sense text can be seen as a subcategory of discourse:"*A text is a passage of discourse which is coherent with respect to the context of situation [...];and it is coherent with respect to itself, and therefore cohesive.*" (Halliday & Hasan, 1976: 23)

Text is a basic unit of the data for discourse analysis. It is any stretch of language which has been used to communicate something and is felt to be coherent (and may, or may not, happen ton correspond to a correct sentence or a series of correct sentences).

(ii) Discourse :

The term discourse has come to be used to refer to all units of language use whatsoever (even discourse over longer stretches of time, such as a political or scientific discourse relating to one particular topic), and with that integrates many aspects of the situational and socio-cultural context of utterances.

The word discourse is an elastic term. It is used in a range of different ways by different theorist. In Collins dictionary of English, it is defined as "*verbal communication; talk or conversation*" and according to Zellig Harris (1951), who first used the term discourse; it can be considered as a sequence of utterance. Grenoble (2000), explaining Harris's definition of discourse who observes that: "*Stretches longer than one utterance are not usually considered in current descriptive linguistics.[...] the linguist usually considers the interrelations of elements only within one utterance at a time*", states that: "Harris interestingly enough ruled out the kind of study which discourse analysis aims to do. According to Stubbs, discourse is

"language above the sentence or above the clause" and 'the study of discourse is the study of any aspect of language use**."**

(Stubbs, 1983:1)

35

As Fairclough states "Discourse constitutes the social". Three dimensions of the social are distinguished -knowledge, social relations, and social identity – and these correspond respectively to three major functions of language …

> **"**Discourse is shaped by relations of power, and invested ideologies.**"**
>
> (Fairclough 1992:8)

Discourse can narrowly be defined as practices of talking and writing (Woodilla, 1998). More precisely discourse is in fact the relations of talking, writing or other way producing a cultural "text", which can be also a picture, photograph,..etc.

> **"**Discourse is written as well as spoken: every utterance assuming a
> speaker and a hearer as discourse."
>
> (Benvenisle, 1971: 208-9)

On the other hand Dakowska, being aware of differences between kinds of discourses indicates the unity of communicative intentions as a vital element of each of them. Consequently she suggests using terms 'text' and 'discourse' almost interchangeably betokening the former refers to the linguistic product, while the latter implies the entire dynamics of the processes (Dakowska 2001:81).

According to Cook cited in Wisniewski 2006, short conversations or even groans might be equally rightfully named discourse. So, the concepts of discourse and framing are often used side by side, though discourse is actually the way of framing and "framing" refers to the activity of doing or making the discourse.

2.3.2.2   The Use of Discourse Analysis:

How is it used? It includes somewhat diverse theoretical and methodological approaches from linguistics, anthropology, and sociology. Discourse analysis' covers a multitude of rather different approaches which vary in several important ways. All these approaches share a commitment to studying language in context. But "context" is notoriously indeterminate and different approaches to discourse analysis emphasize different aspects of context as potentially relevant to understanding language use.

Discourse analysis is the study of cohesion and other relationships between sentences in written or spoken discourse. It is also essential to acknowledge that texts are not meaningful

individually: it is only through their interconnection with other texts (Phillips & Hardy, 2002). Allen and Widdowson (1974) set out the approach as follows: discourse as a text, spoken or written, is analyzed in a way which concentrates on cohesion.

> **"**Discourse is not produced without context and cannot be understood without taking the context into consideration…..discourses are always connected to other discourses which are produced earlier as those which are produced synchronically and subsequently.**"**
>
> (Fairclough and Wodak, 1997:277)

The goal of discourse analysis in this tradition is to build a model that places texts in their social contexts and look comprehensivley at the resources which both integrate and situate them.

2.3.2.3 Discourse Analysis and Cohesion:

Between discourse as a communicative event and a linguistic construct, a process and a product, coherence emphasizes the former and cohesion the latter. Many elements in a language mark the textual cohesion, while others contribute to its overall coherence with regard to its context, especially the background knowledge on the part of the receiver or the established one by prior co-text. Explicit markers facilitate the comprehension process as cohesion cues with sentence structure, word structure; the intonation and the lexical vocabulary of the discourse segments activate the pre-grammatical, knowledge-based and syntax-based coherence. According to Cook (1989), discourse is the language for communication in which coherence is observed and discourse analysis is hence the investigation into "*the discourse coherence*" (p. 6).

Coherence as continuity in meaning and context does not exist in the language, it exists in people, and people tend to interpret texts in accordance with their life experience, socio-cultural and discourse knowledge. Thus, coherence in discourse has been studied in a range of disciplines, including linguistics, philology, sociology, psychology and computer science.

Indeed, cohesion and coherence are not necessarily mutually exclusive but they often support each other. Their relations, referential, spatial, causal, temporal, or additive are to answer the questions of who, where, why, when, and what of the events described by the discourse. When these levels lack coordination, the coherence is more difficult. To get the

message across, the sender will try to coordinate the levels. The receiver assumes that the sender's message which is packed within a text with its information is intended to be well structured and will make every attempt to construct a coherent interpretation. As Fairclough puts it:

> "*relations of coherence between clauses and sentences of a text are not objective properties of the text, they are relations that have to be established by people interpreting it.*"

<div align="right">Fairclough (1995: 122)</div>

The intended meanings can be reconstructed from the preceding discourse and from world knowledge. Cohesion (or internal coherence) alone is not sufficient for the interpretation of the discourse and it alone cannot fully account for coherence in discourse, it can facilitates it though. In the first place a text has to have (external) coherence, i.e. it has to be consistent with the discourse situation in which it takes place.

To sum up, the analysis of discourse cannot be restricted to the description of the linguistic forms independent of the purposes of functions designed to serve in human affairs, or be confined to the grounds that all discourse is action and all action is discursive. As an overarching term, DA covers analyses of language as communication and is inevitably committed to the investigation of what that language is used for. Although, it presents the way people talk and frame the current circumstances, it does not take into consideration the actual content of the matter and does not make any assumption or conclusions whether the object is good or not as it does not tell about what kind of solutions should be made.

2.3.3 Computer Mediated Discourse Analysis:

In a relatively short time, the field of discourse analysis has examined issues of structure and cohesion where many studies focused on the use of language in everyday interactions from the point of view of discourse structuring, politeness strategies, and reader/writer/speaker orientations. As Flowerdew (1998) stated a lot of applied work on discourse analysis has focused on the lexico-grammatical patterning of text, producing frequency and collocation and lists of fixed phrases; much of it has centered on the propositional level of texts with less regard to functional and rhetorical aspects.

Another field has become a vast field of research and discourse analysis. It is the field of Computer Mediated Discourse Analysis (CMDA) where scholars from different disciplines sociology, psychology, computer science and linguistics are involved. They focus their research on different forms of mediated communication (CMC) with a discourse produced when using computer to interact; either through sound and visual elements as in video-and teleconferences; or written elements as in text- based messages typed on a computer keyboard. CMDA emerged involving a great variety of approaches that try to find "the nature" of CMC-language and identify how online technologies affect it, and what the characteristics of the language which appeared online actually are (Herring 1996).

Text-based CMC may take many forms, such as computer games, instant messages, discussion groups and email (Herring 1996, 2001, 2004). The study of Computer-mediated discourse (CMD) became a specialization within the broad interdisciplinary study of CMC. It is distinguished *"by the focus on language and language use and by the use of methods of discourse analysis to address that focus"* (Herring 2001:612).

Opposed to the early generalizations about CMC, scholars within CMDA aimed at describing CMC as a much more complex and context sensitive communication mode (Herring 2001:613). In general, this early research on computer-mediated written interaction language (e.g. email) seems to agree with that computer-mediated written interaction discourse which is characterized by features typical of both written and spoken discourse. In this context, we find relevant studies of email communication from both linguistic, genre and organizational perspectives.

2.3.3.1 Computer Mediated Discourse Analysis (CMDA) and Emails:

The early studies of emails aimed at identifying the general characteristics of email (and CMC in general). Commonly held ideas were, for instance, that email is *informal* (Spears & Lea 1992), that email helps participants to interact in a less constrained way and encourages personal disclosure (Sproull & Kiesler 1986).

(i). Linguistic Approaches to Emails:
Within linguistic approaches to email, scholars have attempted to grasp the "nature" of the electronic language and to characterize the language and style of CMC/email by

identifying special features of orthography, typography, and grammar in electronic texts (Ferrara et al. 1991, Uhlíøvá 1994, Maynor 1994, Biber's (1988). They also analyzed the distribution of lexico-grammatical features and compared the results with features associated with written and spoken language.

In line with Herring (1996), Hård af Segerstad (2002) compared email letters from citizens to the city council in Göteborg with traditional letters to the same council. She finds that email language differed from the other modes of communication by not including features such as *"all capitals"*, *"mix of lower case and capitals"*, *"repetition of letters and words"*, *"consonant writing"*, *asterisk"* and *"addressivity markers"* (Hard af Segerstad 2002:257). But she concludes that norms of email writing are still in the process of being established and that people are uncertain about what convention to use (Hård af Segerstad 2002:119). Kankaanranta, on her side, claims with more certainty that users of email do regard it as a letter. She writes: *"In the same way as the recipient of an English letter or fax needs to be signed, so does the writer of an email message greet the recipients and sign off"* (Kankaanranta 2005b:358).

Another classical study in the field is Baron (1998). In her attempt to classify email in relation to written and spoken language, Baron developed four dichotomous models (social dynamics, email format, grammar and style) divided into a representative set of variables. She finds an emerging linguistic profile to draw a clear cut distinction between the spoken and written mode in email.

Linguistic Component		Email Most Like
Social Dynamics		predominantly writing
Format		(mixed) writing and speech
Grammar	Lexicon	predominantly speech
	Syntax	(mixed) writing and speech
Style		predominantly speech

Table 1. Overall linguistic profile of email (Baron 1998:155)

Baron (2008) goes even further and concludes: *Trying to characterize email style with a "one size fits all" definition is about as meaningless as describing an "average" American meal: meatloaf or minestrone? Potato pancakes or pad thai? Cola or cappuchino? By now, email has become sufficiently domesticated, at least in the United States, that its style and content is*

as diverse as the people using it (Baron 2008:16).

Focusing on the linguistics of email which show the need for analyzing emails in specific social and cultural setting, researchers seem to conclude their study by supporting Baron's view (1998, p. 162) *"email is a communicative modality in flux"* and more "*a moving linguistic target than a stable system*" (1998, p. 144).

Also the business communication researchers and applied linguists Nickerson (2000) and Luohiala-Salminen (2002) investigated linguistic (interpersonal) features in emails. Nickerson (2000) identified the following interpersonal features as private verbs (such as "think" and "know"), first and second person pronouns, contractions and abbreviations, hedges, emphatics, block capitals and exclamations. Also Luohiala-Salminen (2002) found features of conversational style in internal email messages in a multinational corporation. These examples show that features of spoken language exist in the electronic medium. Other studies of workplace emails also seem to support the view that not all email messages require a response. While Kankaanranta relates the issue of absent response to a specific email genre. In order to identify how email messages are structured, some scholars have attempted to identify the opening and closing conventions in email messages. They also examined how different categories of salutations and signatures were distributed in email messages.

Gain's (1999) study is about comparing text features of email in two different settings; in commercial emails and in academic emails. The commercial emails seemed, on the one hand, to have evolved a consistent style. On the other hand, the academic emails in general contained some form of opening greeting (salutations), involved a more creative use of the subject field "in order to overcome the sterility of the medium", and in great contrast to the commercial emails, academic emails contained a great diversity of stylistic register, from very formal, through the semi-formal and to the informal style. Email has also been examined with text-linguistic methods, such as internally organized written texts.

Hård af Segerstad 2002 examined the frequency and the pragmatic function of punctuation marks as one of the features characteristic of the email medium, such as, for instance, exclamation marks. The CMC-researcher Waselesky (2006) provides a deeper understanding of the use of exclamation marks. Some scholars such as Hård af Segerstad (2002) and Nickerson (2000) address contextual issues, such as Yates and Orlikowski (1992, 2002), Orlikowski and Yates (1994), Nickerson (1999), Mulholland (1999), and Kankaanranta (2005).

More recent studies, as for instance Hård af Segerstad (2002), investigates how written language (email language) is adapted and developed in the electronic medium in order to fit the contextual factors which are embedded in the communicative practices, such as genre, goal of interaction, relationship between communicators etc. Her study involves a comparison of three different modes of CMC; web chat, instant messaging (IM) and mobile chat.

(ii). Genre Approach to Emails :

Inspired by Orlikowski and Yates's theory *"the genre approach does not attempt to understand the practice as an isolated act or outcome, but as communicative action that is situated in a stream of social practices which shape and are shaped by it"* (Yates & Orlikowski 1992:318) other studies approach email as communicative practices linked to communicative purposes and hierarchical roles manifested in an institutional context within a community, e.g., the organization.

Nickerson (1999, 2000), Kankaanranta (2005a, 2005b) studied email genres in a multinational company. Whereas Nickerson (2000) identified the genres according to situations where the genres were invoked, the action they accomplished and the layout they used, he identifies four email genres in a Dutch-British company, but none of them have been named. Kankaanranta (2005) draws on the genre criterion from the ESP tradition where communicative purpose is used as the main criterion, complimented by the action accomplished by the message (cf. Kankaanranta 2005:205). He found three overall email genres. The notice board genre which is used to inform employees about workplace issues, the postman genre to deliver other documents for information and/or comment. While the dialogue genre is used to exchange information about corporate activities.

Gronning (2006) implicitly examines genres in the email messages between customers and employees in a Danish insurance company. Drawing on different theories of social presence and face work, her main goal is to find how the person behind the email may be traced linguistically in the correspondence between customers and employees. Gronning combines qualitative interviews with the customers and employees with linguistic analyses of email interaction.

Furthermore, different from the linguistic and genre studies, organizational studies of email have been preoccupied with the use of email and its impact on communication and organizational structure as well as the social implications of email interaction, power, virtual leadership and trust. With increasingly prominent interest in emails, very interesting studies were carried with an attempt to cluster together what the three studies offered, like the development of email literacy in L2 learners' writing to authority figures (Chen 2006) and email literacy in the workplace (Skovholt 2009) a study of interaction norms, leadership communication, and social networks in a Norwegian distributed work group.

2.4. Conclusion:

Discourse analysis is a major focus of contemporary research as it is fundamental to understanding human interaction and the ways in which meanings are negotiated through language, and in which social identities are constructed and expressed especially with its vital aspect of communicative behavior. This chapter has attempted to provide an outline of the basic approaches and methods that gather ESP to discourse analysis and especially to emails. Indeed, there is a rich and growing literature on ESP, discourse analysis and computer mediated discourse analysis. Moreover, there is an ample opportunity to explore the potential of discourse to expand our knowledge of the special discourse in special communities of practice. The next chapter will illustrate how this can be applied in our methodology when analyzing naturally occurring emails discourse from the data collected, examining deeply the electronic discourse generated within and beyond the workplace, identifying the degree of coherence and cohesion among the emails written by Algerian employees, getting profit from the linguistic approach, genre tradition and the communicative purposes when using English as a foreign language and a tool of communication within the company.

CHAPTER THREE
Data and Data Analysis

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Data and Data Analysis

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3.2 Methodology

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CHAPTER THREE
Data and Data Analysis

3.1. Introduction:

Chapter three presents the operational framework of the study. Specifically, it is devoted to the presentation and the analysis of the emails obtained through the implementation of the present research by explaining the research design, setting and sampling, the instruments and the procedures in gathering them, and the tools used to explain our hypothesis. Before evaluating the findings presented in the results section, the methodology is presented here below to establish credibility for the results and therefore provide enough information about how our study questions and hypotheses are dealt with according to our research's objectives. Moreover, the findings which are reported robustly including some excerpts of the emails used to illustrate certain points will be arranged accordingly to what have been outlined when preparing our research plan.

3.2. Methodology :

If the methods usually come before the results, we need then to make clear how they relate to each other. This paper draws on a descriptive research design which is informed by empirical investigations we carried out in order to study emails and their discourse at Unilever Company. We first gather information and perceptions about emails and their users through inductive, qualitative methods observation and a questionnaire. This latter was our useful data collection instrument through which we have tried to gather a large number of both subjective and objective primary data that one could not get through the observation method.

The primary goal in our emails analysis is to track the different features of their discourse and capture its contextual properties where particular areas of cohesion and coherence are highlighted and linguistic and organizational aspects are pointed out. In fact, from the research questions, there was no need to select email samples or to superimpose a predefined prototype. Thus, to understand what employees say in their emails and to clarify how they say it, we count basically on the systematic nature of the emails discourse as used by the members, without passing any prescriptive judgments on how well they write them or how they should or should not do it. As our qualitative analysis depends on close reading of the

emails, we identify the sequence of their discourse elements, how they are represented then illuminate its key concepts and specific features without transcribing or coding. In order to avoid having any messy analysis, as data does not tend to fall into a neat category, there have been many ways of linking between different parts of observations and analysis. Indeed, the review of our literature helps us too much to have a large bunch of features that we grasped from the previous studies and researches undertaken in the field of computer mediated discourse analysis; with its linguistic, genre, and organizational studies.

On the one hand, we try to find the emerging linguistic profile of emails: the anatomy of the emails; subject; the message area; greetings and name of recipient; the body of the emails; the end and the signature. On the other hand, through capitalization, punctuation and spelling, wording, style and register, jargon, abbreviation and acronyms, we detect the mode of emails discourse. Additionally, it is in the performance of the acts of communication and the way the words, sentences and text are used in the emails that we focus our computer mediated discourse-based analysis. We understand the why and the transactional vs. interactional functions, the discourse function as well. We spot coherence and cohesion and what they stem from including grammatical cohesion with reference, ellipsis and coordinating conjunctions, lexical cohesion with reiteration and collocation and finally semantic cohesion. By describing the process and including inductive and deductive statements, our research tries to provide deep insights into the organization and interpretation of written discourse in emails.

3.3. Data Gathering Method:

3.3.1. Questionnaire :

Besides observation where the establishment of a good level of rapport and empathy was critical to gain depth of information, the participants had a strong personal stake at the investigating issues. Firstly, we collected a lot of helpful details that aided in understanding our community of practice-Unilever company- and defining their emails writing, from the position of English in the company as the most used language in addition to French and less Arabic to its optional use both in the written and spoken form.

To collect complete and accurate information, we assisted 33 respondents to fill up questionnaire by removing the difficulties they might have faced particularly when they were unable to understand questions properly or the implications of a particular question or the concept of difficult terms. As they were ready to contribute to our research, we went to them and put to them the questions from the pro forma in the order the questions are listed and

record the replies in the space meant for the same pro-forma. With too much patience, sincerity, perseverance and hard working, we tried to look for fairly reliable results, trustworthy opinions and comments and this was what the questionnaire we meant for employees sought.

In the course of thirteen questions, most of them closed, the questionnaire focuses on the emails' users -senders and receivers- and their knowledge about writing email, when doing it, and how it happens. So, the questionnaire was designed around our hypothesis stated at the beginning of this research regarding the employees and the repertoire of know how they may have when writing emails. The final part focuses on the employees' personal presumptions for the importance of emails writing in their work life and career, where some open question are asked, and through which a lot of facts, perceptions, attitudes, expectations and aspirations are assembled and taken into account.

3.3.2. The Company Background:

Prior to carrying out the study and in order to improve our understanding of the community of practice, we judge it significant to have a brief sketch of Unilever background. Unilever was created in 1930 by the merger of British soap maker Lever brothers and Dutch margarine producer Margarine Unie. Unilever is a multinational corporation, formed of Anglo Dutch parentage that owns many of the world's consumer product brands in foods, beverages, home care and personal care products. It has 317 manufacturing sites across six continents working all for global Unilever standards and management systems. Unilever Algeria is a subsidiary located in Hassi Ameur, Oran.

For its plant, factory and offices, it employs about 380 employees dispatched in five departments human resources, finance , health and safety, warehousing and maintenance and supply chain including buying, planning ,sourcing ,customer service, customer development which includes quality insurance, laboratory and security, production(making and packaging) sales and marketing(in Algiers).

3.3.3.Database of the Study:

The data set in our research is about more than 100 emails that 33 employees gave us. In fact, it was not easy to get more as there was a kind of fear from the use of some details that the participants judge confidential. If it was easy to get responses to the questionnaire, the data were not easily obtained. Although, there is no company policy which bans employees

from providing data for research, most of the participants hesitated and insisted on the anonymous aspect and that their emails can disclose some information. So, we hold some information of private nature in confidence as we removed any identifiers in the emails especially names, and job titles.

At first, we did not know how many people were more likely to contribute and how motivated they were to our research and how much assistance we could get. Moreover, we did not know how many would accept and how confident one desires to communicate their emails. Despite this fact, we ensured to have a diverse group of respondents who showed some interest. We did not have in mind any specific criteria that the emails needed to match as we did not target any specific requirements or traits in our audience except the use of English language in their emails, and their department to help us understand the content of their emails in relation with the specific language used.

-Who responded to the Questionnaire Table-1 below summarizes who the 33 respondents are, referring to their job titles and their departments. It is important to mention that all the respondents have postgraduate degrees as they have worked for Unilever for more than three years. Another important detail that needs to be taken into consideration is the fact that all of population which is the source of our data and which represents 30 per cent of the total plant population (office employees) have been attending onsite business English training courses for few months.

7 Human Resources	-HR manager -Workforce administration specialist -Payroll specialist -Payroll specialist assistant -Facilities supervisor -Training assistant -Service delivery assistant
6 Information Technology	-2 Ing Support Technique -2 Ing Inf Developer -Ing Inf Server -Ing Telecomms
5 Finance	-Legal tax manager -Back office manager -Back office manager assistant -Front office manager -Front office manager assistant -Account manager -Account manager assistant
9 Supply Chain	- Purchasing manager - Purchasing assistant manager - Buyer/Purchasing Agents raw materials, spare parts, - Senior buyer -Warehouse supervisor -Procurement specialist - Shipping-Receiving Clerk - Supply chain consultant - Logistics Analyst
6 Customer Development	-Sales manager -Customer service manager -Customer service manager assistant -Planning manager - Sourcing manager - Sourcing coordinator

Table-2 the Questionnaire Respondents (by Department)

3.4.Presentation of Findings:

3.4.1. Questionnaire Findings:

The following material reports part of the study which examined English language use and emails writing perceptions through pie and bar charts. To know how the employees write their emails, what they consider and what they avoid and how they proceed when sending and receiving and when writing their difficulties, constraints and priorities, all will significantly ease our discourse analysis process and contribute to the discussion of the emails users' literacy.

Question 1: In response to the first question which tries to fence the field in which emails writing occurs and border what can influence their transitivity
The questionnaire respondents answer the question whether emails are written within the company or outside the company. For the communication inside and outside the company 100% inside-33-All of them send and receive emails when exchanging correspondences with employees who work within the same company among them 82% send emails even outside the company -27- persons.
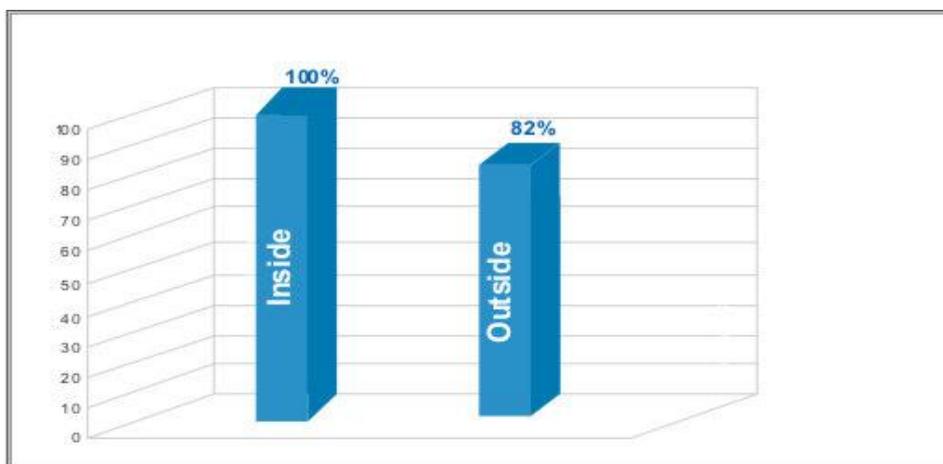
Figure 3.1 Inside/Outside Communication

Question 2: The correlation between the participants who are taking part in emails writing, and the relationship they have with one another in the interaction, and the combination between the English language use in the company and the direction flow of communication led us to the

second question. We try through it to know whom they write emails in English to (they are asked to explain their choice/choices)
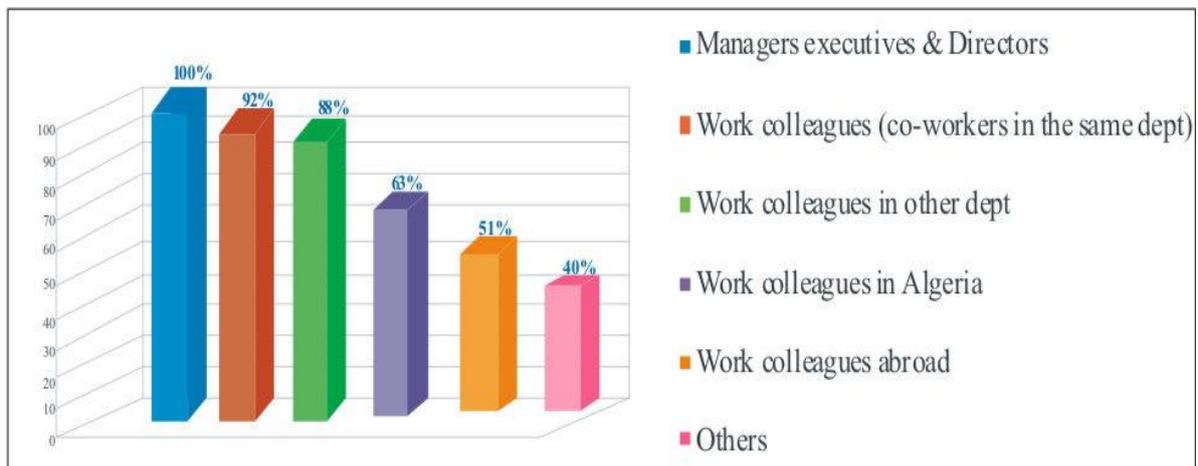
Figure3.2 Emails and the Direction Flow of Communication

Exchange of emails in English language at Unilever always takes place between the employees their superiors, managers, executives and directors where all 100% ticked the first perspective. However, 92% deal with their peers in the same department with whom they work closely. About 88% use emails with work colleagues and subordinates in other departments. Less and less employees 63 %, 51% whose exchange of emails is with their colleagues in Algeria and in another subsidiary –Algiers- successively while 40% respondents say they use English in emails with some business contacts, clients, customers , suppliers and government agencies or employees from another firm/firms as well as private sector organizations.

-Question 3: In an attempt to know how much attention the employees pay when answering an email and whether their replies are spontaneous or they need reflexion the third question was given yielding the following results 100% of the respondents take time and up to 69% do it promptly
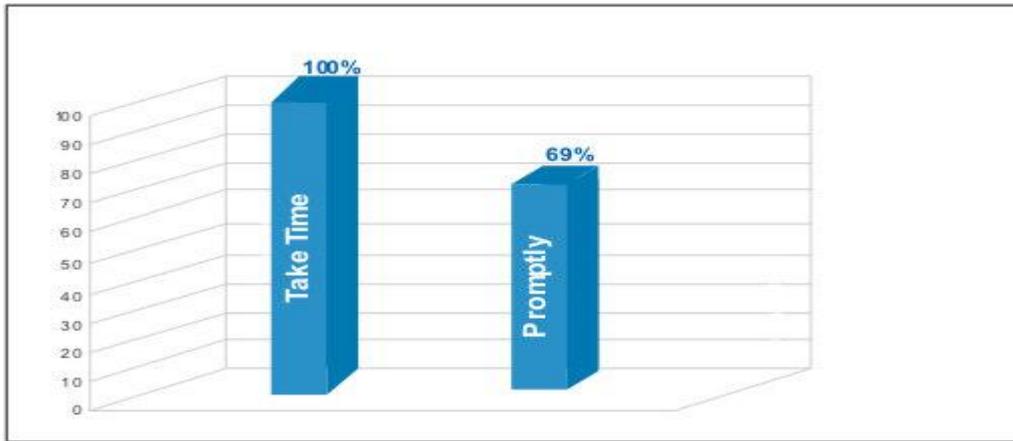
Figure 3.3 Spontanous/Reflective Emails Reply

By saying that they take time to think, their argument relies on their emails importance, urgency, the technical facts and the information required. Others explain that they consider replies especially when replying to a manager or when dealing with serious and difficult issues. On the other side, they mentioned that they do not need to spend a great deal of time on a very routine email, especially when it is about thanking or forwarding a file. So, they just do it spontaneously.

-**Question4:** In order to determine what employees consider when writing emails, they were given four choices that they explained as they were free to add any other possibilities. Their answers demonstrate that
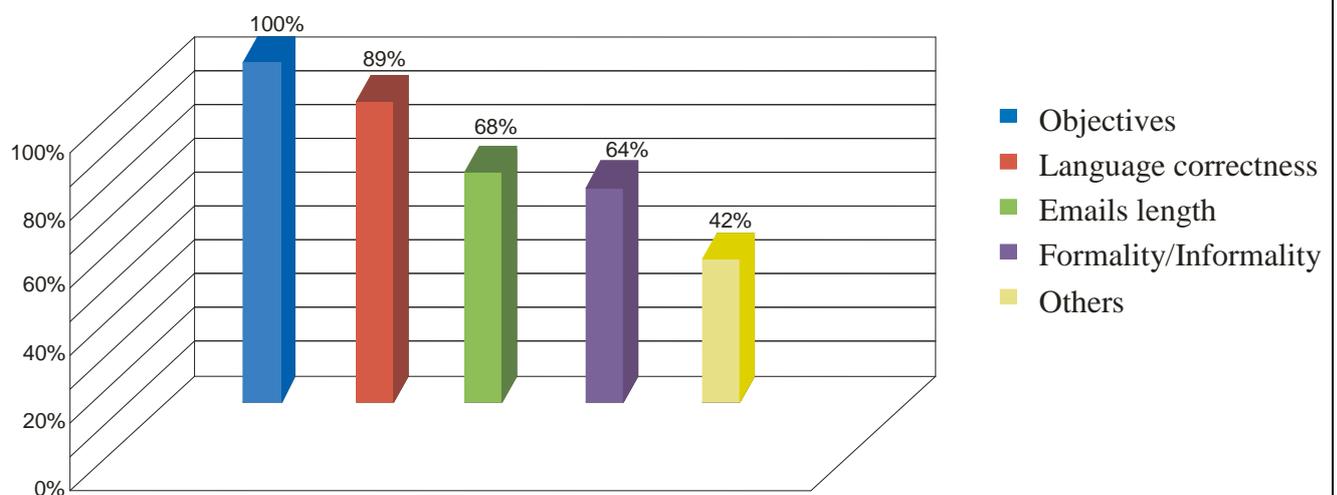
Figure 3.4 Factors under Consideration When Writing Emails

-Everybody -33respondents –chooses the objectives as the main factor they consider when writing emails. They stressed the importance of the clarity of their purpose to convey their message.

-89 % see the importance of writing emails in correct language as this will make easy for their emails readers to understand clearly what they mean.

-More than half of the respondents about 64 % consider length explaining that by writing short and concise emails they think about minimizing mistakes.

-68% explained that it necessary for them to measure the degree of formality when writing emails. As they find it important to adapt the tone of their language to the nature of their emails according to the status of their readers, the contact they have with them in one side and the seriousness of the issues in the email.

-42% added that the receivers' nationality, native speaker or Algerian is carefully considered when writing emails.

-**Question5:**   To know the level of difficulty when using English in writing and reading emails, the respondents are asked to rate the level of difficulty they might put up with on three scales easy, manageable and difficult In fact, the easiness or the difficulty is more about the use of English in the emails than in emails themselves.

Figure 3.5 **Writing Emails**

Easy ■ Manageable ■ Difficult

30%   28%

42%

Figure 3.6 Reading Emails

Easy ■ Manageable ■ Difficult

20% 30%

50%
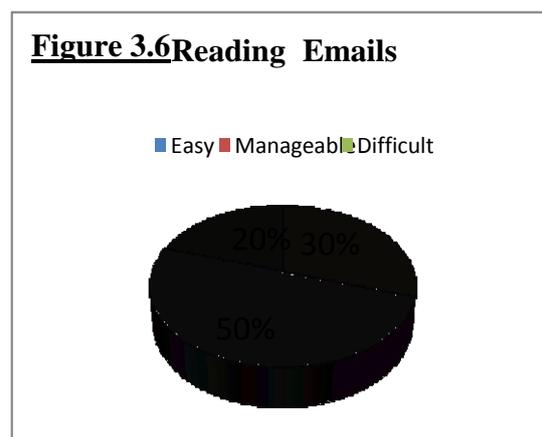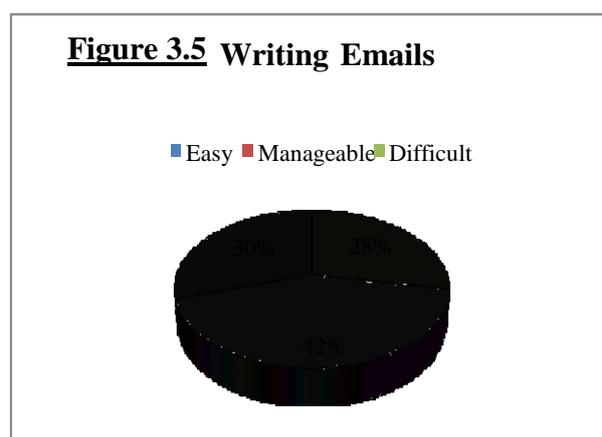
- Writing: about 30% of the respondents find writing in English difficult beside 42% who find it manageable and 28% easy.

- Reading: half of the respondents say they find English manageable when reading emails but less than the quarter finds it difficult whereas more than the third finds it easy.

Question 6: when asked about what they find difficult when reading emails, all the respondents agree on comprehension difficulties. The examples they gave are related notably to

➢ Some words that require some research to get their exact meaning.

➢ Another difficulty mentioned is when ideas in emails are not clear enough so they find themselves confused about the meaning of words and sentences and the inability to connect ideas.

Question 7: It was noticed that employees write a lot of types of business correspondences in English such as reports, letters, contracts and invoices, faxes, reports. They are also familiar with oral communication and aural comprehension when making or answering phone calls, giving presentations, holding meetings or rarely with face to face discussions or voice mail, and when making video or teleconferences. To get clear idea about emails writing problems and difficulties, respondents were asked to answer the seventh question about the commonest writing problems (writing in English) they encounter at work.
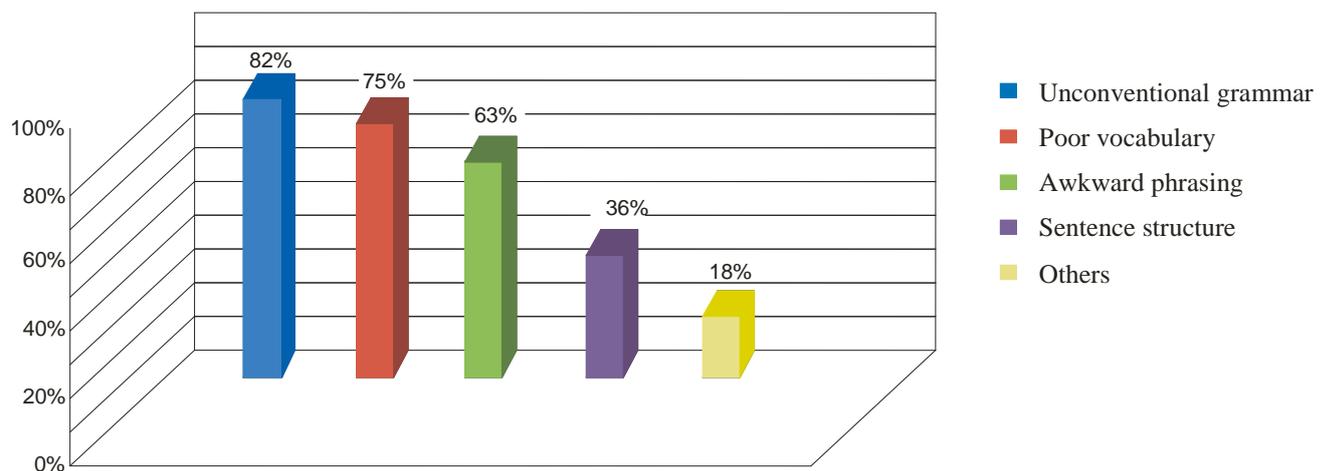
Figure 3.7 Emails Writing problems

-Unconventional grammar tops the list with 82% of the respondents who believe that certain basic rules are necessary to avoid unconnected words, phrases and sentences.

- Poor vocabulary is classified number two with 75%

53

-More than the half find that awkward phrasing is a common problem in writing.

-Difficulty with sentence structure and word order is classified number four with 36%. They all justify their choice by giving the same reason. Their main reason is that an email with badly constructed sentences misleads the receiver.

- Another problem that18% usually encounters and agrees on is the right spelling.

Question8: with different levels of language proficiency and deficiency and in various ways and different forms, employees come to use English. The fact that they find writing emails easy or difficult, there is no need to assess their good or bad performance or to see how successful they are. But assuming that the use of a foreign language in writing can be faced with some problems, this may incite the language user to overcome that hindrance. So, to know what strategies they employ to deal with language deficiency especially when writing, the respondents have to answer this question.
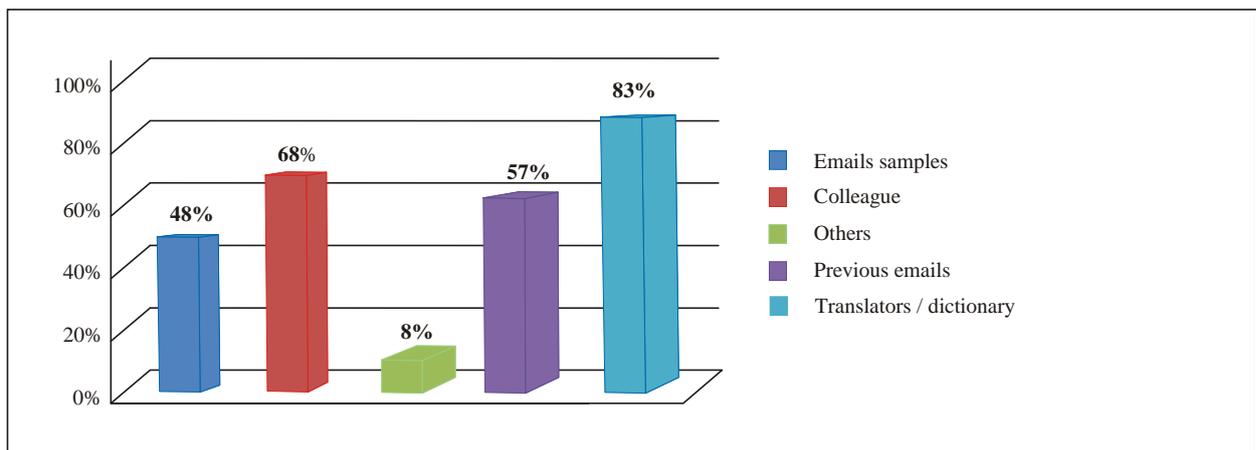
Figure 3.8 Overcoming Hindrance to Emails Writing

-Almost everybody 83% chooses using an automatic translator and especially Google translation to tackle the difficulty they might have when writing emails. Relying on a translator is helpful but it is not quite reliable, using dictionary can even mislead them **they feel last** when they are not sure about the exact word, it can be a source of confusion. About three quarters of the respondents 68% prefers asking a colleague who must have come cross the same issue or just written a similar email. 57% find in previous emails sent and received a good source of **ready made** sentences and phrases. Others can use some available books about writing business correspondences; and emails samples as well as their writing homework they did during their Business English language training.

Question 9: Emails length is among the priorities that the emails communicators consider. However, communicating someone's ideas is related to the way they do it as well as how much they say. To define how much employees need to say and its relation to the length of their emails we asked the ninth question
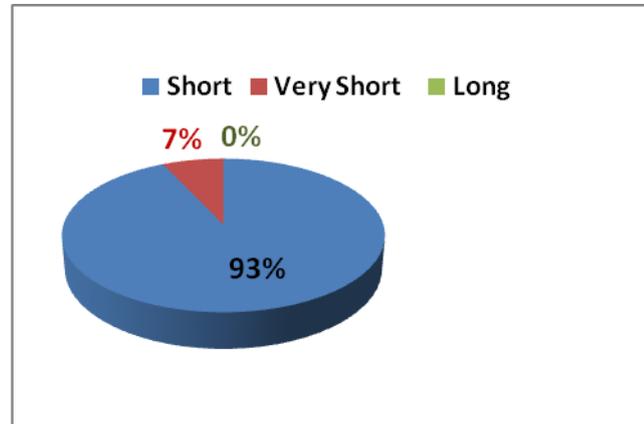
Figure 3.9 Emails Length

- Their comments are almost identical. All employees agree on the same thing, they expressed it differently, though. In doing so, they communicate more meaning using fewer words justifying their answers that are recapitulated as follows. The additional information requested includes:

> ➢ those who said that there is no 'best' length
>
> ➢ To those who refer the length to its dependence on the circumstances, on how many ideas they have sometimes, and how information their email contains
>
> ➢ Others explicate this more by, saying that it can go from one word to one or two paragraphs. They just make sure it is not too long. .
>
> ➢ Emphasizing important points is not with lengthy explanations.
>
> ➢ They do not omit critical information or shorten their email because it seems too long. It may happen that they write long emails if the matter requires too much explanation and too many details If communication makes it incomplete or difficult to follow, then it is not worth doing, they should not,

They added that they prefer drawing tables, enclosing files and attach them to an email to avoid writing long emails

Question 10: Although the answers to some questions may seem obvious and come as no surprise, we emphasized the need to ask them looking for proper and distinguishing marks that are revealed especially when the respondents explain their choice or justify their arguments.

What things they avoid adding to their email message, their answers to this questions are summarized as follows.

> Some members stated that they avoid writing a single long email; instead they send several short emails. other members stated that they avoid using confusing words, and colors

> Others stated that they avoid covering their messages with unnecessary words and unnecessary details or information

> They avoid making long sentences and using long words.

> They avoid including a salutation or closing if their e-mail is in response to an ongoing part of a multiple email conversation.

> Using sizes less than 10

Indeed, all what they need to avoid are all those things that requires decoding, or waste time as it only leads to confusion.

Question11: The eleventh question stemmed from the usual use of emails in Unilever and the employees' daily and frequent exposure to them when writing, sending receiving or forwarding The reason why we asked the question in order to perceive whether there are any special phrases or expressions and what they are precisely. There was 100% yes which confirmed the use of those special phrases with some common and similar examples gathered in the following list:

-Your prompt reply will be highly appreciated
-as soon as possible ASAP
-Sorry
-I would like-I want
-Please give me…
-Can you confirm/Could you
-Thanks, thnx
-Please find enclosed
-Please let me know
-I'm attaching
-File attached
-If you need more information, please contact me

Question 12: Because we cannot see all of the emails and we could not get more than we were given, question twelve is asked**.** It tends to understand whether the English use in the company is more about jargon, general English or it is more about specific terms.
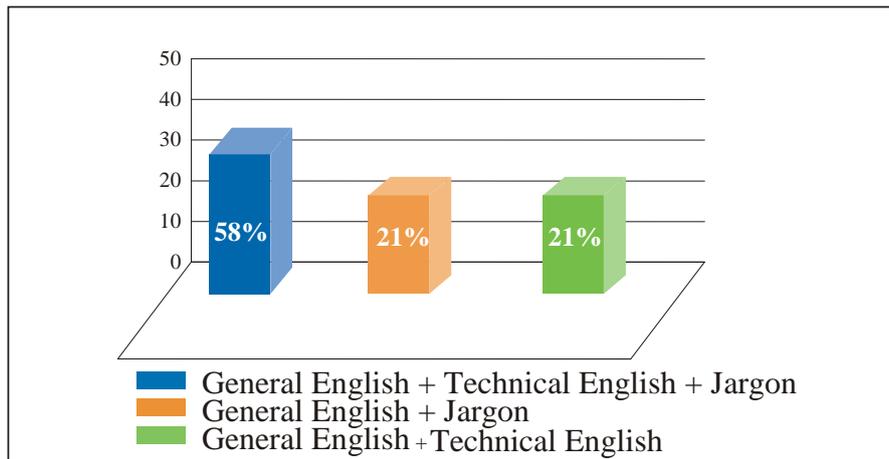
Figure 3.10 **General / Technical English and Jargon in Emails**

Chart 10 shows 58 % said that it is both general English and technical terms; some jargon is used from time to time and even some standardised abbreviations, equally 21% general English and jargon, general English and technical English, especially technical terms and technical concepts.

Question13: In a community of practice where the English language is commonly and frequently used in emails and in communication in general, we find that it is interesting to know what perspectives the employees adopt about what it can be done to make their English language skills improving and help them sharpen their e-mail writing depending especially on the particular circumstances and their individual preferences and considering the impact this language use has on their company, their departments and their career. In their answers all the respondents believe that English is important to their career and more than half of them admit that their company is trying to improve their English language by providing onsite training and by encouraging them to improve their English by offering e-learning sessions in order to improve certain job skills (lessons are given in English). Several respondents suggested more focus on

- Communication skills, negotiating, socialising,
- Doing more speaking and writing and especially writing emails and reports.
- Answering the phone at work.
- A lot of members noted the importance of terminology and special vocabulary they need in their specialities. Among the specialities that the respondents highlighted, we find finance, personnel management, computer information system, management, marketing, sales and accountancy

- Three respondents quoted the international exam TOEFL and how to study for this test explaining that this can offer the opportunity to learn English but according to the international norms. Others added the importance of some trick when using translation.

3.4.2. Data Analysis :

3.4.2.1 Questionnaire Data Analysis:

The samples reveal trends in the use of Emails in Unilever Algeria where employees in different situations in which communication comes up, inside and outside the company write, send and receive emails. The situational context is then clearly identified and the amount of background necessary is set to make the receivers understand the message. Once the employees decide what their email handles and which information to include, they may then organize the order of their email and emails conversation, emails negotiation accordingly. Employees normally consider the objectives, why they write their emails and how they should do it without neglecting the position of their receiver to which formality and informality become inevitable, where their receiver comes from, native or non native speaker.

The intention to communication makes up the content, gives it expression, and encodes its message. Employees are acutely aware how important it is to demonstrate their language abilities and realize their own potential as emails communicators and how they develop coping skills, what aspects they have to improve to overcome the difficulties they encounter and the deficiencies they have when writing emails and even when reading them. By way of illustration, they use keywords and key sequences that occur with a frequency that is significantly high to provide evidence to the overall orientation of the email and to profile their individual message sometimes. They avoid introducing any extraneous information, adding unnecessary complementary one, or saying too much as this will drive down response. Eventually, they avoid information-overload.

To cope with this task, the company, through the standardised jargon, encourages employees to use English language and adapt it to deal with job communicative tasks which may require more than a basic English, but even some need for more specific English knowledge with special words and expressions related to special professions, special domain and special department in their special company. Moreover, English as a foreign language with its specificity in the company, its status and its frequency of use is raising the employees' awareness about its role in the company communication and their job career revealing a need

for English not only for communication but for an effective one which involves that competence to suit the language to the situation, the participant and the basic purpose. Thereby, ensuring the purpose from our questionnaire was not to analyse Unilever Company employees specific personal needs but it is an attempt to understand the Algerian use of emails and English language in the business sector and makes it possible to plan actions aimed at restoring or preserving the linguistic balance, context and purpose when communicating through email.

3.4.3 Emails Analysis:

3.4.3.1 The Anatomy of the Email:

In the header of the email, there are parts about the sending date and the contact details which are structured into fields such as sender, receiver, and other information about the email that do not need to be input by the sender, as most emailing system automatically includes such information. The standardized elements are:

-To
-Cc
- Subject
- Message

(I). Subject:

The title of the email or its subject is the first part that alerts the receiver to the topic when scanning the subject line. It can be very informative and compelling or it seems to be about nothing when the title is completely omitted "no subject" just a generic email and the subject line is blank or totally neglected, sometimes just repeated. It may happen that they keep the same subject during all the email dialogue for continuity. E.g.

Subject: Your RFQ xxxxxxxx, Dated 21-Mar-2011 - Our Offer xxxxxxx

Dear …,

This request is very urgently for us please recheck the delivery time or confirm the earliest date for partial shipment

Best Regards,

▪▪

Subject: RE: Your RFQ xxxxxxxx, Dated 21-Mar-2012 - Our Offer xxxxxxx

Good morning … ,
We acknowledge your request to reduce such delivery time.
We kindly ask you to send us your kind purchase order today to allow our Project Manager Mrs. …….
putting in production the material and verify the best achievable delivery

Thanks in advance for your collaboration

Best regards

▪▪▪
Subject: RE: Your RFQ xxxxxxxx, Dated 21-Mar-2012 - Our Offer xxxxxxx

Hello

I'm currently doing PO for you but I need a approximately date to mentioned it on PO

Regards

▪▪▪
Subject: RE: Your RFQ xxxxxxxx, Dated 21-Mar-2012 - Our Offer xxxxxxx

Please indicate the standard delivery as per our quotation, in our PO confirmation we'll tell you the best achievable delivery date.

Regards

▪▪▪
Subject: RE: Your RFQ xxxxxxxx, Dated 21-Mar-2012 - Our Offer xxxxxxx

Dear

Find attached PO signed

Would you please send us back a copy of this with your stamp and signature on the first page and pro-forma invoices with the same description of material, the pro-forma invoices must include full address and the bank details.

Best Regards,

▪▪▪
Subject: RE: Your RFQ xxxxxxxx, Dated 21-Mar-2012 - Our Offer xxxxxxx

Thanks …. ,
Our Project Manager is already optimizing the delivery of the materials.
In the next few day it would be possible to define the reduction entity, that information will be indicated in the PO confirmation.

Best regards

▪▪▪
Subject: RE: Your RFQ xxxxxxxx, Dated 21-Mar-2012 - Our Offer xxxxxxx

Hello

Please I still wait your PO confirmation

Best Regards,

▪▪▪

Subject: RE: Your RFQ xxxxxxxx, Dated 21-Mar-2012 - Our Offer xxxxxx

Hello

Please your acknowledgement PO …….

Regards

▪▪

Subject: RE: Your RFQ xxxxxxxx, Dated 21-Mar-2012 - Our Offer xxxxxx

Good afternoon ….,
We apologize to haven't yet replied.
Begin of the next week we'll send you the formal acknowledgement.

Many thanks in advance for your kind understanding

Best regards

▪▪

Subject: RE: Your RFQ xxxxxxxx, Dated 21-Mar-2012 - Our Offer xxxxxx

Good afternoon … ,
Enclosed the PO confirmation.

Best regards

▪▪

Subject: RE: Your RFQ xxxxxxxx, Dated 21-Mar-2012 - Our Offer xxxxxx

Dear … ,

For you action
Regards

…….

Sometimes, they select a new subject line if the subject of the email dialog changes –or they

put the old one in brackets after the new one which can be in few words only.

Sent: Sunday, January 25, 2009 11:33 AM
Subject: RE: NAME - Weekly Sale Wk01 Jan 2009 Data Collection

Dear Nasar,

I confirm, I have used the 2008 exchage rate (1€ = 100DA).

Thanks & regards

Sent: Sunday, January 25, 2009 11:26 AM
Subject: RE: NAME - Weekly Sale Wk01 Jan 2009 Data Collection

Hi Sofiane,

Hope you are using 2008 Average conversion rate of I Euro = 100 Algerian Dinar. If not, pls. confirm
the rate.

Rgds...Nasar

....

Whereas, with titles like "Hi" or "Hello" "thank you" the subject header is not trivial or of no importance, but it is precise, complete, and accurate. We cannot say that the significance of the subject is not so far functional, sometimes it is simply stated and sometimes it just indicates the content but sometimes it is clearly and succinctly mentioned as if it is the only piece of the email that the recipient will read.

(II).The Message Area:

Understanding the email's rhetorical situation and its complexity may help the emails writer make effective writing choices. Thus, those choices in email messages that consist of some major sections that we dissected are as follows:

a) Greetings and Name of Recipient(s)

At the very beginning, the first sentence in the body of the Email generally includes a phatic communication like starting the email with greeting, the name of the intended recipient who can be a close business contact with a formal or informal relationship, a co worker, or a manager e.g. (*Hi, Hello, "Dear Sarah or just "Sarah", Mr. Sofiane, Dear, Personnel, Dear…, dear all, To all, gents, "Good morning" "Good afternoon" "Dear Dream Team"*. Because they know with whom they can be casual and who requires a more or less formal tone, a courtesy sentence which suits the emails aims and his subject is sometimes used, where sentences like *"I hope you are fine", "Hope everything is fine there", "Peter good day", "Thanks Amine for your co-operation", "I apologize for the inconvenience", "Many*

62

thanks for your quick feedback" are included. Replies to *FYI* emails are often without salutation or closing.

b) Body:

This is the main part of the email where the actual message of someone's email includes what the writer wants to tell the recipient about. In the emails collected, it is difficult to talk about the open, the middle and the end or about first, second or third step or even about an email body organization or structure.

Subject: RE SO-xxxxx

Dear All,
Any news about the below matter?
When we can expect material available for us?   - questions ordered in terms of priority-

 Thanks
▪▪

Subject: RE SO-xxxxx

Dear R,
Could you please inform us about the status of the shipment?

Please let me know roughly when goods will reach ... so I can start to arrange shipment.
Could you please inform me about crates weights and dimensions?

 Many thanks
****
 Subject: RE SO-xxxxx
Dear Souzane ,
Could you please consider my below request?

"Could you clearly state on the PO which is the payment condition (e.g. 100% at delivery)?"

thanks

Sent: 08 March 2010
Subject: FW: PO 4013631

Sir, could you explain to Rebecca what are the documents you need.

Rebecca, for the 2nd paragraph of your e-mail, I will answer very soon; just need to finish with some urgent files

Thanks and regards,
Youcef
....

When they write for email, they may focus on an opening standalone sentence which provides the context, as they may state the primary purpose clearly by determining the primary idea of their e-mail and subordinate the other purposes to it. Examples:

Sent: 08 March 2010 5:17 PM
Subject: RE: PO 4013631 (FDEV -Safety Award GTP)
Good morning Youcef, please clarify what additional paperwork I am to provide. I have sent multiple copies of the commercial invoices, packing list COO and COC to Darlene at Geodis Wilson. Please let me know if I am required to send additional paperwork to the bank. Abdeldjebbar said he would explain to me when the time came but I don't think he is working right now. Also I had emailed back requested information and availability on the items but never heard back. I am in the office this morning if you would like to speak with me via telephone. Thanks.
……………………………………………………………………………………………………….

Sometimes, they open their email messages with a sentence rather than a multi-sentence paragraph which makes it easier for their audience to be drawn into the body copy and make them gain a clear understanding of their message fields in which the most important information comes first, with the rest in descending order.

With one or two or more purposes, emails writers deal with separate subjects either in separate emails or in separate sentences rarely into separate paragraphs, where it is easy to distinguish the purpose clearly without any confusion or ambiguity

Wassel-Mehd has another DL 380 G2 machine.

Can we put the hardrives of the the faulty one into the working G2 hardware? I'm sure that would be a quicker solution.

Please let Wassel-Mehd know if that is possible.
....,

Have you confirmed that it is not a power supply problem? Please can you connect the firewall to a completely different power source and see if it still reboots. It would be good to connect another device to the same power source to see if it also goes down with the firewall.

As .... suggests we need to invoke some local HP support to check the HW as well as soon as possible.

Rgds

Briefly, they tell them what they need to know and if there is too much background information to include within the email message, they generally consider embedding a hyperlink to a table, some attached files or previous emails as reference which contain more details.

52-Hi, please find attached the requested documents

Best regards

Structured or unstructured text, the free flow of information in emails is often developed into a word, words, a sentence or sentences, one paragraph or paragraphs, short points, a list of items and hyphened sentences.

c) The End:

At the very end of the emails, closing statement like "Thanks," "Regards", Yours sincerely, Best regards is a close, after a quick reference to a future contact, the last sentence is added as tie-ins to the next email through which they appreciate their help/cooperation and look forward to their reply; kind of complimentary close which displays respect and present immediate assurance that the email has reached the intended person. Examples like "*I look forward to hearing from you soon*", **"***Sorry for the inconvenience", "Looking forward to your reply*", "*Many thanks in advance for your kind understanding*", "*Thanks and regards", "Hope this will help you, Regards*".

With or without greeting at the beginning, with or without complementary close at the end, employees make their emails writing sound conversational and relatively straightforward.

Subject: RE SO-xxxxx

Gents
We want to be sure that we are shipping is the complete and correct materiels for this Service Order
Enclosed you will find pictures of the spare parts and part number on theses items on the below email
Could you also help us identify on the 2 originals imports invoices enclosed what are theses items ?
Many thanks in advance

Thank you
With Best regards

Subject: FW: Acknowledgement of CoBP/ data privacy policy - WL1
Importance: High

Dear all

d) The Signature:

In addition to using a complimentary close (Sincerely, Best Regards, Yours Truly), which clearly signposts email as a personal one-to-one communication not only directed to someone, but from someone as well. The message area in some emails and not all of them includes a discretionary signature or a signature block like a business card. This part usually includes detailed contact information of the sender like name, designation, organization, department, contact number; extension, telephone, direct line +, fax +; email, web: www.

But, it is put at the senders' own judgment, the same person may add their signature in an email, or omit either with the same respondents or with a different one.

3.4.3.2 Emails Text and Discourse:

When making judgments, we must analyze what we are judging. That is the reason why when analyzing, we break our emails process into steps that help explain the value of the process. The mechanics in an email is the overall appearance of the emails collected and it is the first thing we noticed, before we even read one word.

(i) Capitalization, Punctuation and Spelling: If using the automatic spell-checker is very helpful to catch the misspelled word when writing emails, it is clear that it cannot catch proper words that are used in the wrong context or recognize a legitimate word used incorrectly or the misused ones as it cannot tell whether the emails writer meant to say "too" or "to", "he" or "the", "thinks" or "things".

Within the business community, certain emails are not punctuated properly, others with no punctuation inside. Punctuations are sometimes used in an idiosyncratic and unconventional way.

Subject: RE SO-xxxxx

……. good day

We are experiencing some delays regarding the clearance that should on this week

So I think depending on vessel's departure from …. we should be able to <u>sea</u> (see)

freight the cargo week 9

Which will delay the delivery to you week 10-11

I will come with more information next week

<div align="right">apart from the capitalization, there is</div>

Thank you <div align="right">no punctuation at all</div>

With Best regards

………………………………………………………………………………………………

From:A

Sent: Tuesday, October 06, 2009 2:06 PM
Subject: FW: Maghreb Leave System

Dear B,
Please see ....'s email below and the attached email. Please circulate to your team for re-testing.

Hoping for some better news so we can sign off.

Regards,
A

_____

From: B
Sent: Tuesday, October 06, 2009 12:38 PM
To: A
Subject: RE: Maghreb Leave System

I have checked all the errors and rectified only geniune error cases. Other cases are related to some session expiring issue. so kindly train the Maghreb users to relogin after 6 min of inactive sessions. It will reduce the error causing rate to less than 1% and the system will work according to the requirements. Also for Ticket number 8732, kindly try to close it now.

Hope it explains

_____

From: A
Sent: Tuesday, October 06, 2009 1:19 PM
To: B
Subject: FW: Maghreb Leave System

Dear B,
Please will you assist with this error.

67

A...., I'm still analysing the test results from the spreadsheet, however I notice that in a lot of cases, some people's scenarios failed where some people passed. This is normally a user education issue as it won't work for one and not the other. We may need to get the users to re-test those scenarios.

I will get back to you later today.

Regards,

From: C
Sent: Friday, October 02, 2009 3:59 PM
To: A
Cc: ....
Subject: RE: Maghreb Leave System

Dear All,
Find attached the screen shots of the problems I' facing.
- When I save a ticket I get an error message and when I check " manage call" I find that the ticket is logged several times.
- The logging time is not correct. I have logged the ticket at 4:50 pm but the history of the ticket shows that I've logged it at 9:38 pm.(last screen shot)

Thank you for your assistance.

Regards
C

From: B
Sent: Friday, October 02, 2009 4:31 PM
To: C
Subject: RE: Maghreb Leave System

????????????????   There are not any words only questions marks, but this

                                        does not interrupt the stream of the emails conversation

---

From: B
Sent: Wednesday, September 30, 2009 2:27 PM
To: C
Cc: A
Subject: RE: Maghreb Leave System

Dear C

Did you send the screen shots of the problems you were facing to ....and ..... to allow them to help us solve the issues?
Please treat as a matter of urgency!

Regrads
Loubna

In sum, in the emails analyzed, there is no overfull punctuation but mixed one with colon, question marks, inverted commas and the most commonly used are full stops and sometimes there is no punctuation at all. If understanding the basic rules of capitalization is important and knowing how to punctuate sentences correctly is supposed to help the emails` reader by clarifying sentences and providing signals and guideposts, no punctuation does not seem to harm the continuity and the stream of the communication.

It is scarcely to find that two types are used in the same email, but different types with the same or different people. The font which is the particular typeface can come in particular size, color and a style sometimes in bold even in italics.If it is acceptable to send an e-mail without proper punctuation and capitalization, emphasizing the capital letters in the whole word, underlining, leaning, and using boldface type are very often. Lowercase letters and abbreviated words are used too. Sometimes they type only in small letters as they may use either bullets or numbers to list items and points with a single, double or not measured spacing.

The leave system in now ready.

Attached to this E-mail

1. The list of the users that have access to the leave system (Users.xlx)
2. User Manual (Maghreb Leave Request Manual (2).doc)
3. Business rule (Unify Maghreb Leave WF.ppt)

Could you please test the system and send by the end of this month your comment/sign off

Regards
……
Subject: Payroll testing Scenario

Dear Dream Team

Please found attached the first part of the testing scenario for the new payroll system (Onepay)

Could you please nominate the resource that will run the test? Please we need your feedback by tomorrow.

Tomorrow you will receive the second part

Regards
…….
Dear All,
First of all, I would like to thank you for all the efforts done so far on the Payroll project.

(ii). Wording, Style and Register:

Some emails messages are simply single words which serve a function or wide variety of functions; to perform an apology "sorry", to show agreement "*Yes,*" or disagreement "*No,*" or sometimes words only words, separate words, abbreviated words "*FYI,..*" or several words and sentences with abrupt succinct messages with no grammar, no capital letters, plain utterances, small usually significant chunks of sentences with enough words, simply words to hold a clear short message such as *"Send report immediately"*, *"need for meeting" ,"Sorry forgot attachment"*," Sorry guys, *I mean to say 20th Feb 2010"*," *Thanks a million ......,"" Thanks ME "," Keep going!"* , *"Its right", "An update please"*. They seem like telegrams with short, concise messages, containing abbreviations.

 The emails written are not just about passing on information or getting things done. There is a common language with careful and thoughtful choice of words. Instead of elaborate vocabulary and very formal phrases, there is a variety of technical and non-technical, formal and informal, simple and complex words. Indeed, the words used in composing their emails are often intentional, precise, and complete introducing sometimes some fairly complex concepts rarely over-complicated especially when they fit the situation and audience who are able to understand them.

Subject: RE SO-xxxxx

Dear All,
Any news about the below matter?
When we can expect material available for us?

Thanks
Peter,

▪▪

In other words, whenever possible they try to ask politely placing alongside a request, the word "Please" which smoothes its progress and often makes a favorable response more likely. When an employee addresses a colleague, a coworker or a boss, a supplier, formally or informally (e.g. to all, dear all , gents , first name only) indicate the various grades of interpersonal relations and the correct professional position they are assuming; deciphering both politeness

and negotiation, yet remaining professional. With the same peer, they may produce a much less formal or informal version of the message. Examples:

Could you please **correct the invoice** by using the description in accordance to PO, and by removing the additional information regarding the accessories of **item No.1**; in this case you can use the information as detailed at the packing list as specific remark.

………

Can you please advise if the attached invoice is acceptable?

They did put the Incoterm on the invoice which is now required, but my only concern is that the description on the invoice went into more detail than the actual purchase order did, as it was only one line item.

Please advise if you think the invoice should reflect the exact description on the attached PO or it would be acceptable as is.

………

Can you please check this invoice copy and see if the content is satisfactory.

....

Please find enclosed Certificate of Origin.

………

In fact, there are no clear boundaries between the two kinds of register. With some instances, certain degree of formality is called for where the language is softened with a more formal form. With others, things are expressed in simple direct language and informal one. Much of the register of the employees interactions (social cohesion); formal or informal; either dictated by the context of the text or the power relations between the interlocutors and their understanding of this power relationship, it is related to individual's speech occasioned by the situation of use. E.g. *an update please* or *would you be able to provide us an update on items on PO 4012670?*

(iii). Jargon, Abbreviation and Acronyms:

In addition to the employees' ability to use the language of everyday correspondences to communicate effectively in their occupational setting, they have that ability to use the particular jargon characteristic of that specific occupational context which can be full of acronyms and technically focused with technical terms.

For the time being, the server Camel is still working properly, I have open the lid of the server and I have found the CPU thrmical paste has dried, then I have cleaned the CPU and added a new thrmical paste CPU (Silicone Compound), in French : ((de la *pâte* thermique pour *Refroidissement de CPU))*
Since 10 o'clock I haven't pressed the F1 button to reboot the server, it's seems that every think is ok at the moment.
....
BT won't do the RFC for this. The RFC and downtime need to be organised by Mehdi. Included in the RFC should be a task for the firewall team to shutdown the firewall.

The technical and wordy language used within their specific business and organization and even the same field seems like everyday language. But it is crafted to be more productive with abbreviations that are sparingly used when it is assumed that the reader knows what they stand for.

....

Sent: Wednesday, February 06, 2008 8:44 AM

Subject: PDP Form 2008_

Dear Sofiane,
Please have a look at your PDP and let me know if you have any comments ar changes by tomorrow morning.

....
Please could we have your approval for the launch of the requisition to Musis-no stock- to purchase two laminators?
The old ones are defective
The details are herein below.
Mat code 110302 ...... LAMINATOR: PROFESSIONAL 400 TO 1600MM/ MN
....

Herein are some examples of acronyms and abbreviation that we came cross in our analysis like

adsd- addressed -**adse**- addressee **app**- appendix **Attn.**- attention **cc**- copies **Co.**- company
Dept.- department **doc.**- document **e.g./e.x.**- example **exc.**- except, excluding **Inc**.- incorporated
info- information **inv.**- invoice **L/C**- letter of credit **mdse**- merchandise **N/A**- not applicable
PO- post office **pp.**- pages **ref.**- reference **vs**- versus **v.v.**- vice versa **w/**- with **w/o**- without
&- and **@**- at **msgs** -messages **msgs** –messages **qty's**-quantities **rec'd**–received

SOL standard of leadership, **MPT** manage people information, **BBCD** brand building and customer development in human resources **AUC** asset under construction, **IWC** interest on working capital, **P** and **M** plant and machinery accrued interest on SWAP in supply chain and finance . COC certificate of conformity, COO certificate of origin, SC service control, PO purchase order, AWB airway bill, BL bill of loading ,

The emails style seem more similar to spoken than written English when using some abbreviations and acronyms such as

ASAP -As Soon as Possible   **BTW** -By the Way **FYI** -For Your Information **HTH**-Hope This Helps , **IAC-**In any Case **IOW-** In Other Words   **WRT-**with regards **LMK** -let me know
YR-your **OTOH** On the Other Hand   **TIA**- Thanks in Advance **NNTR-**no need to respond
PLS-Please   **TAFN-**That's All For Now **THX** -Thanks

the variation in emails is about a variation in laguage and all what affect the different features of language: vocabulary, syntax and pragmatics in a text and discourse.

3.4.3.3 Emails Discourse:

The meaning of the written discourse depends to some degree on a sender's understanding of his/her emails' reader feeling and desire. In all their interactions with each other, they assume roles and attitudes for themselves within certain context and they presume roles and attitudes for others. Thus, meaning is highly dependant on the relationship of the writer and the intended receiver; they establish the purpose, the context and the relation between themselves and their reader within their text.

(i).The Why and the Transactional vs. Interactional Functions:

When writing their emails, there is always some purpose in mind that the employees attempt to communicate with one or more addressees (a colleague, a coworker, a manager, an institution, a customer etc). Their main purpose of writing is then to communicate a message with a specific purpose to their audience. In a plain, meaningful and unambiguous writing, they try to maintain control over their emails as a tool of communication and at the same time to accomplish an almost endless range of functions.

For all intents and purposes, they orient their messages to build their communication. It contains information which is purposefully obtained and shared. They facilitate the exchange of services by carrying transactions about too many critical and important business issues including:

-Sharing jobs and responsibilities, working together. Examples

Could you please support us in providing the requested info?

Your quick feedback is really appreciated.
In order for us to clean Materials from Custom we need to get from you the invoice indicating the weight as well.
The total weight for both invoices should be the same of the once reported in the Bill of Lading Kg 2288.
……….
Dear all,
Please be informed that material is arrived at .. Port
Thank you to file and stamp the attached documents in order to deliver the goods until …
Also here enclosed B/L + Invoices relating to this Service order :
Please confirm us that your customs department will open the temporaly importation for repair once the material will be received at your premises
Awaiting your return

Best regards & Many thanks

- Resolving conflicts and holding negotiations, examples

Please, be informed your cargo has been shipped on   Vessel, from to   on 18/03/12.

We keep you advise shortly about an estimated time arrival

………………………………………………………………………………………………………..

Shipment is ready at port and customs process cleared .

It will be shipped on next vessel to .

We keep you informed and revert to you shortly.

………………………………………………………………………………………………………

Do you have news for me?
Please consider the Po delivery is 16 weeks from Part receipt so would like to have a feedback when we can expect to get the items from site
To avoid delay in delivery

....
Dear P
We are in the last step of getting the clearance from the customs
Once done, we will need to truck this cargo to … port and sea freight it to … will be around week 8
Estimate Delivery to …. week 9
I will keep you posted

Thank you
With Best regards
R

Sorry for not having copied you. As you might know the above was scheduled to sea freight on Dec, 19, 2009 .For unknown reasons CNAN has pushed departure date to Dec, 30th 2009 because by this time L/C shall have expired .As a result, we found it necessary to prolong L/C and incur banking cost. We deem it reasonable that this cost will be shared by both parties.
....
- Scheduling appointment and making arrangements like

This shipment is still under clearance with customs, as we need to separate this shipment in 2 partial (due to customs code)
I will revert to you ASAP

……………………………………………………………………………………………………..
As anticipated yesterday please find herein attached the requested Communication.

Please let me know when goods will be ready for being picked up from …. and I will arrange Transportation to …. in accordance with that.

Could you please arrange an appointment with your local HP team in Algiers in order to update the Firmware Backplan in this server.
By the way, M.Rabah, my colleague is on the local site and is ready to help you.

All what is written in emails is for getting business done because the emails writer's communicative intention refers to a transactional function which primarily focuses on the exchange of information. All what is concerned with interaction between the addresser and addressee in the emails discourse situation is to establish roles and relationships in consolidated professional relations. In their emails writing, the participatory function of language; which is realized in information structure and cohesion in emails; is of vital importance to maintain efficiently the addressee's confirmed status in the company and express his/her attitudes and evaluations toward what he writes about interactional function prior to the transactional one.

It is noticeable that the emails writers establish the context, the purpose and their identities as well as the identities of their readers. Admittedly, email users do not need to pronounce correctly or to master intonation, but instead they worry about the wordy transactional and interpersonal functions. They finally tend to be getting something done (action-oriented), exploring ideas, working out some aspect of the work, and simply create objects themselves. They satisfy a practical need to service their relationship with others and they regulate their language to learn about job. They initiate interactions with a comment and responses concerning something in the immediate vicinity that both sender and receiver have knowledge of. In fact, the different language uses are always intervened and combined generally with almost equal importance in emails communication. All go from a different situation to a special discourse. It is clear then that their conversational interactions to say communication are influenced by some factors such as the physical setting place of work and the purpose. Example

Subject: RE SO-xxxxx

 Importance: High

As anticipated we are approaching Internal Kick off for this project.

Before to go on with that I need to ask you a clarification about terms and conditions:

1)   Our offer ………. Rev… clearly states as payment terms "irrevocable letter of credit" and

on top reports as annex a first LoC draft

2)   Your PO doesn't reflect such condition and indeed reports as general payment condition 60days.

 This is a mismatch between the 2 documents and hence I would kindly ask you to confirm which payment term we should use.

In case you are not willing to use the LoC then I need to have in PO clearly stated the payment conditions (that shall be anyway agreed with us).

 Thank you for your fast feedback

(ii)   Coherence in Emails Discourse:

Further to what is explained here above, there is some pressing need to emphasize how emails writers reason their way from the simple form of the email to its function as well as about what an email is and how it is built to construct coherent discourse from the language they use.It becomes obvious that the coherence of what is written in emails is not only related to the english language used but its coherence exists more in poeple who receive and read these emails as they make sens of what they read. The overall connectedness of the ideas gives them an interpretation which is in line with the employees` knowledge and their experience of the way the work is done and the ways in which the things the email is about are mutually accessible and relevant as well.

If coherence in writing means that all the ideas in a text flow smoothly from one sentence to the next sentence, the manner in which the parts of the email fit together results in a coherent and well connected message easy to get. When reading the emails collected, we find that we have an easy time understanding the ideas that the emails writers wish to express. However, we do not know how much the content is relevant or appropriate. Indeed, someone's ability to make sense of what they read in emails is probably a small part of that general ability of making sense of what they perceive or experience in the world. This process is not restricted to trying to understand the email texts alone; it also involves interpretation of all, where the interaction between knowledge, reasoning, and language is crucial to understanding discourse. What an email is about is first that knowledge which is arranged (cognitive content) to make the meaning circulates and those relations expressed between the concepts which appear together within it; bearing a designation of the concept it connects to. In the end, we can say that coherence creates the email text in which it emerges rapidly. However, the realization of

that text is more powerful with another feature that is immediately and easily recognized. Here we mean cohesion which is expressed partly through vocabulary and partly through grammar.

(iii) Cohesion in Emails Discourse:

Cohesion either defined in terms of words or sentences, it refers to a close relationship based more specifically between two parts of a sentence or a larger piece in emails. Through the crucial dependence of one element on the other which is part of a text forming component, cohesion offers a range of possibilities for linking the elements together, for their interpretation. So that, the semantic system can be effectively activated and the incomplete thoughts with their essential elements and fragments can be completed.

1) Grammatical Cohesion:

By using words or a group of words, emails writers relate words, sentences and paragraphs to each other which create cohesion. For variety, they use compound and complex sentences occasionnally with an average number of words, but to state a single and independent thought, simple sentence structure is very common where sentences are distinguished by their simplicity rarely with their complexity.

From a sentence that conveys a single idea to the one which contain two ideas closely connected, and sometimes more than that. Run-on sentences are quite often used where the sentences containing two ideas or more are close enough to be included in the same sentence, but they are joined, neither by putting a conjunction, a relative pronoun nor by marking between punctuation. Something like this: This request is very urgently for us please recheck the delivery time or confirm the earliest date for partial shipment. In other cases, when it does contain two ideas, then they generally mark obvious relationships between them by using reference, ellipsis and substitution. Here we refer to the grammatical features and their relationship to discourse function, especially referring to the structural content. Used knowingly or unknowingly in their everyday conversation and writing, emails writers use a range of linguistic features to refers back to someone or something that has been previously mentioned or about to be mentioned within texts.

➢ **Reference:**

To replace words and expressions with pro-forms which signal to the reader what kind of information is to be retrieved and repetition to be avoided personal pronouns (e.g., I, he, she) possesive pronouns (e.g., mine, hers, his) possesive determiners (e.g., my, your, her) are used. In the workplace, it seems that both the sender and the receiver understand very well what those fragments mean. e.g. Pls,We need your approval for that.

Other words such as the, the other, another, the others, some, this, these, that, those, which involve transition from old information to new by pointing back to the thing being talked about within the context of situaiton. Please, I need your approval in order to achieve this case.

Such demonstrative reference contribute to textual cohesion essentially by setting up a form of verbal pointing the reader identifies the referent by locating it on a scale of proximity where the both understand very well what those fragments mean. E.g You need Business approval for this, not technical approval.

Avoiding repetition is well addressed in the same email by using reference whereas substitution and ellipsis are not very common; the emails writers do not hesitate to repeat the same word twice and three times may be more in their emails conversation though.

-"Hope you are using 2008 Average conversion rate of I Euro = 100 Algerian Dinar. If not, pls. confirm the rate."

-"I confirm, I have used the 2008 exchange rate (1€ = 100DA)."

➢ **Substitution and Ellipsis:**

We mean the replacement of one word/phrase with another appropriate word or phrase which brings ideas together. Emails writers prefer repeating the clause, the noun or the verb instead of a verbal substitute with the verb to do or to have, or a clausal substitution where the entire clause is presupposed. Deletion of words, and leaving out of the expressions or phrases from sentences, simply 'substitution by zero'is totally absent from emails, the words are always necessary and they do not need to be omitted although they have already been referred or mentioned in the previous or in the following email. The writer seems to make decisions about the relative importance of the ideas in a sentence. With locating cohesion through substitution semantic is involved. The emails writers do not substitute or elide neither the nominal group, the verbal group nor the entire clause from the sentence.

➢ **Coordinators / Coordinating Conjunctions:**

To stack elements of a sentence and develop their ideas and relate them to one another, subordinators or subordinating conjunctions are used to contribute greatly to the cohesion of a the email text and increased it. The emails writers use them to explicitly state different categories of relationships between sentences and ideas as they help to lighten the style of their writing and conveys a much more specific relationship they wish to establish. The three main coordinators are And→addition, But→contrast,

Or →alternative are those conjunctions which are commonly used to connect words to other words or simply to add one sentence to another and sometimes they are just omitted as they rephrase a pair of sentences that use a sentence connector by using a conjunction instead. But the principle of paraphrase can be extended to longer sentences and conjunctions. Emails writers do not promote the use of subordinate clauses, sub-sentences in brackets but they do not avoid run-on sentences separated by colons or semi-colons. Another way of connecting equal parts of a sentence, employees tend to use some simple cohesive links or correlative conjunctions which come in pairs that relate to one another like both/and, not only/but also but which signal some structural dependency. Examples

The team is facing difficulties accessing to the system or saving tickets

- When they log ticket and save it, they get error message (ci-attache) and when they log again the same request, when they go to "Manage call", they find the same ticket twice or several times.

- Also when they want to close some tickets, they get error message.

- Also, can you please change the status of …………. from "User" to " Admlinistrator" so he can follow up with the team

We will collate all those issues in the questionnaire, but jsut wanted to share with you some outcomes.
 ………
……
Dear all,

This simple one pager has come in via .... and it is worthwhile for all of us to read. Not more than good common sense, but ... sometimes a reminder helps. Pls ensure that you work closely with .... to ensure that these key principles are always applied in our day-to-day work with customers. Clear credit limits, chasing overdue, resolving claims and deductions, are only few good behavioural examples even more important in the current financial crisis.

KR
………
…….
Following this analysis, we can have several information about the customer contribution and their impact in term of profitability, ratios...etc. Then, we can review the weaknesses.
Please note that the negative amount of the customer contribution is due to the redundancy fees included in December 2008.

Your sincerely.

They also use some subordinating conjunctions to introduce ideas that are dependent to the main clause in a sentence when joining or coordinating their thoughts to contribute and to create discursive connections. To show the order of pieces of information either following logical or time sequences, or simply moving on to the next piece of information

enumerative linking adverbials can be used such as ordinal numbers like first, second, third used especially for listing and indicating that what follows is a list of propositions or adverbs like finally, lastly or phrases like to begin with, to start with etc. e.g.

First, I'll shutdown the serve at 10H00 pm and then I'll check the Thermal paste of the CPU and power module regulator.

Similar to enumerative linking adverbials, emails writers use additive linking adverbials to link items together where they indicate continuation by including words like also, too, moreover,   in addition, again, ... etc which give extra information, exemplify a point or emphasise it. At the end of their emails where they explicitly state that the text is concluding, they use these some summative linking adverbials like in sum, in conclusion, to conclude, all in all, to summarize. to sum up, to conclude,emails message signals that his/her writer has summarized the information he or she has already presented.

Emails writers may sometimes need to make the piece of information more explicit even in their short message. That is why, when they want to restate previous information in a slightly different manner or they would like to rephrase the preceding sentence, they may call for appositive like which is to say, in other words. e.g.

After discussing with Kamal this morning about the overdue debt, I would like you to know that it is 0 in Algeria, because the UNM debts are not considered as overdue debt. This is done viewing the contract and due to KIM 's decision.

In addition, sometimes they need to introduce an example that is the equivalent of the first piece of information .for example, for instance, specifically can be used. A few examples like consequently, thus, as a result, so, therefore are used when the emails writer needs to demonstrate to his readers that the following textual element is the result or consequence of the previous information indicating that the content of the sentence is a result of the events expressed in the preceding sentence with relations of cause and effect/outcome.

They show how important it is to coordinate or subordinate thoughts with the use of conjunctions, since they add interest, meaning, and contrast to writing. Emails writers may also use contrast and concession to signal differences or alternatives between two pieces of information or one which contrasts the previously mentioned one, the emails may have examples including but, though, although, whereas, the other hand, in contrast , instead to indicate that the content of a sentence "exists"despite the content in the preceding one.

From enumeration to conclusion and from addition to time, joining ideas concerns the arrangement of event in time or causality relations which concern the ways in which one situation or event affects the conditions for some other one since the thoughts are closely connected, they can just combine them by using a punctuation mark.

Following this analysis, we can have several information about the customer contribution and their impact in term of profitability, ratios...etc. Then, we can review the weaknesses.
Please note that the negative amount of the customer contribution is due to the redundancy fees included in December 2008.

-Discourse markers like "now", "then", "you know", and "I mean" "actually", "basically" are vey common in emails. These transition linking adverbials signal that the following item will not directly follow the previous item. However, this does not mean that the information is not related at all, just that is not directly related.

E.g. *In fact we have re-established our export invoice as it appears some serial numbers were not correct. Now we have re-issued our export invoice as per enclosed model,*

2) Lexical Cohesion:

Since cohesive relation is not concerned with structure, but it is established through the selection of the vocabulary which can reveal information about the communicative messages of the email. Thus, the language content of the emails is not a random collection of sentences; it has the properties of written texts created by reiteration and collocation. It forms relational patterns in the emails texts in a way that links much larger parts of the text to create an overall feature of coherence with the audience.

➢ **Reiteration:** it is a form of lexical cohesion which involves the repetition of a lexical item. Emails conversation thrives on repetition where the conversationalists routinely tend to repeat some words and phrases which form cohesive ties over their emails sent and received, as they avoid referring back to a lexical item, they prefer keeping the same.

➢ **Collocation:** It is very common that the emails include the association of lexical items that regularly co-occur in a text that are semantically related and related to the language function and the cohesive relationship that exists through which cohesion is achieved. Those single chunks of language tend to occur or belong together occuring in similar environments and as pattern use to build a significant frequent collection of useful related phrases. Such as treat the matter, solve the issues, face problems, check errors,...

3) Semantic Cohesion:

The communicative functions and communication speech act with its lexical features and their relationships to each other reveal various discourse functions. However, emails users express a single function by a several different grammatical forms where a series of sentences may be well-formed grammatically. On the other hand, they can employ the same grammatical form to express a variety of functions where the unity of the email as a semantic whole is a source for the concept of cohesion whose major function is text formation.

All what employees write in their emails is for a specific purpose whether they are passing on information, persuading people to do something, discussing an issue, recommending a course of action, making or answering a request, making or answering a complaint, keeping a record of something that has happened or been agreed, explaining or clarifying a situation, giving an instruction clearly. These are some of the reasons why emails writers need to communicate with others in a business setting showing their concern for the person and for the particular utterance that are distinguished in their generalized scheme of speech functions. When recognizing the context, it is easy to find utterances which can be exclusively associated with one function but recognizing that speech function is not as easy as determining its communicative function due to the fact that most utterances fulfill more than one function simultaneously and the relationship between the sentential form and what it counts as in the particular context in which it occurs. Almost all utterances have some propositional content and are therefore referential to some degree.

Moreover, in our actual analysis of emails discourse, the semantic links between the successive sentences, it is what helps us and helps the emails readers to understand the relation of meaning that exists within emails text.

In sum, before delving into their electronic conversation with someone, the emails writers manage to evaluate the social context of the situation and set out a strategic plan of discourse production accordingly, and use discourse to arrive at a desired outcome. To arrive at this

outcome, they plan a strategy and decide what kind of speech act they use. e.g. "I want to ..." "I would like to" "please,…." they use language to communicate wants, or needs and choices, they use language to interact and plan (social relationships/interactional). When they write to inform, they focus on the control of information. To find things out, direct yes and no questions, WH questions are usual Any news about the below matter? " Could you please inform?

3.5.   Conclusion :

Different factors were important at different points of our analysis and at our choice of methods used to analyze emails; we have significantly considered the emails discourse ,text and the context within which they exist determining their purpose, shape, structure and features. Once the Email`s nature in workplace is understood and the general theoretical notion of its text and discourse is clarified we showed conclusively where someone (who by) communicates to someone else (who for) about something (what) somewhere (where), at a certain moment in time (When), using a chosen discourse (How), for some reason/purpose (Why) our attention turns to specific discourse in which professionally established sense is encountered and contested. Targeting validity and transparent detailed comments about our findings, our thesis aligned with different research traditions to analyse email text at length, so that it will be easy to work through from the findings to the theories and see how we will arrive to our interpretations. Through chapter four, we will discuss the results reported in this chapter beginning with the explanation of outcomes relating the findings to previous research or commentary, to personal experience and even to common-sense opinions, resulting into making our summary and linkages. Hence, the implications or ways forward are pointed out referring to an accurate and useful interpretation and conjunctures that can help us decide what to select when teaching ESP and to demonstrate how English users-corpus can be used to refine current approaches to ESP pedagogy. Furthermore, we are trying to suggest how ESP can best prepare students and employees to write Email effectively considering the abilities and the skills which are closely connected in assuming control over emails.

CHAPTER FOUR
Discussion and Implications

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4.5. Conclusion

CHAPTER FOUR
Discussion and Implications

4.1.Introduction

This final chapter consists of three sections. The first section is about the results discussion. In the light of the results obtained, the second section starts with an overview of how insights generated through method of email discourse analysis in the area of language use description might affect the overall priorities of what is being taught in the language classroom. In fact, it reveals a significant scope for describing a variety of Algerian English users in a world where a growing percentage of professional discourse arouses enormous interest and substantial new ideas about learning and teaching, implying inevitably the specific features of emails discourse, the communicative competence and textuality.

In the third section about suggestions, we turn our attention to the way in which some insights about email discourse that emerges from workplace might directly inform the design of teaching materials and the LMD syllabus when preparing students for workplace writing.

4.2. Results Discussion:

Pegged to the results we obtained, we will try to prove or disapprove our hypotheses about writing emails at Unilever Company. What are the emails like?

4.2.1 Email Typical Discourse

An important dimension of discourse in the emails collected is about the use of a style of writing that is appropriate to particular circumstances. The employees' different styles of discourse reflect more the emails writer's authority in a writing situation to get a writing event rather than the status of participants in interactions. Actually, there is no mark for the dominance of one speaker over the other, as we cannot clearly distinguish any indication for the power imbalance or the subordinate positions. So, the sender and the receiver can be of even or uneven power or status, and their casual speech style remains the same stressing affiliation, membership and connection appropriately. Hence, the familiarity between the interlocutors, the emergency situations and urgent matters, in addition to the writer's authority may all together or

apart undergo some linguistic and discourse changes that can be involved in producing a suitable style of writing and writing like speaking. In their emails, they can write a word e.g *Sorry, Reminder, Done, Ready,* or a phrase and cut wordy phrases e.g.

Thank you…. . Keep going!,

See attached,

An update please

or a sentence e.g.

please do it
…………………………………………………………

-What readings can we catch from these figures?
....

Or a cluster of sentences e.g.

-I hope you are fine, please find attached the PDP for Algeria.
Hope it's corresponding to what you are expecting.
………………………………………………………………….

- Could you please arrange an appointment with your local HP team in Algiers in order to update the Firmware Backplan in this server.
By the way, M.Rabah, my colleague is on the local site and is ready to help you.
………………………………………………………………….

After discussing with ---------someone`s name- this morning about the overdue debt, I would like you to know that it is …………-figure- in Algeria, because the UNM debts are not considered as overdue debt. This is done viewing the contract and due to ……….. 's decision.
………………………………………………………………………….

- Hope you are using 2008 Average conversion rate of I Euro = 100 Algerian Dinar. If not, pls. confirm the rate.

And from continuous stretches of language that contain more than a single sentence to text. With short or long text, it emerges a context and a special pattern and structure of discourse.

```
-Have discussed the point this morning with Wael and he's available to have a
teleconf on Wednesday 4th at 10am GMT (Medhat, please arrange for it).

Wael will send us a presentation with changes and will take us through it
should we have any clarification/question.

Anything pending after the teleconf, will be discussed during the WS2 SCOA
session.
```
………………………………………………………………………………………………………..

-Please be informed that I have now another position within HP (Account Support Manager), My Collegue Amine (in CC) is now leading the Delivery and Engineering activity. He will take care of your request.

Please also be informed that in our systems, your servers are out of warranty, That's mean that, we should bill any intervention and any repair. Can you please clarify to us the situation of the Unilever support of ? What is exactely the terms of the support contract ? If you have any contract ID (SAID) that we can use this could be fine ?

On that account, we find that emails are patterned with their communicative events to say their communicative purposes and structures revealing a style, content and an intended audience.

E.g. As you can see many things are not clear, and this is preventing us to escalate some of your issues (like the Linux Firewall server issue) because the qualification Center refuse to deal with out of warranty cases.

- Have you confirmed that it is not a power supply problem? Please can you connect the firewall to a completely different power source and see if it still reboots. It would be good to connect another device to the same power source to see if it also goes down with the firewall.

As Stephen suggests we need to invoke some local HP support to check the HW as well as soon as possible.

First, email writers state their intention to write the email and state its objective which requires their considerable attention to the content and what is said, to theirs ideas and how they need to be said. Therefore, the variation in style arises from the way in which they express their content which fulfills multiple functions. So, the messages are conveyed deliberately and consciously; as they are planned, and their style and tone are dictated by their expected outcomes. When they write emails, they just get sure they understand their objective well enough to apply the appropriate style and words that convey the exact meaning. Their conversational mindful tone is then adapted to the nature of their emails and their readers as well.

However, emails writers keep simple focus on the structural aspects of speech and text, but their focus is adequate and sufficient enough for comprehension. They produce an email discourse with a very purpose rooted more on professional purpose, for work, and less on the text structure. Therefore, it becomes clear that comprehension does not come only from the effective use of linguistic rules but from the email discourse cohesion which hung the words and sentences together to shape the messaging style and the message content itself, as well as its coherence by making sense and facilitating understanding the email`s different elements. It is arguable that they manage their speech style creating essentially a sense of politeness and tact. However, being casual is not totally avoided, and being formal is not quite maintained, the both

forms of discourse formal and informal are not mixed arbitrarily, but they are overlapped tactfully.

In fact, the goal-oriented use of language in email results in a special discourse self-contained and easily identifiable. So, we can distinctively recognize how friendly, informative, helpful and especially mindful the emails discourse is.

4.2.2 Email Message Design:

When exchanging information between them, email writers do not only work on creating formed utterances, but they work more on connecting their utterances to those of the readers at the stake in the interaction. Getting their points across is first and foremost. So, In terms of, among other things, the communicative functions, the subject dealt with, the vocabulary, the length of the text, the formality and informality offer a variation in email writing and affect it. This is not only in terms of the types of words selected, but more significantly in terms of the way in which lexical items are connected throughout the discourse. They are used economically and concisely associated, making a network of simple sentences with explicit meaning. Analysis in chapter three make obvious that writing emails is about explaining. E.g.

You need Business approval for this, not technical approval.

So you need to speak to Mohammed or Azzedine.

Regards
………………………………………………………………………………………………………

I connected the external USB device 72 DAT storage on desktop and I 'm backing the data users and share folders because SDAT cause some errors.

we need the to get technical approval in order to resolve this issue , please help us.

1) To change the CD-ROM device. It changed and it's ok
2) To change the failed hard disk (is still no flashing).
3) To update firmware 8.20.
4) To connect the UPS electric source. On progress
……………………………………………………………………………………………………
Thanks Amen for your co-operation. pls help Wassel to fix this customer issue.
we are in the process of establishing a support agreement that will cover all
Unilever servers in Algeria.
Thanks,
……………………………………………………………………………………………………

We are still awaiting your acknowledgement...This is not optional, this is mandatory...However if for any reason you do not agree and do not accept to sign off the attached documents please let your line manager know...

Looking forward to getting your signed documents...

It is also about presenting information or providing a course of action and reasons for an action. Basically, the nonessential details are excluded or more exactly there is no place for extraneous items or information.

Dear All,
First of all, I would like to thank you for all the efforts done so far on the Payroll project.

Now, as we are on the testing phase of the One Payroll NAME , you will be requested to run some tests on the system, please be ready for that and give the feedback within the deadlines.

At first, the email main idea is explained and summarized, the purpose stated ascertaining that the message is written clearly, accurately and thoroughly enough so that the readers can understand it easily. Being determined by what they want to say and how they need to say it, the email writers tailored the emails for the kind of audience they are addressing. Hence, analyzing their audience deserves their serious attention, regarding its size and scope i.e. who – and how many people – will be reading the email, how familiar they are with the subject matter. Employing some routines appropriately like hi, hello, dear all, regards, best regards in their emails is very common and their communication seems smoother.

Subject: FW: Managing Cash from Customers in Tough Times - Update

Dear all,

This simple one pager has come in via .... and it is worthwhile for all of us to read. Not more than good common sense, but ... sometimes a reminder helps. **Pls** ensure that you work closely with .... to ensure that these key principles are always applied in our day-to-day work with customers. Clear credit limits, chasing overdue, resolving claims and deductions, are only few good behavioural examples even more important in the current financial crisis.
....

Hi Samy,

Following this analysis, we can have several information about the customer contribution and their impact in term of profitability, ratios...etc. Then, we can review the weaknesses.
Please note that the negative amount of the customer contribution is due to the redundancy fees included in December 2008.

Your sincerely.
....
 Hi Jerome,

Yes, we can try of doing this.
Please let us know when this is done so that we can test the access.

....

Hi Mark,

I have already checked the power supply and there is no problem on it, **please** see the attached file I tested with a metrix there is 220 v in both power supply sources.
So I want to open the RFC in order to open the server and check it properly.

Regards
Mehdi
....

A repertoire of these fixed phrases and expressions are not just fillers but they are used intentionally for beginnings and endings an email, for leading into topics, and for moving away from one topic to another.

Hi ,

I hope you are fine, please find attached the BD MIA for Algeria.
Hope it's corresponding to what you are expecting.

....
Hi Sofiane,

Hope you are using 2008 Average conversion rate of I Euro = 100 Algerian Dinar. If not, pls. confirm the rate.
…………………………………………………………………………………………………

Consequently, all this together creates speech like written discourse or more exactly a conversational discourse that sounds natural and native-like. With their design, emails have no aesthetic aspects but functional one based on the arrangement of their materials. If there is a process pattern, it is the objectives which decide the steps to be carried out and in which order.

4.2.3   Employees Email Literacy:

It is through the realm of discourse production that we explored the email message and the email discourse, and we find that employees produce their emails discourse to plan and execute actions under specific contexts. The planning and execution of a particular action in discourse refer especially to certain kinds of goal-oriented events representing the different communicative functions. Both, the emails senders and receivers use language to do something with. Their understanding of the formal properties of the email, how the words are combined, its grammar and language, all what gives cohesion to the email text which is of importance to the reader, and their determination of the communicative function results in some special linguistic forms and expressions.

It is from the employees' personal involvement and their attitudes towards significant social, linguistic and professional change that language style in emails derives. They are tactfully polite, thoroughly informative. They trace their email discourse by their discursive knowledge which is normatively governed, circulated, established, developed and textured. As it is notable and conspicuous from chapter three, emails and emails conversations held in an internal or external communication do not require only that appropriate discourse to the context but they also need that vital special awareness about the discourse itself, why it takes place, when it happens, what and how as well as whom is involved. Their knowledge of how to sequence and organize the language cognitive and linguistic skills as well as the awareness of how to use language according to situation is clearly recognizable. Lastly, the emails discourse acknowledges on the one hand the employees` attention to the appropriateness of their rhetorical situations, their consciousness about the factual information. On the other hand, we can note their mindfulness about where the facts need to be explained and how the relationship with the audience has to be established with their increasingly insistent appeal issued to have the significant and the right influence on their addressees. Yet, their professional conversations in emails reveal serious businesslike people that obey certain unwritten rules regarding politeness, and care about a corporate common norms of conversational style appropriate to the purpose and content prior to setting a moderate tone. Furthermore, in their socio professional relations, the participants` reflective spontaneity relies upon their value judgment of the situation.

4.3.   Results Implications:

On the basis of the above discussion, the findings from the analysis seem to support and confirm our proposed hypotheses at the beginning of the research. They imply that emails have their own specification and typical discourse which is not related to the discourse style only but to how the discourse is laid out too. The association of the emails` writers dynamic transaction with the interactive process make from the email they produce, that communication process which happens between two or more people engaged in professional situations, but who critically need to evaluate the purpose, the context and audience at their own pace and in a constant state of flux. Aside from its speed of transmission, interactivity and its encouragement to use the conversational language, the variety in email discourse depends on the email writers` attention, intention as well as their initiative.

Consequently, if teaching and learning formal writing has always been governed seriously by rules that are meant to be used in official circumstances. Emails with their distinctly

noticeable features, their dynamics and interrelationships of speaking and writing constitute the discourse which holds all institutions together. This new element in the evolutionary path of language use with its typical discourse can offer better alternatives for teaching and learning process, where it can strike the balance between the four skills writing, speaking, listening and reading and maximize the learning outcome.

4.3.1 Application of Discourse Analysis to Teaching Emails Writing :

The overwhelming use of emails in today's world and its typical discourse is evident. As a result, because of the wide variation in emails discourse, we find that it is highly advantageous to apply computer mediated discourse analysis to teaching email writing through analyzing its textuality. The aim of the analysis is not to explicate the emails texts or compare them with others texts, but it   implicates that knowledge of the range of competences and skills that are inevitably useful to achieve real communicative purposes in writing. The application of discourse analysis to teaching email writing involves their application in teaching grammar, vocabulary and text interpretation. Hutchinson and Waters (1987) noted that

"people can work and study simultaneously; it is also likely that in many cases the language learnt for immediate use in a study environment will be used later when the student takes up, or returns to, a job" (p. 16).

Textuality and communication competence in emails are the raw materials that teachers can smartly manage and alter to use when planning courses about emails as a form of written communication and refining their goals for a more effective communication in the classroom. This may result in helping students build their knowledge and understanding of one of the most useful medium of communication which alternates between formality and informality, interactivity and non interactivity. In short, these stepping stones to progress towards writing emails are an opportunity to create effective communications that combine the benefits of spontaneous speech and the reflection of writing.

On the basis of these considerations, we can contemplate jointly or separately the seven criteria which were suggested by Beaugrand and Dressler (1981) to qualify either a written or a spoken text as a communicative occurrence.

"A text is not merely a linguistic unit, but a unit of human action,
interaction, communication, and cognition.**"**

(Beaugrande 1990:17)

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In sum, the learner needs to examine the seven features of texuality which are: cohesion, coherence, intentionality, acceptability, situationality, informativity, and intertextuality. This will encourage them to associate perception, thought and knowledge and to improve their command of English language at the same time.

4.3.1.1 Computer Mediated Discourse Analysis and Textuality in Emails:

At first, we need to precise that the aim from elucidating textuality in emails is not to standardize them or to set instructions or rules for their use. But, it is to get a wide-ranging implication of emails in the teaching and learning process. The close connection between the linguistic, grammatical, social, socio-cultural and strategic elements that textuality offers is a helpful practice to acknowledge the way an email is written with it own specification which entails writing, reading and speaking skills. Basically, combining English use, emails content assimilation, the analysis of their textuality can steer teaching emails from the learner's simple comprehension of a text towards a deeper interpretation of all the constituent parts involved in producing emails and its contribution in communication.

(i). Cohesion and Coherence

By identifying **cohesion** in emails, learners can mark the explicit grammatical relationships that email writers establish between the different parts of their text. They might also explore the lexical mechanisms used to establish cohesion which is tied to the use of discourse markers. They make the email seem logically constructed and the connections between the different sentences clearer and more obvious as they can indicate the writer's attitude. Like cohesion which is essential for a meaningful email interpretation, the linking of information is a central issue to the email text comprehension and a process of determining and maintaining its **coherence**. In order to comprehend an email, the English language learner may need to create a well connected representation of the information in it. So, they will try to derive the logical structure of the emails and overcome the ignorance of some details. However, to disclose the exact meaning of the basic information and understand its structure may sometimes require some in-depth knowledge that can be critical mainly in special fields and in some emails. Nevertheless, it is clear that the learner has to consider cohesion and coherence together and not separately to generate a good framework for analyzing email discourse.

From the text centered notions cohesion and coherence in textuality, we move to the users centered ones where the producers and receivers of discourse are involved in the activity of textual communication.

(ii).Intentionality and Acceptability:

The learners of the emails are readers but they are not their actual receivers. On the one side, they can measure the importance of the information to determine the emails producers` purpose. So, through detecting the emails units which are in focus of attention during the development of the discourse, they can identify the writer's **intentionality**. Indeed, they distinguish the email sender's intent and what he wants to do and achieve. On the other side, they will try to make assumptions about the intended receiver's attitude and whether he/she approves the text or not and the extent to which the occurrences of their email are satisfactory for him. This appeals to the degree of the email`s **acceptability.**

(iii). Informativity and Contextuality :

In addition, the transfer of information in emails is important and its relevance is more and more important. When analyzing the **informativity** of the email, learners should rearrange what new or mismatching information is included in the email, what is expected or unexpected, known or unknown/uncertain and why it is selected and how it can be integrated back into the continuity of communication. Another major component of textuality has a close relationship with informativity and needs to be analysed in emails is **contextuality.** This principle also called **situationality** focuses on the very important role context plays in any form of communication (cf. De Beaugrande & Dressler 1981: 163-181; Carstens 1997: 386-426). It is not easy to recognize the emails contextuality without locating them in a sociocultural context, medical, commercial, legal, technical …etc, in a real time and place referring more precisely to the extralinguistic setting in which the text takes place. Beaugrand and Dressler stated that

> **"**a general designation for the factors which render a text relevant to a
> current or recoverable situation of occurrence.**"**
>
> (Beaugrand and Dressler ,1981: 163)

The email producers normally understand the situation in which their emails are activated and make their email text relevant to the situation of occurrence. So, the learners need to investigate that content transferred and determined by the situation.

(iv). Intertextuality:

The emails producers and receivers have some knowledge of other texts that makes the utilization of one email text dependent upon knowledge of one or more previously encountered email texts. Analyzing the intertextuality will bring to the learners the notion of text type and category. It is a way that allows them to determine the linguistic form and to give a textual identity to what they read and what they write as texts. The experience with some instances of different kinds such as application letters, cover letters, faxes, sales leaflets and their textual appearances might help the learners recognize and distinguish text types which will give them more fluidity to tailor their emails to specific communicative goals and circumstances.

In addition to the above seven standards which are the constitutive principles of textuality, there are also at least three regulative ones efficiency , effectiveness and appropriateness that control textual communication and sets rules for communicating. Furthermore, the combination between analyzing emails discourse through textuality and the assessment of communicative competence can be the guiding lines that teachers may focus on when teaching email writing and that learner may use to read, and to write emails. Students will rely on to manage the choice of words, the purpose built and the writing realization of the email efficiently, effectively and appropriately.

So the challenge, then, in writing emails, which is an important and varied activity is to strike a balance between language style that seems conversational but in fact is written and language that is precise and professional. So, by introducing the notion of **efficiency** in their email production and realization, the learners raise their knowledge, skills, attitudes and ability to do the writing right with a little wasted effort. And from carrying out the email quickly and successfully, to measuring the emails quality and **effectiveness** which depends upon whether the email makes a strong impression by producing the right writing. It has a good potential for fulfilling an aim and achieving the results wanted especially about producing powerful effects. Finally, another component that learners can use to verify the

balance between what is conventional and the unconventional is **appropriateness** in each situation and its agreement with the seven standards of textuality.

These latter two components effectiveness and appropriateness are the same criteria that Canary and Cody (2000) use to assess the communicative competence. Spitzberg (1988: 68) defined communication competence as *"the ability to interact well with others"*. He explains, *"the term 'well' refers to accuracy, clarity, comprehensibility, coherence, expertise, effectiveness and appropriateness."* Hence, the importance of communication under its different aspects is important in emails.   Besides, the achievement of their communicative competence is also really crucial. So, the contribution of the criteria of communicative competence to teaching English language for emails implies the receptive and the productive skills that include linguistic, sociolinguistic, discourse, and strategic competences.

> "communicative competence is a set of strategies or creative procedures for realizing the value of linguistic elements in contexts of use, an ability of make sense as a participant in discourse, whether spoken or written, by the skilful deployment of shared knowledge of code resources and rules of language use"
>
> (Widdowson, 1979, p. 240).

This contribution should go beyond a simple observable way, and move necessarily from concept to practice. To complete assigned emails within a given time, the learners need to have some abilities. They should be aware of the measurable factors by getting them trained on how exactly to do it when analyzing the emails they produce and measure their communicative outcome. **The integration of adaptability**, **conversational involvement**, **conversational management** and **empathy** arouse the relation of these increasingly important attributes with the business operations and computer science and its efficiency. Indeed,   all these abilities are successively about how the communicator change their behavior and goals to meet needs of interaction, and how much they get smoothly and cognitively involved in interactions, as well as how they regulate them and how they show understanding and reaction entail other abilities such responsiveness, perceptiveness, attentiveness, failure assessment, reproducibility or repeatability, accuracy and precision

4.4.   Suggestions :

On the light of the above discussion, we can assume that attention to emails writing is crucial for ESP writing and language learners since writers of English as a foreign language may find themselves concerned with emails discourse and actively involved and integrated in their communities of practice with their job writing quality.

4.4.1   LMD, ESP Teaching and Writing Emails:

After concluding the results, we need to stress the wide scope of business email writing and its relationship with different fields business, communication, information technology, career that requires a theoretical and practical knowledge in addition to some skills and specific performances.

In this sense, the importance of email writing requires the same attention to clear writing as all other forms of written communication, and may require much more attention indeed. Now, that the Algerian society is getting globalized, changes in the business and professional domains are expected to bring important change in status of English that needs to be reflected in education. There is, therefore, a definite need for realizing the importance of English at workplace as well as considering the needs of people and their aspirations. However, the economic arguments are enough to persuade the country to enhance its investment in the English language.

Moreover, there is a fact that in a multilingual world where learners may belong to more than one speech community, their main goal is not to become a native speaker of English, but to use this language as a tool for interaction among the other language users. From this perspective, English is no more viewed as a language ''accessory ''but it is imperative for the future graduates who are also required to be efficient users of the new technologies (mostly computers and the internet). It is, then, the role of the language teachers working at university to meet those needs that LMD system encourages and fosters by bridging the gap between different disciplines and the graduate labor market.

These are profound reasons to assume that incorporating email writing as a truly proper syllabus under a degree curriculum in the LMD system and in the overall licence and master`s programmes can be the most important practical implication of this research which is

trying humbly to offer some contribution to the field of teaching English. Indeed, by suggesting the email writing syllabus, we do not claim to design one, but we tend to conceptualize a syllabus design with ideas about what instructional contexts needs to be emphasized, the teaching methods to be used, and the resources to be exploited.

4.4.1.1. Interdisciplinary ESP Curriculum

By taking into consideration the specification of the LMD system and the quality of trainings that need to be provided, ESP should be the adequate teaching method able to make the learners acquainted with the particular ways in which the English language is used in emails, and through it the functions and the skills that students will need to perform in their fields of specialty and its usefulness in the workplace. The aim of this syllabus is to move the effectiveness of the English language from classroom to the real world settings. It is a means to promote the learning of emails writing with the specified knowledge, skills, and attitudes which prepare students for work, and for coping with everyday life, as it fosters universal literacy and encourages the development of each student's particular interests and talents.

Special attention should therefore be paid to selecting appropriate teaching-learning methods, not only what should be taught but how it should be done effectively in a challenging atmosphere both for the teacher and learners as well. To create a harmony between the different levels of prior knowledge that the students have and what they need to have in the future , some issues about the email writing course, its content, assignments and activities need to be taken into account when designing this curriculum are explained here below

Email writing curriculum does not target only those who study English language and related disciplines where models of discourse description play a key part in their studies, but it is especially for students in different areas and in all disciplines preparing for a career in business and for whom written expression is a highly necessary instrumental competence.

(i).Needs Assessment and the Pretest:

When thinking about the content of the curriculum, its variation and its different levels of specificity, someone cannot neglect the target group of students` prior and background knowledge, their current level in English language, their motivation and their methods of learning, and even what they get like former ideas about good and bad writing which certainly vary enormously from one student to another. As a result, students' analysis are a

serious need in developing courses, and a requirement in ESP classes and in all disciplines the biological and physical sciences, science and engineering, humanities and social science, the business and economics students…etc.

Adopting the IELTS general training GT module tests can be a step in conducting needs assessments that meet the international standards. This international test with its focus on basic survival skills in broad social and workplace contexts will help teachers formulate their goals and objectives, conceptualize the content of their courses and select their teaching materials and course assessment. Furthermore, the test nine-band scale from 1(no knowledge) to 9 (expert user) is a helpful and reliable process which reveals specified competence in English that each band corresponds to. From those level descriptors and benchmarking requirements the students' levels of knowledge can be determined and the assessment of their English language will be drawn.

(ii). Interdisciplinary Approach and Teaching Methods Flexibility:

Because ESP combines subject matter and English language, teaching writing emails needs to stress the importance of including oriented subject-matter. Very specifically, integrating ideas from multiple disciplines with a business framework Repko (2009) asserts that interdisciplinary instruction fosters advances in cognitive ability English courses such as making contacts and exchanging information, making plans and arrangements, the world of work and communication skills, working together and ethics, jobs profiles and business organizations, dealing with conflict and negotiation will build up the student's knowledge of the business world and the key functions and features of the business circumstances under which emails may occur. Furthermore, a well determined and sequenced content will enable the students to identify the real context of emails and comprehend better its discourse.

It is undoubtedly true that task centred approach, learner centred approach, are the most widespread in current ESP classroom practice which focus on developing communicative competence in specific fields. In this respect, we may find that there are too many teaching arsenals which can be used and have many beneficial pedagogical applications more effective for the students like skill based approach or goals based approach, or even competence based approach. However, demand of emails writing courses can vary greatly and materials

accordingly need to be flexible and more adaptable, with activities more relevant to the skills and competence of the learners.

Consequently, the teaching methods are the range of education strategies adopted, but they need to be developed, modified, adjusted, or even altered to reflect students' interests and address best their perceived needs, which dictate what will be covered and respond adequately to the teachers` working environment. If the flexibility of teachers when planning their courses becomes inevitable to a certain degree, updating their courses becomes indispensible.

It is important when teaching emails writing to redress the balance between speaking and writing. Thus, learning how to use language when interacting with another person and the transition from speech to writing means that ability to produce adequate extended speech acts and react to them. So, by performing speech acts when socializing, agreeing or disagreeing, justify and clarifying, requesting and suggesting, apologizing or thanking, students can develop familiarity with communicative practice and with email discourse as an act of communication. However, knowing how to use the various forms of the English language in different situations, with correct grammar and adequate range of vocabulary, make the difference between communicating and communicating effectively. As a result, teaching emails writing may favor expanding the students' vocabulary and their grammar awareness. To adjust their linguistic behavior to new situations or new roles, students can be taught the lexico-grammatical means available in a given context, the conventional formulas used for given functions, the contextual appropriateness of given expressions.

In short, to make students familiarized with email discourse they need to be equipped with language for professional purposes. Hence, some produced samples of emails and example answers in the course can explain the intentionality when fulfilling the email, shed light the combination between cohesion, discourse markers and grammar, and the connection between the expanded vocabulary and coherence. They can also focus on the acceptability and the audience approval, elicit the informativity and the junk information to be detected, identify the situationality and the relevance of the text to the situation of occurrence, pinpoint the intertexuality, assess efficiency, judge effectiveness and evaluate appropriateness. All this can be done through lots of varied activities assembled to increase participation and intense involvement for which teachers can devote some time to close monitoring under some specific instructions.

(iii). Active Involvement of the Learner

Learners need to be provided with many opportunities for spoken practice, and focus on listening and speaking with accompanying tasks. By interacting communicatively and purposefully while getting engaged in stimulating activities, learners will be equipped with the command of English which allows them to express themselves in speech and in writing as well to enhance their critical thinking through problem-solving tasks such as case studies, role plays and project work. It also enables students to use the language in the changing socio-economic context and activates their purposeful and meaningful participation in the studies with the newly acquired behavior, skills, and knowledge. Swain (1995) claimed that *the importance to learning of output could be that output pushes learners to process language more deeply (with more mental effort) than does input. With output, the learner is in control. By focusing on output we may be focusing on ways in which learners can play more active, responsible roles in their learning* (p. 126, emphasis added).

To develop and foster students' skills, to penetrate competences in their education and underpin that knowledge needed to perform effectively in the workplace, it is through practice in collaborative tasks done individually, in pairs or in groups that can actively help students get engaged in the learning process. Students can achieve significantly greater results in self-awareness when they are given the opportunity to practice, and to take the initiative to control their learning environment. In short, they are encouraged to discover their own solutions for issues and in cooperation they find the most appropriate solution discussing advantages, disadvantages and the interesting aspects of the possible solutions. By doing so, they work together, discuss, debate and share ideas and information

(iv).Teachers` Role and Evaluation Process:

The interconnection of the different functions that Joyce et al (1997) describes as the key properties of the teacher`s role can be taken into account when teaching ESP "*Thinking about the roles that make up teaching can make you dizzy. Just for starters, these roles include helping students grow in understanding, knowledge, self-awareness, moral development and the ability to relate to others. Simultaneously we are managers of learning, curriculum designers, facilitators, counsellors, evaluators and, reluctantly, disciplinarians. To the best of our ability, we modulate across roles accordingly to individual and group needs as we select and create learning experiences for all our students*" (p11).

Both, the role of learners and teachers are essential at different levels and in different ways in ESP classes. First because they are actively involved in the learning environment. The second because of their responsibility in serving their purposes, and the intervention, assistance, mediation they bring to the learners and to the learning environment. It is clear that due to the availability of internet and information technology, teachers are not seen anymore as the only source that delivers information and passes knowledge. But, teachers can do better, when they select information and organize their courses to meet needs. They may deem the use of a range of important techniques. They can also create stimulating exercises, develop engaging materials and adopt optional components either in terms of subject matter or skills, with extensive handouts, photocopies, CDs and video tapes.

In addition, the teacher is expected to fulfill other roles as examiners and assessors and give feedback when he/she analyses the students` progress and achievement. Assessing students' competences is an integral part in the teaching learning process. Even, at this level teachers can select their assessment tool among projects, structured portfolios and tests and exams.

4.5. Conclusion

In sum, writing needs to move away from a modularized view based on authentic texts and samples to more receptive productive skill and not only a productive one. So, it seems rational to teach English language relying on professional, natural and spontaneous speaking and writing rather than on authentic oral dialogs and written texts.

Teaching email writing syllabus at university can offer the opportunity to follow a manipulative twisted path where the four skills reading, writing and listening, speaking, all together are exploited. Consequently, it is recommended to bring students around to understand that writing is not only that acceptable language to use, or that crafted, refined or polished writing, it is also that kind of writing which works in adapting it to the tagged discourse that they have to undertake. Yet, they need to cope with the nuts and bolts of writing emails with its professional flexible but not unpredictable discourse, which is not related to how much one writes but how clear and effective their conveyed message is and how communicative their written language is. Lastly, this awareness about the emails discourse will bring the university corpus closer to employee writing situations.

GENERAL CONCLUSION

In their day-to-day work and non-work lives, people communicate to satisfy needs, to accomplish tasks and to achieve goals but to get their communicative purposes at workplace, it is of the uttermost importance that they communicate clearly and precisely with adequate language skills. Otherwise serious problems may occur in every situation that necessitates effective written or oral communication.

Moreover, due to the globalization of business, the boundaries between countries are disappearing and the widespread use of the internet with its exchange of information is reinforcing the use of emails in companies. Thus, this fastest vehicle for the information superhighway is gaining a wide acceptance in different Algerian economic organizations and in different sectors. It continues to proliferate in offices demanding faster and better forms of interaction. However, the establishment of interaction, business relationship and communication there does not depend only on the participants, how much they participate in the recurring practices of the work community but on the English language that they use as well.

The emails at Unilever constitute an everyday part of the staff working lives when conducting their affairs. They are stored, retrieved, forwarded, or intercepted, or sent and received on the company's server. However, more like speech or writing, emails are what the workers create when they structure and build a discourse appropriate to the situations they find themselves in. Hence, their purposes contentedly determine their contexts, shape their structures and features. Ultimately, email either modeled as a spoken or a written medium is not a problem once its discourse is well handled. The exploration of collections of occurring written language has led to a range of further observations about discourse and features of emails discourse.

It is important to mention that our use of the word emails in plural in our discussion and conclusion, instead of email in singular is to eliminate the idea of uniformity and value the idea of diversity in email discourse and pattern. So, returning to the hypothesis posed at the beginning of this study and the problem stated, it is now possible to state that although the emails may stay the same as a medium of communication, they are uneven pieces of writing

balancing disproportionately some features of the spoken against those of the written discourse with a primarily focus on information.

The continued use of emails as a prominent means of communication is visibly influencing the nature of organizational communication. Additionally, English is gaining great acceptance and is expanding as a language of international communication. They are both and together giving rise to different changes in writing at workplace. Employees through their engagement and continuous contribution to business tasks, come to write emails by creating a repertoire of know how accompanied with a special adaptation to the communicative purposes which turn into commitments to work and clearly interpreted in their writing.

Certainly in Algeria, not all jobs depend exclusively upon writing in English, but too many do to some significant extent. Regardless of the type or the size of the company, it becomes imperative for people in companies to understand the rules of the road in business electronic writing with its special features and discourse. Consequently, we find that it is highly recommended to involve business emails writing syllabus at university.

Therefore, the emphasis on English language teaching and especially on ESP is now confronted with new challenges to improve the ways in which knowledge can be produced, managed, spread, accessed or controlled. So, with the scope and pace of business today, the impact of email writing is not at all negligible for job as well as for education that works on preparing students for jobs. In fact, this is not only the interest of the state authorities but of every one concerned with reforming, changing, developing and adapting higher education in Algeria such as university researchers, syllabus designers, teachers and all those who are aware of the mission assigned to education at university and the value of its learning outcomes.

There, everyone in the organization is accountable for the effectiveness of their own communication which does not involve just words but it is also related to how much they participate in the recurring practices of their work community. Additionally, the continued use of email as a prominent means of communication will, of necessity, force the evolution of writing systems to account for the peculiarities, advantages and limitations of these written conversations and tool, by defining their goals, their success, their quality when getting the message right, and by evaluating their performance which strives toward improvement of communication. So that, it can be developed sufficiently to overcome the challenges inherent in electronic media with business that is changing faster now than ever before. To do this, ESP courses are thoroughly recommended in tertiary education.

However, in a period where the Algerian government has invested a lot on the new educational system LMD to hoist the Algerian university to the status of international universities, a greater emphasis needs to be put on careful selections of what is to be taught, in order to ensure a better quality training and to offer relevant qualifications that can contribute to a better students fulfillment. Consequently, the demand for specialized English courses varies greatly and the flexible and adaptable materials too. So, a better adaptation of the LMD system to the Algerian society will still require time and resources. Indeed, the specialization in university teaching calls for the specific purposes of English language. The LMD has a close parallel with the requirements for ESP which opts for recognizing the learners' communicative needs and catering them. As a result, the ESP courses which need to reflect this global change need to be developed and designed to bring the real world of business into the language teaching classroom.

So, email writing which combines good level of English language knowledge and communication skills, requires using effective teaching methods and interdisciplinary approach, where the courses and their content need to be continuously tailored to the present and future needs of the Algerian society. It is a way to enhance and preserve the quality in teaching and its materials which have to be reliable, adaptable and rich enough to educate qualified students and prepare them for a good adaptation to their future jobs. A European Reference Framework for key competences for lifelong learning stresses eight key competences: *"communication in mother tongue; communication in foreign languages; mathematical competence and basic competences in science and technology; digital competence; learning-to-learn; interpersonal, intercultural and social competences and civic competence; entrepreneurship; and cultural expression"*

<div align="center">(Proposal for a Recommendation of the European Parliament and of the Council on key competences for lifelong learning, 2005, p. 19)</div>

As regards the emails writing and its correspondence between communication in English language, computing skills and interpersonal skills, emails discourse assembles implicitly the key competences learners need in their life and which are vital for their career advancements. In point of fact, emails pact with language users' competences which are managed by their social competences on one hand and adjusted by their intercultural competences on the other hand. Emails writing is, therefore, deepening understanding of

communication at workplace which is about establishing and maintaining relationships for work and for business with people of different national and professional backgrounds, it is also about dealing with conflicts and solving them, representing information and presenting it, it is more about holding responsibilities at work and assuming them. Thus, because there is range of competences the writers use in business situations when writing emails, when dealing effectively with work environment and job requirements and when addressing issues as well, emails are paving the way for a purely purposeful social work activity andare stimulating presumably a revolutionary written discourse.

As discourse descriptions evolve with the use of a corpus of business electronic mails, and discourse analysis is relevant to language teaching since learners have to learn how to produce and comprehend texts and their contexts not only sentences (discourse competence); the integration of new insights into teaching methods, approaches and materials seems to be an inevitable step in teaching ESP and in education at university towards ensuring the maximum range of materials catered for the wide range of the students' needs.

Through realistic business situations in emails and a better understanding of their usefulness in companies, a syllabus should carefully be structured with specific goals and clear learning objectives. The authenticity of its interdisciplinary content is then governed by those requirements which are laid down in the critical and important business issues of our time, with a clear focuses on topic-related vocabulary that reflect the real contexts the students will encounter in their working lives. In terms of practice and concepts, key functional expressions and grammar are introduced in manageable amount. Additionally, through an emphasis on a good understanding of the real-world communicative tasks, spoken and written English is involved in the practical situations of language learning where the reason and the purpose for writing and communicating are focused with more and more exposure to the language and merely to the audience's language. An audience who wants to succeed in business and needs to be a partner in the practice of professional business writing and to know how to write more productively in the workplace to achieve a mutually successful professional relationship through effective communication with the requisite communication skills and performances.

As a consequence and with all the limitations of the present research which attempted to point out that empirical information of specific features of emails and their ongoing discourse which is closely tied to the particular place '' company'', the results and findings of this study

can not be taken as generalization for the electronic discourse in Algeria but it can be deduced that the findings in this study can only hold true in many other companies and other cases revealing the mere fact of English use in emails writing in companies.

Finally, to succeed in business or in an organization, students might need a good knowledge of English and the communicative competences adequate for writing emails including their different areas of interest and specialization, different skills and varying amount of assigned time. If students have the relevant language skills, they will have a great advantage in the jobs market at home and much greater flexibility if they want to work abroad. ESP which is responsive to students needs and through it business English, can result in more efficient learning on the part of the students and help them to get ahead in their career

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Appendices

Appendix A

-Department:
-Job Title :

Q.1

In which context do you write emails?

☐**-Internal communication** (within the company)

☐**-External communication** (outside the company)

Q.2

-Who do you deal with when writing emails (in English)?
☐ Managers, executives and directors
☐ work colleagues in the same department (co-workers) work in coordination
☐ Work colleagues in other departments
☐ work colleagues in Algeria
☐ work colleagues abroad
☐ Others (please give details)………………………………………………….

Q.3

• **How do you generally reply when answering an email?**

☐ Promptly

☐ Take time

Please explain …………………………………………………………………………..
………………………………………………………………..

Q.4

• **What do you consider when writing e-mails?**
-☐-Objective

-☐-Language correctness

-☐-Emails length

-☐-Formality /Informality

-☐-Others
 Please explain your choice ……………………………………………………………………
…………………………………………………………………………………………………

Q.5

	Easy	Manageable	Difficult
Reading emails is			
Writing emails is			

• **How would you rate the level of difficulty when reading and writing emails in English?**

Q.6

What do you find difficult when reading emails?

………
………
………

Q.7

What common writing problems (writing emails in English) do you have at work?

- ○ unconventional grammar
- ○ Awkward phrasing
- ○ Poor vocabulary
- ○ Sentence structure
- ○ Others

Q.8

How do you deal with any difficulty (language deficiency) when writing emails?
tick the one you may use

- ○ Dictionary / translator
- ○ Colleague
- ○ Emails samples
- ○ Previous emails
- ○ Something else (please precise)…………………………………………………………….

Q.9

	long	**short**	**very short**

• **How long are your emails usually?**

Put a cross in the exact column

Q.10

• **What things do you avoid adding to your email message?**

....

…………………………………………………………………………

…………………………………………………………………………

Q.11

Are there any special phrases that you usually use in your emails?

☐ **Yes**   ☐ **No**

If yes ,please give two or three examples

....

....

....

Q.12

What is the English language like ?(when you write emails)
- ☐**General English**
- ☐**technical English**
- ☐**jargon**
Explain

………………………………………………………………………………..

Q.13

• **What do you think can be done to make your English language skills improving and help employees sharpen their email writing?**

…………………………………………………………………………………………...

……………………………………………………………………………………………………

…………………………………………………………………………………………………

………..

Thank you for taking the time to complete this template-questionnaire

Appendix B

Definition of Words:

Acquisition refers to the unconscious development of the target-language system as a result of using the language for real communication.

Assessment: The process of gathering and judging evidence in order to decide whether a person has achieved a standard or objective.

Basic English: English as a simplified form of English which consists of a basic vocabulary of 850 words (with eighteen verbs) and a greatly simplified grammar.

Carbon copy: This enables the emails senders to copy multiple recipients on   documents, but names and addresses are displayed for all to see. This tells the reader who else is being sent a copy of their email.

Competency: A skill performed to a specific standard under specific conditions.

Course: A structured and integrated program of education or training, usually consisting of a number of modules (subjects) or shorter programs, and leading to the award of a qualification

Curriculum: The specifications for a course or subject (module) that describe all the learning experiences a student undergoes, generally including objectives, content, intended learning outcomes, teaching methodology, recommended or prescribed assessment tasks, assessment exemplars.

Foreign vs. Second language: A foreign language is any language that is not officially recognized in a given country or state. In contrast, a second language is an officially approved language spoken by an identifiable population in a given country or state

Language Skills*:* Listening, speaking, reading, and writing are generally called the four language skills. Sometimes speaking and writing are called the active/**productive skills** and reading and listening, the passive/**receptive skills.**

Learning is the conscious representation of grammatical knowledge that has resulted from instruction, and it cannot lead to acquisition. It is the acquired system that we call upon to create utterances during spontaneous language use.

Literacy: The ability to read or write. The rates of illiteracy vary widely among countries, depending partly upon how it is measured and how it is defined

Non verbal communication: Any aspect of communication which does not involve words. It includes the overall body language of the person who is speaking, which will include the body posture, the hand gestures like a handshake, a smile or a hug and overall body movements. In addition to the expressions on a person's face called facial expressions

Skill: An ability to perform a particular mental or physical activity that may be developed by training or practice.

Speech Community: A speech community is a group of people who share a set of norms and expectations regarding the use of language

Syllabus: An outline of a course or subject (module that lists what is to be taught or learned)

Target level: level of linguistic proficiency at the end of the ESP course which might be different for different skills.

Tertiary Education : formal education beyond secondary education, including higher education, vocational education and training, or other specialist post-secondary education or training; sometimes used to refer only to higher education. Also called post-secondary education or further education.

Training: the development of skills, knowledge, attitudes, competencies, etc. through instruction or practice.

The nine bands of IELTS are described as follows:

9 Expert User	Has full operational command of the language: appropriate, accurate and fluent with complete understanding.
8 Very Good User	Has full operational command of the language with only occasional unsystematic inaccuracies and inappropriacies. Misunderstandings may occur in unfamiliar situations. Handles complex detailed argumentation well.
7 Good User	Has operational command of the language, though with occasional inaccuracies, inappropriateness and misunderstandings in some situations. Generally handles complex language well and understands detailed reasoning.
6 Competent User	Has generally effective command of the language despite some inaccuracies, inappropriacies and misunderstandings. Can use and understand fairly

		complex language, particularly in familiar situations.
5	Modest user	Has partial command of the language, coping with overall meaning in most situations, though is likely to make many mistakes. Should be able to handle basic communication in own field.
4	Limited User	Basic competence is limited to familiar situations. Has frequent problems in using complex language.
3	Extremely Limited User	Conveys and understands only general meaning in very familiar situations.
2	Intermittent User	No real communication is possible except for the most basic information using isolated words or short formulae in familiar situations and to meet immediate needs.
1	Non User	Essentially has no ability to use the language beyond possibly a few isolated words.
0	Did not attempt the test	No assessable information provided at all.

A 6.5 IELTS score lies roughly between B2 and C1 levels of the Common European Framework of Reference for Languages

Appendix C

EMAILS

From: _____
Sent: Thursday, March 12, 2009 3:32 PM
To: _____
Cc:
Subject: RE: Managing Cash from Customers in Tough Times - Update

Thanks _____. Keep going!

KR
_____

****
Subject: RE: Managing Cash from Customers in Tough Times - Update
Dear Mr _____,

I would like to inform you that in Algeria all contract conditions payments are done with success so far.
We have a good follow up of the over dues and trade credits.

Best regards

****
Subject: FW: Managing Cash from Customers in Tough Times - Update
Dear all,

This simple one pager has come in via _____ and it is worthwhile for all of us to read. Not more than good common sense, but ... sometimes a reminder helps. Pls ensure that you work closely with _____ to ensure that these key principles are always applied in our day-to-day work with customers. Clear credit limits, chasing overdue, resolving claims and deductions, are only few good behavioural examples even more important in the current financial crisis.

KR
_____
****
Subject: RE: _____2009
Hi ,

I hope you are fine, please find attached the _____ for Algeria.
Hope it's corresponding to what you are expecting.

Regards

****
Subject: FW: SIA 2009

Hi _____

Hope everything is fine there. we are in the process of preparing our SIA. If possible, can you please send me your SIA. I just want to reconcile if I can pick some good stuff from there.

Thanks,

****

Subject: RE: Debtor days calculation.xls
Its right

****

Subject: RE: Business Benefits January Algeria.xls
Salut ,

As requested, pls find herein attached the file   wwc (win with customer) of January with the latest data.
as I understood, should we rely on the TMI % (YTD DEC 08) the next time ?

Thanks

****

Subject: RE: NAME - Weekly Sale Wk01 Jan 2009 Data Collection
Dear _____,

I confirm, I have used the 2008 exchage rate (1€ = 100DA).

Thanks & regards

****

Subject: RE: NAME - Weekly Sale Wk01 Jan 2009 Data Collection
Hi _____,

Hope you are using 2008 Average conversion rate of I Euro = 100 Algerian Dinar. If not, pls. confirm the
rate.

Rgds..._____

▪▪

Subject: RE: NAME - Weekly Sale Wk01 Jan 2009 Data Collection
Hi _____,

Please find attached the Algerian primary sales data for week 3 of January 2008 & 2009.

Best regards

****

Subject: RE: NAME - Weekly Sale Wk01 Jan 2009 Data Collection
Hi ,

Awaiting, Algeria's primary Sales update for Week 03 January 2008 & 2009.
Pls. provide urgently.

Rgds...

****

Subject: RE: Customer profitability ALGERIA DEC.xls
Hi _____,

Following this analysis, we can have several information about the customer contribution and their impact in term of profitability, ratios...etc. Then, we can review the weaknesses.
Please note that the negative amount of the customer contribution is due to the redundancy fees included in December 2008.

Your sincerely.

■■

Subject: RE: Customer profitability ALGERIA DEC.xls
Thanks ,

What readings can we catch from these figures?

Rgds

****
Subject: Customer profitability ALGERIA DEC.xls

Dear all,

Please find attached the December customer profitability per range and channel

****
Dear _____,

After discussing with _____ this morning about the overdue debt, I would like you to know that it is ____in Algeria, because the UNM debts are not considered as overdue debt. This is done viewing the contract and due to _____8 's decision.

Best regards

****
Subject: RE: WWC Benefits Telecon - Jan 09
Dear _____,

I'm afraid I can't attend the telecom tomorrow morning, I will be not available.

The apologise

Regards

****
FW: PDP Form 2008_----------- ------------

- [PDP Form 2008_---------- ---------.doc](#)

Hi, please find attached the requested documents

Best regards

****

Dear _____,
Please have a look at your PDP and let me know if you have any comments ar changes by tomorrow morning.

Regards
_____

****
Dear All,

For the time being, the server --------- is still working properly, I have open the lid of the server and I have found the CPU thrmical paste has dried, then I have cleaned the CPU and added a new thrmical paste CPU (Silicone Compound), in French : ((de la **pâte** thermique pour **Refroidissement de CPU))**

Since 10 o'clock I haven't pressed the F1 button to reboot the server, it's seems that every think is ok at the moment.

Regards
_____

****
Hi _____,

Yes, we can try of doing this.
Please let us know when this is done so that we can test the access.

Thanks,

****
Dear _____/ _____

_____ has another DL 380 G2 machine.

Can we put the hardrives of the the faulty one into the working G2 hardware? I'm sure that would be a quicker solution.

Please let_____ know if that is possible.

****
Dear All,

I'll shutdown the serve at 10H00 pm and I'll check the Thermal paste of the CPU and power module regulator.

Regards
_____

Hi _____,

BT won't do the RFC for this. The RFC and downtime need to be organised by _____. Included in the RFC should be a task for the firewall team to shutdown the firewall.

_____, please do the necessary.

Thanks
_____
****

Hi _____,

Please advice if we need to open an RFC for this. Also, who will arrange for the downtime for the _____ firewall.

Thanks & Regards

****
Dear All,

I need to open the RFC for this case urgently; also I want to open the server in order to make a right diagnostic before any action.

Regards
_____

▪▪▪

Hi _____,

I have already checked the power supply and there is no problem on it, please see the attached file I tested with a metrix there is 220 v in both power supply sources.
So I want to open the RFC in order to open the server and check it properly.

Regards
_____

****
Hi _____,

Have you confirmed that it is not a power supply problem? Please can you connect the firewall to a completely different power source and see if it still reboots. It would be good to connect another device to the same power source to see if it also goes down with the firewall.

As _____ suggests we need to invoke some local HP support to check the HW as well as soon as possible.

Rgds
_____

****
Dear _____,

We still seem to be experiencing issues with the firewall in Algeria. It has got to a level where it is now impacting email flow and service. The firewall is presumably rebooting 10 times a day and requires an F1 key pressed to restart. _____ did review the problem and he believes it is hardware related and needs a local dealer/supplier engineer to resolve. Looking at the attached emails this is going on for about a month and needs you to invoke some escalation to resolve please.

Would it be possible to give _____ _____ the HP agent in country and guidance to log a urgent call so we can get them onsite to diagnose the fault and repair? I do not speak French so I am having a very difficult time explaining this.

I have arranged for BT to provide some system reports through _____ _____ and root access to the Linux OS so the HP engineer will have the correct privileges and a general idea of what spares to take along. (See Below)

I cannot chase this anymore than providing you as an escalation point as I lost access to these servers some 3 years ago.

Regards,

****

Hi _____,

You need Business approval for this, not technical approval.

So you need to speak to _____ or _____.

Regards
_____

****

Dear All,

I connected the external USB device 72 DAT storage on desktop and I 'm backing the data users and share folders because SDAT cause some errors.

we need the to get technical approval in order to resolve this issue , please help us.

1) To change the CD-ROM device. It changed and it's ok
2) To change the failed hard disk (is still no flashing).
3) To update firmware 8.20.
4) To connect the UPS electric source. On progress

Regards
_____

****

Dear _____

Please can you advise and assist urgently.

Kind Regards,
_____

****

Dear all,

Pls, any news ?

Regards
_____

****

Dear All,

I had a long discussion with some engineers and he tells me it's suitable to check the reference of back plan.

I need to open the RFC and have your approval regarding that:

1) To change the CD-ROM device.

****

_____,
as advised by Neil, before you proceed two things need to be done:
   1- get a business approval for the downtime
   2- agree with a HW engineer to be present and assist you during this operation
      (preferably from PC compo).
I understand that _____ would be also available to assist if need be.
Thanks,

****

Dear _____,

Is it possible to provide me assistant for this case

I bring with me all thinks (spare part HDD, CD-ROM devise, DAT 72 external storeage USB) but it is suitable if hardware engineer work with me.

Regards,
_____

****

Hi _____,

As per telephone conversation:

I **strongly** advise getting a hardware engineer to take with you on Saturday morning to have a look at the server and recommend the next course of action as there is a very high risk of losing the User Data if the disk is replaced. That coupled with the fact that the backups have been failing is not a good thing. This is because another disk has already been replaced and the rebuild failed, and if you replace 2 disks on a RAID5 array you will lose the data.

If it is agreed with the hardware engineer that the disk is to be replaced and the array data is lost and needs to be rebuilt then the following steps will need to be performed:

- **A full backup of the Userdata on the E: drive to be taken (VERY IMPORTANT!!)**
- The faulty disk replaced (Slot 5)
- Check to see that the Array is rebuilding
- Check to see if the user data exists on the E: drive still

- If the data does not exist, wait till the array is 100% rebuilt
- Restore the data from the backup taken onto the E: drive

If you have any problems or need any assistance with the server then please call the on call person which will be _____ _____. He can be reached on +-- ----------

Can you also forward me the business approval for the downtime so I can raise the emergency RFC today/tommorow

Cheers
_____

****
Hi,

The previous 2 evenings, ALGSDCS20001 has hung at around 10pm and is unresponsive until rebooted. I've had a look at the log files and it seems to be caused by a problem with the tape drive/legato which is hanging the server. Would it be possible for somebody to take a look at the tape drive and possibly replace and also check the cabling? Some of the errors which we are seeing for the previous 2 evenings are:

****
Hi _____,

We can't use your approval as business approval as you will be responsible to approve RFC as well.

Regards
_____

****
_____,

I think I was reply this message by my approval.

Regards
_____

****
Dear _____,

Please, I need your approval in order to achieve this case.

Thanks
_____

****
Dear All,
You have my approval for this change.

Regards
_____
****

Dear _____,

Pls,We need your approval for that.

Thanks
_____

 ****
Hi …………,

We can't log RFC within hours of the change, the RFC window for approval is 3 days.

So please get another downtime from business and send it back with email approval from business and I will suggest next week Tuesday 25th Nov 2009.

Regards

****
Dear ALL,

Please, could open the RFC regarding the firmware update for this server.
We program a downtime today at **2:00** pm (gmt+1)
Timings from : 11/20/2008 **2:00** to 11/20/2008 **2:30**

Server   : Algsdcs20001 / DL 380 G4
Function   : DC server
Location   : Alger Head Office
Country   : Algeria

TECHNICAL RESOURCES INVOLVED :

Owner : _____   tel 00213 _____
Direct support : _____ _____

RESOURCES CONSULTED :
_____ _____

Regards,
_____

 ****
Hi _____,

Can you please do me a favor as I requested before can you please get the downtime and customer approval email from _____ and we can log the RFC for this change and we will assist firmware update.

Many Thanks
_____
****
Thanks _____ for your co-operation. pls help _____ to fix this customer issue.
we are in the process of establishing a support agreement that will cover all
Unilever servers in Algeria.
Thanks,

****

Please be informed that I have now another position within HP (Account Support Manager), My Collegue _____ _____ (in CC) is now leading the Delivery and Engineering activity. He will take care of your request.

Please also be informed that in our systems, your servers are out of warranty, That's mean that, we should bill any intervention and any repair. Can you please clarify to us the situation of the Unilever support of ? What is exactely the terms of the support contract ? If you have any contract ID (SAID) that we can use this could be fine ?

As you can see many things are not clear, and this is preventing us to escalate some of your issues (like the Linux Firewall server issue) because the qualification Center refuse to deal with out of warranty cases.

Thanks in advance.

Regards
_____

****

Dear _____,

Could you please arrange an appointment with your local HP team in Algiers in order to update the Firmware Backplan in this server.
By the way, M._____, my colleague is on the local site and is ready to help you.

Best Regards,
_____

Server :

DL380 - G4
sn :GB836JBPC
Pn :370596-421

****

Subject: FW: Acknowledgement of CoBP/ data privacy policy - WL1
Importance: High

Dear all
We are still awaiting your acknowledgement...This is not optional, this is mandatory...However if for any reason you do not agree and do not accept to sign off the attached documents please let your line manager know...

Looking forward to getting your signed documents...
Rgds
_____

****

Subject: FW: COBP acknowledgements

Dear all

Note the follow up mails sent to the defaaulters in _____. Please issue similar note to the respective defaulter as well.

Secondly, I hope the policy testing is on track and will be completed by 20th October

Regards
_____

****
Dear All

You are invited to attend the October Monthly Meeting **on Thursday 15th from 11.00 am to 11.30 am in the HR meeting room**

Regards,

_____ ∎∎

```
Dear,


Pl find attached, this will take us a step forward in SCOA+ understanding.

*****************************************************************************

Dear all,

Have discussed the point this morning with _____  and he's available to have
a teleconf on Wednesday 4th at 10am GMT (_____, please arrange for it).

_____  will send us a presentation with changes and will take us through it
should we have any clarification/question.

Anything pending after the teleconf, will be discussed during the WS2 SCOA
session.

*****************************************************************************
Dear _____,

It's not clear I have to compare actual chart (SCOA) with the proposal SAP
chart (SCOA+), but its 2 different charts, and it seems this charts is
adapted especially to ..... I have noticed that Fixed Asset accounts have
been removed Could you please help
Regards


_____

*****************************************************************************
```
 As I received an out of office reply of _____, could you or someone in your company block the pack for BCS V400

****
Is there a reason why LE 5166 isn't blocked yet?

Due date/ time of submission and blocking the pack was this morning 9.00 UK time.

Could you please block as soon as possible

****

We have reached ----------. Thank you again for all you hospitality and cooperation during our stay in Algeria.
We hope someday we would be able to return that hospitality.

On a seperate note, as promised i am sending across the template in which you could provide us the volumes details.
This will give us a better breakup of the total volumes, you provided earlier

****
Subject: Maghreb Leave system

Dear_____

The leave system in now ready.

Attached to this E-mail

1.   The list of the users that have access to the leave system (Users.xlx)
2.   User Manual (Maghreb Leave Request Manual (2).doc)
3.   Business rule (Unify Maghreb Leave WF.ppt)

Could you please test the system and send by the end of this month your comment/sign off

Regards
_____

****

Dear _____ & _____,

Thanks for all the progress. The resources are the same already working on the project

Morocco:
- _____ & _____

Algeria
- _____ & _____

Tunisia
- _____ & _____

****
Dear All,
First of all, I would like to thank you for all the efforts done so far on the Payroll project.

Now, as we are on the testing phase of the One Payroll NAME , you will be requested to run some tests on the system, please be ready for that and give the feedback within the deadlines.

Best regards
_____

■■

Subject: Payroll testing Scenario
Dear Dream Team

Please found attached the first part of the testing scenario for the new payroll system (Onepay)

Could you please nominate the resource that will run the test? Please we need your feedback by tomorrow.

Tomorrow you will receive the second part

Regards
_____

****

Subject: RE: PO _____ (still shortage of Items 2 and 4)
Dear _____,

I will investigate and get back to you as soon as possible.

Thanks & Best Regards

…………………name
………………Algeria
Main: +213…….. │ Fax: +213………. │ Cell: +213…………..

****
Subject: PO 4013634 (still shortage of Items 2 and 4)

_____,

Remind

As known that we so close to last shipping date and material was shipped to our FFW in _____, but still shortage of Items 2 and 4, please advise when you will delivery the rest.

Many thanks
Regards
_____

****
_____

As per material report issued by our ………FFW in_____ for___ PO: _____, line item 2 and 4 was not received.

■■■

_____,

Could you please advise if items have been shipped to our FFW in _____per_____ PO requirements?

Many thanks
Regards
_____

****

Hello -------------,

Please advise if this is ok.

Best regards

Tel:
Fax:
Email:
Web:

****

Subject: RE: Invoice---------- document approval

------------,

Thanks lots for you're appreciated below message.

****

……………..,

Could you please **correct the invoice** by using the description in accordance to PO, and by removing the additional information regarding the accessories of **item No.1**; in this case you can use the information as detailed at the packing list as specific remark.

I agree with ---------- in order to submit to us the scanned copies for review of the following documents as:
1- Certificated of Compliance;
2- Cert. of Origin via email

Best regards

Job Account: ---------------

****
Subject: RE: Invoice ------------ document approval

---------------,

Can you please advise if the attached invoice is acceptable?

They did put the ------------- on the invoice which is now required, but my only concern is that the description on the invoice went into more detail than the actual purchase order did, as it was only one line item.

Please advise if you think the invoice should reflect the exact description on the attached PO or it would be acceptable as is.

Also, ---------from -------------, should be supplying the Cert. of Compliance and Cert. of Origin via email for review as soon as he has those.

Thank you,

****

Subject: Invoice

-------------,

Can you please check this invoice copy and see if the content is satisfactory.

Best regards

RE: SO-xxxxx –

Dear …,
Thanks for your help.
I will let you know if we need additional information

Regards

Subject: RE: SO-xxxxx

Good day
Please find attached rectified invoices
Let us know if it works for you

Thank you
With Best regards
▪▪

Subject: RE: SO-xxxxx

Dear ---------,
Could you please support us for the below request?
Good is here and we cannot proceed with the job.

Thank you

▪▪
Subject: SO-xxxxx
Importance: High

Dear -----------,

In order for us to clean Materials from Custom we need to get from you the invoice indicating the weight as well.
The total weight for both invoices should be the same of the once reported in the Bill of Lading Kg……..

Could you please support us in providing the requested info?

Your quick feedback is really appreciated.

Thank you

_____

Subject: RE SO-xxxxx

Dear ……… ,

Please find here enclosed the T1 :

The material will be collected at our warehouse on monday 02nd of April and delivered on 04th of April at
………….
Please let me know if you required others documents or informations

Best regards & Many thanks

_____
****
Subject: RE SO-xxxxx
Dear all,
Please be informed that material is arrived at .. Port
Thank you to file and stamp the attached documents in order to deliver the goods until
…
Also here enclosed B/L + Invoices relating to this Service order :
Please confirm us that your customs department will open the temporaly importation for
repair once the material will be received at your premises
Awaiting your return
Best regards & Many thanks

------------ ,

****

Subject: RE SO-xxxxx

----------- ,

FYI
With Best regards

---------,

****

Subject: RE SO-xxxxx

Dear ………,

Please, be informed your cargo has been shipped on   Vessel, from to   on …./…./…..

We keep you advise shortly about an estimated time arrival to
With Best regards
.................,

■■

Subject: RE SO-xxxxx

Dear ....,

Shipment is ready at port and customs process cleared .

It will be shipped on next vessel to .

We keep you informed and revert to you shortly.
With Best regards

■■......

Subject: RE SO-xxxxx

Dear ....,
Do you have news for me?
Please consider the Po delivery is 16 weeks from Part receipt so would like to have a feedback when we can expect to get the items from site
To avoid delay in delivery

Thank you
....

****

Subject: RE SO-xxxxx

------------ good day
We are experiencing some delays regarding the clearance that should on this week
So I think depending on vessel's departure from …. we should be able to sea freight the cargo week 9
Which will delay the delivery to you week 10-11

I will come with more information next week

Thank you
With Best regards

****

Subject: RE SO-xxxxx

Dear Robert ,

Could you please inform me about the status for materials supposed to come back next week in ...?
Can I still consider the scheduled to be in ….. in --------- or are there any postponement?

Could you please be so kind to provide us the list on p/n and Serial Number related to the

items we are going to receive for the Extendorization phase?

Many thanks for your support

****

Subject: RE SO-xxxxx

Dear ------------
We are in the last step of getting the clearance from the customs
Once done, we will need to truck this cargo to … port and sea freight it to … will be around week 8
Estimate Delivery to …. week 9
I will keep you posted

Thank you
With Best regards

Subject: RE SO-xxxxx

Dear All,
Any news about the below matter?
When we can expect material available for us?

Thanks
-----------,

Subject: RE SO-xxxxx

Dear --------,
This shipment is still under clearance with customs, as we need to separate this shipment in 2 partial (due to customs code)
I will revert to you ASAP

Thank you
With Best regards

Subject: RE SO-xxxxx

Dear -----------,
Could you please inform us about the status of the shipment?

Please let me know roughly when goods will reach … so I can start to arrange shipment.

Could you please inform me about crates weights and dimensions?

Many thanks

****
Subject: RE SO-xxxxx

Dear ………..,

My customs broker in … came back to me as there was a discrepancy regarding "lettre de prise en charge".

In fact we have re-established our export invoice as it appears some serial numbers were not correct. Now we have re-issued our export invoice as per enclosed model, so could you please issue again your letter matching the numbers in attached piece?

Sorry for double work but with the doc you sent we cannot submit our file to customs authorities.

Thank you and best regards

_____

▪▪▪
Subject: RE SO-xxxxx

Dear _____,
As anticipated yesterday please find herein attached the requested Communication.
Please let me know when goods will be ready for being picked up from …. and I will arrange Transportation to …. in accordance with that.

Should you have question do not hesitate to contact me anytime

 Thanks
_____

******************** **
Subject: RE SO-xxxxx

REMINDER

_____

▪▪▪

Dear Sir,

In order to proceed with export of the material, could you please provide us with a "letter de prise en charge" asap

Regards

****

Dear Sir,
that's clearly mentioned in the SO : 100% after 60 days from receiving your original invoice
----

▪▪

Subject: RE SO-xxxxx
Dear ----------- ,
Could you please consider my below request?

"Could you clearly state on the PO which is the payment condition (e.g. 100% at delivery)?"

thanks

Peter

****
Subject: RE SO-xxxxx

Dear Peter,
Would you please sign the attached SO, otherwise your invoices will be rejected by finance Dept.
The payment is the whole amount by bank transfert, after the service done, and receiving your original invoice sent by mail.

Hope this will help you,

Regards,

▪▪

Subject: RE SO-xxxxx
Dear ----------,
Many thanks for your quick feedback

Could you clearly state on the PO which is the payment condition (e.g. 100% at delivery)?

We will check internally if this can be accepted

The letter will follow once this point will be completed

Regards

****

Subject: RE SO-xxxxx
Dear -----------,

Please use payment terms as 60 days and that is clearly mentioned on the SO , so please provide us with the '' Lettre de prise en charge '' shows all PN of pieces that should be repaired as in the descriptions column in the attached SO sheet .

Best Regards,

****

Subject: RE SO-xxxxx

Gents
We want to be sure that we are shipping is the complete and correct materiels for this Service Order
Enclosed you will find pictures of the spare parts and part number on theses items on the below email
Could you also help us identify on the 2 originals imports invoices enclosed what are theses items ?
Many thanks in advance

Thank you
With Best regards

****

Subject: Your RFQ xxxxxxxx, Dated ------.---- - Our Offer xxxxxxx

Dear ...,

This request is very urgently for us please recheck the delivery time or confirm the earliest date for partial shipment

Best Regards,

▪▪
Subject: RE: Your RFQ xxxxxxxx, Dated ----------- - Our Offer xxxxxxx

Good morning ... ,
We acknowledge your request to reduce such delivery time.
We kindly ask you to send us your kind purchase order today to allow our Project Manager Mrs. ....
putting in production the material and verify the best achievable delivery.

Thanks in advance for your collaboration

Best regards

■■■
Subject: RE: Your RFQ xxxxxxxx, Dated ---------- - Our Offer xxxxxxx

Hello

I'm currently doing PO for you but I need a approximately date to mentioned it on PO

Regards

■■■
Subject: RE: Your RFQ xxxxxxxx, Dated ----------- - Our Offer xxxxxxx

Please indicate the standard delivery as per our quotation, in our PO confirmation we'll tell you the best achievable delivery date.

Regards

■■■
Subject: RE: Your RFQ xxxxxxxx, Dated ------------ - Our Offer xxxxxxx

Dear

Find attached PO signed

Would you please send us back a copy of this with your stamp and signature on the first page and pro-forma invoices with the same description of material, the pro-forma invoices must include full address and the bank details.

Best Regards,

■■■
Subject: RE: Your RFQ xxxxxxxx, Dated ---------- - Our Offer xxxxxxx

Thanks …. ,
Our Manager is already optimizing the delivery of the materials.
In the next few day it would be possible to define the reduction entity, that information will be indicated in the PO confirmation.

Best regards

■■■
Subject: RE: Your RFQ xxxxxxxx, Dated----------- - Our Offer xxxxxxx

Hello

Please I still wait your PO confirmation

Best Regards,

■■■

Subject: RE: Your RFQ xxxxxxxx, Dated ------------ Our Offer xxxxxxx

Hello

Please your acknowledgement PO …….

Regards

▪▪
Subject: RE: Your RFQ xxxxxxxx, Dated ---------- - Our Offer xxxxxxx

Good afternoon ….,
We apologize to haven't yet replied.
Begin of the next week we'll send you the formal acknowledgement.

Many thanks in advance for your kind understanding

Best regards

▪▪
Subject: RE: Your RFQ xxxxxxxx, Dated ------------- - Our Offer xxxxxxx

Good afternoon … ,
Enclosed the PO confirmation.

Best regards

▪▪
Subject: RE: Your RFQ xxxxxxxx, Dated ------------ - Our Offer xxxxxxx

Dear … ,

For you action
Regards

****
Subject: Re: PO Delivery status

Dear --------------,

Could you please also provide us;

Person responsible for Customs Clearance so we can send to their attention (name, fax, email etc) for our shipment.

Thank you,

****

Object :FW: PO'S -----------------
---------,

First I need scanned copies of shipping documents.

Could you please provide submission of all shipping documents that has been issued thru bank to bank?
And, also I would like to receive the tracking of ------- set of already issued to us as usual we do for customs clearance dossier.

Your prompt reply will be highly appreciated.

Many Thanks
Best regards

****

Objet: RE: PO Delivery status
Dear --------------------,

Thank you for the information. Typically we need to know the receiver at customs so they will be notified. It sounds like if we have identified the freight/shipments correctly then you will take care of the rest. We're not trying to complicate anything but just assure you get the equipment without an issues.

I will pass this information along to ------ who will be responsible for shipment. I will also get you the mode of shipment shortly.

With Best Regards,

****

Dear --------- happy new day.
We need to know in the first instance the mode of shipment (Seafreight, airfreight etc…).On that basis we will provide the contact address.
Why are you requesting the Person responsible for Customs Clearance?
Upon arrival of your shipment will be notified by Customs .In order to secure your shipment email us the shipping details (Name of vessel/Flight N0 /shipping date /ETA so we can follow up and proceed with customs clearance.
No worries about clearance.Once the shipment pass from vendor to buyer then the buyer is no longer responsible.So, why are you complicating the situation.
Please proceed with booking and make sure that shipping documents are correct and ----------will do the rest of the job.
Thank you.
****

Dear -----------.
Please confirm whether this is acceptable to you.

See attached.
Kind regards
****

Objet:RE: PO -------------

**ORIGINAL
DOCUMENT SETS FLC**

--------------,

See attached and review all required documents that you shall provide per L/C terms and also we would like as usual we do for all vendors to provide docs for customs set as well as to used in case of delayed original documents thru bank to bank.

Any more clarification, do not hesitate to keep in touch.

Many Thanks
Best regards

****
FW: PO ------------------

Sir, could you explain to ---------- what are the documents you need.

-----------, for the 2nd paragraph of your e-mail, I will answer very soon; just need to finish with some urgent files

Thanks and regards,

■■
------------,

Please find attached the swift for above PO

<<Swift LC PO-----------------.pdf>>
Regards,