

Contents

Acknowledgements	I
Dedication	II
Contents	III
Abstract	VII
Abstract in Arabic	VIII
List of Tables and Figures	IX
List of Abbreviation	X
General Introduction	01

Chapter One: Theoretical Framework

1.1 Introduction	08
1.2 English as a Global Language	08
1.3 Lingua Franca English	13
1.4 Impact of English as a Lingua Franca	14
1.4.1 Positive Aspects	14
1.4.2 Negative Aspects	15
1.5 English for Specific Purposes	15
1.5.1 Definition of ESP	15
1.6 Historical Development of ESP	16
1.7 Characteristics of ESP	18
1.8 Types of ESP	19
1.9 The Difference between ESP and EGP	21
1.10 Characteristics of ESP Courses	22
1.10 .1 Organizing Course	22
1.10 .2 Selecting Material	23
1.10 .3 Type of Activities with Text	25
1.11 Tools of Study	26
1.11.1 Methodology	26
1.11.2 Backgrounds Questions	26
1.12 Conclusion	26

Chapter Two: Literature Overview

2.1 Introduction	29
2.2 Communication Process	29
2.3 Elements of Communication	30
2.3.1 Sender or Encoder	30
2.3.2 Receiver or Decoder	30
2.3.3 Context	31
2.3.4 Medium	31
2.3.5 Feedback	32
2.4 Business Communication	32
2.5 Development of Organizational Communication	33
2.6 Patterns of Business Communication	34
2.7 Importance of a Good Communication	35
2.8 Business English	35
2.9 Features of Business English	37
2.9.1 Economy and Clarity	38
2.9.2 Purposefulness	38
2.9.3 Social dimensions	38
2.10 Business English as a Register	39
2.11 Computer Mediated Communication	40
2.11.1 E-mail	40
2.11.2 Features of CMC	41
2.11.3 Advantages of E-mail	42
2.11.4 Disadvantages of E-mail	43
2.11.5 Effective e-mail	44
1. Format	44
2. Context	44
3. Page Layout	44
4. Line Length	45
5. Greeting and Complimentary Close	45
6. Intonation	45

7. Gestures	46
8. Language	46
2.12 Conclusion	46

Chapter Three: Description and Analysis

3.1 Introduction	48
3.2 Workplace profile	48
3.3 Interpretation of Workers' Questionnaire	48
3.4 Sex and Age of the Respondents	48
3.5 Degree of the Respondents	49
3.6 Status of Workers inside the Company	50
3.7 language Attitudes	52
3.8 Emails' analysis of Maersk Line	56
3.8.1 Organization Plan	56
3.8.2 Subject	58
3.8.3 Openings or greetings	58
3.8.4 The Use of Names in Salutations	60
3.8.5 Closing	61
3.9 Conversational Features	63
3.9.1 Discourse Particles	64
3.9.2 Echo Questions	64
3.9.3 "How are you ?" questions	64
3.9.4 Informal Words and Phrases	64
3.10 Syntax	65
3.10.1 Omission of a Subject or a Verb in Sentences	65
3.10.2 Special Spelling	66
3.10.3 Abbreviations and Special Acronyms	66
3.10.4 Contracted Forms	66
3.10.5 Emoticons	67
3.10.6 Typing Errors	67
3.11 Punctuation	69
3.11.1 Capitalization or Decapitalization	69

3.11.2 Carefree Use of Punctuation Marks	69
3.12 Conclusion	70

Chapter Four : Suggestions and Recommendations

4.1 Introduction	72
4.2 English Language Training at Workplace	72
4.3 Language Training Needs for English	73
4.4 Syllabus and Materials Design for BE	75
4.5 Performance Objectives of Business English	76
4.6 The Prerequisites of an Efficient ESP Practitioner	76
4.7 Roles of ESP Teachers	77
4.7.1 The ESP Practitioner as a Teacher	77
4.7.2 The ESP Practitioner as Course Designer and Material Provider	78
4.7.3 The ESP Practitioner as a Researcher	78
4.7.4 The ESP Practitioner as Collaborator	78
4.7.5 The ESP Practitioner as Evaluator	79
4.8 The Significant Responsibilities of ESP Learner	79
4.8.1 Interest and Motivation for Learning	79
4.8.2 Subject-Content Knowledge	80
4.8.3 Focus on Learning Strategies	80
4.9 Conclusion	80
5 General Conclusion	82
Bibliography	85
Appendi	90

ABSTRACT

The objectives of the research concerns the analysis of the English language used in the business e-mail messages written by non-native business people regarding style of writing, and common grammatical mistakes .

The subjects of the study examines fifty sample business e-mail messages written in the English language by Algerian business people.

This simple work is divided into four chapters as follows :

Chapter one deals with the importance of English language as an international language and as a lingua franca , with a specific emphasis is put on ESP , its characteristics and origins . Then , it describes the tolls of analysis used for this study .

Chapter two is devoted to the importance of business English communication .

Chapter three is an interpretation of the questionnaire and the analysis of the authentic materials i:e the emails collected from Maersk Line company .

Chapter four is an attempt to bring some solution to the problems identified and recommended some suggestions in order to have more efficient business people in the future .

ملخص

إن أهداف هذه الدراسة هو تحليل اللغة الإنجليزية من باب استعمالها كوسيلة للتواصل و التعامل في الميدان التجاري إضافة إلى أنها أصبحت من الضروري على كل شخص أن يكون له سلاح للتواصل و ذلك باستعمال هذه اللغة تضمن هذه الدراسة أربعة فصول

الفصل الأول يتناول أهمية اللغة الإنجليزية من حيث مرتبتها العالمية إضافة إلى التخصص اللغوي جذوره و خصائصه

الفصل الثاني يتضمن محتواه على التواصل و أهميته باللغة الإنجليزية و الطريقة المثلى للتواصل الصحيح

الفصل الثالث يحتوي على تحليل أجوبة عمال شركة «ماركس لاين» على الاستجواب الذي طرحهم من قبل وذلك بمقارنة أجوبتهم و دراسة نوع اللغة الإنجليزية المستعملة في بريدهم الإلكتروني

الفصل الرابع عبارة عن حلول و توجيهات للمستقبلين على هذه اللغة و أساتذتها حتى يكون هناك تخصصات في كل الميادين لهذه اللغة لكونها عالمية

LIST OF TABLES AND FIGURES

List of Figures

Figure 1.1: Kachru's Three Concentric Circles of English	10
Figure 1.2: Communication Process	30
Figure 1.3: Effective Business Communication	31

List of Tables

Table 3.1 : The Age of the Respondents	49
Table 3.2 : Degree of the Respondents	49
Table 3.3 : Workers' Position	50
Table 3.4: The Corporate Language Used in Mearsk Line	51
Table 3.5 : English Use at Maersk Line by Type of Item	53
Table 3.6 : Kind of English Used by Workers at Maersk Line	54
Table 3.7 : The Dominant Form of Communication in Maersk Line	54
Table 3.8 : English Use in Language Skills	55
Table 3.9 : Frequency of English Needed for Writing	55
Table 3.10: Frequency of English Needed for Reading	56
Table 3.11: Percentages of Organization Plan	57
Table 3.12 Salutations in The Email Messages	59
Table 3.13 Use of Names in Salutations	60
Table 3.14 Complimentary Closing in The E-mail Messages	62
Table 3.15 Use of Names in the Closing	63
Table 3.16 Conversational Features in the Email Messages	65
Table 3.17 Syntactic CMC Features in The Messages	67
Table 3.18 Number of Messages with Or Without Contracted Forms	68
Table 3.19 The Number of Messages Including Punctuation	70
Table 4.1 language Training at Maersk Line	72
Table 4.2 The Frequencies with which English Language Training is Offered	73
Table 4.3 Percentages of the Respondents who Considered language Training in the Given areas Useful	74

LIST OF ABBREVIATION

BE: Business English

BELF: Business English Lingua Franca

BICS: Basic International Communication Skills

CMC: Computer Mediated Communication

EAP: English for Academic Purposes

EOP: English for Occupational Purposes

E-mail: Electronic mail

ESP English for Specific Purposes

ESS: English for Social Studies

EST: English for Science and Technology

GENERAL INTRODUCTION

Clicours.COM

GENERAL INTRODUCTION

In daily life, people spend more time communicating than doing anything else. Most people spend talking and listening as the primary means of communication .

However, people also communicate in many different ways ,through reading, writing , gesturing , drawing . All of these activities are forms of communication .

English today is a specific language . functionally and structurally quite different from other languages of the world . Functionally speaking , English has conspicuously spread among non-native speakers as a sizable number of Asian , African , Pacific , and other countries designate it as their official , associate official , or working language . In view of the situation, millions of students are learning English as a language for a wider communication .

Structurally speaking , as the spread of English progresses, English is bound to reflect a diversity of disparate cultures . Importantly , non-native speakers are taking advantages of this additional language and are exploring new dimensions of English usage .

The primacy of English in the global arena is attributed to the fact that it is the language through which international trade and diplomacy are conducted. Its multi faceted role enables English to transcend cultural, social and economic barriers as the tool through which achievements and innovations in commerce and technology are highlighted.

Business English has become the dominant linking language, a lingua franca, of international business in the world. In that context, business English has been referred to as Business English lingua franca (BELF) . The ability to communicate effectively in BELF has become an important asset and a source

of competitive advantage in a rapidly changing and increasingly international business environment .

The English language is a vital means of communication for millions of people around the world , during the twentieth century numerous technological inventions have facilitated communication between people from all over the world and the language that is used most is English , as the following quote proves 'Most of the scientific, technological and academic information in the world is expressed in English and over 80% of all the information stored in electronic retrieval systems is in English' (Crystal,1997:106).

The forms of communication can be divided into two main categories:

Verbal and nonverbal communication . Verbal communication involves only words. On the other hand, nonverbal communication involves written communication, body language such as hand gesture and other subjects and actions. All forms of communication are important and essential in our life because they enable us to interchange all types of message, such as thought and feeling. Other channels, such as telephone , fax are acceptable channels and technologies that play an essential role in many workplaces .

Technology can be considered as a tool in business communication to help people format , revise and enhance written correspondence and also facilitate contacts with others.

Computers for instance, are a component of modern professional life. It is an important tool to transmit information , perform tasks and communicate both internally and externally organizations . The internet is a huge network connecting all computers all over the world. It is the part of the information technology that joins with computers and telecommunications networks.

The internet is used worldwide because it is the network connecting communication , exchanging information between person to person , person to organizations around the globe .

As mentioned above , one of the most widely used internet activities is the electronic mail , which is now dominating day –to-day communication in business organizations. Most electronic mail users use it to send and receive point-to-point messages , or to distribute electronic newsletters or notices . The electronic mail is a basic way of communication through the internet, people are more accustomed to and use to communicate with others both within and outside of organizations .

The electronic mail is an effective tool and is widely used because it is efficient and easy to use , availability and low cost . Generally , it is not difficult to learn the process of using an e- mail process .

In the last few years , most e-mail messages were written in English and it is primarily used . Besides , there are a number of foreigners working in our country and doing business with us . So , the English language is the medium language to communicate with them .

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

We require the English language for some other purposes such as contacting people in other countries using the internet , either through spoken or written language. We can not deny that the English language is essential for most types of business.

The main aim of this study is to examine the use of English language by non-native speakers in a business context more specifically workers of Maersk line as a tool of communication

the study provides information about whether the use of English is part of the respondents' daily activity . The study belongs to the field of business communication research .

Moreover , the employees of this company have different degrees and different backgrounds vis-à-vis the English language .

These led to the following hypothesis :

- Are the respondents aware that they are using a specific type of English in their workplace.
- In which type of communication (written or oral) do they use the specific type of English .

This dissertation comprises an introduction and four chapters , each chapter contains an introduction and a conclusion .

Chapter one describes the English language as an international language and its importance as a mean of communication over the world , status of English as a lingua franca .

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

Chapter Two is devoted to an overview of Business English and its three features then , the relationship between language and Business English communication by defining first the communication process and its different types in addition to its components , then , the required points for an effective communication in a business environment .

Chapter Three is divided into two parts the first part is the data obtained from the questionnaire survey and the second part is the analysis of the e-mails collected from the participants . background information on the respondents and their workplace environment .

Chapter Four deals with recommendations and suggestions in order to have more efficient people in workplaces from different fields , the respondents were asked about any English language training in their actual workplace and they were asked also about their wants .

CHAPTER ONE

Theoretical Framework

Chapter One: Theoretical Framework

8

1.1 Introduction:

This chapter is about the reasons that led to the emergence of the English language as an international language.

It also deals with the different types of ESP then, we have a comparison between English for specific purposes (ESP) and English for general purposes (EGP).

1.2 English as an International Language:

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

In 1999 Graddol (1999 : 57) predicted that in the future English will be a language used mainly in multilingual contexts as a second language and for communication between non-native speakers. This prediction seems to have come true now, as English is used most often as a contact language by speakers of other languages in various contexts. Also, our society is becoming a 24-hour society that increasingly challenges its members on all levels. Information density grows and people need tools to be able to communicate and interact faster and faster, at the same time they need to learn to accommodate to other cultures. Global English enables us to communicate freely with each other and thus satisfies our needs.

"Global English" in a sociolinguistic context refers almost literally to the use of English as a global language, a common language for the world. A language achieves a genuinely global status when it develops a special role that is recognized in every country. Having such a status, the global language has to be of a great importance, influencing all the domains of the human activity in the world. For example English dominates such fields as the media, foreign language teaching, business etc.

English is one of the most important languages in the world, it can even be said to be the single most important language, other languages are important too but not for the same reasons as English is , because it may be the only language that truly links the whole world together. The use of English is especially widespread in the international business world, so much so that English has become the standard language of world business.

The preference for the English language in international business means that enterprises in non-native English –speaking countries are enthusiastic about English language education.

English is the most widespread language in the world and it is the more widely spoken and written than any other language, over 700 million people speak English as a foreign language, three-quarters of the world's mail , telexes are in English .

According to David Crystal : *“English is now the dominant or official language in over 60 countries and is represented in every continent.”*

(Crystal 1997: 106)

Research has established that 85% of international associations make official use of English , 70% of the linguistics journals in the world are published exclusively in English , 85 % of the world film market is in English , 85 % of the scientific articles in the world are written in English¹ .

Accordingly , it can be understood that the English language is a vital means of communication for millions of people around the world .During the twentieth century, numerous technological inventions and developments, such as the telephone, fax electronic mail, internet have facilitate communication between people from all walks of life and the language that is used most is English as the following quote proves

¹ -www.englishlanguageguide.com

“ Most of the scientific , technological and academic information in the world is expressed in English and over 80 % of all the information stored in electronic retrieval systems is in English.” (David Crystal 1997:106) .

In the 1980s , Kachru (1985) launched a useful description of the spread of English by dividing the English –speaking community in three concentric circles : the inner circle , the outer circle , and the expanding circle (see Figure 1) . It has been the most influential model of the spread of English .

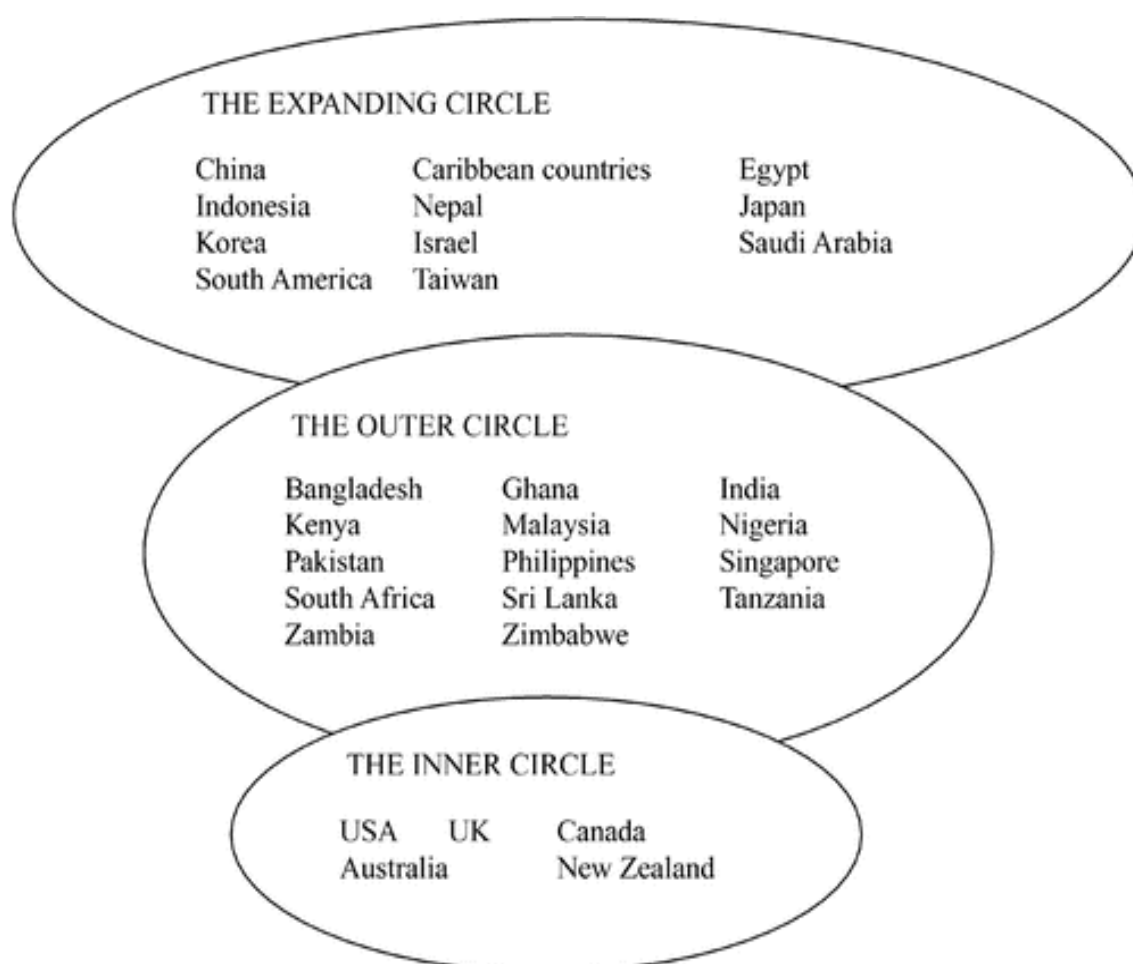


Figure 1 . Kachru's three concentric circles of English .

Source : Kachru (1992: 356)

The inner circle includes those English –speaking countries where the language serves as a native language (ENL) , for example , the UK and Australia . The outer circle refers to countries which have experienced periods of colonisation by English-speaking communities and the language has thereby been institutionalised in these nonnative communities . Among these: India , Nigeria and Singapore where people use English as a second language (ESL). The expanding circle, for its part, includes countries where English is used as a foreign language (EFL) , for instance in China , Israel and Finland . However there are some problems in Kachru’s model (Figure 1) he points out that it is sometimes unclear whether a country has English as second or foreign language , because the language policies of such countries change constantly (Kachru 1985 :14) . Today , approximately 20 countries for example Denmark are in transition from English as a foreign language to English as a second language status (Graddol 1997: 11).

The future of English as a global language will depend on the political , economical , demographic and cultural trends in the world. The beginning of the 21st century is a time of global transition ,globalization is going hand in hand with the growing use of English .

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

English on the other hand , is spoken around the world, it has been estimated that out of 6 billion people that are alive today about 350 million speak English.

As Girard reports:

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

(Girard 1974:128)

As a result, the growth of international trade thanks to globalization and the internet, the use of English as a foreign language is worldwide and it has become a “lingua franca².” when people from different entities had to communicate with each other so they adopted a simplified language known as English.

Crystal (1997) asserts that English is the most widely taught foreign language in almost 100 countries of the world . Some other scholars argue that a global language has no frontiers of usage but goes across borders and different cultures .

Other terms used or less interchangeably with EIL include:

- English as a lingua franca
- English as a global language
- English as a world language
- English as a medium of intercultural communication

The causes for this universality are well known and understandable, English first began to spread during the 16th century with the British Empire and was strongly reinforced in the 20th century by the USA world domination in economic , political and military domains and by the huge influence of American movies and pop music .

² - By extension, a semi-technical term for any additional (often compromise) language adopted by speakers of different languages, as a common medium of communication for any purposes and at any level .in Concise Companion to the ENGLISH LANGUAGE,OUP, US, 1998.

The globalization of world business , technological and trade had brought a huge increase in the demand of all types of ESP teaching and the universal language on the internet. English is the language of the internet , even non-native speakers write their blogs in English to reach a wider international audience , it has been the language of international trade for decades now. Actually , the electronic media and the internet particularly did the final job in promoting English to a global language .

1.3 Lingua Franca English :

The term “lingua franca” has been defined as a contact language used between persons who do not share each other’s mother tongues and who instead turn to a third language which is not the native language of either speakers (Firth 1996 : 240) . Hence , lingua franca has nonnative speakers (Seidlhofer 2001: 146) . any natural or artificial language may acquire a status as a lingua franca and become used either intranationally , i.e. as a common language of a country , or internationally between speakers of different nationalities .

House states that : “ *ELF interactions occur between conversationalists of different language backgrounds , for none of whom English is the mother tongue .* ” (House , 1999:74).

English serves as a lingua franca for both international and intranational purposes and has obtained a strong status as such all over the world . It is in fact the lingua franca speakers who make up the largest group of English speakers in the world today (Meierkord 2000 : 1). For them English is a useful tool to be used when native languages fall short , e.g. in politics or on the internet .(Seidlhofer 2001 : 141).

The fact that speakers of English as a lingua franca (ELF) come from various cultural and linguistic backgrounds is bound to have its effects on the

language as well . However , at the same time as the speaker's mother tongue and his/her own communicative norms influence the language ; the ELF speakers have also learned the norms of British or American English at least to a certain extent . As a result , the ELF communication can involve three or more cultures ,i.e. the culture of the speaker, the recipient and for example Britain , requiring the speaker to handle unexpected communicative events . It has been claimed that this creates insecurity which , in turn, encourages speakers to establish specific lingua rules . As a sign of this , ELF has its own linguistic characteristics influenced partly by the linguistic norms of the individual speakers as well as the competence of each speaker in the foreign language (Meierkord 2000 :1-2) .

1.4 Impact of English as a Lingua Franca :

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

1.4.1 Positive Aspects:

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

English has in effect become the international language of science and technology , commerce and diplomacy , tourism and travel . English is now the first source for neology in most languages . All of this is very positive , and since the world actually needs a lingua franca , English is certainly a good choice . Standard words are short and relatively easy to pronounce , there is

very little morphology and since syntax is not too constraining , non-natives get by easily even with a low level of proficiency .

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

1.4.2 Negative Aspect:

As remarked above , empires do not usually take much interest in foreign cultures , and the United States is no exception . Most Americans only watch their own films , read their own books . This natural feature of empires has been reinforced in the case of America by cultural characteristics inherited from a British tradition of insularity and wariness of anything foreign dating back to the Middle-Ages . English –speaking cultures are essentially self-centered even though a minority is certainly open to the rest of the world . As a result , Anglophones tend to think that they are the norm , that the way they do things is natural , universal , implicitly better , and this gives the hegemony of English a colonial flavour .

The world seems to have accepted the cultural , economic and political domination of the US rather than by any other country , domination is intrinsically unpleasant and dangerous . America is certainly not a benign country , and the capital-friendly neo-conservative views circulated worldwide by some English– speaking media , e.g. so – called “independent” news networks such as CNN and Fox News and self-styled “quality” magazines such as the UK’ s The Economist , are certainly ethically questionable , not to say downright evil . Then again , other countries are no better .

1.5 English for Specific Purposes (ESP) :

1.5.1 Definition of ESP:

There are almost as many definitions of ESP as the number of scholars who have attempted to define it. Many others have tried to define ESP in terms of what it is not rather than in terms of what it really is, but we will disregard their definitions to concentrate on finding out what ESP really means.

Mackay and Mountford (1978) defined ESP as the teaching of English for a “*clearly utilitarian purpose*” (Mountford, 1978:2). The purpose they refer to is defined by the needs of the learners, which could be academic, occupational, or scientific. These needs in turn determine the content of the ESP curriculum to be taught and learned.

Mackay and Mountford also defined ESP and the special language that takes place in specific settings by certain participants. They stated that those participants are usually adults, they focused on adults because adults are usually highly conscious of the reasons to attain English proficiency in a determined field of specialization, and because adults make real use of special language in the special settings and adults and the role, usually auxiliary, that English plays in those particular settings for those particular people.

Robinson (1980) defined ESP courses as ones in which participants have specific goals and purposes (again, academic, occupational and scientific). On this, she cited Strevens (1977) to emphasize that the purposes language learners have for using language are of paramount importance.

Most definitions of what ESP is concur on three key topics: the nature of language to be taught and used, the learners, and the settings in which the other two would occur. These three aspects of ESP are closely connected to each other, and can be combined to establish that ESP is the teaching of specific and unique English (specialized discourse) to learners (adults in their majority), who will use it in a

particular setting (laboratory, hospital, etc.) in order to achieve a utilitarian goal or purpose (communicate linguistically correct), which in turn will fulfill additional personal goals (promotional, economical, etc.) what ESP specialists do not seem to agree on is what type of language should be taught (vocabulary, register, jargon, etc.) and how to teach it.

1.6 Historical Development of ESP:

Hutchinson and Waters (1987) identified three key reasons they believe are common to the emergence of all ESP : the demands of a Brave New World, a revolution in linguistics and a focus on the learner . As to the first reason , they explain that two historical periods played an important role that led to the creation of ESP ; the end of the Second World War and the Oil Crisis in the 1970s . On the one hand , the end of the Second World War was an era of expansion in scientific , technical and economic activity world-wide . The role of international language fell obviously to English because of the economic expansion of the United States in the post –war world. On the other hand , the Oil Crisis of the early 1970s resulted in western money and knowledge flowing into the oil-rich countries . The language of this knowledge became English , this led consequently to exerting pressure on the language teaching profession , which boosted in this part of the world , to deliver the required goods . English now became subject to the wishes , needs and demands of people other than language teachers .

The second very important reason that had a tremendous impact on the emergence of ESP was revolution in linguistics . Most of the work of linguists in the 1960s and 1970s of the past century focused on the ways in which language is used in real communication contrary to the works of traditional linguists who set out to describe the features of language .

Hutchinson and Waters (1987) point out that one significant discovery was in the ways that spoken and written English vary . in other words , a particular context in which English is used would impose , in a way or another, the variant of English. This idea was taken one step further , if language in different situations varies , then tailoring language instruction to meet the needs of learners in specific contexts is also possible . Hence , in the 1960s and the early 1970s there were many attempts to describe English for Science and Technology .

The final reason that Hutchinson and Waters (1987) mention to have influenced the emergence of ESP has more to do with psychology than linguistics . More attention was given in the 1970s to the means through which a learner acquires a language and ways in which it is learnt . Hence,there was a shift of focus from methods of language learning to the different learning strategies , different skill , different learning schemata and different motivating needs and interests that are employed by different learners . This consequently led to a focus on learners' need and designing specific courses to better meet individual needs .

1.7 Characteristics of ESP :

Tony Dudley –Evans and Maggie Jo St John (1998) divided characteristic features of ESP in two groups according to its ‘ absolute’ and ‘ variable’ attributes . Concerning the absolute characteristics (according to Dudley-Evans and St John) :

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

The variable characteristics are seen in five points :

- ESP may be related to or designed for specific disciplines .
- ESP may use , in specific teaching situations , a different methodology from that of general English .
- ESP is likely to be designed for adult learners , either at a tertiary level institution or in a professional work situation .
- ESP is generally designed for intermediate or advanced students .

- Most ESP courses assume some basic knowledge of the language system, but it can be used with beginners (Dudley-Evans, 1998).

Hutchinson and Waters (1992) do not emphasize any concrete limits of students' level or age; they emphasize learners' individual needs and specialist knowledge of using English for specific purposes. Although there exist several aims and different purposes why learning English, the way of learning may be the same.

“ Though the content of learning may vary there is no reason to suppose that the processes of learning should be any different for the ESP learner than for the General English learner .” (Hutchinson and Waters, 1992: 18).

They add that ESP methodology *“ could just have been used in the learning of any kind of English.”* (Hutchinson and Waters, 1992: 18).

1.8 Types of ESP:

David Carter (1983) identifies three types of ESP:

1. English as a restricted language.
2. English for Academic and Occupational Purposes.
3. English with specific topics.

First, the language used by air traffic controllers or by waiters is an example of English as a restricted language. Mackay and Mountford (1978) clearly illustrate the difference between restricted language with this statement: “ the language of international air-traffic control could be regarded as ‘special’, in the sense that the repertoire required by the controller is strictly limited and can be accurately determined situationally, as might be the linguistic needs of a dining-room waiter or air-hostess. However, such restricted repertoires are not languages, just as a tourist phrase book is not grammar. Knowing a restricted ‘ language’ would not allow the speaker to communicate effectively in novel situations, or in contexts outside the vocational environment.”

The second type of ESP identified by Carter (1983) is English for academic and occupational purposes . In the ‘ Tree of ELT’ (Hutchinson and Waters , 1987) , ESP is broken down into three branches :

1. English for Science and Technology (EST) .
2. English for Business and Economics (EBE) .
3. 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’ .

Hutchinson and Waters (1987:16) do note that there is not a clear-cut distinction between EAP and EOP : “ *people can work and study simultaneously ; it is also likely that in many cases the language learned for immediate use in a study environment will be used later when the student takes up , or returns to , a job*” .

Perhaps this explains Carter’s (1983) rationale for categorizing EAP and EOP under the same type of ESP . It appears that Carter is implying that the end purpose of both EAP and EOP are one and the same : employment . However , despite the end purpose being identical the means taken to achieve the is very different indeed . However , EAP and EOP are different in terms of focus on Cummins’ (1979) notions of cognitive academic proficiency versus basic interpersonal skills .

The third and final type of ESP identified by Carter (1983) is English with specific topics , Carter notes that it is only here where the emphasis shifts from purpose to topic, this type of ESP is uniquely concerned with anticipated future English needs of , for example , scientists requiring English for postgraduate reading studies , attending conferences or working in foreign institutions . However , it is argued that this is not a separate type of ESP .

Rather it is an integral component of ESP courses or programs that focus on situational language . This situational language has been determined based on the interpretation of results from needs analysis of authentic language used in target workplace settings .

1.9 The Difference between ESP and EGP :

The question of the difference between ESP and EGP has been addressed in the literature in terms of theory and practice. Hutchinson and waters (1987) stated that there is no difference between the two in theory ; however, there is a great deal of difference in practice.

ESP differs from EGP in the sense that the words and sentences learned and the subject matter discussed are all relevant to a particular field or discipline .

The design of syllabuses for ESP is directed towards serving the needs of learners seeking for or developing themselves in a particular occupation or specializing in a specific academic field .ESP courses make use of vocabulary tasks related to the field such as negotiation skills and effective techniques for oral presentations. A balance is created between educational theory and practical considerations,ESP also increases learners' skills in using English.

English for General Purposes (EGP) is essentially the English language education in junior and senior high schools. Learners are introduced to the sounds and symbols of English , as well as to the lexical /grammatical / rhetorical elements that compose spoken and written discourse. There is no particular situation targeted in this kind of language learning . Rather , it focuses on applications in general situations : appropriate dialogue with restaurant staff , bank tellers , postal clerks , telephone operators, English teachers, and party guests as well as

lessons on how to read and write the English typically found in textbooks , newspapers , magazines .

English for specific Purpose , however is that kind of English teaching that builds upon what has been acquired earlier in EGP with a more restricted focus. It aims at acquainting learners with the kind of language needed in a particular domain vocation , or occupation. In other words , its main objective is to meet specific needs of the learner. Of course, this indicates that there is no fixed methodology of ESP that can be applicable in all situations , but rather each situation and particular needs of learners belonging to a particular domain impose a certain methodology of teaching .

Thus, ESP is centered on the language appropriate to the activities of a given discipline. According to Hutchinson and Waters (1987)

“ESP is an approach to language teaching in which all decisions as to content and method are based on the learner’s reason for learning³.”

In this connection, Dudley –Evans (1998) explains that ESP may not always focus on the language for one specific discipline or occupation , such as English for Law or English for Engineering .

1.10 Characteristics of ESP Courses :

1.10 .1 Organizing Course :

Organizing the ESP course is very important step to achieve a satisfying goal in the course . There exist many factors playing a crucial role in organizing ESP course without them the learning process would not lead to effectiveness . The term ‘specific’ in ESP refers to a specific purpose for which English is learnt and teacher should be familiar with . He or she should be able to find an answer to what Hutchinson and Waters (1992) describe as ‘language description.’

the language description involve questions e.g. what topic areas will need to be covered ? what does the student need to learn ? what aspects of language will be needed and how will they be described ? (Hutchinson and Waters , 1992:19-22) . Finding the right answers to these questions results from the setting exact goals and objectives of the course . Designing a syllabus analyses what the course is going to be about , setting goals and objectives of the course in advanced is inevitable .

Another feature of organizing course underlines the way the learning is achieved . Hutchinson and Waters (1992) speak about:

“ learning theory which provides the theoretical basis for the methodology , by helping us to understand how people learn” (Hutchinson and Waters , 1992:23) .

It is natural that learning strategies vary and corresponds with learners groups , their age , level or reason they study . the way adults acquire language is different from children , the group of advanced expects different attitude from beginners and teachers determine which aspects of ESP learning will be focused on to meet learners needs and expectations successfully .

Hutchinson and Waters (1992) point out another aspect affecting the ESP course as well . It relates to learner's surrounding and discusses the questions 'who' , 'why' , 'where' and 'when' connected with the nature of particular target and learning situation they describe them as 'needs analysis'

To organize the ESP course effectively and consequently achieve a satisfactory goal , having respect for all three factors is evident .

1.10 .2 Selecting Material :

Choosing ESP materials determines the running of the course and underlines content of the lesson . Good material should help teacher in organizing the course or what is more I can function as an introduction into the new learning techniques and support teachers and learners in the process of learning .

Materials are also a kind of teacher reflection “ they should truly reflect what you think and feel about the learning process” (Hutchinson and Waters , 1992:107) .

Good material should be aware of the fact if the material is suitable not only for a particular discipline and answers given course goals but also for teachers and learners themselves . Materials should also function as a link between already learnt (existing knowledge) and new information (Hutchinson and Waters, 1992) .

Concerning the selection of ‘general English’ material and ESP material some criteria must be matched as well . Language teacher is responsible for selecting an appropriate text that contributes to students effectiveness that means he or she should pay attention to suitable criteria for its choice . Wallace (1992:91) suggests those main criteria :

- Adequacy should be at the appropriate language , age level .
- Motivation should present content which is interesting and motivating for students work . It leads into students effectiveness , interest and pleasure of work .
- Sequence it is important if there is some relation to previous texts , activities , topics not to miss the sense of a lesson .
- Diversity should lead to a range of classroom activities , be a vehicle for teaching specific language structure and vocabulary and promote reading strategies .
- Acceptability it should accept different cultural customs or taboos .

Selecting an appropriate material regarding the main criteria is an essential phase in organizing each course . It may happen that learners ‘ needs and expectations are not met due to wrong choice of material

“ materials provide a stimulus to learning . Good materials do not teach they encourage learners to learn .” (Hutchinson and Waters , 1992:107) .

1.10 .3 Type of Activities with Text :

Text as a learning material can be used for learning and practicing wide range of skills . In ESP course it can be source for new vocabulary , communicative or reading skills . To make working with a text as much effective as possible it is necessary to involve all students ' skills . It is preferred to combine working with printed text with listening to audio-cassette that means receptive with productive activities . Concerning the ESP activities it is necessary to keep in mind the context that should be consistent with studying subject matter .

- Warming-up activities , pre-teaching and activation of new vocabulary or grammar structures , discussing questions concerning the topic . We can use various types of plays , puzzles , collocation grids , questionnaire , to increase students' interests in given topic and lead them into further problems . It is a kind of preparing step . Wallace (1992) e.g. considers pre-reading activity very important for students motivation ; topic or genre of the text is introduced e.g. with collective discussion or some pictures to be fully motivated (Wallace , 1992: 62) . Warming –up activities as a very important and necessary phase on which the next working process depends .
- Receptive activities , work with a text itself , reading , listening . We can realize various reading strategies e.g. aloud , quiet , skimming , scanning , with or without translation , informative . They should lead to encouragement of students , we can distinguish language –based approaches or approaches relating to content of the text . Both of them should aim students to be as much active and reflexive as possible .
- Productive activities , practising of acquired knowledge , work in pairs in groups or individual with help of teacher who takes notice of using target language . Summarization of lesson that should be done by students , it shows how students understand given topic .

- Follow-up activities , next improving , developing appropriate using of learnt . We can practice it in a form of creative home work , exercises . Harmer (1991)
- draws that large scale of skills and activities can be developed e.g. drawing characters , making discussion , creating some pictures , dramatic activities etc . (Harmer , 1991: 188) .

1.11 Tools of Study:

1.11.1 Methodology:

The present study is a needs analysis conducted to examine the use of the English language of Algerian or non-native speakers in a business context .

The aim was to identify their overall language and needs , a questionnaire was used to carryout the needs analysis .

Survey data was collected over 15 days , with the survey available on –line . the data was gathered in this study consists of 50 English language e-mail messages.

1.11.2 Backgrounds questions:

The backgrounds section maps out the background of those who took the survey. The questions were quite standard and general .asking about the participants' age , gender , position within the company .

The purpose of this section was to gather necessary information for cross-referencing the answers and to ease the mapping –out process of the survey questions .

1.12 Conclusion:

Because the aim of this research is to investigate the use of English by a non native people working in a business context so,in this section I tried to give a global idea about the status of the English language in the world and the causes that help its emergence .

Then , an overview of ESP and its development ,the basic element that had been commonly agreed was based on satisfying the learners' needs and this

attention is due to the dominance of English in the fields of economics , politics , media technology and medicine each of fields as well as others requires its unique way of teaching .

CHAPTER TWO

Literature Overview

2.1 Introduction :

This chapter is devoted to the definition of Business English in addition to its features, then it moves to the Business English communication its types and components.

After that , the importance of an efficient communication and the relationship between language and communication .

2.2 Communication Process :

Communication can be defined as the process of sharing messages between two or more people. The word communication comes from the Latin word communis, which means common (Harcourt , Kriszan and Merrier , 1996) . Therefore, the objective of communication is to establish shared understanding Murphy and Hildebrandt (1991) point out that communication is the process of transmitting and receiving a verbal or non verbal message that needs and leads

to a response. Communication can be effective when it achieves the desired reaction or response from the receiver. Simply stated, communication is a two-way process of exchanging ideas or information.

Chandler (1995) also defines communication as the process of interchanging thoughts, feelings and information. In conclusion, communication is the process of interchanging verbal or nonverbal messages while we are conscious or it is a two-way process of exchanging ideas or information (Murphy , Hiderbrandt and Thomas , 1997) .

Communication takes a variety of forms which can be assigned to two major categories: verbal and non verbal , Chandler (1995) and Locker (1995) explain that verbal communication involves only words , that is , oral and written communication . On the other hand nonverbal communication involves our body and other objects and actions , both of these forms of communication are important and essential in our life because we spend more time in communication than in doing anything else.

2.3 Elements of Communication:

As Murphy, Hilderbrant and Thomas (1997) conclude that communication is a dynamic process of transmitting and receiving verbal and nonverbal messages in this process various elements function in harmony and it is considered as effective when it achieves the desired reaction or response from the receiver, it includes six components : context, sender, message, medium, receiver and feedback as seen in the following figure .

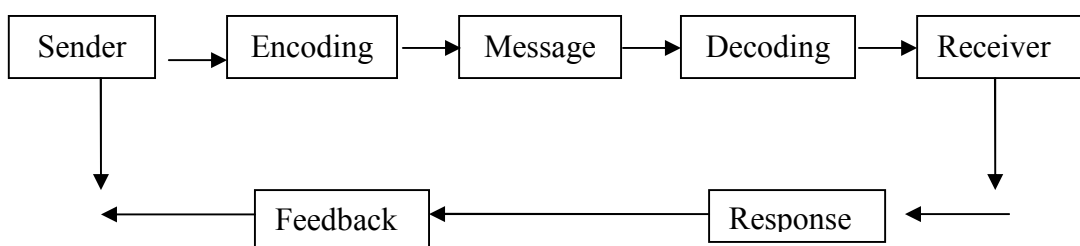


Figure 2.1 Communication Process

2.3.1 Sender or Encoder :

Human communication will necessarily involve people; all forms of communication take place between senders and receivers the sender initiates the communication process. In fact , the sender is motivated to communicate . The sender and receiver keep on changing their positions, during this process their roles are constantly being reversed, effective communication depends upon the role performance of the sender and receiver. Being the activator or

starter of the communication process , the sender can greatly influence the effectiveness and objectives of the message . In other words, the sender determines, to a great extent, the scheme of communication

2.3.2 Receiver or Decoder:

A message is destined to reach at an end in the process of communication. On the receiving end, it is the perception of the receiver to be influenced by the message.

The receiver is a listener or reader and decoder . However, a message may have more than one decoder in the process of interpretation as well as comprehension (Murphy , Hidebrandt, and Thomas:13) . The decoding process can have a significant impact on the message, depending upon the decoding abilities of the receiver and the inherent complexity of the message to be decoded . While decoding, the receiver is not directly assisted by the sender. Thus, for the sender awareness of the elements influencing the receiver to decode is a determining factor for effective communication.

2.3.3 Context :

Context is the situation that motivates the sender to start the communication process .it is a broad field containing the country's culture, organization and external and internal stimuli. Because every country, culture and organization have its own way for communicating information. Context is a condition of place and time and it can affect communication .

2.3.4 Medium:

The message channels depend on all the contextual factors and the nature of the message. The choice of medium is influenced by the relationship between the sender and the receiver ,the urgency of a message or other factors such as importance, number of receivers and the amount of information.

Oral Communication	Written Communication
<ul style="list-style-type: none"> -Less detailed technical information -More personal pronouns -Simpler constructions -More imperative, interrogative and exclamatory sentences 	<ul style="list-style-type: none"> -More detailed technical information -Fewer personal, pronouns -Useful for permanent record, detailed documentation -Possibility of review

Figure 2.2 Effective Business Communications
(Source :Murphy,Hilderbrandt and Thomas,1997,68)

The written channel is often preferred when the message is long and when the message must be documented whereas the oral channel is effective when the message is urgent or personal . However , this guideline can change when the receiver is from a different country.

2.3.5 Feedback:

The receiver's reaction to the message is communicated to the sender in the form of feedback . Feedback is evaluation of the impact of the message , positive feedback is an outcome of effective communication . Feedback can be verbal or non-verbal . Senders need feedback in order to determine the success or the failure of the communication .

2.4 Business Communication :

Business communication is a general field of research that studies all forms of communication used in conducting business (Ahva and Yli-Panula 1995, Hartley,2002) . According to Reinsh (1996:28) business communication can be defined as:

“The study of the use, adaptation and creation of languages , symbols and signs to conduct activities that satisfy human needs and wants by providing goods and services for private profit.”

(Reinsh ,1996:28)

Thus, business communication is not just limited to the study of direct communication, but it also covers non-verbal communication and language attitudes in business context.

Business communication in intercultural situations has been studied by for example Clausen (2006) , who studied business communication between Danish cultures and Japanese companies . Clausen discusses the differences in Japanese and Danish cultures and their effects on communication in business situations . According to Clausen , cultural differences must be taken into account in business situations and cultural differences can be seen for example

in dedication to the company and in situations where social contacts outside the working place are concerned .

Communication is the lifeline of every organization. Communication among individuals and organizations for business objectives, either direct or indirect , is characterized as business communication . It employs all forms of communication at all levels , it is through communication that an organization carries out its operations . Communication has a direct relation with the growth or recession and strengthening or weakening of the organization, as well as its structure. According to Murphy , Hildebrandt, and Thomas communicating effectively in speaking and writing is a highly valued skill . It is a ‘need’ for every individual in a business organization.

Organization will be paralyzed without open and effective communication, organizations have to spend an enormous portion of time, energy, and capital on communication. Various studies indicate that workers in organizations spend 70% to 85% of their work time in communication activities as an essential part of their working (Locker :6) .

2.5 Development of Organizational Communication :

It is useful to define an organization before discussing organizational communication. “ An organization is a group of people associated for business, political , professional , religious , social , or other purposes” (Murphy, Hildebrandt , and Thomas : 4) .

Therefore, an organization is “any goal-oriented group of people” (Lesikar:3) and this goal could be any activity from wide ranging affairs of human life . Business sector organizations are one group of all existing organizations . There are certain features common amongst the organizations and they differ as well.

In the second half of the 20th century , “organizational communication” was

established as a field of study . It was in recognition of the fact that a number of organizations existed other than business organizations. Communication is essential for all organizations. A comprehensive study of communication in this backdrop was a distinct field of study as “organizational communication”.

Business communication is thus a part of organizational communication and hereafter in this work , the word “business” and “organization” will be interchangeably used with reference to communication . Although modifier “organizational” is general and “business” is specific , both share a great deal , business communication is communication in various organizations .

Business communication needs to be optimally effective , it is the effectiveness that determines the “ advantages” or “disadvantages” component of the process to the parties involved in communication .

Although there is a universal criterion for effective communication , it differs among various cultures , after phenomenal growth of internal trade , Murphy , Hidebrandt , and Thomas , mention that it is also required to “understand intercultural communication , the ability to speak and write in ways that are sensitive to and cognizant of the factors in different cultural contexts” . (Murphy , Hidebrandt , and Thomas : 4) .

The principals of effective business communication vary in number , according to significance and emphasis however, there are three essential and fundamental traits: economy , clarity , and authenticity .

2.6 Patterns of Business Communication :

The process of communication is completed in a sequence . However ,it follows a number of patterns : direct , indirect , simple , or complex . Patterning occurs in the channel of communication . In Locker’s view , shorter communication channels are more accurate than longer ones , all channel patterns , where everyone can communicate with everyone else , will bring better decisions and more satisfactory results (Locker :46).

2.7 Importance of a Good Communication:

A good business communication can be effective when it achieves goals for the sender and the receiver. The four basic goals of business communication include the following (Harcourt, Krizan and Merrier, 1996):

- The understanding of the message as the sender intended. The sender must transmit the message so clearly that the receiver perceives the same meaning that the sender intended.
- The receiver gives a necessary response to the sender. The sender can encourage the receiver to give a response by asking questions .
- A good relationship between the sender and the receiver ; the receiver must be able to relate to each other in three important ways : positively, personally, and professionally.

2.8 Business English :

The term Business English has various definitions , it is although , difficult to define business English and limit it in linguistic terms (Dudley-Evans and St John:54) . It is a form of English , lexically and stylistically different from everyday English . This difference is based on a variety of factors , business English also differs in linguistic context as well as usage . Hutchinson and Waters elaborate that business English is an established tradition of certain rhetorical principles , these principals are various including “ stylistic devices , language usage , vocal delivery and other principles.”

It is the process of adapting discourse for a specific audience . Thus , business English discourse is not usual everyday discourse , it has a specific audience for specific purposes . In fact , this context is the determining feature of business English .

Requirement of the linguistic context creates a need for a particular choice of English , both in speaking and writing , business English primarily , communicates impersonal or formal messages , directly or indirectly related to organizational affairs . It provides the means of conveying these messages , it is a selection of a particular range of language to convey messages in business

and organizational settings . Business English differs from general or everyday English in a limited sense , i.e. lexis and stylistics , it shares major linguistic features with everyday English . Expressions suitable to particular communication contexts and objectives are employed in business English .

Business English is the language of communication in international business . similarly , Jones and Alexander maintain , “ although there is a certain amount of vocabulary that we can describe as special ‘business’ vocabulary , most so-called business English is simply English used in business contexts it is not a special language”. (Jones and Alexander :1)

We can find that the term business English denotes the English taught to a wide range of professional people as well as people in the education process , leading to a business career . This range also includes occupations like commercial jobs , technical jobs . Business English aims at maximizing clarity while utilizing living language expressions . In the linguistic selection process, it targets the comprehension of the receiver in the most effective manner , business English in speaking is used in close coordination with the paralinguistic features like body language : hands and eye movements , facial expressions, and gestures . Moreover , in business English writing , paralinguistic features like page layout , colour scheme , graphics and other similar features have special relevance .

The linguistic context of business English is business and organizational communication , business English may not be relevant or appropriate to every socio-linguistic context, business communication in English will involve language , which is neither as rich in vocabulary and expression nor as culture-bound as that used by the native speakers of English . rather it is based on a core of the most useful and basic structures of vocabulary , unlike social communication business communication is carefully organized , comparatively formal and more concerned with the accomplishment of objectives .

A communication activity with these essential features will require a specialized variety of English, business English will enable the user to achieve such communication objectives, which can not be achieved only with general linguistic as well as paralinguistic expressions. Thus, the contextual requirement of business communication involves business English; however, business English is only the linguistic dimension of business communication.

Jones and Alexander (1989) point out that business English is extremely flexible, it is designed to be used with all kinds of person who needs to be able to use English effectively in their work, it can be used with businesspeople who:

- work in the same field or in entirely different fields
- work within the same company or in different firms
- are managers or who hold lower positions

besides, it can be used with the following people:

- business students who have little or no practical experience of business practice
- people from different professions who need to improve their English, and who will appreciate a highly and practical and purposeful approach that a 'general English' course may not offer.

2.9 Features of Business English :

Business English is a segment of the domain of English that can be characterized, it is part of English for occupational purposes (EOP) and broadly of ESP. General understanding of business English is based on a number of facts the following are the fundamental features of business English:

2.9.1 Economy and Clarity :

It is the fundamental characteristic of business communication and requires language to be economical and clear . therefore there is the requirement of clear and well-organized thought expressed in words that indicate the logical processing of the message . There is often the need to keep the message economical , this may increase the cost of communication , especially by fax , or phone , it is a fact that unnecessarily long messages involve greater cost for more time , materials and communication mediums . Certain terms and expressions have been evolved to save time in referring to concepts which people in business are well acquainted . Moreover , the jargon of business communication like words , terms; and acronyms , is even expressed in a particular stylistic and syntactical manner , in order to create economy and clarity , it minimizes both the risk of misunderstanding and cost.

2.9.2 Purposefulness:

Communication in business always has a definite purpose that is usually of great vitality for the communicators. Many problems in communication are generated by unclear or inappropriate purposes . Thus , a sense of purpose is the context of all business communication . The language needed in business communication should be able , in the most appropriate way , to highlight the purpose and attain the objective . the success of a business episode will be dependent on the use of language , in addition to other factors . Thus , business English will be responsible for better prospects of the achievement of a business enterprise in well demarcated business communication situations , business English will exhibit purposefulness in communication events.

2.9.3. Social Dimensions :

In the business world , a lot of social interaction takes place . International business communication will happen across cultural boundaries .

Communication is always influenced by the social context in which it takes place . Social skills of business people are needed to develop contacts

with people for business objectives . There is a pattern of social interaction with people of a diversified socio-cultural background , locally as well as internationally . Since English is the language of business , especially international business , business English is used in these multicultural and multilingual interactions it is used to meet the needs of a communicator in an appropriate way and without creating disappointment for either of them . It

uses a particular vocabulary and style to make social interaction that is usually brief and pleasant . This choice of English will objectively meet the communicative requirement of a particular situation .

2.10 Business English as a Register :

Business English , in an effort to describe its features and to establish a linguistic definition , can be discussed as a register . We can define a register as a speech variety used by a particular group of people usually sharing the same occupation . A register can be differentiated by a particular set of lexis , usage styles , and different grammatical structures . These three linguistic features are responsible for the development of a register as a speech variety both in oral as well as written communication . Registers or language styles are linked with communicative competence and usually every individual is capable of using several registers.

It is especially true for native speakers of a language but a proficient person in any other language can also possess this competence , individuals use a different language style in a specific communication context it thus varies from one situation to another .

In a communication event , various factors will be responsible for the selection of a register , these factors include , the subject of discussion , the audience , the genre , the occasion and purpose , and the medium of

communication . Moreover , Aitchison has pointed out three major aspects of a register formality of occasion , the medium used and the topic under discussion . The sender's decision's about these factors according

to the requirements of the situation will be responsible for register selection . A register then will be the most suitable linguistic choice for effective communication in that context . Register depends on who we are communicating with , where , how and about what , it is the communication context to determine the speech variety or register of a language . Business English can be characterized by its lexical and stylistic choices .

2.11 Computer Mediated Communication :

2.11.1 E-mail :

E-mail has grown into a means of global communication used by more and more people . It has been estimated that 827 million people in the world used e-mail in the year 2000 . (Lan 2000 : 23). Although e-mail was originally developed for governmental purposes , it has evolved in three decades into a system used by people from various backgrounds . Today , it is common to send an e-mail instead of using the telephone , writing a letter or a memo , or meeting people in person . This applies to people both at work and home (Baron 1998 : 134) . Burton (1994 : 103) summarizes the advantages of e-mail as the following :

- a) Directed or broadcast distribution of information (both short messages and lengthy document)
- b) Information may be sent across large distances
- c) Time differences become irrelevant
- d) There is no need to rely on the recipient being at workplace , as would be the case with the telephone
- e) Message can be sent at any time convenient to the sender
- f) Messages can be read as the recipient requires .

An example of the increase in the use of e-mail is given by Louhiala-Salminen (1996b: 11-12) who carried out a survey in 1998 to outline the different shares of communication media used by Finnish business people. The results showed that 30 % of the international message exchange was conducted via e-mail as compared to 1992 when the number was only 9%. Despite the increase in the use of e-mail in Louhiala-Salminen's study, fax still remained the most popular form of communication. Louhiala-Salminen (1996b:19) states, that e-mail is becoming used more and more in the business world with the increasing use of the internet.

2.11.2 Features of CMC :

When referring to e-mail, a broader term, computer-mediated communication (CMC), is often used to describe all the communication that takes place with the help of computers (Herring 1996:1), for example, newsgroups, mailing lists, and message boards, however, there is variation in the field of electronic language depending on the purpose for which it is used (Alatalo, 2002:7). The present study concentrates on text-based CMC and, more precisely, on its most popular form, e-mail. Only a little is known about the special features of CMC English.

The characteristics of CMC are due to both the medium and the particular situation in which communication takes place (Lewin and Donner 2002:29).

Consequently, the internet hosts different varieties of CMC, ranging from the internet relay chat to scientific magazines published on the internet (Alatalo, 2007:7). The language of CMC is obviously typed and thus resembles written communication in general. It does, however, contain features of spoken conversation as well in that it is often informal and takes place rapidly (Herring, 1996: 3).

Nevertheless , CMC can not be regarded solely as spoken communication because CMC lacks a major characteristic of conversational discourse , namely that the participants can see and hear each other (Collot and Belmore ,1996 :14) .

CMC also has characteristics of its own , for example , special lexis and acronyms (Herring 1996: 3) . Since it is not possible to see the person with whom one is communicating and the participants thus lack nonverbal cues that are crucial to face-to-face encounters , alternative ways to express emotions have been developed in CMC. The most obvious of them are “ emoticons” which include smiley faces , verbalizations of emotions , descriptions of physical actions , and emphasis . It has been further suggested that because CMC lacks extra –linguistic cues to give information on the person with whom one is communicating , this anonymity will free people from , for example , class and race prejudices . In other words , it is not important who one is but what one says . (Herring 1996 : 3-4) . It has been widely speculated that this could eventually lead to a breakdown of national , racial , linguistic , and ideological boundaries. CMC has also been claimed to encourage people to express their feelings more openly . When negative , the term “ flaming” refers to the phenomenon . (Herring 1996 : 3) .

As far as e-mail communication in particular is concerned , it also contains unique features . For example , an e-mail message may or may not have an opening but almost always contains a closing . The lack of the opening can be partly explained by the fact that e-mail system already generates an automatic memo style opening with the address of the sender and the receiver , the date , and the subject of the message .

2.11.3 Advantages of E-mail :

Nowadays-mail is much faster than sending a letter through a post office (Tittle and Robbins,1995:47) . In addition , the speed efficiency privacy and

relaxation have made a dialogue device ; people talk by e-mail (Li Lan,2000:66) .

A greater number of telephone calls are unsuccessful because their recipients are busy or away. So, composing e-mail messages should be different from both paper compositions and speech .

Moreover,an e-mail breaks down the distance and time barriers of the telephone calls and traditional written communication .

It lets people send and read e-mail messages at anytime . Then , it shortens the cycle of written communication , it enables people to circumvent many of the inefficiencies of the office place and the approval process of traditional paper-based communications .

Besides , e-mail empowers individuals by flattening out corporate and sociological hierarchies and allowing for more direct interactive communication . And it improves productivity in a wide range of interactive activities , it also facilitates meeting planning and preparation .

Lastly , it creates flexibility at work by reducing telephone interruptions , it also allows people to work at home or at any location with a computer .

2.11.4 Disadvantages of E-mail:

Sherwood (2001) says that with e-mail people cannot convey emotions as well as face -to-face or even telephone conversations . It lacks vocal inflection, gestures, and a shared environment. It means that the receivers face a difficulty to express their emotions: serious, kidding, happy, sad, and frustrated. Sarcasm is particularly dangerous to send in e-mail.

Besides, the message that the sender sees when composing it might not look like what the receiver sees. the paper that the sender writes on is the same as the object or the receiver see . However, with e-mail the software and hardware that are used for composing, sending, storing, downloading and reading messages may be completely different from what the receiver uses .

The visual qualities of message may be quite different by the time they get to someone else's screens.

Lastly, an e-mail is not always pleasant. It seems reasonable to expect only to receive personal e-mail messages from known senders in one's own e-mail account. However, with the recent commercialization and popularization of the Internet as well as advances in technology have come increasing amounts of electronic mail which are actually harmful in their waste of network bandwidth and resources to unsolicited solicitations of various types to mail of endless variety.

2.11.5 Effective e-mail:

Sherwood (2001) stated that to write an effective e-mail, the e-mail writers should consider the following categories:

1. Format:

Consider the format of e-mail because it is quite possible that the message sent will not look the same when displayed on the correspondent's screen. So, we have to avoid fancy texts: italic, bold, colour changes because the receiver's software may not be able to handle formatting.

2. Context:

We have to give the useful subject lines to pertain clearly to the e-mail body. It helps the receivers mentally shift to proper context before they read the message. The subject line should be brief, does not need to be in a complete sentence, and should give a clue to the contents of the message.

if the message refers to previous e-mails, it should explicitly quote the document to provide the context, and avoid pronouns in the first three lines.

3. Page Layout:

Words on a computer screen look different from those on paper and the receivers usually find it harder to read the message on a screen than on paper. Some receivers print the e-mail messages out. The screen resolution is not as good as paper, there is sometimes flicker; the font is sometimes smaller. The

receiver's software may also impose some constraints upon the formatting of the e-mail and may not have the same capabilities as the sender's software. So, good e-mail format should include paragraphs of only a few sentences.

4. Line Length :

Most software to read mail are not automatically wrap lines . This means that if there is a mismatch between the writer's software and the receiver's software in how they wrap lines , the receiver may end up with a missing message .

If a line is longer than 76 characters it is split after the 75th character and the line ends with an equal sign . People whose e-mail reading software can understand quoted-printable encoding will probably have the lines automatically reconstructed .

5. Greeting and Complimentary Close:

Every new medium develops its own protocols for opening and closing . Telephone conversations start with "hello" and end with "goodbye" . Letters are opened with "dear" and ended with "sincerely" . Because e-mail is a new channel of communication , there is no firm custom on how to open and close it . In selecting greeting and complimentary close , the writer needs to take the culture and customs of all parties into consideration .

6. Intonation:

It is the most difficult to convey emotion in e-mail messages because there is no tone of voices as in the signal emotion . So , it is easy to lead to misinterpretation the intention .

However , the sender can use a number of textual tricks such as asterisks (for light and strong emphasis) , capital letters , punctuation , white space and lower -case letters to help convey the emotion .

7. Gestures:

When using an e-mail there is a lack of emotion that vocal inflection can give, but it also lacks cues from body language. There is no twinkling of the eyes to say you are kidding, or no shoulders slumping to display disagreement.

8. Language:

Language is a very important matter. If writers produce many grammatical mistakes or use wrong words, their receivers may assume that they are poorly educated. The writers should be concerned about correct grammar, but it seems impossible to spend hours on each e-mail message if they need to send ten per day. There are, however, grammar and spelling checkers in the e-mail program to help them.

On the other hand, Wallace and Wingate (2000) also suggest the use of spelling checkers and the use of simple words for the receivers in order to understand.

2.12 Conclusion:

This chapter has dealt with the importance that communication plays in a workplace environment where it is considered as the most important element. Successful and effective communication within an organization stems from the implementation of the communication process. All members within an organization will improve their communication skills if they follow the communication process, and stay away from the different barriers. It has been proved that individuals who understand the communication process will blossom into more effective communicators, and effective communicators have a greater opportunity for becoming a success.

CHAPTER THREE

Description and Analysis

3.1 Introduction:

This chapter is an attempt to analyze and interpret the data collected from the questionnaire and the interpretation of the results in order to gather information that may provide a slight vision of the situation under study. Finally, an analysis of the authentic materials collected from Maersk Line were exposed .

3.2 Workplace Profile:

Maersk Line is one of the leading liner shipping companies in the world , founded by A.P Moller and his father .

Maersk Line is based in Copenhagen (Denmark) and has offices in more than 130 countries world wide except in North Korea and Cuba . It is the world's largest ocean carrier with more than 325 offices over the world and a network that provides unique access to international markets.

Maersk Line has more than 500 container vessels , the Algerian agency consists of 4 Maersk line offices in : Algiers , Oran , Bejaia and Skikda with own dedicated container depot in every port .

3.3 Interpretation of Workers' Questionnaire :

This questionnaire was addressed to eight respondents working at Maersk line (Oran) the first part of the questionnaire gives us an information about the respondents for example their age, sex , degree , and their status inside the company under investigation in addition to other more specific questions in the analysis of the use of English as a medium of communication in a business settings .

3.4. Sex and Age of the Respondents :

There were 5 men and 3 women in the sample , the age of the respondents were divided into four age groups (see table 3.1)

Age	30 /35	35/40	40/45	54 /50
Percentage	50%	25%	12.5%	12.5%

Table 3.1 The Age of the Respondents

The results of the survey showed that the biggest percentage was for the age of 30 /35 with 50% half of the workers it means that half of Maersk's staff are young people for the other groups 40/45 and 54/50 they share the same percentage 12% whereas 35/40 we had 25% of the respondents .

3.5 Degree of the Respondents:

The survey also covered information about the degree of each of the respondents of Maersk Line .

Degree	Number	Percentage
BA	08	100%
Master	00	00%
Doctorate	00	00%

Table 3..2 Degree Of the Respondents

From table (3..2) we observe that all the respondents (100%) , who were asked about their levels of education answered that they had a BA degree but this in different fields either in commercial sciences , marketing , or in English but the majority of them have a BA in commercial sciences .

3.6 Status of Workers inside the Company :

Status	Number	Percentage
Manager	01	12.5%
Assistant manager	01	12.5%
Sales representative	02	25%
Customer services	04	50%

Table 3.3 workers' position

The results show that Maersk Line (Oran) is run by one manager who is at the head of the company , one assistant manager , two sales representative in order to get more customers and four customer services they aim to be the preferred container transport and logistics partner by paying careful attention to details , table (3..3) give us a brief idea about the status of each of the respondents in our research .

Question Four : what kind of contact do you have at your company ?

As Maersk Line is a foreign company that have sister companies in over 125 countries in the world . Workers were asked if their company have foreign contacts , the respondents answered that 80% of their work is based on communication with contacts in all the ports of the world example in China , South America because they aspire to create opportunities in global commerce , by enabling their customers to source goods from anywhere in the world . However, the kind of foreign contacts that appeared the most often in the respondents' answers were briefly described without resenting any

percentage distributions, the very brief description of the type of foreign contacts gave some idea of the broad context in which English is needed by the respondent .

Enabling customers to source goods from anywhere in the world , this means that the majority of their contacts are foreigners and they have to correspond with sister companies as well as parent company based at Denmark .

Question Five : what is the corporate language used in communication ?

Language used	Number	Percentage
French	02	25 %
English	06	75%

Table 3.4 The Corporate Language used in Maersk Line

The results of the survey showed that the English is the corporate language in Maersk line the majority of the respondents (75%) agree on this in table (3.4) , because their correspondence is with overseas contact and the most common language that they can use in order that every one from the 35.000 employees around the world can communicate easily without difficulty , for them it is the most attractive and useful language in their workplace context . Concerning the French language only 25% of the respondents used it in order to communicate with their customers but the English language is always present in their conversations when they use some words like freight booking .

3.7 language Attitudes :

Question Six : What is your attitudes towards the English language ?

Language attitudes are the feelings people have about their own language or the language of others (Crystal 1992) . Language attitude studies explore people's attitudes toward language use . These studies usually concentrate on studying a limited group of people and their attitudes towards a specific language , such as attitudes of particular groups towards different languages .

Language attitude studies are important in mapping out people's attitudes towards the languages they use . this is very important in work situations where people are forced to use a variety of languages and may feel differently about them . Some languages may seem forced upon on workers while some people regard their own languages as the only "right" adopting a common corporate language might change information flows , communication and knowledge within companies by forcing a majority of employees to use non-native language in internal communication . The study also shows that a common corporate language is not an intercultural communication panacea in a company with a large number of different cultures.

The attitudes of Algerian employees at Maersk Line towards the English language , even though English is a foreign language to all the employees , they generally had a very positive attitude towards the language , mostly due to their perception of the language 's importance in their work even though they find some difficulties in communicating .

Their company is in a position where all its employees have access to a computer and the intranet . This means that the employees are also in constant communication with each other in English .

Question Six : In which of the following circumstances at work do you use English ?

Item	Number	Percentage
To communicate with colleagues around the world by e-mail	08	100%
To communicate with colleagues around the world by fax	00	00%
To communicate with colleagues around the world by telephone	00	00%
To communicate with colleagues around the world by letter	00	00%
For documentation	00	00%

Table 3.5 English use at Maersk Line by Type of Items

From Table (3.5) , we observe that workers at Maersk line used the English language for written communication more than for oral one . The results show that 100 % of the respondents used English in order to communicate with other colleagues either with sister companies or parent company by e-mails which is their daily means of communication , the respondents used to correspond with their colleagues by faxes but this occurred sometimes whereas using the telephone it is rarely because the internet (e-mail) has replaced the letter and many other means of communication because it is more quickly and easy means .

Question Seven : What kind of English do you use at your company ?

Type of English	Number	Percentage
ESP	07	87.5%
EGP	01	12%

Table 3.6 Kind of English Used by Workers at Maersk Line

The reason behind this question was to know if they were aware about the kind of English they use in their daily working context, the table (3.6) shows that 87.5 % of the respondents were aware that the kind of English they use is special not general with specific words related with the shipping context.

Question Eight : What is the dominant form of communication in your company ?

forms of communication	Number	Percentage
E-mails	08	100%
Letter	00	00%
Telephone	00	00%

Table 3.7 The Dominant Form of Communication in Maersk Line

From this table (3.7) we observe that the dominant form of communication at Maersk Line is the e-mail via their intranet a special system they can communicate with their colleagues and customers rapidly without spending any money like at the phone, for them a letter is something has been.

Question Nine : In which of the following skills do you need English ?

Language skills	Number	Percentage
Speaking	00	00%
Writing	05	62.5%
Reading	03	37.5%
Total	08	100%

Table 3.8 English Use in Language Skills

Table (3.8) shows that more than half of the whole correspondents 62.5% needed English in their work for writing in their working context because 80% of their work is based on correspondence via e-mails with their colleagues and customers all over the world .

They think that they need English for reading the e-mails received and writing in order to respond to the e-mails received , whereas the act of speaking English is not part of their daily working because telephone use is rarely .

Question Ten : How often do you need English for writing and reading ?

	Number	Percentage
Monthly	00	00%
Weekly	00	00%
Almost every day	08	100 %

Table 3.9 Frequency of English Needed for Writing

	Number	Percentage
Monthly	00	00%
Weekly	00	00%
Almost every day	08	100 %

Table 3.10 Frequency of English Needed for Reading

Table (3.9) and table (3.10) shows that all the workers 100% needed English in their work almost every day, this indicated that the respondents working in shipping company needed English in terms of frequency for writing and reading almost everyday.

3.8. Emails' analysis of Maersk line :

3.8.1 Organization Plan :

Organization plans depend on how the writers expect their readers to react to their messages. There are two basic organizational plans: direct and indirect plans (Murphy and Hilderbrandt 1991). To move directly to the point without lengthy explanation or introduction, the direct plan is likely to be the choice for most business correspondences. Positive and neutral news can be best presented by the direct plan. On the other hand, the message is considered unfavorable to receive, the sender has to prepare the receiver to receive the message by using an indirect plan. Negative news and persuasive news can be best presented by the indirect plan.

The direct plan begins with the main idea but the indirect plan states the main idea later (Harcourt, Krizan and Merrier, 1996:70).

Organization plans	Percentage
Direct plan	90%
Indirect plan	10%
Total	100%

Table 3.11 Percentages of Organization Plans

From table (3.11) , there were 90% of the business e-mail messages using the direct plan and the rest 10% used the indirect plan . the findings indicate that Algerian businesspeople tended to use the direct plan when composing the business e-mail .

It was not surprising that most of the e-mail messages were written in the direct plan. It may be because e-mail messages are business related , and businesspeople normally have limited time to write and read them . As a result, they tend to be short and direct. The findings support Phillips (1989) who states that e-mail is used for simple , direct requests , manipulative and coercive ends . They also support Wigan (1995) pointing out that e-mail is increasingly used in uncertain , simple and routine tasks and decreasingly used in vague , complex and on-routine tasks .

The rest of the business e-mail messages were written in the indirect plan because the main ideas were in the middle of the message . This supports Murphy and Hildebrandt (1991) and Lesikar , Petit and Darsey (1993) and Harcourt , Krizan and Merrier (1996) in that the use of organization plan depend on how the writer expects the reader to react to the messages . The messages written in the direct plan have their main ideas in the first sentence or in the very beginning of the message , which can be best for positive and neutral news because this plan gets directly to the main point and is then followed by details . On the other hand , negative and persuasive news can be

best presented in the indirect plan , which presents the main ideas in the middle of the message .

3.8.2Subject :

Although the layout of the messages depends on the e-mail system , they always include a memo-style opening with separate lines for the sender (from), the receiver (to) , the time the message was sent (date) , and the subject (Hatch 1992: 13) . Usually , the automatic opening looks like the following :

From : Sender @sender.Fi
To : recipient @recipient .Fi
Cc : Second. Recipient @recipient .Fi
Date : Thursday, 20
Subject:

The address of the sender and the date are automatically filled in by the computer whereas it is up to the writer to decide on the subject depending on the content of the message (Lan 2000 : 25) .

3.8.3 Openings or Greetings :

As noted above , the e-mail system generates an automatic memo –style opening . Hatch (1992:13) claims that a writer “ *may or may not provide an additional opening*”

The present study examined whether additional openings , i.e. salutations, were used and what they were like . such salutations as “ dear Mary ” and “hi” were expected to appear in the data as well as messages containing no opening greetings at all .

In addition , the names used in the opening lines were examined with the expectation that at least the following kinds of names would exist in the salutations if they were used at all :

- First name
- First name + last name
- Ms / Miss / Mrs /Mr + last name

The use of names was also considered from the lingua franca point of view by examining if the language and culture of the participants had an effect on the use of names and salutations .

Greeting type	Number of email	Percentage
Dear	17	34%
Hi	15	30%
Hello	02	04%
others	04	08%
No Salutation	12	24%
Total	50	100%

Table 3.12 Salutations in The Email Messages

As seen in table (3.12) , almost all messages in the data 76% started with a salutation. The most popular salutations , found in 34 % of the messages wee those starting with “ Dear” and 30% those starting with “ Hi” eg. “Dear Kenza” or “Hi Nissrine” .

Other salutation was much less frequent , “Hello” without name was used in 4% of the messages . Other kinds of openings were less frequent and appeared in only 08 % of the messages , these included salutations such as “ Good morning” and 24% of the messages went straight to the topic and did not imply an opening greeting at all .

3.8.4 The Use of Names in The Salutations :

	Number of Emails	Percentage
First name	12	24%
Title	02	04%
Colleague	05	10%
Others	05	10%
No name	14	28%
Total	38	76%

Table 3.13 Use of Names in the Salutations

there was a variation in the use of names in the opening greetings , table (3.13) shows that the writers used name of the recipient in 24% of the messages that contain a salutation .

when names were used , they were most often combined with “Hi” (12% of the messages) and “ Dear” (12% of the messages also).

An opening greeting with a name only was rare (04% of the messages) , table (3.13) further shows that 28% of the messages contained no name in the salutation followed by “Hi” and “Dear” .

3.8.5 Closings :

The e-mail messages were further analysed in terms of the methods of closing. Three aspect of the closing were examined :

- Complimentary closing
- Name
- Automatic signature

The complimentary closing refers to such phrases as “Kind regards” , “Best regards” before the name of the writer . As to the name of the sender , at least four possibilities were expected to appear in the data :

- No name
- First name
- First name+ last name
- Automatic signature

Finally , attention was paid to the automatic signatures often found at the end of the message usually including the name of the sender , title , organization , address, telephone number , fax number , and e-mail address. For example.

Mr Mehdi Example
Assistant Manager
Company
000000 Example City
Tel : +000 00 0000
Fax : +000 00 000
E-mail : mehdi.example@exu.fi

The frequency of the automatic signatures as well as their use with or without a complimentary closing and /or a name was looked at from the data .

Type of closing	Number	Percentage
No closing	06	12%
Best regards	27	54%
Regards	16	32%
Other closing	01	02%
Total	50	100%

Table 3.14 Complimentary Closing in The E-mail Messages

Table (3.14) shows that the present data contained a variety of complimentary closings two of which seem to dominate .

The most common of them was clearly “Best regards” which appeared in 54% of the business e-mails more than half of the messages . “ Regards” was used in 32% of the written messages .

However , the participants did not only resort to these two methods of closings but used others like “ Ciao” and in 12% of the emails there were no complimentary closings .

“Thanks” was used together with complimentary closing elements and ppeared in 12% of the business e-mails .

	Number	Percentage
First name	14	28 %
First name+last name	01	02%
Automatic signature	18	36 %
No name no signature	17	34 %

Table 3.15 Use of Names In the Closing

As important part in the closing section of the e-mails was the name of the writer as 34% of the e-mails in the present data contained no name in the end of their written messages . As seen from table (3.15) the automatic signature was by far the most typical way to sign off with 36% of the messages in order to close their e-mails . In addition to that , 28 % of the messages ended with the first name of the sender and only 02% of the messages ended with the first name + the last name of the sender .

3.9. Conversational Features :

CMC has been claimed to contain features of spoken discourse (Collot and Belmore 1996:14) . To test this view , four features of conversational nature which are presented below , were chosen to be included in the present analysis.

In addition to analyzing the conversational features with regard to ELF , it was examined whether Lan's (2000:24-26) suggestion of the non-native speakers' cautious use of conversational style was evident in the present as well , or whether the writers made use of conversational features more freely

3.9.1 Discourse Particles :

Chafe (1982:47) discovered that discourse particles such as “So” “you know” are present in oral discourse but do not come up in the written data at all .

With these particles , the speaker can for example demonstrate his or her involvement with the listener , discourse particles such as these have been found to exist in CMC as well.

3.9.2 Echo Questions :

Echo question can be used for self-repair in spoken discourse (Levinson 1983:34) as quoted by Gains 1999 as well in CMC for example “ did I give u my ...? I think I did .

3.9.3 “How are you ?” questions :

Telephone conventions have been found often to include a “ how are you?” question (Hatch 1992:9) . The same phenomenon has been detected in CMC according to Gains (1999:94).

3.9.4 Informal Words and Phrases :

Certain words and phrases have an oral quality to them and make a text sound more like spoken discourse (Hatch 1992:246) .

The present study aims at finding out if such colloquial language also occurs in the written messages (e-mails) written by lingua franca speakers of English .

Conversational features	Number	Percentage
a) Discourse particles	12	24%
b) Echo question	0	0%
c) Informal words and phrases	15	30%

Conversational features	Number	Percentage
d) How are you ? questions	03	6%

Table 3.16 Conversational Features in the Email Messages

Although the number of conversational features was not great , some evidence of spoken-like discourse was found in the data .

As seen in table (3.16) , informal words and discourse particles appeared in the data.

Altogether , there were 15 instances of words which can be regarded as informal or colloquial , the most common of them were clearly “ Thanks” but also a few other ones were detected for example “ok” and “wanna”.

We have 12 instances out of the 50 messages discourse particles , the most common was “ so” . in addition to this “how are you?” questions appeared only in 3 instances out of the 50 e-mails and no echo questions were used at all.

3.10 Syntax :

Six CMC features of syntactic nature were included in the analysis : omission of a subject or a verb in sentences , special spelling , abbreviations and acronyms , contracted forms , emoticons and typing errors .

3.10.1 Omission of a Subject or a Verb in Sentences :

Leaving out a subject or a verb in a sentence is a characteristic associated with CMC (Lan 2000, Lewin and Donner 2002) .

3.10.2 Special Spelling :

Out of the ordinary spelling is often associated with CMC (Lewin and Donner 2002) .
As seen in the examples taken from the data

u (for you)

4 (for)

3.10.3 Abbreviations and Special Acronyms :

Abbreviations that do not follow established norm have been said to be found in CMC .
The following examples from the collected data :

Tks (thanks)

Rgds (Regards)

Bst.regds (Best regards)

Pls (Please)

As for special acronyms , for examples :

LOE (Letter of Engagement)

ASAP (As soon as possible)

B/L (Bill of lading)

A/M (above mentioned)

TM (Technical Manager)

TEM (Travel and expense management)

3.9.4 Contracted Forms :

Contracted forms ,eg . “tt” for “ that” , “can’t” for “can not” , are usually preferred in spoken unplanned discourse . It has also been argued that they are typical feature of CMC . (Gimenez 2000 : 243-244.)

3.10.5 Emoticons :

Smiley faces made up from acii characters are called emoticons , eg ☺ for “ :)” and are commonly regarded as typical feature of CMC .

3.10.6 Typing Errors :

As it is more important in CMC to send a message quickly than to write it as accurately as possible , typing errors can occur (Lewin and Donner 2002:29) . However , since this study concentrates on non-native speakers of English , labeling non-standard speaking as typing errors may be problematic .

What seems like a typing error may in fact be how the writer believes the word should be written .

Syntactic Features	Number	Percentage	Total of the rest of messages
Subject or a verb omission	07	14%	43
Special spelling	12	24%	38
Abbreviations and special acronyms	29	58%	21
Emoticons	01	2%	49
Typing errors	07	14%	43

Table 3.17 Syntactic CMC Features in The Messages

Table (3.17) presents the syntactic CMC features found in the data (contracted forms are presented below separately) .

Abbreviation and special acronyms were the most common type of syntactic CMC feature and occurred 29 times in the messages (58% of the emails) , using a special jargon which workers could safely understand without any problem .

There were also several typing errors (14%)of the messages which can be regarded as typing errors , i.e. those have been made accidentally as in the following examples :

Agai (again)
 Pospone (postpone)
 Await (wait)
 Fro(for)

The typing errors detected in the data can be taken at least partly to support Lewin and Donner's (2002:29) remark on the importance of speed and efficiency in CMC :

“the purpose of CMC is to rely a message quickly ;accuracy is secondary” .

In addition , (24%) of the messages contain a special spelling used , subject or a verb omission appeared in (14%) of the e-mails and for the last feature emoticons occurred only one time in the 50 written messages .

Contracted forms	Number	Percentage
With	08	16%
Without	42	84%
Total	50	100%

Table 3.18 Number of Messages with Or Without Contracted Forms

As seen in table (3.18) , 16% of all the messages included contracted forms such as “can't” , “don't” and “you'll” . the majority of the written messages (84%) did not include contracted forms at all . Gimenez (2000:243) notes that contracted forms

“indicate the informality in the e-mail style and provide evidence of the stylistic similarities between electronic mail and spoken unplanned discourse”.

3.11 Punctuation :

A further special characteristic given to CMC in the literature is out of the ordinary punctuation . As CMC can not convey meaning with the use of non-verbal cues present in oral discourse and as in CMC the text itself acts as the only data from which to draw conclusions , additional tools are needed to convey meaning (Krenman and Wyatt 1996 : 227).

Capitalization , decapitalization and innovative use of punctuation marks together with the features outlined above are used in CMC to do this .

3.11.1 Capitalization or decapitalization :

In CMC , it is more important to write the message quickly than to write it accurately , this can be achieved in part by writing a message entirely in lower or upper case letters . Usually , decapitalization ,i.e. using the lower case letters , is used to save time , whereas the capitalization is often taken as a sign of emphasis as in the following examples : URGENT, THANKS , and hi (for decapitalization) .

3.11.2 Carefree Use of Punctuation Marks :

Lan (2000:27) points out that punctuation marks as well as emoticons can be used to express irony or intimacy as in the following examples from the data :

///URGENT///2ND REMINDER ///

Can't be discharged !!!!

If LOE is OK ???

Punctuation	Number of emails	Percentage
a) Capitalization or decapitalization	12	24%
b) Carefree use of punctuation marks	06	12%

c) No a) or b)	32	100%
----------------	----	------

Table 3.19 The Number of Messages Including Punctuation

In table (3.19) capitalization and decapitalization appeared in (24%) of the messages . Carefree use of punctuation marks was detected in (12%) of the messages only, one message was written entirely or almost entirely in capitals .

In a few messages , capitals were used in order to emphasize a point to show that it is urgent , carefree use of punctuation marks was slightly less common than capitalization or decapitalization .

3.10 Conclusion :

The main findings were about workers' lacks toward using English language in their current workplaces and the most challenging areas to use English at works . in addition to their expectation that had been taken into account while making suggestions and recommendations of the next chapter.

CHAPTER FOUR

Suggestions and Recommendations

Clicours.COM

4.1 Introduction :

Findings from the data analysis in chapter three led the researcher to provide some suggestion and recommendations .

Workers of Maersk line were asked if they were offered English language training , thus , to meet workers' needs the researcher has proposed changes not only for the company but for teachers of ESP as well.

4.2 English Language Training at Workplace :

The respondents were asked if they were offered English language training at their current workplace .

Yes	06	75%
No	02	25%

Table 4.1 language Training at Maersk Line

The table (4.1) shows that 75 % more than half of the respondents , reported that they were offered English language training at their workplace . Of the respondents , 25% stated that they were not offered because they was not interested .

The respondents working at Maersk line reported that mastering English was an obligatory criteria at their workplace , according to them they were offered training courses at Algerian learning Center for few months .

Then , the respondents who were offered English language training at their workplace were then asked how often it was arranged .

	Number	Percentage
Few times a year	00	00%
At intervals of a few months	00	00%

Almost monthly	06	75%
----------------	----	-----

Table 4.2 The Frequencies with which English Language Training is Offered

This table shows that 75 % of the respondents at Maersk line who were offered English language training was almost monthly and one of the respondents added that she had a listening training period of nearly 1 week per each new system .

The respondents who had taken part in English language training at their current workplace were then asked whether the content of the training had been useful as for jobs , and if not what things and subject matters should be dealt with , and whether English language training was sufficiently , more than half of the respondents reported that their English language training was simply a general English courses offered by their company in an outside English school they were somehow unsatisfactory with their training courses there wish was to have more business teachers in Algeria .

4.3 Language Training Needs for English :

the respondents were asked which areas of English language use , such s speaking skills, pronunciation , writing skills , listening skills, reading skills; familiarity with the communication cultures of different countries , grammar and specialized vocabulary concerning with technical terms , they considered language training useful in .

Item	Percentage
Familiarity with the communication cultures of different countries	62.5%
Speaking skills	62.5%

writing skills	62.5%
Listening skills	62.5%
Reading skills	25%
Grammar	37%
specialized vocabulary and technical terms	75%

Table 4.3 Percentages of the Respondents who Considered language Training in the Given areas Useful

Table (4.3) shows that language training to specialized vocabulary and technical terms was the most frequently reported to be useful . As many as 75% of the respondents considered it useful as for their actual job . Language training related to familiarization with the communication cultures of different countries , speaking skills and writing skills , were the same each with a share of 62.5 % , there were considered useful by the respondents as being a global company dealing with more than 125 countries where diversity of nationalities and cultures , people enjoy working and everyone is treated with respect .

language training in improving reading skills and grammar were considered not very useful by the lowest percentages of the respondents 25 % for the reading skills and 37% for grammar .

Mastering specialized vocabulary in technical terms used in their shipping company seemed to be important and perhaps caused some problems since a clear majority of the respondents considered language training related to

mastering technical vocabulary was useful for them in order to avoid misunderstanding .

4.4 Syllabus and Materials Design for BE :

The Business English needs to use English appropriately in order to handle communication acts in the target situation . Therefore , syllabus designers try to plan suitable teaching syllabuses and materials for BE teaching situation . Moreover , the selection of teaching materials is based on their viability .

For these reason , the researcher has proposed a samples and the main topics of the BE syllabus and the appropriate material for it by taking into consideration the specific register for BE teaching which meet the business students needs the syllabus topic divided into four topics :

Topic one : Business Language

Business language focuses on common vocabulary and phrases used in the business world such as vocabulary about workplace , industry , market place procedures and processes .

However , the types of materials used such as text and articles which introduce business terminology .

Topic two : Business Interaction

Business interaction on business introductions meetings , as the changes of the roles either as a leader or as participants , how to focus on the topic and how to conclude it , then how to make recommendation by agreeing on topic or not and telephoning includes the politeness using for an appropriate speech.

Topic three : Business correspondence

Business correspondence focus on business and professional writing such as : letters , memos , proposal emails , faxes , reports by providing texts which provide examples and practice in various writing formats .

Topic Four : business presentation

Business presentation focus on preparing and delivering professional presentations which based on the personal characters and how to deal with the others , stuff, customers.

These proposal topics help to design syllabuses for future students in order to prepare more efficient future workers .

4.5 Performance Objectives of Business English :

One f the most important points of business English teaching in emphasizing performance , that is , training learners in order that they will be able to operate effectively . Robinett (1988) suggests that the objective for English as a second language students in an English speaking country is that they can use the language as native – speakers use because they are surrounded y native-speakers. However , the objective in learning English in a non-native speaking country may not be the same as that in English –speaking countries .

According to Ellis and Johnson (1994) , what business English learners need to acquire could be broadly summarized as follows :

- Confidence and fluency in speaking
- Skills for organizing and structuring information
- Sufficient language accuracy to be able to communicate ideas without ambiguity and stress for the listener
- An awareness of appropriate language and behavior for the cultures and situations in which they will operate .

These performances are expected to be seen in business situations in which earners will be involved .

4.6 The Prerequisites of an Efficient ESP Practitioner :

Our work can not be valid unless some suggestions are proposed as tentative solutions. Therefore , our main preoccupation is oriented towards the English teacher who undoubtedly plays a determining role un the process . It seems

appropriate to adopt a critical and positive attitude by considering a set of specified criteria imposed upon the language teachers by their own institution when they intend to implicate in an ESP enterprise . These criteria , in fact , should be considered as prerequisites so that the language teachers should be successful in their tasks .

4.7 Roles of ESP Teachers :

As ESP teaching is extremely varied some authors (Dudley-Evans and St John 1998) use the term “ practitioner” rather than “ teacher” to emphasize that ESP work involves much more than teaching . ESP practitioner can have several roles .

4.7.1 The ESP Practitioner as a Teacher :

ESP is a practical discipline with the most important objective of helping students to learn . However, the teacher is not the primary knower of the carrier content of the material . The students , especially where the course is specifically oriented towards the subject content or work the students are engaged in , may know more about the content than the teacher . The teacher has the opportunity to draw on students’ knowledge of the content in order to generate communication in the classroom . When the teaching is a specific course on , for example, how to write a business report , it is vital that the teacher adopts the position of the consultant who has the knowledge of communication practices but needs to “negotiate” with the students on how best to explore these practices to meet the objective they have .

The relationship is much more of a partnership. In some situations the role of ESP teacher extends to giving one-to-one advice students (e.g. , in non-English speaking countries students will have to publish in international journals and need advice in both language and discourse issues) . ESP teachers need to have considerable flexibility, be willing to listen to learners , take interest in the disciplines or professional activities the students are involved in , and to take some risks in their teaching .

4.7.2 The ESP Practitioner as Course Designer and Material Provider :

Since it is rarely possible to use a particular textbook without the need for supplementary material , sometimes no really suitable published material exists for identified needs, ESP practitioners often have to provide the material for the course . This involves selection of published material , adapting material if it is not suitable , or writing it . ESP teachers also need to assess the effectiveness of the teaching material used whether it is published or self-produced .

4.7.3 The ESP Practitioner as a Researcher :

Regarding the research into English for Business Purposes , there is a growing interest in investigating the genres , the language and the skills involved in business communication . ESP teachers need to be in touch with the research . Teachers carrying out a needs analysis , designing a course , or writing teaching materials need to be capable of incorporating the findings of the research , and those working in specific ESP situations need to be confident that they know what is involved in skills such as written communication .

4.7.4 The ESP Practitioner as Collaborator :

It is believed that subject-specific work is often best approached through collaboration with subject specialist . This may involve cooperation in which ESP teacher finds out about the subject syllabus in an academic context or the tasks that students have to carry out in a work or business situation . Or it may involve specific collaboration so that there is some integration between specialist studies or activities and the language .

It might involve the language teacher specifically preparing learners for the language of subject lectures or business presentations . Another possibility is that a specialist checks and comment on the content of teaching materials that the ESP teacher has prepared . The fullest collaboration is where a subject expert and a language teacher team-teach classes; in EAP such lessons might

help with the understanding of subject lectures or the writing of examination answers , essays or theses , while in EOP they might involve the language teacher and a business trainer working together to teach both the skills and the language related to business communication .

4.7.5 The ESP Practitioner as Evaluator :

The ESP practitioner is often involved in various types of evaluation testing of students , evaluation of courses and teaching materials . Tests are conducted 1) to assess whether students have the necessary language and skills to undertake a particular academic course or career which is important in some countries and 2) to assess the level of their achievement- how much learners gained from a course . Evaluation of course design and teaching materials should be done while the course is being taught , at the end of the course and after the course has finished , in order to assess whether the learners have been able to make use of what they learned and to find out what they were not prepared for . Evaluation through discussion and on-going needs analysis can be used to adapt the syllabus.

4.8 The Significant Responsibilities of ESP Learner :

The learner comes in the ESP classroom with a broad-spectrum of characteristics, among them ; interest for learning , subject –content knowledge and well –built adult learning strategies are important .

4.8.1 Interest and Motivation for Learning :

People learn a language when, they have opportunities to work with language in a context that they comprehend and find it interesting . Accordingly , ESP is a powerful means for providing such opportunities . The more interesting materials , the more attention ; the more learners pay attention to the meaning of the language they read or hear , the more they learn and are successful .

4.8.2 Subject-Content Knowledge :

ESP learners are generally cognizant of the purposes for which they need to use English . Having oriented their education toward a specific field , they see English training as complementing this orientation .Knowledge of the subject area enables the students to identify a real context for the vocabulary and structures of ESP classroom . As a result , they take advantage of what they already knew about the subject –matter to learn English . The more meaningful and real context , the more interest and according the more successful learning .

4.8.3 Focus on Learning Strategies :

Learning strategies are those skills learners have already developed in using their native language . These strategies definitely will make learning easier . they permit them to learn faster and more efficiently .

4.9 Conclusion :

In this concluding chapter the researcher has attempted to sort out a set of suggestions in order to improve the situation of ESP and BE because through our data collection (e-mails) and questionnaire the researcher have found that Business English is used to cover a wide range of professional people this is why a crucial attention should be paid to this kind of specific English for improving the situation of English in business context .

GENERAL CONCLUSION

GENERAL CONCLUSION

The rapid pace of technological innovation , especially the rapid growth of the internet in which English has become the world language , has had a very large effect on the international business scene , this changing world has had a notable effect on the attitude of the businesspeople language attitudes towards English as a company language should be a key factor when hiring new workforce .

English has been seen as an important tool in a workplace situation ,because of its facilitative function ,where by the focus is on the goal to be achieved and on how the use of a particular set of language conventions influences an outcome.

The present study was conducted to investigate the use and the needs of English for specific purposes by non-native business people working in a business context.

The main aim of such an analysis was to sort out the kind of English used as being the common corporate language by the workers and the major workers' needs in using English in different situations and in their written communication skill.

The respondents' need to use English for occupational purposes, however, it is clearly perceived that they face some difficulties in the written skill in specific, in addition to the challenges in using English in professional context in order to communicate with non-native business people by using technical terms .

The result obtained from this present research is that English is the common corporate language used in Maersk Line in addition, to the analysis of the corpus of this study the e-mails showed that there was mistakes and workers faced difficulties in order to communicate and interact with non-english- speaking colleagues all over the world this was due to the workers' lack of interest and of the non-awareness of the usefulness of English in their occupational and professional uses. In addition to this , the lack of specialized teachers and materials.

Furthermore, 75% of the respondents reported that they were offered business English language training at their current workplace but the content of their training was done as a general al English Maersk Line's workers wanted to have specialized lexical items and technical terms in order to increase their business vocabulary in their everyday written communication because being efficient is the key of success in this competitive business world .

Finally , thanks to globalization one world one market the use of English is especially widespread in the international business world, so much so that English has become the standard language of world business. The preference for the English language in international business means that enterprises in non-native English-speaking countries are enthusiastic about English language education.

BIBLIOGRAPHY

BIBLIOGRAPHY

- Ahva, J. and J. Yli-Panula. (1995). Business Communication: Teacher's Guide.
- Alatalo, P. (2002). Repair Work Interaction in Business e-mail messages: With special reference to interpersonal metadiscourse. Licentiate thesis, University of Jyväskylä.
- Baron, N. (1998). Letters by Phone by Other Means: The Linguistics of Emails. Language and Communication.
- Baron, N. (2001). Alphabet to Email: How Written English Involved and Where it's Heading. London: Routledge.
- Bauman, J. (1998). E-mail in the Business World: Issues for Teachers of ESP. U.S Department of Education.
- Bhatia, V.K. (1993). Analysing genre: Language Use in Professional settings. London Longman.
- Chafe, W.L. (1982). Integration and Involvement in Speaking, Writing, and Oral Literature. Norwood: Ablex.
- Chandler, F.G. (1995). Fundamentals of Business Communication. Chicago: Irwin.
- Clausen, L. (2006). *Intercultural Organizational Communication: Five Corporate Cases in Japan*. Copenhagen: Copenhagen Business School Press.
- Collot, M. and N. Belmore (1996). Electronic Language: A New variety of English, in S.C. Herring (ed.), Computer-mediated communication: Linguistic, social and cross-cultural perspectives, Amsterdam: John Benjamins.

-
-
- Chesterton, L.P.(1992) . Effective Business Communication . Boston : Houghton Mifflin
 - Crystal, D. 1992. An encyclopaedic dictionary of language and languages. Cambridge, MA: Blackwell.
 - Crystal , D.(1997). English as Global Language . Cambridge: Cambridge University Press.
 - Crystal, D. 2003. English as a Global Language, 2nd edition. Cambridge: Cambridge University Press.
 - Dudley-Evans, T. (1997). Developments in English for Specific Purposes: A Multi-disciplinary Approach. Cambridge: Cambridge University Press.
 - Dudley-Evans, T. & Jo St John, M. (1998). Developments in English for Specific Purposes : Cambridge University.
 - Downes, W. (1998). Language and Society 2nd edition. Cambridge:Cambridge University Press.
 - Firth, A.(1996). The Discursive Accomplishment of Normality: on 'Lingua Franca' English and Conversation Analysis. Journal of Pragmatics.
 - Gains, J. (1999) . Electronic mail a new style of communication or just a new medium : an Investigation into the text features of e-mail , English for Special Purposes .

-
-
- Gimenez ,J.C .(2000) . Business E-mail communication : Some emerging tendencies in register , English for Special Purposes .
 - Graddol, D .1997 . The Future of English ? London : British Council .
 - Harcourt , J. Krizan, A.C.B and Merrier,P. (1996) . Business Communication : Theory and Application .Houston : Dame .
 - Hartley, P.(2002). Business Communication. London: Routledge.
 - Hatch, E.(1992). Discourse and Language Education. Cambridge: Cambridge University Press.
 - Herring ,S.C.(1996a). Computer –mediated Communication : Linguistic,Socialand Cross-cultural Perspectives. Amsterdam: John Benjamin.
 - Hutchinson, T. & Waters, A. (1996). English for Specific Purposes. Cambridge: Cambridge University Press.
 - Jenkins,J.(2002) . English as a Lingua Franca : Attitude and Identity.oxford : Oxford University Press.
 - Kachru,B.B.(185). Standards Codification and Sociolinguistic Realism: The English Language in Outer Circle,in R.Quick and H.G.Widdowson(eds), English in the World: Teaching and Learning the Language and literatures. Cambridge: Cambridge University Press.
 - Kalla, H. (2006). Integrated Internal Communications In the Multinational Corporation. Helsinki: Helsinki School of Economics.
 - Lan, L.(2000). Email :A challenge to Standard English . English Today.

-
-
- Louhiala-Salminen, L. (1996). The business communication classroom vs reality: what should we teach today? English for Specific Purposes.
 - Lesikar, R. Pettit, J.D. and Darsey, N.S. (1993). (7th ed). Business Communication: Theory and Application. Houston: Dame Publications.
 - Levinson, S.C. (1983). Pragmatics. Cambridge: Cambridge University Press.
 - Lewin, B.A. and Y. Donner (2002). Communication in Internet Message Boards. English Today.
 - Li, L. (2000). Email: A Challenge to Standard English? English Today.
 - Mackay, R. and Mountford, A. (1978). English for Specific Purposes. London: Longman.
 - Meierkord, C. (2000). Interpreting Successful Lingua Franca Interaction: An Analysis of non-native/non-native small talk Conversations in English. Linguistic online.
 - Murphy, H.A. and Hilderbrandt, H.W. (1991). (6th ed). Effective Business Communications. New York: McGraw-Hill.
 - Murphy, H.A. and Hilderbrandt, H.W. (1991). (7th ed). Effective Business Communication. New York: McGraw-Hill.
 - Philips, S.R. (1989). Electronic Persuasion: The Uses of Electronic Mail for Interpersonal Influence in Organizations.
 - Sherwood, K.D. (2001). A Beginner's Guide to Effective Email. [Http://www.webfoot.com](http://www.webfoot.com).
 - Tittle, E. and Robbins, M. (1995). Internet Access Essentials. Boston: AP Professional.
 - Wallace, M. and Wingate, P. (2000). E-mail. Bangkok: Nanmeebooks.

- Wigan,F.(1995). Information Technology in Organizations: Impact on Structure People and Tasks.

Workers' questionnaire

1) what is you age ?

Age	30 / 35	35/40	40/45	54 / 50
Percentage				

2) What is your degree of education ?

Degree	Number	Percentage
Licence		
Master		
Doctorate		

3) How many languages do you use at work ?

More than 1 language		
More than 2 languages		
More than 3 languages		

4) According to you, what is the dominant or the most important language in your company ?

Arabic		
French		
English		

5) How did consider the position of the English module in your studies at the University level ?

Necessary		
Unnecessary		
Useful		

6) How do you evaluate your level in English ?

Beginner		
Intermediate		
Advanced		

7) In which of the following circumstances at work do you use English ?

To communicate with people around the world by electronic mails		
To communicate with people around the world by fax		
To talk to English speaking visitors who visit your company		

8) What kind of English do you use ?

ESP		
EGP		

Analysis of the emails :

Greeting type	Number of email	Percentage
Dear		
Hi		
Hello		
others		
No Salutation		
Total		

	Number of Emails	Percentage
*First name		
*Title		
*Colleague		
* Others		
* No name		
Total		

Type of closing	Number	Percentage
* No closing		
* Best regards		
* Regards		
* Other closing		
Total		

	Number	Percentage
First name		
First name+last name		
Automatic signature		
No name no signature		

Conversational features	Number	Percentage
e) Discourse particles		
f) Echo question		
g) How are you ? questions		
h) Informal words and phrases		

Syntactic Features	Number	Percentage	Total of the rest of messages
Subject or a verb omission			
Special spelling			
Abbreviations and special acronyms			
Emoticons			
Typing errors			

Contracted forms	Number	Percentage
With		
Without		
Total		

Punctuation	Number of emails	Percentage
a) Capitalization or decapitalization		
b) Carefree use of punctuation marks		
c) No a) or b)		

Sample of Emails extracted from the research 's Corpus :

From: El-Abbassi-Chkara, Nissrine
Sent: lundi 15 février 2010 11:15
To: Zoughi, Kenza
Cc: Natalevich, Andres; ESSID, Boubaker; Anane, Amel; Bouchia, Rafik
Subject: FW: MED OTC OD - Maghreb Cluster - IMPORTANT!!!

Dear Kenza,

We are all in a training right now, and we will be flying back home tomorrow, so that gives us no time to look
At the files, discuss with finance mngs & revert with feedback.

Suggest we postpone the deadline until Friday 19th.

Please advise if suitable.

Regards

From: Natalevich, Andres
Sent: Friday, February 12, 2010 7:08 PM
To: ESSID, Boubaker; Anane, Amel; Bouchia, Rafik; El-Abbassi-Chkara, Nissrine
Cc: Zoughi, Kenza
Subject: FW: MED OTC OD - Maghreb Cluster - IMPORTANT!!!

Hi,
How are you?
Pls review below files in detail, discuss with finance manager if any clarification needed.
It is very important we are 100% sure the information is correct...

So ,deadline to provide feedback to Kenza is **Tuesday 16th of February**.



MED Local OD
Workshop presenta..



counter in Maghreb
v1.xls (25 ...

Let me know if you have any question!

Tks and brgds,
Andres

From: Zoughi, Kenza
Sent: Friday, February 12, 2010 12:17 PM
To: Natalevich, Andres
Subject: FW: MED OTC OD - Maghreb Cluster

Hi Andres, Please find below compiled input for Maghreb:

Algeria



MED OTC OD
emplate.xls (36 KB).

Tunisia



MED OTC OD
emplate.xls (36 KB).

Morocco



MED OTC OD
emplate.xls (28 KB).

Best regards, Kenza

From: Akira, Ryan
Sent: mardi 23 février 2010 12:21
To: Bleistein, Elad; Marali, Talat Levent; Zgura, Steliana; Lomadze, Nino; Jourdren, Jean-Baptiste; Markovska, Vania; Manolemi, Dimitra; Rovira, Antonio; Hock, Irina; Bouchia, Rafik; El-Abbassi-Chkara, Nissrine; Essid, Boubaker; Zonza, Agnese; Kinkela, Petra; Farouk, Mohamed; Khilya, Maria; Sanchez, Francisco
Subject: Access to FACT sandbox (for practice)
Hello

How are you?

I wanna give u some updates regarding FACT sandbox access and FACT training access for your End User Training (EUT)

Ryan Akira

Please visit our INA FACT OtC Liner Teamsite asp below link:

<http://enableportal.apmoller.net/C10/C12/FACT%20OtC%20Liner%20-%20Indonesia/default.aspx>



From: El-Abbassi-Chkara, Nissrine
Sent: 10 May, 2010 11:24 AM
To: Duffney, Nancy
Cc: Glik, Carmit; Zoughi, Kenza; Essid, Boubaker; Bouchia, Rafik; Barrouri, Loubna
Subject: RE: Freight Lines translation
[]

Dear Nancy,

Thank u very much 4 your update.

Checking again with Finance managers to see if we can agree on all charges and reverting very soon.

Regards

From: Zoughi, Kenza
Sent: Monday, February 08, 2010 6:09 PM
To: Bouziri, Mahmoud; Moulla, Badredine; Mamouri, Mohamed
Cc: Natalevich, Andres
Subject: MED OTC OD - Maghreb Cluster

Dear Finance Managers,

Thanks for attending the OD webex today. Attached you will find the presentation made by Laura as well as the template we need to fill in.

As it has been mentioned, there should be on template per country (including information on both ML and SCL).

So appreciate if u can forward me your input by Thursday 11th February, so that same can be signed off by Customer Service before it's forwarded to the region.

<< File: MED Local OD Workshop presentation.ppt >> << File: MED OTC OD Template.xls >>
Best regards, Kenza

Zoughi Kenza
Maghreb FACT OTC Project Manager
Maersk Maroc S.A.
T: (212) 522 48 95 F: (212) 522 22 21 63
Mgbfactprj@maersk.com

From: Kruse, Jens
Sent: jeudi 10 juin 2010 16:03
To: Labidi, Mehdi; Bouchia, Rafik
Subject: Algeria Output Determination Sales Office Print.ppt



Algeria Output
Determination S...

Hi Guys
Here is the quick setup fro your BDL execution.
Rgds

From: Bouchia, Rafik
Sent: Monday, May 17, 2010 2:25 PM
To: Maouche, Lamine
Cc: Anane, Amel
Subject: Customer Advisory for Detention



Customer
lvisory.doc (637 KB)

Hi Lamine
In attached the format i used for Oran.
ciao

Oran Agency

Bouchia Rafik

Agencies Coordinator-Assistant Manager
Maersk Algeria SPA
Address:113, Bis Larbi Ben Mhidi
Oran
Reg.No:00B0012571
Tel:213-41404438
Fax:213-41404442

E-mail: ORNCSIGEN@maersk.com
ORNCSEGEN@maersk.com
DZACSIMNG@maersk.com

Web: www.maerskline.com

NB: Friday and Saturday is week end in Algeria.



Please, consider your environmental responsibility before printing this e-mail.

From: Bouchia, Rafik
Sent: vendredi 11 juin 2010 18:55
To: Chaibi, Hakima; Lamara Mahamed, Chahine Amar; Tir, Kamel Nabil; +P ALL DZA CUS; Hamoudi, Bendali Braham; Dridi, Jihane; Maouche, Lamine; Ghemired, Mohamed Yacine
Cc: Anane, Amel; Natalevich, Andres; Zoughi, Kenza; Terrah, Mohamed Yassine; Hamidi, Khaled; Boulacheb, Issam; Hoeg, Mads; Bouhatmi, Nourdine; Kruse, Jens; Issad, Chakib
Subject: FACT GO LIVE...
Importance: High

Dear colleagues

Its our first day of **"FACT OTC GO LIVE"**, I mean that as from today, all the invoices generated from GCSS and CXED are created in FACT instead of MLIS. This will result in a change in our daily work, especially for those who can't have access to FACT.

We can start by including below some samples of our different invoice type:

Import Invoice:


5610255003PROD. 56137456003prod.
PDF (219 KB) PDF (252 KB)

Detention Invoice:


5613746000PROD. 5610255001.PDF
PDF (250 KB) (217 KB)

You will notice that for detention invoices, the last vessel voyage is as follow:
1-If the shipment shipped on board a Mother Vessel (MVS); vessel wich apprear in the invoice is the last mother vessel.
2-If shipment was not shipped in any feeder vessel (FDR); the field vessel voyage will still blank

We can see the above mentionned in the both example of the invoice.

Export Invoice: (sample will be sent to u soon)

What you should do:

- Now, all FACT users should set up there own printer as showed in the attached word file.



how to update
default printer....

- Pls display the below Customer Advisory in order to inform our clients about the new layout of our invoices.



CLIENT COMM
AMPLE DZ.doc (42 .

-
- All GCSS invoices already generated in MLIS will stay in MLIS, even if a change has been done on pricing after go live.
- All refresh done on CXED invoices(already generated in MLIS) after GO LIVE; will create a credit note in MLIS(cancel the old invoice) and generate the new one in FACT.
- For non FACT users, u can get all the invoices already printed in My Finance (registration on web site is required).

Will be back to u by phone one by one on next Sunday.

Rely on you to report to me any issues encountered and/or any suggestion regarding the new process.

Feel free to revert when and once needed.

Have a nice GO LIVE :-))

Brgds

Rafik

From: Bouchia, Rafik
Sent: Monday, August 09, 2010 1:39 PM
To: Ghemired, Mohamed Yacine; Dridi, Jihane; Hamoudi, Bendali Braham; Meriem, Bensaddek; Abdelmalek, Anwar; Mouhoubi, Karima; Chaibi, Hakima; Maouche, Lamine
Cc: Anane, Amel
Subject: FBL5N
[]

Importance: High

Dear colleagues

Pls note below transaction **FBL5N**, which is considered as the equivalent of account details in MLIS.

In attached file an explanatory screen shot about how to use this very

useful transaction.

Feel free to revert to me if anything needed.



FBL5N.doc (602 KB)

Oran Agency

Bouchia Rafik

Agencies Coordinator-Assistant Manager

Maersk Algeria SPA

Address: 113, Bis Larbi Ben Mhidi

Oran

Reg.No: 00B0012571

Tel: 213-41404438

Fax: 213-41404442

E-mail: ORNCSIGEN@maersk.com

ORNCSEGEN@maersk.com

DZACSIMNG@maersk.com

Web: www.maerskline.com

NB: Friday and Saturday is week end in Algeria.



Please, consider your environmental responsibility before printing this e-mail.

From: El-Abbassi-Chkara, Nissrine
Sent: mardi 8 juin 2010 15:34
To: Essid, Boubaker; Bouchia, Rafik; Hamdi, Rym; Jlassi, Naima; Jebnoui, Fethi
Cc: Zoughi, Kenza; Barrouri, Loubna; Labidi, Mehdi
Subject: FW: MyFinance reported INCs

Importance: Low

Dear Colleagues,

FYG THANKS

Regards

From: Kruse, Jens
Sent: Tuesday, June 08, 2010 10:45 AM
To: Zoughi, Kenza
Cc: Barrouri, Loubna; El-Abbassi-Chkara, Nissrine; Labidi, Mehdi; Dominguez, Guillermo
Subject: FW: MyFinance reported INCs

Hi Guys

Please help ensure that this information is distributed in the cluster.

Thanks

Rgds
Jens

From: Bouchia, Rafik
Sent: Monday, June 28, 2010 1:44 PM
To: Maouche, Lamine; Mouhoubi, Karima; Dridi, Jihane; Ghemired, Mohamed Yacine; Hamoudi, Bendali Braham; Driss, Souhila; Hamoumraoui, Lounes
Cc: Anane, Amel; Bouhatmi, Nourdine
Subject: HOW TO ISSUE INVOICES FROM FACT.
Importance: High
Attachments: billing due list.doc; Reprint Billing Document.ppt

Dear colleagues
Pls find below a step by step presentation about how to print invoices through Billing Due List.
This transaction is used only in case invoices are not printed yet.



billing due list.doc
(988 KB)

In case you have already issued invoices, you have to re-print it through attachment list as shown in below presentation:



Reprint Billing
Document.ppt (...)

Any invoice after be printed can be issued through My Finance (on Maerskline.com).

Feel free to revert to writer if any clarification needed.
brgds

Oran Agency
Bouchia Rafik
Agencies Coordinator-Assistant Manager
Maersk Algeria SPA
Address: 113, Bis Larbi Ben Mhidi
Oran
Reg.No: 00B0012571
Tel: 213-41404438
Fax: 213-41404442
E-mail: ORNCSEGEN@maersk.com
ORNCSEGEN@maersk.com
DZACSIMNG@maersk.com
Web: www.maerskline.com
NB: Friday and Saturday is week end in Algeria.



Please, consider your environmental responsibility before printing this e-mail.

From: Moulla, Badredine
Sent: lundi 11 janvier 2010 13:48
To: +P ALL DZ
Subject: RE: FACT: TRAVEL & ENTERTAINMENT REQUESTS; CASH ADVANCE & SETTLEMENT OF EXPENSES NEW PROCEDURES
[]

Dear all;

In addition to below, please find enclosed the cash advance form to be used for non TEM operations.

thanks



CASH
ADVANCE.doc (111 KI)

Brgds,
Badredine Moulla
Finance & Administration Manager
Maersk Line

Maersk Algérie SPA
47, Lot Petite Provence, Sidi Yahia
Hydra 16035 Alger - RC 00B0012571
Tel.: +213 21 605000
dzaфинmng@maersk.com / www.maersk.com

From: Naji, Amine
Sent: Thursday, January 07, 2010 1:17 PM
To: +P ALL MGB
Subject: FACT: TRAVEL & ENTERTAINMENT REQUESTS; CASH ADVANCE & SETTLEMENT OF EXPENSES NEW PROCEDURES
[]
Importance: High

IMPORTANT NOTICE, PLEASE READ CAREFULLY! cause below notice has IMMEDIATE EFFECT

Dear colleagues,

As a result of the FACT implementation the 4th of January, the Travel & Expense management processes have been reviewed & changed.

So, a specific module has been implemented to handle **ALL Travel and Settlement of expenses** requests. (called **TEM**)

In Order to achieve the best results the [travel request & settlement forms have been modified.](#)

The Travel request and settlement of expenses will need to have reflected the charges prepaid by the company (flight, hotel, etc), information given to the traveller in the booking confirmation messages.

!!!To ADD in your Favorites!!! :

<http://enableportal.apmoller.net/C3/C7/C9/Human%20Resources/default.aspx>

In this website you'll find the travel request form and the expense report form that we will use from now on (also attached below FYI). **It is important that you always download the form from this website** and not to save it in your computer so to be sure that you have the latest version as we will be bringing some changes in the near future.

<< File: FORM 1- TRAVEL REQUEST FORM 2009 MGB v1.xls >> << File: FORM 2 - TEM TRAVEL - ENTERTAINMENT SETTLEMENT OF EXPENSES MGB.xls >>

<< File: TEM process MGB v2.xls >>

Main changes:

- There is NO more manager's approval on paper
- You have new **Mandatory** format for: **TRIP REQUEST and EXPENSE SHEET**.
- You need to download the forms from the link above (HR intranet page)

And a quick guide is added to this mail which pls find below.

<< File: TEM and Expense settlement quick reference V3.doc >>

If you have any question please contact your administration and/or HR team who will be glad to assist you.

We will be organizing some information sessions to all employees very shortly to introduce the forms and the new procedure.

Thank you and kind regards,

Amine Naji
Country HR Manager, Maghreb HR coordinator
Human Resources Department
Maersk Morocco
69, Rue Othmane Ben Affane, 5ème Etage - Casablanca
T: (212) 522 48 95 13 F: (212) 522 22 21 63
Mob: +212 660 43 05 01
MORHRDMNG@maersk.com

From: Duffney, Nancy
Sent: Tuesday, May 11, 2010 4:40 PM
To: El-Abbassi-Chkara, Nissrine
Cc: Zoughi, Kenza; Bouchia, Rafik; Glik, Carmit; Alexandrova, Katrina
Subject: RE: Freight Lines translation
[]

Hi Nissrine,

It is not possible to maintain different material translations within the same language key.

Please pursue using a different material that better meets Morocco's needs.

Here are the files that we require translations on in order to pursue the CR for a new French language for Maghreb.

1) Material descriptions in English and French:

<< File: MAT_DESCR_FR_EN.xls >>

2) Material UoMs in English and French:

<< File: UOM_DESCR_FR_EN.xls >>

3) Payment Terms in English only:

<< File: EN_Payment Terms.xls >>

4) Tax Codes per country, in English only:

<< File: DZ_MA_TN_language translation_Tax Codes.xls >>

Since tax codes are specific to the country, different translations can be maintained for each.

For items 1) and 2), please add the required new translation for the appropriate materials and UoMs in a new column.

For items 3) and 4), please provide the required French translations in a new column.

Please raise the Focal Point CR asap, even without the translations, as we need to have the cost estimate (which we will arrange).

Once you have all of the translations updated, return all of the files in 1 email to me so we can have them updated on the CR.

CR link (Login ENHANCEMENT CR link):

<http://maerskline.apmoller.net/finance/cenfinbpo/Pages/EnhancementChangeRequests.aspx>

Bst rgds,
Nancy

From: El-Abbassi-Chkara, Nissrine
Sent: Tuesday, May 11, 2010 5:14 PM
To: Duffney, Nancy
Cc: Zoughi, Kenza; Bouchia, Rafik; Glik, Carmit
Subject: RE: Freight Lines translation
[]

Dear Nancy,

Please note we have gathered again with MGB Finance managers to try to agree on most of the translation and here is the status:

Now we agree on all translation except for one charge (from Morocco side) which please find below

Material	Material Description English	Material Description French	Suitable translation for Algeria
100306	Government and Port Taxes	Redevances et taxes portuaires	Redevances portuaires

The issue with this charge is that we are using the same GCSS material in MGB for a charge that does not have the same description in Morocco

Given that this is the only issue that we have in MGB, can u please advise whether we can have for this specific charge different translation for Morocco ?

One solution also could be to use a different material in GCSS for this specific charge in case above is not possible.

Awaiting your feedback, please find below last version for Fresh translation

<< File: Copy of GAP 2 nd call conf.xls >>

Best Regards

From: Glik, Carmit
Sent: Tuesday, May 11, 2010 2:52 PM
To: El-Abbassi-Chkara, Nissrine
Cc: Zoughi, Kenza
Subject: RE: Freight Lines translation
 []

Hi Nissrine

How are u ??

Can u please revert asap.

Brgds, Carmit

From: El-Abbassi-Chkara, Nissrine
Sent: 10 May, 2010 11:24 AM
To: Duffney, Nancy
Cc: Glik, Carmit; Zoughi, Kenza; Essid, Boubaker; Bouchia, Rafik; Barroui, Loubna
Subject: RE: Freight Lines translation
 []

Dear Nancy,

Thank u very much for your update.

Checking again with Finance managers to see if we can agree on all charges and reverting very soon.

Regards

From: El-Abbassi-Chkara, Nissrine
Sent: Thursday, May 06, 2010 5:09 PM
To: Duffney, Nancy
Cc: Glik, Carmit; Zoughi, Kenza; Essid, Boubaker; Bouchia, Rafik
Subject: RE: Freight Lines translation
[]

Dear Nancy,

MGB countries have agreed on 90% of translation.

However, there are some items for which we cannot agree as the charges meaning/ designation changes from a country to another cause of local laws.

Here is a consolidated file that describes the input we need. (we got this file from France colleagues).thanks

<< File: Copy of GAP.xls >>

Regards

From: Duffney, Nancy
Sent: Wednesday, June 09, 2010 12:17 PM
To: Kruse, Jens
Cc: Barrouri, Loubna
Subject: RE: French translation
[]

Hi Jens

You know Gaurav was able to create a statement for this customer in RR1 and it's showing correctly - spool# 127349.

Would you please try creating a new one and let me know?

Bst rgds,
Nancy

From: Kruse, Jens
Sent: Wednesday, June 09, 2010 1:56 PM
To: Duffney, Nancy
Cc: Barrouri, Loubna
Subject: RE: French translation
[]

Hi Nancy

From here it should be the Bucket "Over 90 Jours" to "Plus 90 Jours".

This is FWI, but why do they in the footer for Maroc write "Name: Maersk Maroc..."
Street: etc.

rgds

From: Duffney, Nancy
Sent: Wednesday, June 09, 2010 12:09 PM
To: Barrouri, Loubna; El-Abbassi-Chkara, Nissrine
Cc: Glik, Carmit; Kruse, Jens; Dominguez, Guillermo; Johansen, Soren Gundtoft; Natalevich, Andres; Zoughi, Kenza

Subject: RE: French translation
[]

Loubna,

For clarity's sake, please advise what the incorrect items are??

Ok????

Bst rgds,
Nancy

From: Barrouri, Loubna
Sent: Wednesday, June 09, 2010 1:05 PM
To: El-Abbassi-Chkara, Nissrine; Duffney, Nancy
Cc: Glik, Carmit; Kruse, Jens; Dominguez, Guillermo; Johansen, Soren Gundtoft; Natalevich, Andres; Zoughi, Kenza
Subject: RE: French translation
Importance: High

Dear,

Have tested only F.27 Account Statement open item , the situation is similar as yesterday.

Pls find the attached output.

<< File: statement test .pdf >>
Brgds,

Loubna.

From: Duffney, Nancy
Sent: Wednesday, June 09, 2010 10:41 AM
To: El-Abbassi-Chkara, Nissrine
Cc: Glik, Carmit; Kruse, Jens; Dominguez, Guillermo; Johansen, Soren Gundtoft; Natalevich, Andres; Zoughi, Kenza; Barrouri, Loubna
Subject: RE: French translation

Please go ahead and retest in RR and please test the receipts as these are now available.

Note that the FWI information has not been updated on the 1F forms yet, so please limit your testing to the labels only ok .

Bst rgds,
Nancy

From: Duffney, Nancy
Sent: Wednesday, June 09, 2010 9:10 AM
To: El-Abbassi-Chkara, Nissrine
Cc: Glik, Carmit; Kruse, Jens; Dominguez, Guillermo; Johansen, Soren Gundtoft; Natalevich, Andres; Zoughi, Kenza; Barrouri, Loubna
Subject: RE: French translation

Hi Nissrine,

The changes are expected to be available in RR around noon CPH time today. I will confirm once the changes have been promoted so you can work on the retesting.

Bst rgds,
Nancy

From: El-Abbassi-Chkara, Nissrine
Sent: Tuesday, June 08, 2010 5:23 PM
To: Duffney, Nancy
Cc: Glik, Carmit; Kruse, Jens; Dominguez, Guillermo; Johansen, Soren Gundtoft; Natalevich, Andres; Zoughi, Kenza; Barrouri, Loubna
Subject: RE: French translation

Dear,
Any new on below ? Can we test now ?
Thanks
Regards

From: El-Abbassi-Chkara, Nissrine
Sent: Tuesday, June 08, 2010 11:34 AM
To: Duffney, Nancy
Cc: Glik, Carmit; Kruse, Jens; Dominguez, Guillermo; Johansen, Soren Gundtoft; Natalevich, Andres; Zoughi, Kenza; Barrouri, Loubna
Subject: RE: French translation

Dear Nancy,

Just discussed with Loubna and it seems that we have an issue with statements & dunning

You know yesterday Loubna tested statement in production and it was ok

Now she re-tested in RR1 language French BE and here is the status:

Feedback for statement testing RR1

<< File: Account statement today.xls >>
IT seems that account statement is still in English, which please translate into French according to translation submitted last week in file:

<< File: Label Translations Final.xls >>

Feedback of dunning testing RR1

<< File: dunning now in RR1.xls >> << File: Dunning before in RR1.xls >>

The letter heading (test explanation to customer is still in English) which please translate as in old dunning letter
Regards

Clicours.COM

Abstract

The objectives of the research concerns the analysis of the English language used in the business e-mail messages written by non-native business people regarding style of writing, and common grammatical mistakes .

The subject of the study examines fifty sample business e-mail messages written in the English language by Algerian business people.

This simple work is divided into four chapters as follows:

Chapter one deals with the importance of English language as an international language and as a lingua franca, with a specific emphasis is put on ESP, its characteristics and origins. Then, it describes the tolls of analysis used for this study.

Chapter two is devoted to the importance of business English communication.

Chapter three is an interpretation of the questionnaire and the analysis of the authentic materials i:e the emails collected from Maersk Line company .

Chapter four is an attempt to bring some solution to the problems identified and recommended some suggestions in order to have more efficient business people in the future.

Key words:

English As An International Language; ESP; EGP; Business English; Communication Processs; Emails; Lingua Franca; Written Communication; Business English; Efficient Business Communication .