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DEPARTMENT OF ENGLISH LANGUAGE**

**Teaching Writing Skills for Business Purposes : Case of
Third Year Banking and Finance Licence Students at
Mascara University**

Dissertation Submitted to the Department of English Language in
Candidacy for the Degree of Doctorate in ESP.

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STATEMENT OF ORIGINALITY

I, Sarah BENMAMMAR, declare that my doctorate thesis entitled, ‘Teaching Writing Skills for Business Purposes : The Case of Third Year Banking and Finance Licence Students at Mascara University’, contains no material that has been submitted previously, in whole or in part, for the award of any other academic degree or diploma. Except where otherwise indicated, this thesis is my own work.

May 13th, 2018

Mrs. Sarah BENMAMMAR

Dedications

To my father who is the source of my success.

To my mother from whom I inherited the love of teaching.

To Mohammed , my husband.

To my son , Haroun.

To my sister Amel.

To my brother Sid Ahmed.

To all my family.

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ABSTRACT

English has become vital in our life. Its importance lies in the fact that it is used in educational environments as well as in professional ones. One branch from the English language is English for Specific Purposes. It is the use of English in different domains for the sake of meeting special needs and interests. In Algeria, ESP is taught in scientific departments to cope with the challenges of globalization and the new demands of business world. However, for Banking and Finance field, the teaching of ESP is hampered by many obstacles and deficiencies that make the task of teaching very tough and tedious. The current investigation is a case study conducted in the department of Economics at Mascara university. It seeks to identify the existing ESP situation in general and Bank and Finance students' needs in particular to figure out the difficulties met by both ESP teachers and students in the teaching/ learning processes. The objective of this study is firstly to explore the existing ESP situation in the department of Economics at Mascara university and identify both students' needs and problems while writing in English in order to propose some teaching perspectives that will better the situation. Secondly, it seeks to suggest a unit sample as apart of the ESP course. Hence, to achieve the purpose of this study, some research instruments were used. In addition, the obtained data were both analyzed quantitatively and qualitatively. The main results of this investigation revealed that unlike the other language skills, writing as a skill proves to be a quite challenging activity since the students find lot of problems in achieving their writing assignments . Therefore, for the sake of developing this skill, the use of many strategies that contribute positively to the process of writing seems to be urgent.

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KEY TO ABBREVIATIONS

BE : **B**usiness **E**nglish

CBA : **C**ompetency **B**ased **A**pproach

CC : **C**arbon **C**opy

EA : **E**rror **A**nalysis

EAP : **E**nglish for **A**cademic **P**urposes

EBE : **E**nglish for **B**usiness and **E**conomics

EGP : **E**nglish for **G**eneral **P**urposes

EOP : **E**nglish for **O**ccupational **P**urposes

ESL : **E**nglish as a **S**econd **L**anguage

ESP : **E**nglish for **S**pecific **P**urposes

EST : **E**nglish for **S**cience and **T**echnology

GE : **G**eneral **E**nglish

LMD : **L**icence **M**aster **D**octorat

NA : **N**eeds **A**nalysis

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General Introduction

General introduction

The English language has imposed itself as a major means of communication that is dealt with around the world and in every field. It is no longer the property of the United Kingdom and the United States of America; it has become a sort of a universal language. It is the national and the official language of many countries. As English teachers, we speak a language that is shared by a large proportion of the people in the world and this is why the increasing interest in English emphasizes the need of teaching it in Algeria for the sake of giving to the educational systems a scientific and technical orientation due to the process of globalization, and the development of science and technology. It is important to underpin the need of teaching English to learners hoping to develop their specific needs and language competencies.

Algeria, as many other countries around our planet has had to comply with the situation and bring English into its educational system. It adopted French and English as two main foreign languages. The former is considered important in education and administrations. The latter is becoming more prevalent at schools and universities. The reasons why those languages have to be taught lie in their importance in scientific fields in general , and for the need to enhance them for better understanding scientific discourses in particular. More importantly, our country is in need of a language for being in contact with the world technologically and scientifically.

In fact, Algerian universities teach ESP in Economics, Biology, and Engineering developments, however, ESP courses should focus on the specific needs of the students and overcome the difficulties met by improving the teaching materials. So, the courses designed for students who are specialized in English in English departments do not fit ESP students because of some differences and problems in language skills. .

Writing in English has emerged as a highly- rated communication tool in recent years, and especially in business fields. There are times when writing in

General introduction

English seems to be the best way to communicate and the only tool to get your message across.

Writing as a process is not easy to be achieved since learners do not always know how to use the language appropriately or correctly. This is why; the majority of them meet various difficulties in drafting written pieces and even transforming their ideas into written words.

Helping the students to produce effective business written production is the primordial goal of the current work. The students' ability to become more skilled in writing business English is to be explored in order to be able to find out the main difficulties found while being asked to write. Hence, the researcher will be able to detect the obstacles and the reasons behind the failure toward writing business English.

Before conducting any research, one should consider and give a great emphasis to some key factors, such as, learning environment, cultural background and language use of the targeted population. Referring to other similar researches tackling the same topic of our discussion will strengthen our current research, giving it, at least, a value in terms of tools of data collection, interpretation and discussion of the obtained results.

Third year Banking and Finance licence students, at Mascara university, find themselves unmotivated and struggle during English sessions. The main issue in this research is the teaching of the English language in general and English for specific purposes in particular.

A great majority of English teachers, dealing with English for specific purposes, have to be informed that teaching business English does require much more than just having knowledge and a large baggage of vocabulary. They, most of the time, are often newly-recruited teachers who are not familiar with many concepts of business communication.

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Nowadays, a vast majority of language teachers struggle and they obviously seem to have difficulties while being asked to shift toward teaching specific English. They most of the time forget that students are just knowledge receivers in the learning process and it is up to them to guide it. In scientific fields, such as, Chemistry, Economics, and Physics, English teachers are supposed to develop students' abilities to use English for communicative purposes for their future professional needs.

ESP teachers' primary task should aim at the overall development of the professional communication skills in terms of written and verbal communication. Thus, facing alien territories makes language teachers prefer teaching general English since they may feel quite competent and better protected. They, then, hesitate to engage in the process of teaching English for specific purposes.

One of the most challenging experiences in teaching English is finding useful instruments for developing the language skills that better suit ESP learners who often face obstacles in dealing with the language. That is why, it becomes urgent to handle the situation since ESP teachers engaged in ESP fields need to be aware of related ESP issues and students' needs.

The students deficiency in writing as a skill motivated our choice for dealing with written productions in English language courses. Therefore, the main objectives of this research are as follows:

- To help ESP teachers better improve their students' written pieces.
- To help ESP students identify their difficulties and deficiencies to know how to overcome them.
- Encourage and motivate ESP students ameliorate their written performances.
- To help ESP teachers select effective and successful methods and techniques to better achieve the business communication.

General introduction

The present study attempts to address three questions which will be very helpful and may give to the whole work a great emphasis, drive, and purpose. Therefore, the research inquiries are as follows:

- What makes third year students of banks and finance unable to produce successful written production?
- Is it possible to reduce students' disabilities in writing effective business English?
- What are the remedial actions that ought to be taken into consideration to better the situation of banking and finance students at Mascara university ?

To find answers to the above questions, Questionnaires and structured interviews have been conducted for the sake of obtaining valid data.

The current thesis enumerates three hypotheses and as tentative answers to the above research questions, the following hypotheses were suggested:

√ The lack of effective writing skills may possess only moderate competencies to produce appropriate, meaningful, and accurate essays.

√ One cannot claim that those writing disabilities cannot be reduced and this requires sustained efforts from both students and teachers.

√ As suggestion, one proposes different methods and techniques of teaching writing skills at the university level to improve ESP students written performances.

The researcher believes that the exploratory method would better fit the goal of this research. The choice of this method lies in the fact that the main objective of this study is to explore and explain the reasons why the majority of ESP students in general, and Bank and Finance ones in particular fail in producing effective written pieces.

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Due to the nature of this research, the use of questionnaires, structured-interview , classroom observation grid, and corpus analysis had been necessary to accomplish its main objectives. The reason behind choosing these tools lies in the fact that they helped in collecting a moderate amount of data in a short period of time. The questionnaire had been administered to twenty students belonging to the department of Economics, at Mascara university. In addition, a structured interview had also been conducted to provide a great amount of flexibility to the interviewees, i.e, four ESP teachers at Mascara university. A classroom observation tool was opted for to assist the two other means of data collection.

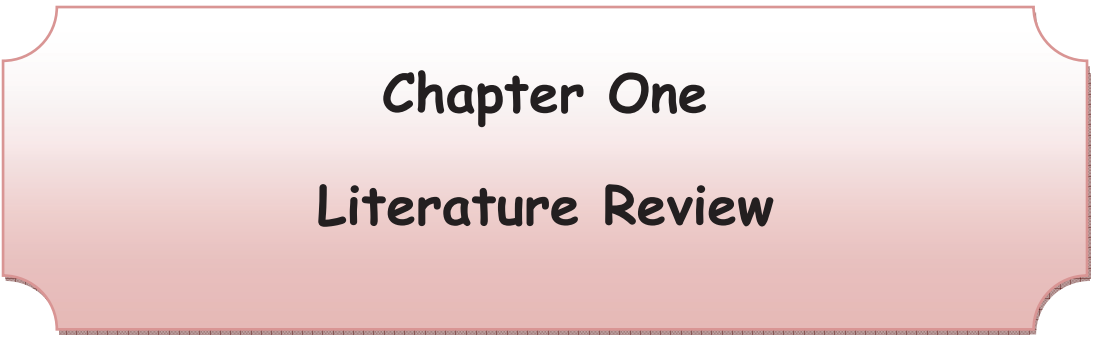
This research work is an attempt to explore , explain , and provide adequate solutions and remedies to ESP teachers / students in general and to those belonging to Mascara university in particular. The fact that this research studies and explores the problems and deficiencies of both teachers and students dealing with writing as a skill underpins the use of questionnaires, interviews , and classroom observation which surely gives this work a value paving the way for ESP teachers, willing to teach business written skills , to get benefit from this current study.

Being into contact with ESP teachers/ students is believed to give a great opportunity to explore and explain the phenomenon, i. e, the reasons of the failure of the majority of ESP students in the writing skill. Hence, it becomes needly that those dealing with the same problem can compare it with the one in hands in order to be able to predict effective remedial solutions.

The current work is divided into four chapters. Chapter one is composed of two parts. In the first part, the researcher presented the literature related to ESP. The second part deals with notion about writing in general and business writing in particular. It provided key points about business correspondence. The main concern of chapter two is to give a presentation about the target situation. It also tackles the methodology used in this research. It discusses the sample populations and the tools used for gathering reliable data. As far as the third

General introduction

chapter is concerned, it insisted on the analysis of the captured data from students' questionnaire and ESP teachers' interview. It sheds light on classroom observation and corpus analysis which foster the methodology of the research. Chapter four makes use of the research's results to provide some recommended actions that may help both ESP teachers and students lessen their anxiety while dealing with writing. The suggestions deal with the ESP teachers and the new ways of enhancing writing since the teacher is taking the lion share part in the classroom. The second part of this chapter is devoted to a sample unit designed for third year bank and finance students proposed by the researcher after having an idea about their deficiencies and lacks in writing .



Chapter One
Literature Review

**Chapter One
Literature Review**

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1.1 Introduction

English for specific purposes emerged as a new branch in education because of globalization. ESP is developing itself and is widely used as a field for specific needs in educational systems. Many researchers, scientists, and economists become interested in ESP since the English language represents a medium as students' needs are getting wider and so is the proficiency of students in the language.

The purpose of this chapter is to provide an overview of teaching English and especially the teaching of English for specific purposes since it has become one of the most prominent branches of teaching English as a foreign language. Since ESP is designed to meet the needs of the learners, it has become a necessity to understand the meaning and the characteristics of such a field.

This chapter is devoted to literature review. It comprises two parts: the first part deals with issues related to the ESP field underpinning its important elements as needs analysis and course design. The second part is devoted to the writing skill in general and the writing of business English in particular.

1.2. Definition of ESP

ESP is a very unique term as it is subject to different interpretations of many people who reacted differently inside and outside their professions. For some, it represents the future as it gives answers to many questions. Others, however, consider it as being an academic discipline to those having time for research (Ewer :1977).

ESP, a learner-centered approach to teaching English as a foreign language, focuses more on language in contexts and tries to meet the needs of those who are specialized and in need to learn English for the sake of using it in their specific areas. Hutchinson and waters state that:

The foundation of ESP is the simple question why

**does this learner need to learn a foreign language?
the answer relates to the learners, the language
required and the learning context, and thus establishes
the primacy of need in ESP”**

Hutchinson and Waters (1987:3)

It is important to mention that in the field of ESP, studying a language is a need required by learners in relation to their specific domains. It is mainly based on the reason why learners need to learn a foreign language. To this effect, Hutchinson and Waters claim that ESP is the answer to the quotation “ **tell me what you need English for and I will tell you the English you need**” Hutchinson and Waters(1987:08).

In a similar vein, Robinson gives a great attention to utilitarian reasons that push learners to shift from general English to English for specific purposes . The main reason behind the learning of English does not lie in the fact of great interest in the culture of the studied language but in the need of using it in future jobs and careers (Robinson,1991).

Hence, for Robinson , the necessity of learning English becomes very prominent since it deals with specific needs. It is through the language that learners will come to achieve their aims since it represents a canal and a medium that is used for work or to study scientific fields.

1.3. The Emergence of ESP

The term of English for specific purposes appeared in 1960’s since the use of general English started to be diminished due to the failure of encountering the learners’ needs. Thus, it became an urge for an impetus to take place. According to Barnet (1977: 12), ESP results from three kinds of influence and change:

- Extraneous political and economic factors.
- Increasing disillusion with materials and methodology that have failed to find the answer.

- The pioneer work and insight of relatively small group of teachers and scholars- not working as a group but in the time influencing each other to form the foundation or fountainhead of new developments in ESP.

Hutchinson and Waters (1987) underpinned the same three reasons that brought ESP to light by stating “**ESP was not a planned and coherent movement, but rather a phenomenon that grew out of a number of converging trends**” Hutchinson and Waters (1987: 06).

Barnet , as well, discusses the origins of ESP: “**it is as old as specific reasons for learning a language and anyone who learns it sufficiently well is likely to use it for specific purposes**” (1977:11).

It is clear enough that ESP has its roots in acknowledged ELT of the past in terms of basic recognition of learner’s differences, and in the value of formulating clear objectives Barnet (1977). For him: “ **such people have entirely different aims.....and we may omit from their programme everything which does not lead directly towards the limited and special end they view**” .

1.4. Characteristics of ESP

Much has been said to give an appropriate definition to ESP. The debates were sharp and the ideas were different. In 1998, Dudley Evans and St John in their book noted that there was a clash to define and give a meaning to what ESP is. Thus, they tried to give their own definition by making a distinction between two considerable characteristics: The absolute and the variable characteristics.

1.4.1. Absolute Characteristics

Dudley –Evans and St John (1998: 03) made the difference between the absolute characteristics and variable ones in terms of:

- * ESP is a trend that takes into consideration the needs of the learners.
- * ESP uses different methods and activities related to the studied subject.
- * ESP is concerned with the language skills.

1.4.2. Variable characteristics

- *. ESP is definitely concerned with specific fields..
- *. ESP may tackle various situations and methodologies different from general English ones.

By giving such a distinction between, “absolute” and “variable” characteristics, Dudley Evans and St John tried to find a solution and resolve arguments about what ESP is or is not. For Dudley Evans, ESP should be seen as a simple approach to teaching or what he describes as an “**attitude of mind**”. ESP , then according to Evans and St John should be seen as any approach; like, the communicative approach or the competency based approach.

1.5. The Different Types of ESP

Under the umbrella term of ESP, three main kinds emerged according to their degree of the specificity that is appropriate to the course. These types are: English for Science and Technology(EST), English for occupational purposes (EOP), and English for Academic purposes (EAP) (Randa: 1990).

Randa (1990:22) asserts that learners do need the English language in different cases of work or as a means for gaining either professional or vocational skills. For her, a business man may use English to answer business queries , as it is the case for a doctor who may use English to carry out his profession in an English speaking country.

English for Science and Technology (EST) depends mainly on the subject matter of the student who is specialized in different fields; like agriculture, engineering, and medicine. EST holds a prominent position in ESP due to the flourishing of the Western science and technology. Its importance lies in the fact that the two terms, ESP and EST, are considered to be synonyms (Randa:1990).

Randa (1990) underpins the tight relationship that ESP and EST can have :” **ESP and EST may be used interchangeably unless exactness dictates using one instead of the other”** (1990: 101). The following figure explains more the situation:

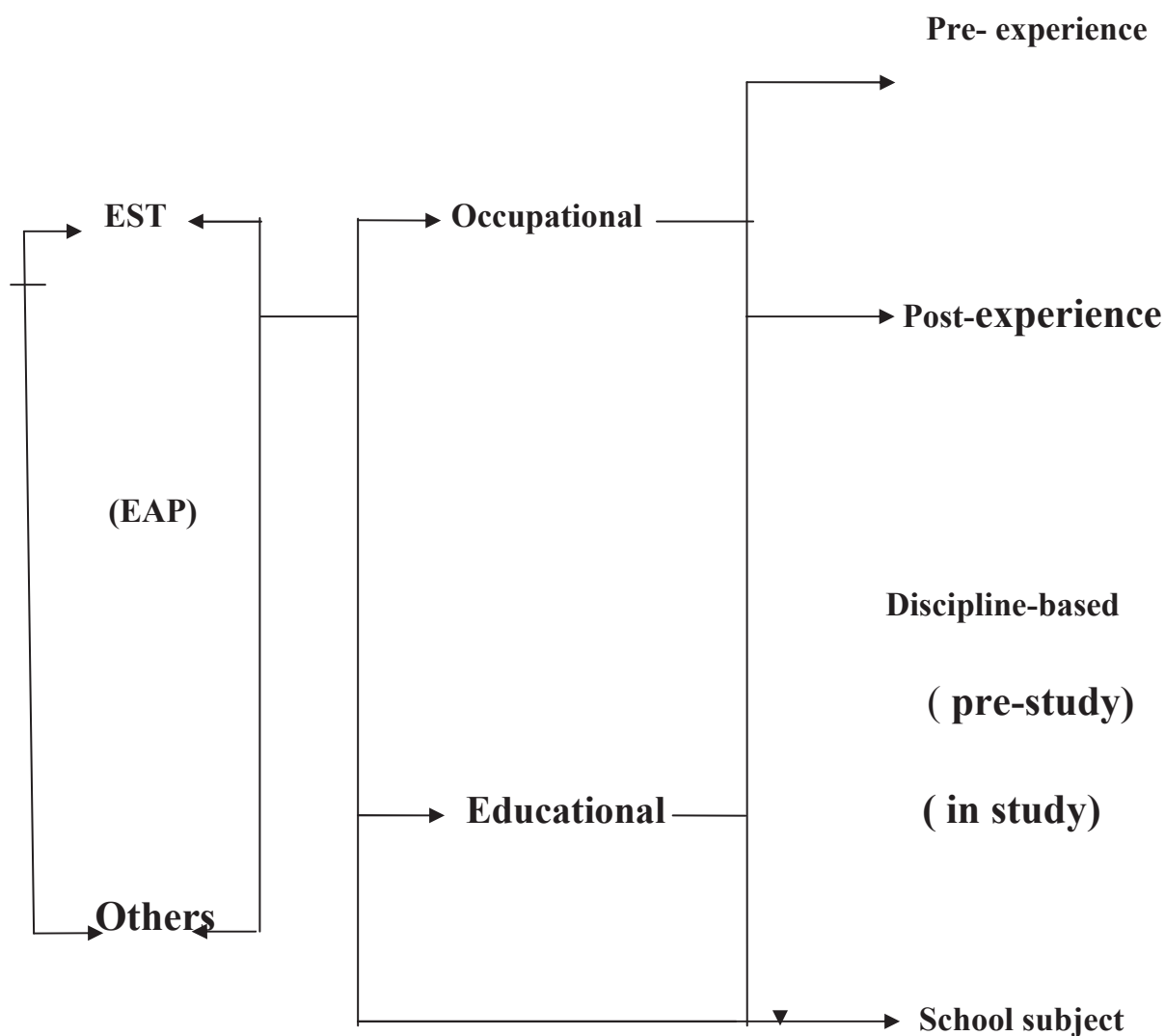


Figure 1.1. ESP Types

(Stevens , 1977 : 25)

The second type of ESP discussed by Carter (1983) is English for Academic and Occupational purposes which was also taken into account by Hutchinson and Water (1987) who admitted that some students learn the language for chances of using it in their studies and to serve their future jobs(Hutchinson and Waters ,1987).

As far as the third type is concerned, Carter (1983) notes that only in English for specific topics that the emphasis shifts from purpose to topics. According to him, this genre of ESP is taken into consideration future English needs.

1.5.1. English for Academic Purposes (EAP)

This genre is especially devoted to learners specialized in the field of science and whose purpose is academic learning. Dudley Evans and St John refer to English for academic purposes as: any English teaching that relates to a study purpose (1998:34).

Dudley-Evans and St John (2009:51) listed that there are four types of EAP situations which are:

- a. An English-speaking country, such as UK or USA.
- b. An English as a second language (ESL) situation .
- c. A situation in which certain subjects, such as, medicine, engineering or science, are officially taught in English .
- d. A situation where all subject courses are taught in the national language, but English may be important for ancillary reasons.

1.5.2. English for Occupational Purposes (EOP)

The purpose of English for occupational purpose is that each profession or occupation used different terms according to need of the occupation itself ,for instance, medical, engineering, commerce and in all these professions, a single language uses different terms, techniques, words and rules. For this reason Flowerdew and Peacock (2005) in Dudley-Evans (1998:25) gave the two major branches of ESP:

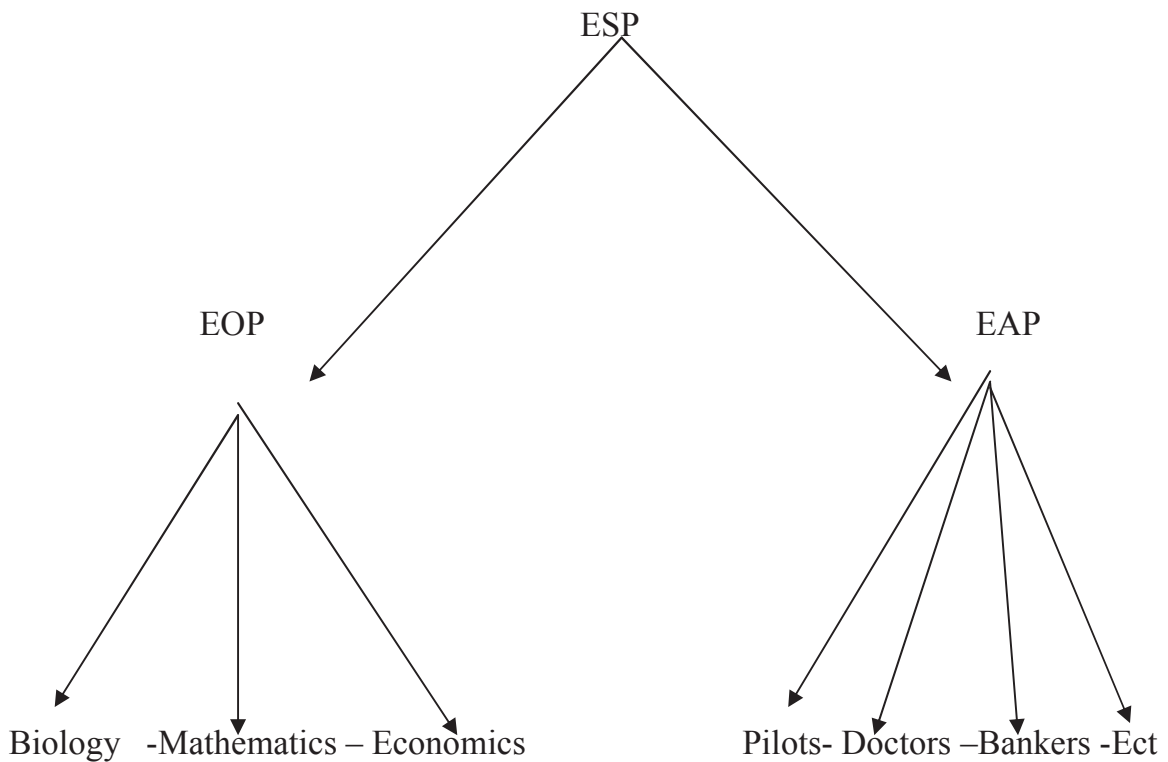


Figure 1. 2. The Two Branches of ESP

Dudley-Evans and St John (1998: 25)

1.6. ESP/ EGP Distinction

Unlike general English, English for Specific Purposes grows to be a unique discipline having its own characteristics and principles. ESP is mainly seen as specialized English with special learning and teaching methods. It centers more on language in context than on teaching grammar and language structures Rahman (2015: 24). This latter believes that the main important difference between EGP and ESP lies in the factor of learners and their purposes for learning English.

It is important to mention that , there is another distinctive feature in addition to the learners' purposes. The aim of instruction plays a crucial role in the divergence of EGP and ESP. Rahman argues:

In General English teaching, all the four- language skills; listening,reading, speaking, and writing are stressed equally. however, in ESP, it is a needs analysis that determines which language skills are most needed by learners, and the syllabus is designed accordingly.

Rahman (2015:24)

Popescus (2010), in a similar vein, discussed Widdowson's views (1978) about the relation between EGP and ESP through the following distinctive features:

- **The most important EGP features are:**

- a. the focus is often on education;
- b. as the learner's future needs are impossible to predict, the course content is more difficult to select;
- c. Due to the above point, it is important for the content in the syllabus to have a high surrender value.

- **The most important ESP features are:**

- a. The focus is on training;
- b. As English is intended to be used in specific vocational contexts, the selection of the appropriate content is easier;
- c. It is important for the content in the syllabus to have a high surrender value , most relevant to the vocational context;

Popescus (2010: 51)

1.7. The Role of ESP Practitioner

In the ESP field, teaching is extremely varied and it is preferable to use the term "Practitioner" instead of teacher to reveal how ESP work extends beyond teaching.

Dudley -Evans and St John (1998) spoke about five key roles for the ESP practitioner:

- Teacher
- Course designer and materials provider
- Collaborator
- Researcher
- Evaluator

1.7.1. The ESP Practitioner as a Teacher

Teaching an ESP course differs from the teaching of any other course. The role of an ESP teacher goes beyond giving one to- one advice to students. The teacher is often required to negotiate with the students on the best way of exploiting the practices to meet their objectives. This is why, Dudley Evans and St John said that: **“in specific ESP teaching it may be the learner who asks the questions and the teacher who responds” (1998:14).**

As a method of teaching, in an ESP context, students are supposed to to be the best knowers unlike the teachers. **“In the case of ESP classes, the teacher is no longer a primary knower” Sierocka (2008: 35).**

1.7.2. The ESP Practitioner as a Course Designer and Material Provider

The ESP teacher is always asked to plan the course and prepare the material for it. It is up to the teacher to provide learner with extra-materials, in addition to, the text-book and this is what was emphasized by Dudley –Evans and St John when they state that:” **It is rarely possible to use a particular text-book without the need for supplementary material” Dudley- Evans and St John (1998: 15).**

1.7.3. The ESP Practitioner as a Researcher

Due to the great development in research within the area of EAP, there are an increasing number of published researches, especially, in English for business purposes. Thus, an ESP teacher needs to be in touch with these researches and

incorporate the findings with ESP situations. An ESP practitioner has simply to observe the situations in which students are involved. It is a must for ESP teachers while being involved in ESP situations to be confident and well prepared while dealing with language skills as the written communication (Ghanbari: 2012).

1.7.4. The ESP Practitioner as Collaborator

Collaboration inside an ESP program tries to find out the relation between specialist studies or activities and the language. Dudley-Evans and St John (1998) discussed different ways of collaboration, however, they concluded that the fullest collaboration **“is where a subject expert and a language teacher team-teach classes”** Dudley-Evans and St John (1998: 16).

1.7.5. The ESP Practitioner as Evaluator

The ESP practitioner is often required to assess students through regular tests for the simple reason of deducing if they are ready for academic careers. In addition, the evaluation of the course design and the teaching materials is going to be done in order to find out whether students make use of the available materials. Duley Evans and ST john (1998) underppined this fact as they assert that an ESP pratctitioner plays the rile of an evaluator, in the sense that, he/ she may me engaged in either assessing the students or evaluating the teaching materials .

1.8. Language issues in ESP

According to Dudley- Evans and St John while facing an ESP situation, it is vital that the skills: reading, speaking and writing will be involved. Hence, the language issues: grammar, vocabulary and discourse must be taken into account and given great priority.

1.8.1. Grammar in ESP

Much has been said about the importance of grammar in ESP teaching. Although an ESP matter is not really related to grammar, it is vital indeed to consider grammar

as an important element inside the field of ESP. While dealing with an ESP course, the grammatical weaknesses have to be revealed through the student' level in English. Thus, the priority ought to be given either to grammatical accuracy or to the fluency of using the language.

1.8.2. Vocabulary in ESP

As far as vocabulary teaching in ESP is concerned, it is important to take into consideration two elements: vocabulary for comprehension and vocabulary for production. The former implies the deduction of the meaning of vocabulary taken from the context and structures; whereas, the latter means the storage and the re-use of vocabulary already dealt with.

According to Dudley- Evans and St John (1998), various techniques have been suggested for storing vocabulary: the use of word association, and the use of visual images to help remember a word. In fact, different learners use different techniques, this is why, it is necessary for teachers to help students to find out what really fit them.

1.8.3. Discourse Analysis in ESP

Concerning discourse analysis in ESP, Dudley- Evans states that genre analysis has become a very important element in text analysis for pedagogical reasons, in the sense that, the writer's communicative purpose governs the choice of grammatical and lexical levels. Moreover, the communicative purpose is defined as a feature by which a genre as lexical articles can be distinguished from other genres.

1.9. Needs Analysis in ESP

In addition to other aspects in ESP, needs analysis plays a prominent role in designing any ESP course. It is through needs analysis that ESP teachers can select their teaching materials .” **Needs analysis consisted in assessing the communicative needs of the learners and the techniques of achieving specific teaching objectives” Simion (2015:54).**

Needs analysis has become a very complex component in ESP context since it aims at collecting accurate information about the learners and the target situation where ESP is studied (Simion: 2015).

According to Dudley- Evans and ST john(2009) cited in Simion (2015), there are eight components in dealing with the concept of needs analysis which have been put into five areas including:

1. Target situation analysis and objective needs analysis.
2. Linguistic analysis, discourse analysis, genre analysis .
3. Subjective needs analysis.
4. Present situation analysis for the purpose of identifying learners' current skills and language use.
5. Means analysis

1.10. ESP Syllabus Design

Before giving a definition to a syllabus , one may make a distinction between a curriculum and a syllabus. Many definitions were given to the concept of syllabus and were very similar to some of the definitions of curriculum. The main difference between curriculum and syllabus can be clear enough. The former underpins management , evaluation , and other issues in education;whereas, the latter focuses more on the choice of the learning content (Nunan :1988) .

In foreign language teaching/ learning processes, a curriculum may comprise materials, equipment, examination , and training of the teacher. However, a syllabus is concerned with evaluation and some methodologies (Mizel: 2014).

The need for planning a program for learners of ESP has been a complex task. Taking into consideration the learners' wants, needs and ways of thoughts urged linguists , as Dudley-Evans, and St John to focus on those studies. To this effect, Yalden (1987:86) claims that,

“ it has been examined at length particularly context of English for Specific purposes programs, but also more and more in general planning for language teaching” .

According to Yalden (1987:86), a syllabus must respect both the needs and aims of learners since it is a tool that helps students in completing the activities in the classroom. If we have to define a syllabus, it is a program of what is going to be learnt. It is useful for both teachers and learners, in the sense that it gives and provides goals which should to be achieved. Yalden believes that a syllabus is seen a tool that allows the teacher to know more about the learners’ needs and objectives to try to prepare activities that better suit the situation .

It is important to mention that a syllabus should respect learner’s needs and wants. It is through some criteria that a syllabus of any kind can achieve the learning goals. According to Yalden (1987), there are three main features in any syllabus:

* **Efficiency:** means that a syllabus should provide control of the learning process.

***Explicitness:** means any syllabus has to be clear for teachers, in the sense that, it keeps a moderate relationship between course designers and teachers. In addition, a syllabus should keep everything clear in order to be taught and grasped effectively.

* **Organizing principles:** means that at first, it is just about the content which should be learnt and later it speaks about the methodology and materials to be used in a particular teaching context

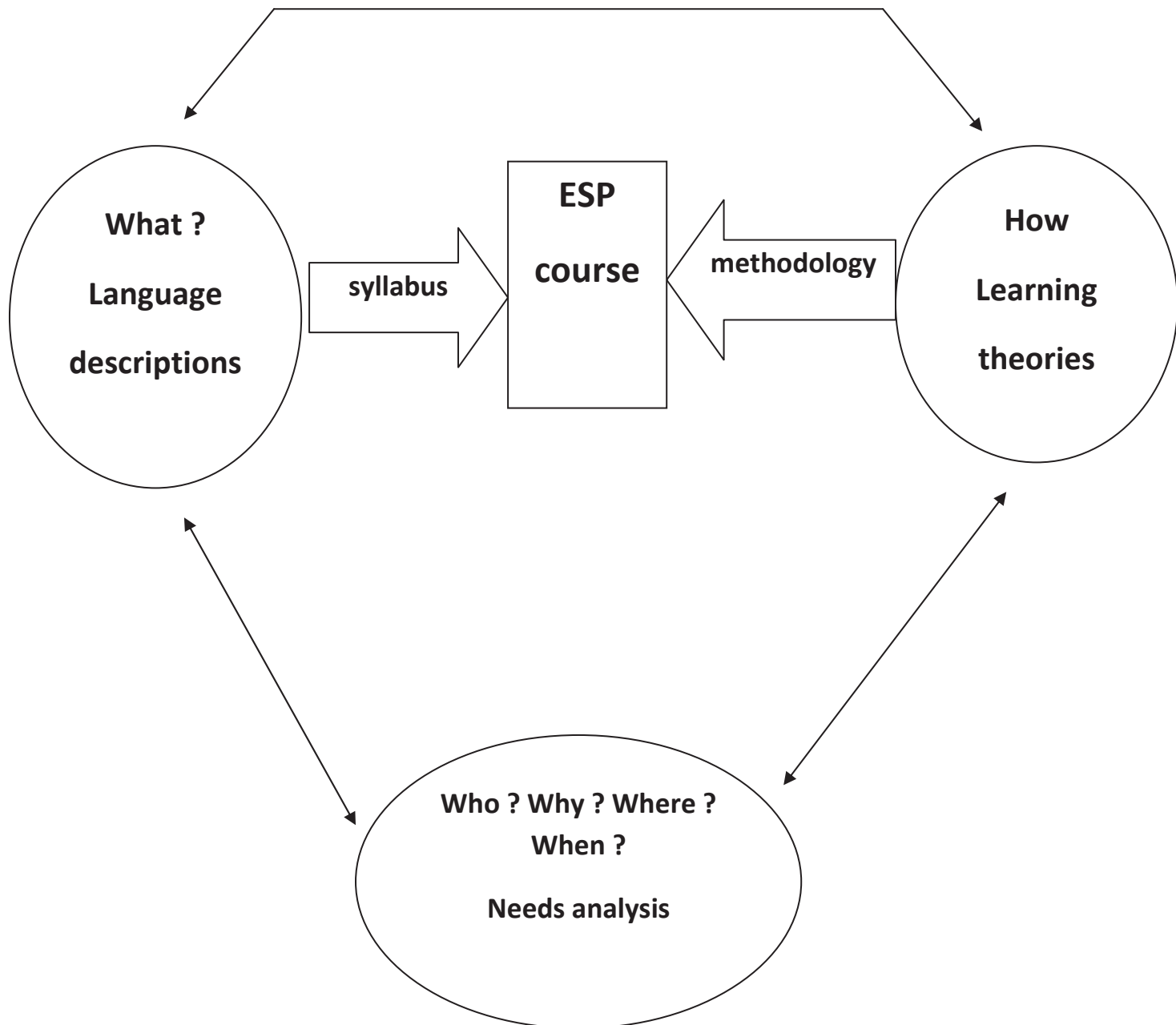


Figure 1.3. Factors Affecting ESP Course Design

Hutchinson and Waters (1987:22)

After designing a suitable syllabus and enhancing it to students, the biggest question lies mainly in how those students are going to be motivated to learn, and acquire the language.

1.11. Learner's Psychological Side

When stating the word motivation, the first idea which comes to our minds is motivation and learning. Motivation is very important in the learning process and its importance lies in the fact that it has a tight relation with student's desire to participate in the learning process.

Motivation has always been students force and ability to participate in the learning process due to some factors urging them to operate in this way. **“Motivation is a cause of a reason for action ;that urges a person to act in a certain way” Guerid (2015: 188).**

1.11.1.Types of Motivation

According to Guerid (2015), there are four different types of motivation:

a) **Intrinsic Motivation**

It refers to the one that is expressed by the satisfaction of practising a task and getting the pleasure in doing that rather than being influenced by external issues.

b) **Extinsic Motivation**

It refers to the motivation that is influenced by external issues. Exams can be one of the main reasons that motivate students to learn and make efforts. (Guerid :2015).

c) **Instrumental Motivation**

It is generally indicated by aspiration to get practical benefits from the study of a second or foreign language without being integrated socially with new target language.

d) **Integrative Motivation**

It means belongingness and loving the community that speaks that language.

1.11.2. Motivation in ESP Learning

It constitutes the essential and effective methods, techniques or strategies since it is the appropriate way that guides the student's progress and increases the will of learning.

Broadly speaking, motivation can be practised to encourage less motivated students and touch their inner resources, as well as, their sense of competence in order to reveal how skills and potentialities can be applied in the real world.

1.11.3. Factors Aiming to Develop Motivation

Motivation to learn is a competence acquired through general experiences. Certainly, the teacher's behavior represents the powerful motivation tool since he/ she is the one who gives and transfers knowledge to the students, i.e., he/ she is simply the source of information and react while acquiring the knowledge.

Instructors play an important role in the development of the student's motivation. If the teachers present the courses and push students to learn, they will surely develop a higher level of proficiency and positive attitudes in the learning process. Teachers have to ask students to read and write the English language.

Student's motivation can not only be developed through teachers, however, parents have a great deal in the process of motivation. The fact of feeling comfortable and self confident inside one's home fosters the need to succeed and achieve the learning goals.

Motivation in learning an ESP course has to do with the type of course design. The fact of applying syllabuses designed for either British or French students to Algerian students, reveals the increasing number of less motivated students since it is too important. Knowing about motivation as an influencing effective factor in teaching/ learning processes underpins the necessity of considering this latter in English classes. While teaching, the instructors should recognize the prominence of

motivation in learning a foreign language. They have to take into consideration its types to be able to select suitable classroom activities (Ellis :1997).

In fact, motivation with other pedagogical strategies can help ESP teachers stimulate their students and cherish their needs to gain confidence while learning. However, having a good command of the language skills in general and the writing one in particular still create confusion and an uneasiness inside classes. Being a complex and a challenging skill, the main concern of the following part will be writing in general and business writing in particular.

1.12. Writing in the English language

Like the other language skills , the writing skill constitutes an important element in the development of any course. In the learning process, learners may involve one of the four skills. Writing as the action of taking down what is heard is crucial in achieving the learning goals; so, Hatman and Stork (1972:20) said : **“writing is one of the basic linguistic skills. It has been defined as the process or result of recording language in the form of conventional marks or graphic signs on surface”**.

1.13. Types of Writing

According to Hatman and Stork, (1972), there are two basic types of writing:

- ✓ **Institutional writing:** a restricted specialized activity of a minority of people who write because their profession(s) oblige them to do so. For instance, business people have to write in order to communicate and build business relationships.
- ✓ **Expressive or creative writing:** to write in order to give natural expressions to personal perceptions, feelings and thoughts. As an example, one can write diaries or poem; just for pleasure.

1.14. Difficulties in Writing

Writing as a process is not easy to be achieved since learners do not always know how to use the language appropriately or correctly. This why, writing is not only a

product but a skill to be mastered as well. Writing is one of the skills that is tough to be mastered either for learning English as a second or foreign language(Richards and Renandya :2002).

Since learners of English as a second language read the language, they are supposed to write it as well. However, this is not always the case as these learners often meet various difficulties in drafting the written pieces, and transforming ideas into written words.

Another problem faced by the students in writing is how to make the reader understand the written pieces. Thus, it is up to the writer to do his best using all the strategies(i.e. the procedures used in learning, thinking etc, which serve as a way of reacting to a goal) and the language exponents stored in order to convey his/her message effectively. In this context, Raimes (1987:43) says that, “ **a well-written piece states its point explicitly, so that the reader knows the writer’s point of view without any doubt**”.

When speaking, the listener can understand either through words or through some facial expressions and gestures. This is not the case when writing since the reader will grasp the meaning only through written words. Hence, the writers are requested to use as many words and expressions as possible for conveying and persuading their readers. This is why, several factors such as, age, level, needs (either specific or general) and writing experience, as well as other factors which can have to do with structural, functional, organizational, and Stylistic skills have to be taken into account by the teacher in order to plan a writing lesson.

Having said that, let us see a representation of the plan of a writing lesson which we can relate to our subject dealing with professional people. The fact that any writer is concerned with writing either for general or specific needs emphasizes the importance of this figure. It was set by both the researcher and her supervisor when submitting her fourth year project of English Degree (2007). It was a comparative analysis of two textbooks of the secondary school. Furthermore, this figure reveals

some points that should be considered while writing. Since the current research tackles business writing, it is up to teachers to be aware of some elements in order to develop the writing skill. Taking into consideration the figure's items will surely help professionals in editing proper and correct English.

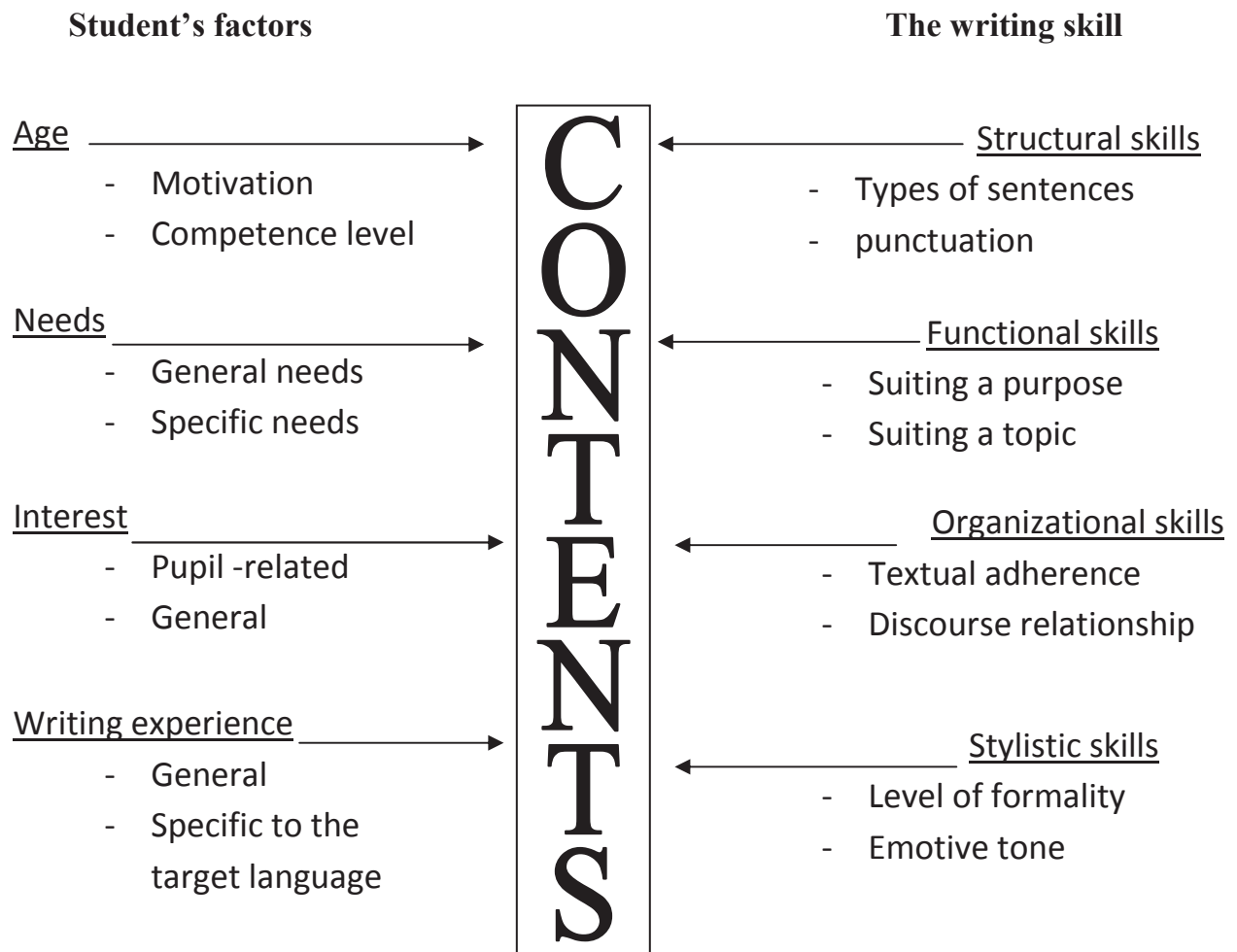


Figure 1.4: Planning a Writing Lesson

After planning how to write, one, especially, a business writer must take into account a very important factor in his/ her writing. Perception constitutes an element that should be understood and well grasped. It is the recognition and the understanding of events, objects, and stimuli through the use of sense. It is seen as the primary element of any writing, as for learners, professionals should understand well

the topic they are going to write about. For instance, while writing a letter or a business e-mail, the professional person should give a great concern to the topic he/she is going to write about. Rackham shows how perception is very crucial in any writing as he states that, perception begins as a sensory act. You must see your subject(and sometimes hear it, taste it, touch it, smell it)(Rackham :1980).

1.15. The Connection of Reading to Writing

Reading, as a means of learning, is very important. The reader should first grasp what is written and thus he/ she can predict what will come later. In addition, reading is the ability to recognize the relationship of the sentence's elements. This is why, it implies a visual recognition of words, patterns, sentences, and discourses, thus, **“reading can refer to the ability to recognize sentences and their meaning as linguistic elements or it can refer to the ability to recognize how they function as parts of a discourse” Widdowson (1978:63).**

Reading is needed in all degrees and it is through this skill that pupils come into contact with the language. It can be achieved either by an oral reading or a silent one. The reader couldn't write before being able to read. All student or pupils are asked to read English whatever their level is. This is why, reading is a skill that everyone needs whether she/he is a student in elementary, secondary, university or adult school (Celce-Murcia and McIntosh :1979).

Harris ,in a similar vein , maintains the idea that reading sometimes helps writing, in the sense that, reading feeds writing since students , while being asked to write, use sometimes their reading backgrounds as far as written words are concerned. He asserts that:

“good spellers are not necessarily fluent readers though they may be , but are almost invariably people who gave an interest in words and perceive both shapes and pattern of words. They will also have good visual memories and be disposed to get things right”.

Harris(1993:86)

1.15.1 The Purpose of Reading

The reading skill has many targets. A person can read because he/ she is obliged to do so. Another can read for pleasure and passing time. Moreover, some readers may read to enrich and enlarge their vocabulary through a wide range of materials of their choice. Harmer affirms that:

There are many reasons why getting students to read English texts which is an important part of the teacher's job. In the first place, many of them want to be able to read text in English either for their careers, for study purposes or simply for pleasure.

(Harmer, 2001:68)

It should be mentioned that teachers are asked to read clearly and loudly in order to avoid ambiguities. Therefore, after the teacher's reading, the students will find it easy to read since they heard what was written before. Finocchiaoro states :” **you should always read aloud for students any reading you are going to assign to them**” (1974:70).

The reading skill is emphasized by both teachers and learners. The former tries to train his/ her students not only in skimming for information, but in enlarging their stock of vocabulary. The latter seeks to read stories, and written pieces for the sake of improving the reading abilities. Richards and Renandya (2002: 273) point out: **“Reading, then, is a skill which is highly valued by students and teachers alike.”**

1.15. 2. Types of Reading

It is important to mention that there are two types of reading; Extensive reading and intensive reading. Extensive reading is a rapid one that is concerned with big materials and longer ones. It seeks to understand the general meaning more than focusing on the language (Carrel & Carson in Richards an& Renandya :2002).

Broadly speaking, the extensive reading depends on every pupil's interest and tendency. It is reading for the pleasure of reading, not focusing on every single detail

in the writing. Therefore, it takes into consideration quality rather than quantity. Concerning the intensive reading, it is to read in detail for a complete understanding of every part of the writings. It is devoted for getting the text's main idea. These two ways of teaching reading have a complementary purpose.

Finally, if reading covers the ability to comprehend and interpret information contained in the written passage and even if much has been written about reading in a first and second language, most conclude that we really know very little about the process of reading and perhaps less about what should be done in first or second language study to facilitate it.

The relationship between the two skills, reading and writing, can be clearly noticed since we are required to read before to write. If people do not know how to read a written language, it is obvious that they will not write it. Randa makes it clear: “ **writing is viewed to be reader-based . The writer is seen to be engaged in procedural activities for making information accessible and fulfilling the reader's expectations**” (1990: 174).

After mastering the reading skill, students can write the language then, in the sense that, reading can facilitate the task. So, in order to better write, we must read better since one cannot write without reading while writing.

1.16. Writing Business English

In the late 1960's, it was felt that the difference between business English and general English became broader. “Business English” also called the “English of business” is an inseparable part of English for business and Economics. Pickett in (Dudley -Evans, and St John :2009) suggests that there are two particular aspects to business communication:

- Communication with the public, and
- Communication with (intra) a company or between companies,

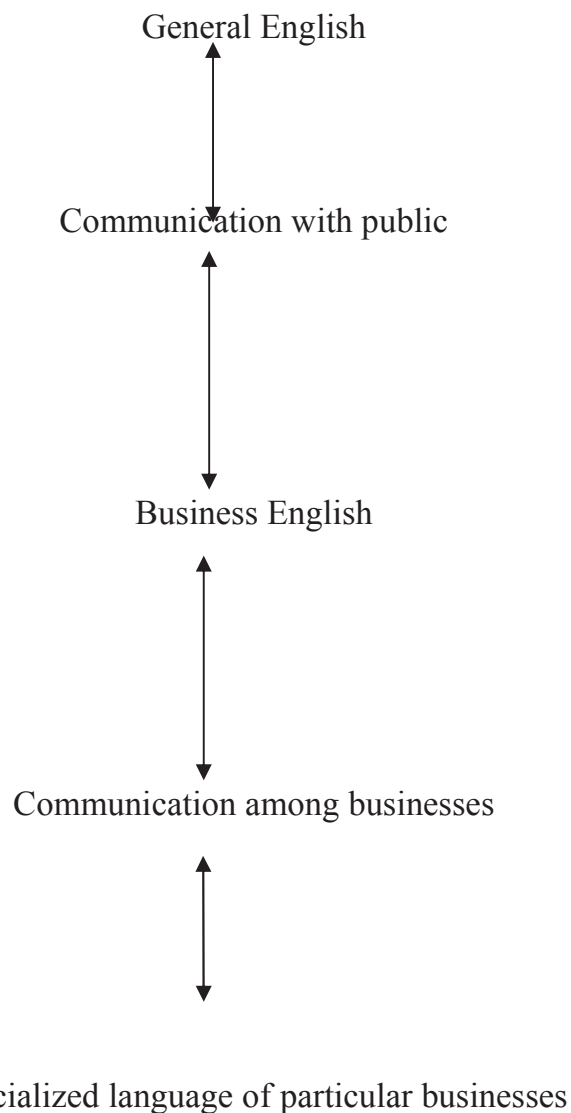


Figure: 1.5: The Two Aspects of Business Communication

Pickett, in Dudley- Evans and St John (2009:55)

Figure 1.5 reveals that communication with public using general English., and that business English is used among different businesses in order to communicate. Therefore, any particular business uses a special language for the sake of communicating effectively.

Much has been said about the distinction between academic English and Business English. It is important to mention that, Vasquez (2013:100) states” **it would**

be incorrect to argue that business writing shares nothing with academic writing. Indeed, they may have several characteristics in common". Hence, he tries to give some common points between the two, i.e; Academic and business writing. For him, their similarities are:

- * Both need clarity
- * Both need purpose of writing
- * The same familiarity with the reader
- * using the same general vocabulary
- * The use of grammatical rules

1.17. Different Types of Business Writing

In business writing and even in other types of writing, one should plan what will be written since professional people will read business writing and revising it is probably even more important than it is in other writings. As business writing is the action of writing to someone related to business, it should be direct, brief, clear and purposeful. Bonner (1974: 7) asserts" **the use of written words , nevertheless, continue to play a vital role in business communication** ".

1.17.1. Business Letters

This genre is usually sent to people outside the company. They are also sometimes used within a company for more formal situations to convey crucial information, or to communicate between the different departments within the same company. A business letter" **is a message written on letterhead paper and addressed to someone outside the organization. It is usually sent through the e-mail**" Flanagan (2007: 16).

1.17.2. Business Memos

Like any other kind of business writing, memos can be used for different communicative situations at work. A memo can be written to people within the same company. It differs in length from a couple of sentences to many written pages . A Memorandum (memo)is a type of business writing that is usually used inside the same organization and within different sections of the same organization. Memos are initiated by the sender and are informal (Flanagan: 2007) .

1.17.3. Business Reports

Generally, reports are used to give the progress of a project, to talk about an employee's performance over the last year, to propose making a change in a procedure or launching a new product. Galko (2002 :179), lists the following kinds of reports:

- **Meeting minutes:** summarize what was discussed in a meeting.
- **Status reports:** tell the current progress made on a certain project.
- **Travel reports:** Describe the different aspects of a business trip.
- **Expense reports:** list the expenses during a business trip.
- **Accident reports:** describe an incident.
- **Competitive analysis:** compares the company's product with similar products put out by competitors.

1.17. 4. Business E-mail Messages

As other forms of writing, one of the main reasons of writing e-mail messages should be to facilitate the reader's task. E-mail writing is a vital form of communication in today's fast, global work environment. It is important to consider e-mails as any other business communication taking into consideration some questions and tips in order to better write a business e-mail message.

1.18. General English Teaching VS Business English Teaching

Since BE is highly proved to be one of the most prominent disciplines, it becomes urgent to make certain distinctions between BE teaching and GE teaching. The difference between the two lies in many teaching perspectives. Zhu and Liao (2008) admitted that the role of the teacher can be similar as both BE and GE teachers have to choose appropriate materials taking into consideration their learners' needs. It is known that : **“both BE and GE teachers should be able to identify the current language level of the learner and to select tasks that are appropriate in level as well as in context”** Zhu and Liao (2008:91).

In BE teaching ,according to Zhu and Liao (2008), a teacher has to be called BE trainer as he/ she is more qualified than the GE teacher , having useful knowledge to be transmitted. In addition, BE trainer is characterized by the ability of solving students' problems and teaching business English methodologies .

Course design is another distinctive point as **“ the course design for GE focuses on subjects related to culture, literature, and linguistics, while that of BE focuses on courses related to application of business communication”**(Zhu and Liao , 2008). In fact, the main aim of a course design is to transmit knowledge to learners , who according to their needs, make the two types of the course design divergent.

Teaching English skills also tends to make BE and GE very different, in the sense that, while teaching BE, the emphasis is mainly put on business vocabulary and terms; General English underpins grammatical rules and structures. In a similar vein, Zhu and Liao (2008:92) maintain that,

GE teacher stresses on language and its grammatical components , BE teacher should spend more time to cultivate the basic skills for the learners and make the business meaning of the lexical components clear to learners.

1.19. The Importance of Business Writing

Much has been said about the importance of business writing in business communication, especially with the emergence of new technologies and the rapid change in the business world. In fact, all the other language skills are prominent in transmitting business messages; however, writing takes the lion share in achieving that task. This was clearly stated by Maican (2010: 106) who claims that: “**within the field of business communication, business writing holds the paramount role**”.

The fact of preserving business writing, having the ability to write and rewrite a message, and omitting the redundant elements underpins the prominence of business writing in the business world and fosters the power of this skill in transmitting successful messages (Maican, 2010).

1.20. Challenges in Teaching Business Writing

Like the other language skills , the writing skill can constitute a very serious problem while being taught in ESP environments. The problem lies in the fact that ESP students, most of the time, find themselves either unwilling to write in English or attend writing classes. This was emphasized by Maicain (2010: 104) who affirms that , “ **the first problem any teacher is likely to face is that of students’ reluctance towards writing courses**”.

Another factor that may hinder the student ‘s development while dealing with business writing is that there is always an appropriate, suitable peer to do the writing assignment in a fast and a better way (Maican: 2010).

It is crucial to mention that, some students sometimes underestimate the task of business writing as they find it easy to achieve it neglecting the prominence of business words and the uniqueness of the audience . Therefore, “ **there should always be an appropriate selection of words, phrases, register, ways of addressing,depending on the audience**” (ibid).

Students’ fear of not operating well in writing tasks can also effect them negatively, since they may be discouraged and be deprived of confidence while dealing with

writing activities and using adequate business words. In this line of thought, Maican (2010: 105) maintains that: “ **students’ uncertainty regarding the way they are actually to use their business writing skills in English may also deter them from becoming good learners**”.

1.21. Conclusion

ESP teaching is becoming prevalent in our societies due to globalization and new technologies. This is why, many universities have to comply with the change to satisfy students’ needs. This chapter is a theoretical one since it deals with the concept of ESP with its innovation and tendencies .It seeks to reveal the most important components in any ESP course design after knowing about needs analysis to pave the way for researchers and course designers to select and prepare appropriate teaching materials.

The second part of this chapter deals with writing in general and business writing in particular. It discusses the different business documents and makes a link between writing and the other language skills. After giving a brief literature review, this research will deal with the case under study. The methodology of this investigation, tools and instruments, and the research design will be the main concern of the next chapter.

Chapter Two

Situation Analysis and Research Design

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Situation Analysis and Research Design

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2.1. Introduction

The rise in students' writing difficulties in the field of Economics has been observed over the years since writing in English is becoming prominent in scientific fields. This chapter sheds light on the situation of ESP in Algerian universities in general and in the department of Economics at Mascara university in particular.

This part, therefore, seeks to explore the reality of teaching the writing skill at the department of Economics at Mascara university. It allows the researcher to get a detailed view about the situation and the population under study.

For the purpose of gathering reliable and authentic information, the researcher dealt with different methods and procedures. This research has relied on a mixed – method design that links both the qualitative and quantitative methods for being able to find answers to the research questions. It is important to mention that, additional tools for investigating were also used to provide valid knowledge about the situation in hand.

2.2. ESP Situation in Algeria

English as a language has become prominent in all fields and domains. Its importance lies in the fact that it is the language of globalization and new technologies. This is why, Algeria as many other countries all over the world adopted it in its educational system to cope with the technological development.

English is considered to be the second language most learned in the world due to its global influence and the success of its native speakers. Therefore, many students all over the world tend to learn as much English as they can since they need it in their fields of study.

The worldwide spread of English as a foreign language urges Algerian authorities to adopt it in Algerian institutions in order to respond to learners' needs and enable them deal with the change and the development of scientific fields.

In addition to the teaching of English in middle schools, it is considered as a compulsory foreign language at the university level. It is no longer taught only in

English departments ; it broadens its scope to reach scientific fields and becomes a mandatory module in Economics, Biology, Computer Sciences , and Chemistry.

2.3. Mascara University and ESP

Mascara university was mainly founded in 1992 and it developed as a university centre since it comprised only one higher trend called Agriculture. Its teaching was gradually extended to cover many scientific streams as Economics, Technology, and Biology. Thanks to its graduated students , Mascara university centre shifted to become a university in 2006 with seven different faculties. It also adopted the LMD system as the other Algerian universities to unify the Algerian system.

The university of Mascara is made of the rector's office , seven different faculties, and common services. They comprise many departments which are headed by heads of departments. It is necessary to say that, each faculty exposes of a large library. To emphasize what has been said before , the following figure explains more about the various faculties of Mascara university :

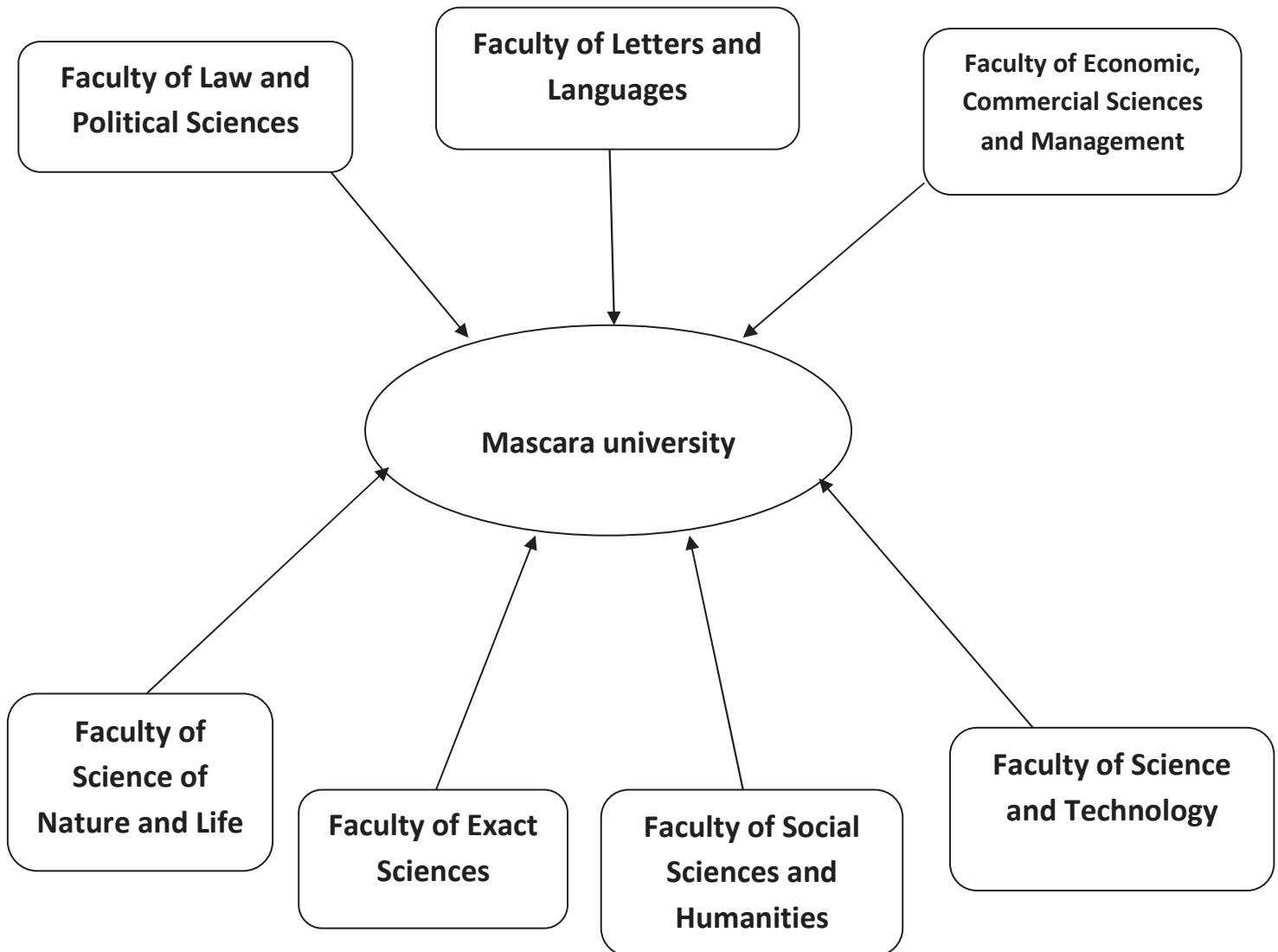


Figure 2.1. The Different Faculties of Mascara University

It is believed that all of the scientific fields at Mascara university do need English and its interference like Arabic and French languages. ESP students at Mascara university require the use of the English language in their field of study since they make use of either documents written in English or some terms related to the field of study.

Although ESP courses are prominent, they tend to have lower values due to English coefficient and sometimes it has to do with students or teachers' attitudes.

2.3.1. The Faculty of Economics, Commercial Sciences and Management

The faculty under study comprises three different departments with a number of students exceeding 2'672. The licence and master degrees consist of 2574 students ; whereas, the doctorate and magister ones have only 98 students. The following figure and table explain more about the faculty of Economic, Commercial Sciences and Management :

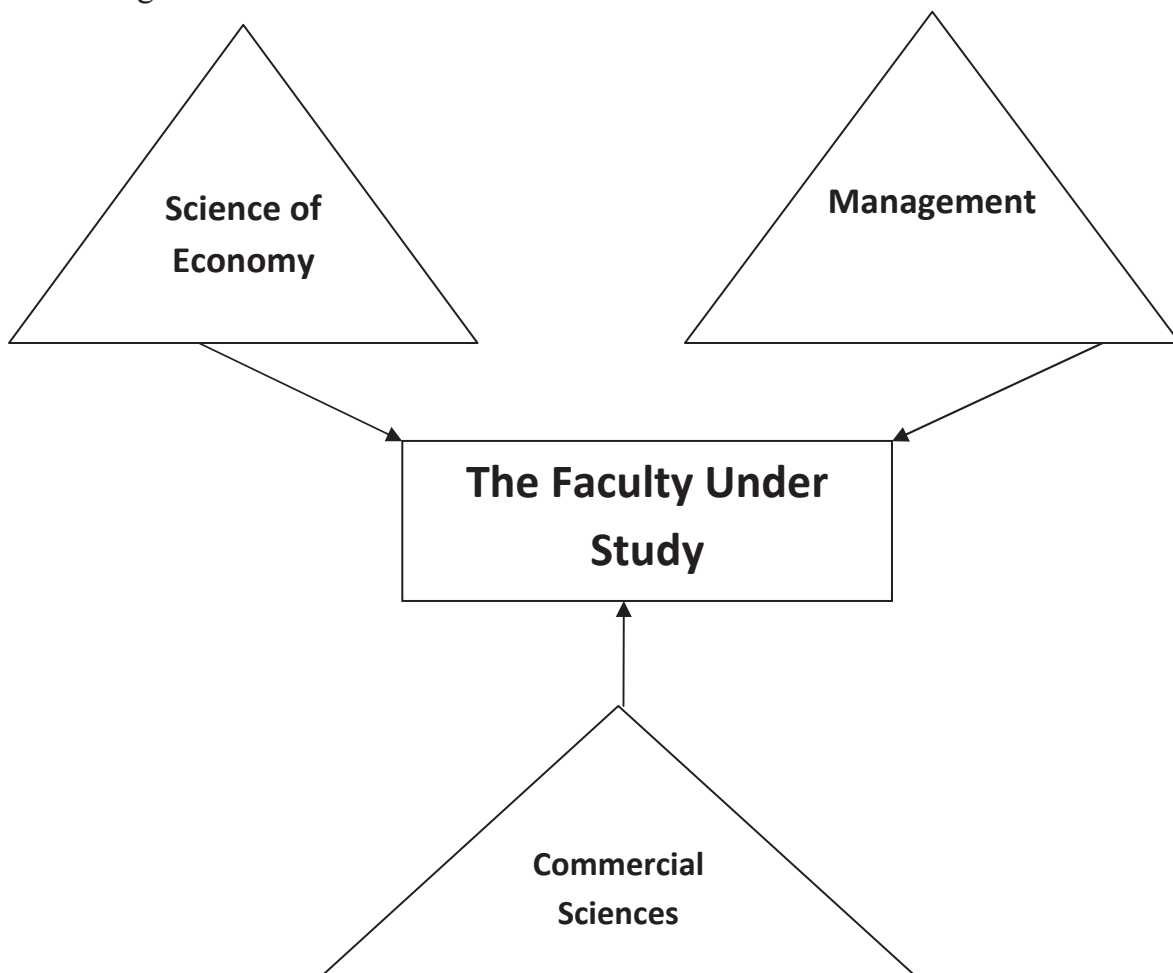


Figure 2.2. Departments of the faculty of Economics, Commercial Sciences and Management

Table 2.1. reveals the different specialities in the faculty of Economic, Commercial Sciences and Management. It is important to mention that, all of students in their first year study the same field. It is in their second and third year that they specialize according to their averages. This is explained in the following chart :

N°	Years	Speciality Name
01	Common Core 1st year	Domain of SECG
02	2 nd year	Economics Science
		Management
		Commercial Sciences
		Financial Science
03	Speciality 3rd year	Bank and Finance
		Quantitative Economy
		Development Economics
		Human resourse Management
		Entrepreneurship
		Management
		Accounting and Auditing
		Strategic Marketing
Business Finance		

Table 2.1. Specialities of the Faculty of Economics, Commercial Sciences and Management

2.3.2. The Department of Economics and the English Language

It is assumed that the field of Economics needs the English language since it deals with many terms and technical English. The module of English is a mandatory one which is taught once a week. Students usually have two semesters and it is the role of the language teachers to select courses that suit their students' needs. The department provides an opportunity in learning during licence and Master degrees. These are the fields tackled during both periods :

Licence Degree	English Hours
Banks and Finance	1.30 per week
Quantitative Economy	1.30 per week
Analytical Economy	1.30 per week
Economy of development	1.30 per week

Table 2.2 : The Occurrence of English Courses during the Licence Period

Master Degree	English Hours
Economics and Management	1.30 per week
Banks and Finance	1.30 per week
Analytical Economy	1.30 per week
Quantitative Economy	1.30 per week
Economy of Work	1.30 per week
Industrial Economy	1.30 per week
International Economy	1.30 per week

Table 2.3. The Occurrence of English Sessions During the Master Period

As far as third year Bank and Finance students are concerned, they have to learn English during all the semesters of the three years, i.e, from the first year to the last year of their graduation.

2.4. Research Design and Procedures

Research design is very important in the achievement of any research' objectives. It exposes the ordered steps followed by the research to gain valuable data and interpret them. Singh and Nayak make it clear through this quotation :

Research Methodology involves such general activities as identifying problems, review of literature, formulating hypotheses, procedure for testing hypotheses, measurement, data collection, analysis of data, interpreting results and drawing conclusions.

Singh and Nayak (2015 :120)

When conducting any scientific research, there must be a suitable method to be followed for the sake of answering the research questions about the situation in hand. The selected methodology should enable the researcher to analyze data using different methods that support or disapprove the hypotheses (Wyk :1985).

In a similar vein, Yin discusses the definition of research design while conducting a research. He gives a great attention to the relation between the empirical data and the research questions . He considers a design of the research as an ordered sequence that links the emperical research and the research questions to lead to a conclusion (**Yin : 1994**).

Figure 2.3. reveals the different types of research design. The exploratory research was highly favored by the researcher since she intended to collect data, explore, investigate, and interpret them.

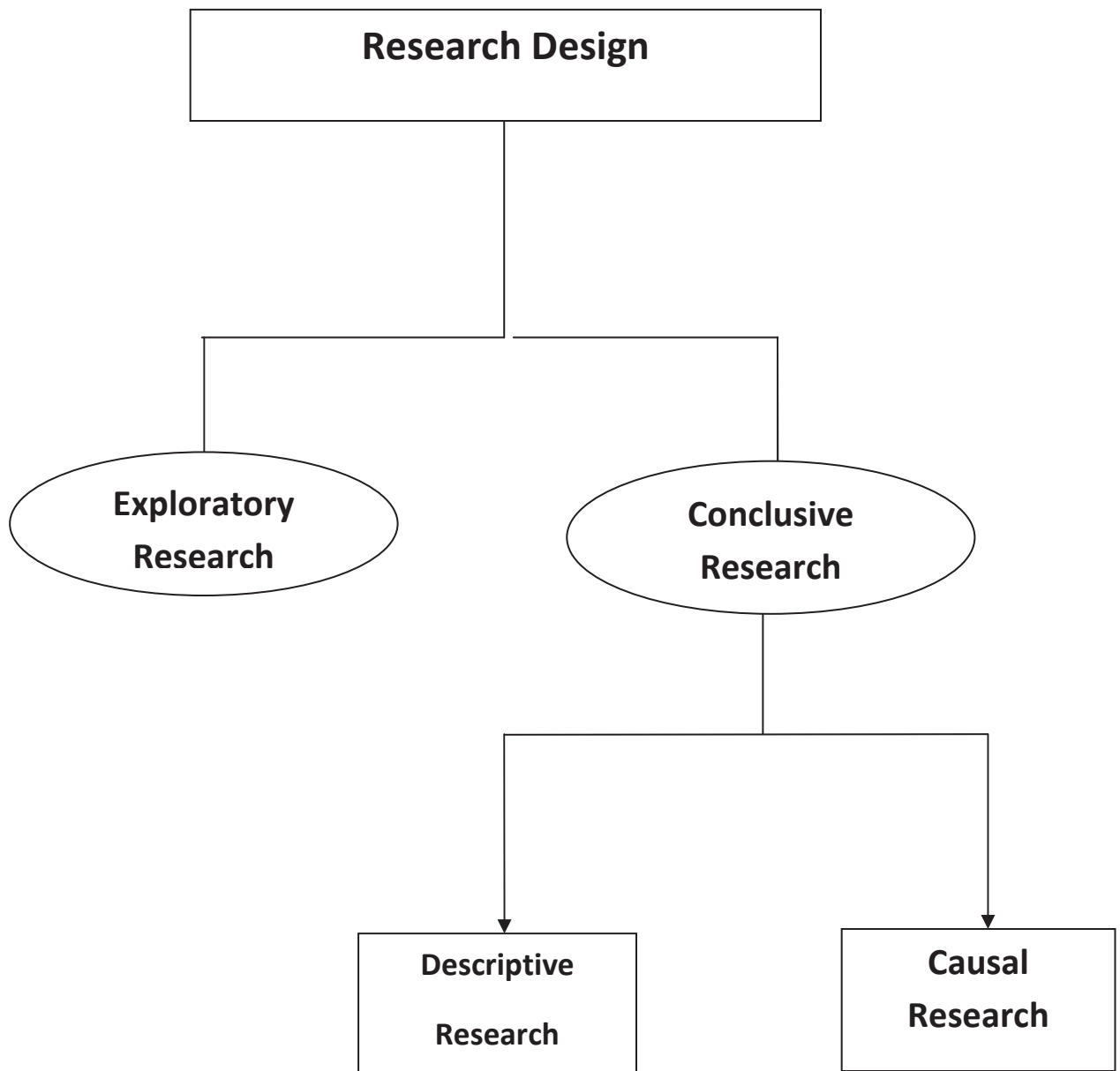


Figure 2.3. Types of Research Design
De Langen (2009)

2.5. Case Study

To get accurate answers to the proposed problematic, an exploratory case study was adopted to understand the phenomenon in hand. The reason behind choosing this type of research is that it helps to depict real situations and points out real facts. It is a

description of a complete situation . Dyer (1995 :50) makes it clear by stating that :
‘the great value of the case study approach is that it enables a more detailed, qualitative and exploratory approach to be taken to research ‘.

Case studies have always been strong methods of research that allow the researcher to examine in depth and closely the phenomenon in hands. Zainal admits that :

Case study research allows the exploration and understanding of complex issues. It can be considered a robust research method particularly when a holistic , in depth investigation is required.

Zainal (2007 : 12)

It is important to mention that, the researcher uses this case study since it permits her explore , sort out, and investigate the main reasons that stand behind the difficulties in producing correct written pieces. Zainal , asserts that : ‘ case studies, in their essence, explore and investigate comtemporany real- life phenomenon through detail contextual analyses of limited number of events or conditions and their relationships’.

Stake , (1995), in a same context , identified six elements that can make of a case study a strong one :

- Determine and define the research questions.
- Select the cases and determine data- gathering an analysis techniques.
- Prepare to collect data.
- Collect the data in the field.
- Evaluate and analyze the data.
- Prepare the report.

The choice behind selecting the case study method was due to the fact that the researcher also intends to go deeper and have a specific vision about the phenomenon , i.e ; the reasons of being unable to produce written pieces by third year finance and banks students at Mascara university. It helps to have a tight contact with students since

the researcher uses different tools, such as, students' questionnaire, teachers' interview, classroom observation, and error analysis.

It is important to mention that there must always be an essential tactic of using multiple sources and ways for gathering data that may encourage the investigator to cope with different situations (Yin :2009). The following figure explains the steps a case study must respect to be a powerful one :

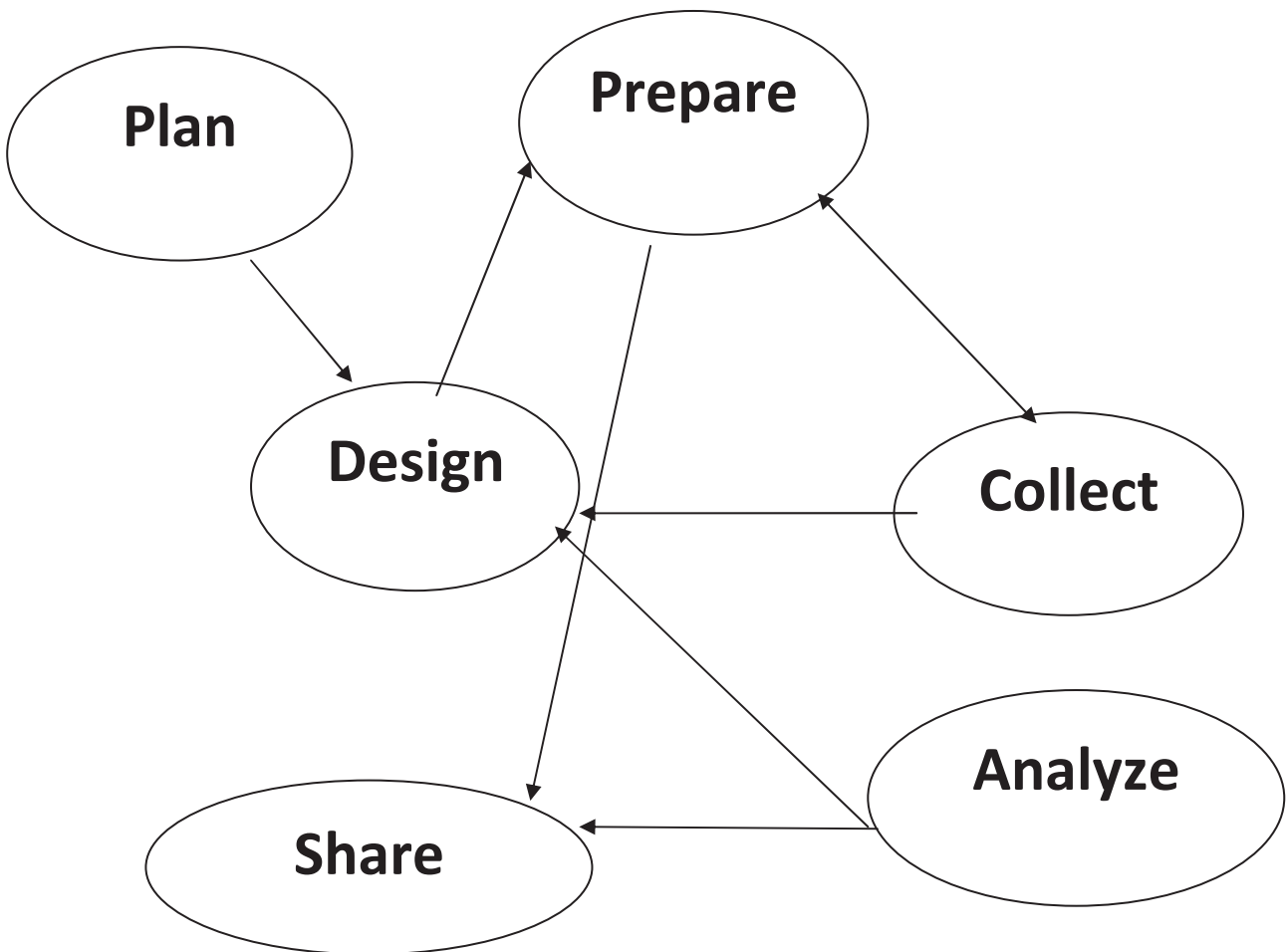


Figure 2.4. Steps in a Case Study Research

Yin (2009 : 23)

2.5.1. Categories of Case Study Research

Yin (1984) discussed the different types of a case study research according to the objectives of each type.

▣ Exploratory Case Study Research

It is a kind of research that tries to understand the problem since it helps to clarify the causes of that problem. ‘ **Exploratory research provides greater understanding of concept or crystallizes a problem (De Langen ,2009).**

In fact, an exploratory research helps in understanding a particular research study through exploration and investigation. Exploratory case studies set to explore the phenomenon before the research questions and the hypotheses are proposed. Hence, this initial work will help the researcher prepare the frame work of the study (Zainal ,2007).

▣ Explanatory Case Study

In this type , the researcher has to explain the phenomenon after examining th edata closely ‘**explanatory case study presents data bearing on cause- effect relationships- explaining which causes produced which effect ‘ (Yin, 1994 :5).**

▣ Descriptive Case Study

Zainal (2007) states that : ‘ **It sets to describe the natural phenomena which occur within the data in question ‘. In addition to that, MC Donough (1997) , suggests that , ‘descriptive case studies may be in a narrative form’.**

Besides the categories listed above, other researchers opted for the addition of other kinds of case studies. According to MC Donough and MC Donough (1997), interpretive and evaluative case studies have to be considered as other categories of case study research. The former aims at evaluating the data by either developing or challenging the assumptions ; whereas, the latter seeks to evaluate and judge the data found in the phenomenon (Zainal , 2007).

According to Yin(1984) in Zainal (2007), there are three categories of case study research and the following figure reveals this fact ;

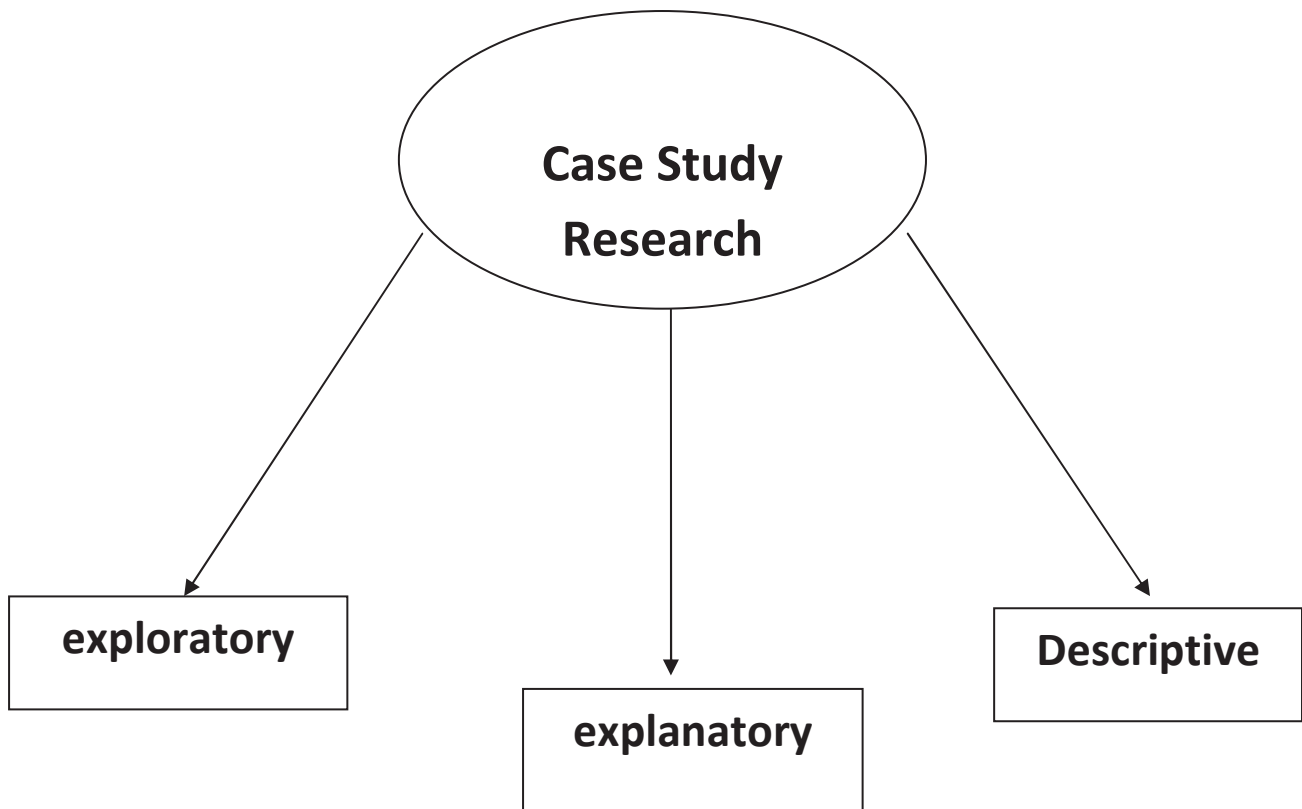


Figure 2.5. Types of Case Study Research

Yin (1984)

2.5.2. Advantages of Case Studies

According to Zainal (2007), whatever the type of the case study is, its advantages will be the following :

- The examination of data is most often conducted within context in use.
- Variations in terms of approaches to case studies .
- The detailed qualitative accounts help to explore reallife situations.

2.6. Sample population

This research study is carried out to describe and explore the main problems faced by students of third year banks and finance at Mascara university while dealing with the

writing of business English. The fact that third year Bank and finance students always feel stressed and unable to produce written pieces underpins the necessity of finding some useful ways helping them achieve that task.

There is always an important element while dealing with educational phenomena. Polit et al (2001 :234) consider a sample as ‘ **a propotion of a population**’. This is why, the subject of the study was represented by 22 third year Finance and Bank students in the department of Economics at Mascara university. Holloway and wheeler (2002 :128) , in a similar vein, acknowledge that :’ **sample size does not influence the importance or quality of the study and note that there are no guidelines in determing sample size in qualitative research**’. As a result , the researcher believes that the participants number was sufficient and helped her gain valid data. For this reason, she relied on both students and teachers to achieve her task.

☐ Target students : even though their total number on the list was 30 students, the researcher got the oppurtunity to deal with only 22 of them since the rest did not attend English sessions. The reason behind choosing this class lies in the fact that they are supposed to write and read in English in a correct manner since it was their last year of graduation.

☐ ESP teachers : four English language teachers were interviewed in this case study. They belonged to the department of Economics at Mascara university. They all accepted to cooperate for the sake of finding answers to the research questions. It is worth saying that the researcher met each one according to his/ her timetable.

2.6.1. Students’ Profile

The researcher dealt with 22 students belonging to third year and finance class during the academic year 2015/2016 in the department of Economics at Mascara university. The class comprises 30 students but there were only 22attending English classes. They were 12 females and 10males. Their age was from 20 to 25 years old. The following chart represents the variation of their age :

22 third year Bank and Finance licence students			
12 females		10 males	
10 Students (21 years old)	6 students (22 years old)	5 students (23 years old)	1 student (25 years old)

Table 2.4. The Age of Third year Bank and Finance Students

Although the students seemed young, the researcher noticed that they were aware of the importance of the English in the field of Economics. All the 22 students were present in English classes and they have all learned the English language before university. They had the habit to read in English but not to write a lot. They seemed motivated especially girls.

2.6.2. Teachers' Profile

Four ESP teachers were involved in the current study in order to get information about the teaching of the writing skill in their classes. They were randomly selected and encouraged to answer a structured interview. They were having different years of teaching careers. Two of them were inspectors of English, partial time teachers, at Mascara university. Both of them had twenty years of experience as teachers at the university of Mascara. The third one had the magister degree, whereas, the last teacher had only the licence degree. The issue is well explained in the following chart :

4 ESP teachers	
1	Full time teacher
2	English inspectors
1	Partial time teacher

Table 2.5. ESP Teachers' Profile

2.7. Instrumentation

To accomplish the main objective of this study, i. e, find out the reasons of being unable to produce written pieces and try to find remedial actions that fit the situation, some instruments have been used .

2.7.1. Students 'Questionnaire

The questionnaire is a research device and a means of investigation including a number of questions aiming at gathering information from the respondents. It is the most useful instrument which has a purpose related to the objective of the research. It can be considered as the quantitative method of data collection since it takes into account the number of population compared with the interview. Richards (2005: 60) maintains that : **“Questionnaires are one of the most common instruments used. They are relatively easy to prepare, they can be used with large numbers of subjects, and they obtain information that is relatively easy to analyze.”**

All questionnaires have the aim of collecting and gathering factual information about the respondents. They seek to classify people and their circumstances, to gather data having connection with people's behaviors and bring to light opinions of a group of people about a specific issue. **“ a questionnaire is essentially a structured technique for collecting data. It is generally a series of written questions for which the respondent has to provide the answers”** Beiske quoted in Waidi (2016: 02).

It is important to mention that even though the questionnaire seems to be an easy tool for collecting and recording information about a specific issue of interest, its design is based upon three important factors. According to Burguess (2001: 55), Questionnaire design can be split into three elements:

- Determine the questions to be asked,
- Select the question type for each question and specify the wording, and
- Design the question sequence overall questionnaire layout.

In this study, the choice of the questionnaire is made upon the fact of studying the language difficulties among a group of people inside a classroom. All the respondents will have standardized questions. The main interest of our questionnaire is to depict information about language communication which is considered to be one of the main issues while dealing with the English language in addition to obstacles and troubles in the learning process that may hamper acquiring the language. Richards makes it clear by saying that,

Questionnaires can also be used to elicit information about many different kinds of issues, such as language use, communication difficulties, preferred learning styles, preferred classroom activities and attitude and beliefs.

Richards (2005:60)

The use of questionnaires in any research can be very fruitful. Beiske (2003) cited in Ghobdane (2010: 92), discusses the advantages that a questionnaire may have:

- ☐ The majority of people are familiar with questionnaires and know how to complete them,
- ☐ the respondents' opinions are not influenced by the researcher's views,
- ☐ the respondents can fill the questionnaire at their own places,
- ☐ questionnaires are easy to analyze.

Questionnaire must be well organized, stated and presented to respondents who are required to try to understand the questions to be able to reply in appropriate way fitting the purpose of the questionnaire. In this context, Kothari (2004:100) explained the role and duty of the participants toward the questionnaire' aim. They have to well grasp the questions to give suitable answers. In addition, they should respect the limited space for each answer.

The students' Questionnaire (see appendix A) was distributed to 22 third year Bank and Finance LMD students at Mascara university to know about the difficulties they encounter when dealing with the writing skill. Though no one can deny the importance of questionnaires in conducting a research , They still have deficiencies that necessitate researchers to use others tools to assist their case studies. Beiske (2003 : 17) summarizes the limitations of questionnaires as follow :

- Written questionnaires do not have features like gestures and other visual clues , and personal contact which can affect the respondents.
- Sometimes questionnaires are not completed by the person we want.
- Some respondents may not give the questionnaire back.

2.7.1.1. Description of Students ' Questionnaire

The target students' questionnaire split into four parts. The first part tries to know about the informants background dealing with the English language. The researcher also intended to depict information about the students interest in the English language and their behaviors resulting from that.

The second part of questions is concerned with the necessities of students in the English language. It seeks to get information about students'needs dealing with the four language skills.

The third category of questions ponders about students'problems and lacks in English sessions. It mainly sheds light on students' deficiencies while dealing with the writing skill.

2.7.1.2. The Main concern of the Questionnaire

The questionnaire was distributed to 22 students(Third year bank and finance students) during the academic year 2015-2016. The aim of the questionnaire is to elicit information about the informants 'needs to be able to provide a suitable unit sample.

It is important to mention that the main objective of the questionnaire is also to reveal students' attitudes when being asked to write . The researcher believes that it may help her gather valid data for the sake of finding answers to the research questions.

The questionnaire comprises 15 questions that differ from close, open, to mixed ones. The researcher , in question 1,2 and 3 , was interested in the students language background. She asked them about their participation using the target language .

Questions 4 and 5 : deal with students' necessities as how often they write in English sessions and their main interest as far as writing and speaking skills are concerned.

Questions 6 and 7 : require the students to classify the four mlanguage skills according to their importance.

Question 8 and 9: wonder about the students ' motivation while dealing with English.

Questions 10 and 11 : are devoted to students ' lacks since the researcher wants to know whether students have difficulties in writing in English . She asks them to tick one of the listed obstacles they encounter when being asked to write.

Question 12 and 13 : are intended to test students willingness to overcome the difficulties in writing.

Question 14 and 15 : deal with the applicants' suggestions of some techniques and ways they think are going to be effective and might help them overcoming their difficulties in writing. Third year Bank and Finance students seemed very interested in sharpening their business productions .

2.7.2. Teachers' Interview

An interview is a discussion set between two or more people in order to gain information. It is a qualitative research technique involving small number of respondents to clarify a situation or an issue. The interview's objective does not only

lie in the fact of gathering data concerned with life ; it is concerned with human 's life and can not be less than this Cohen, Manion and Mourison (2007).

The importance of interviews in any research was strongly emphasized since they tend to be seen as effective tools for generating data by researchers who are engaged in the study and interpretation of human experiences (Alvesson :2011). To shed light on the prominence of an interview in research in general and the qualitative one in particular, Alvesson asserts :’ **interviews have long been the bread and butter of qualitative research (Ibid).**

It is crucial to mention that the interviewer is responsible for preserving the interrelated power within the interview (Alshenqeti : 2014). He admits that the following steps must be respected :

- ☐ value : this refers to the value of the interview itself, and the value of the interviewee’s words.
- ☐ trust : this refers to the extent of research guarantees .
- ☐ meaning : this refers to the meaning the interviewer intends to convey.
- ☐ wording : this refers to the wording of questions asked in the interview .

Longitudinal interviews do often embarrass the interviewees and this can hamper and influence their future attitudes. It is clear enough that the aspect of length in interviews can directly affect the interviewees initial decision to participate and give responses Lynn (2014 :1). Lynn gives a great attention to the factor of length in interviews . The respondents often consider a survey as a burden since the respondents struggle in dealing with it , in addition to the factor of length in the survey , which constitutes another issue that hampers the respondents and burdens them (ibid).

In this research, the researcher opted for the structured interview since ‘**a structured interview , in which a set of questions is used, allows more consistency across responses to be obtained ‘ Richards (2001 :61) quoted in Brikci.**

Becky (2005 :39) asserts that there are six steps to be followed to get a ready structured interview :

1. Establish a purpose for interview with achievable goal,
2. Identify what you already know in advance ,
3. Prepare a list of questions in advance,
4. Plan the interview,
5. Conduct the interview and take notes,
6. Follow up as needed.

In the current research, the reason behind choosing the structured interview lies in the fact that it allows the researcher to have control over the topic . She finds it easier to analyze this type of interview. It is designed according to the objective of the research about business written communication.

2.7.2.1. Description of the Interview

ESP teachers interview was designed to know more about the teaching of ESP in the department of Economics in general and the teaching of the writing skill in particular. The researcher aims to elicit information about the techniques and methods ESP teachers should use to better the situation in hands. It was divided into four rubrics. The first rubric tackles the teachers' qualifications and the teaching experiences in general and that of ESP in particular.

The second rubric deals with the writing process in association with others. The researcher intends to focus on the relation of the other skills and how they can foster writing. She attempts to know about the attitudes of ESP teacher while dealing with writing skill. She also wants to know about the students' motivation to write and the teachers' ways of motivation.

As far as the third rubric is concerned, it is about writing business compositions. The researcher was interested in the different element ESP teacher focus on while dealing with the writing skill. She was also eager to know about the various business documents students were asked to write.

The fourth category of questions ponders about the difficulties ESP students encounter while producing written pieces. It seeks to know the way teachers correct

their students’ mistakes. It also insists on the aspects ESP teachers inderpin in their feedback.

The last part of ESP teachers’ interview sheds the light on teachers’ views about the current situation and their suggestions to better the teaching of the writing skill in general and business writing in particular.

2.7.2.2. The Main Concern of the Interview

The interview of this research was conducted with four ESP teachers at the department of Economics dealing with LMD system students. After explaining to the interviewees the objectives of the interview , they accepted to cooperate according to their timetables. In fact, they were given the interview written in English and promised to keep it confidential. The structured interview of the study under investigation is composed of four rubrics. It contains closed, open, and mixed questions. The researcher uses closed questions in her interview in order to make sure that the informants will only choose from the proposed items. For instance,

- Are your students motivated to write business English ?

Yes	No

The interviewer then provides her informants with open questions in order not to be limited and to pave the way for them to freely express their ideas. As an example,

- Write your suggestions that contribute to the aim of the study in hands.

.....

.....

.....

.....

Mixed questions are also used in the interview of this research, in the sense that , it permits the informants to choose or select one of the proposed answers. For instance,

-Do you insist on technical English more than grammar and spelling while asking your students to write ?

Yes	No

If yes, state why ?

.....

.....

.....

.....

To sum up, the researcher did her best in explaining to the interviewees the reasons behind conducting her research. She sheds light on the main difficulties ESP students encounter while writing in English and the techniques that are used by teachers to better the situation. The interview turns around the following points :

- Teachers qualifications and teaching experience.
 - The writing process in association with others .
 - Writing business compositions.
 - Difficulties met in teaching business writing.
 - Suggestions for better performances.

2.7.3. Classroom Observation

In addition to the questionnaire ,the qualitative method of data collection, observation can also serve as a research instrumentation. It is a special type which allows researchers to learn more about the situation under study. It permits to explore the area and note the possible incidents about it. Somekh and David(1997:26) , affirm that:” **the term is used for any data collected during any scientific, social or philosophical activity”** .

Observation as any other research device is extremely important and so useful in gathering information qualitatively to better explore situations. It seeks to make any

research more interesting by its use. In this vein, Mc Donough (1997:57) states that a good research ought to be **“interesting, original: use all kinds of observations of specific events to uncover general facts”** . In a similar vein, Yin claims that:

Observations are another source of information in case studies. This is especially true in case studies involving classrooms or schools because the interaction of individuals cannot be understood without observation”.

Yin (1994: 22)

The most important and striking point about observation, the qualitative approach of data collection, is that it is special since it records and gathers data from concrete daily situation. **“The distinctive feature of observation as a research process is that it offers an investigator the opportunity to gather ‘live’ data from naturally occurring social situations”** Cohen, Manion, and Morisson (2007 :396).

Observation’s aim and purpose changed to be scientific since researchers are planning and recording it systematically based on the two factors validity and reliability. Kothari affirm that,

Observation becomes a scientific tool and the methods of data collection for the researcher, when it served a formulated research purpose, is systematically planned and recorded and is subjected to checks and controls or validity and reliability. Kothari (2004: 96)

It is important to speak about observers as taking part in the observing process. It seems to be an obligation for successful way of data collection that an observer has to be objective in observing a special community without interfering in their behaviors. Sutton states that: **“a true observer is the one who can present a true perception of inhabitants without interfering in their behavior”** Sutton (1996: 49) .

An observer, like any other researcher, has duties and obligations in doing his task of observing. It is up to him/her to depict whether he/she is considered to be a participant and observer at the same time. Cohen, Manion, and Morrison claim that,

” Observers, like other researcher, have obligations to participants as well as to the research community” (2007: 413).

To sharpen what has been said before, the following figure explains the different components that are related to the attitudes of observation :

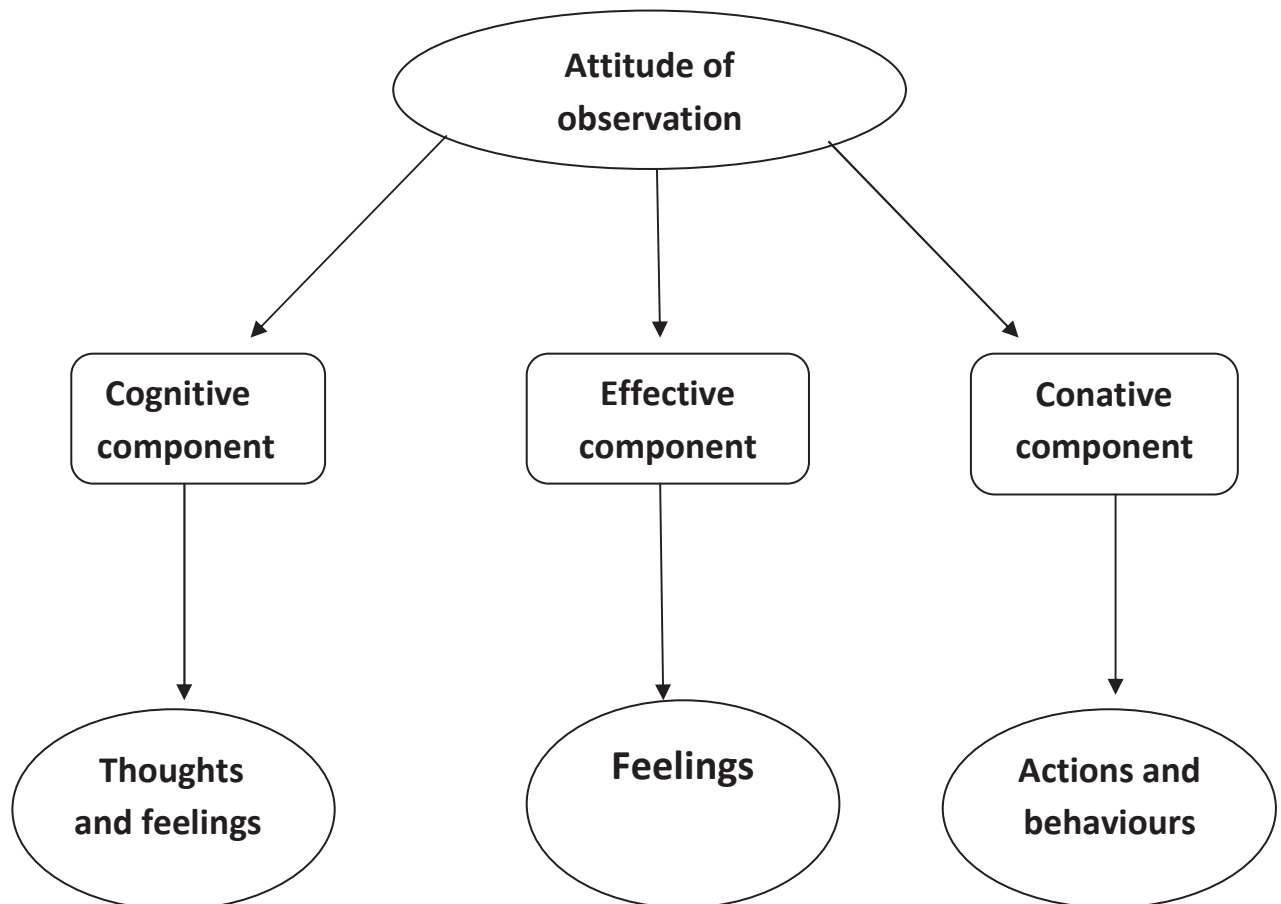


Figure 2.6. The Three Components of Attitude to Observation

Lasagabaster and Sierra (2011 :451)

In addition to the two other instruments, classroom observation was conducted in this case study in the department of Economics, faculty of Economic sciences, Management, and Commercial sciences, at Mascara university during the academic year 2015-2016. The researcher used this tool of data collection since she wanted to check how participants operated and how their behaviours and interactions were. It

allowed her to examine the participants in real life context and to make a distinction between their answers and their behaviors.

2.7.3.1. Description of Classroom Observation

Before dealing with the process of classroom observation, the researcher explained to the ESP teacher, an English inspector, her aim and she also informed him that she intended to observe the techniques and methods of teaching the language skills in general and the writing skill in particular.

The researcher was definitely accepted and welcomed by the ESP teacher. She was even encouraged to attend as much sessions as possible to try to find answers to the following questions :

- A. What are the difficulties students find when being asked to write in English ?
- B. What are the remedial actions that ought to be taken into account to remedy the situation ?

The observation process occurred in a classroom that comprised 22 students (12 girls and 10 boys). They belonged to the field of bank and finance at Mascara university. In fact, the instructor gave his lectures from 2 p.m to 3.30 p.m. He was an English inspector in Mascara and an ESP teacher at the same time. He had been teaching at Mascara university for 12 years. He offered his course once a week. Through the observation process, the researcher was deeply interested in :

- Teacher / learners centeredness
- Teachers / learners interactions
- Language skills used
- Teachers / learners attitudes
- Learners motivation

2.7.3.2. The Duration of Observation

It is believed that any observation process needs time to capture data. This is why, the researcher discussed the issue with the ESP teacher and was given the opportunity to attend any session she wanted .

Each time the researcher attended, she was very careful not to disturb the teacher and his students. This is why, she most of the time sat in the back of the classroom observing and she used the method of note taking. The researcher thought that she was late since she started attending lectures on January 2016, however, the ESP teacher comforted her as he made sure that he did not deal with the writing skill because it was in the program of the second semester. The observation process lasted three months, i.e, it started in January 2016 and ended in March 2016.

2.7.3.3. Types of Data collected

Classroom observation process allows the researcher to gather information concerned with both the ESP teacher and learners. Through her observation, the researcher aims at giving answers to the following questions :

- 1/ Does the ESP teacher have lesson objectives ?
- 2/ How does he introduce his lesson ?
- 3/ Does he list the objectives of his lessons ?
- 4/ Does he rely on the use of handouts ?
- 5/ Does he make use of audio- visual aids ?
- 6/ Does he use the communicative approach or CBA ?
- 7/ Does he allow his students to interfere to make the learning process more enjoyable ?
- 8/ Are the students motivated in his sessions ?
- 9/ Which skill does he develop ?
- 10/ What kind of activities does he deal with ?
- 11/ Are his students satisfied at the end of his sessions ?

12/ Does he achieve his teaching goal ?

2.8. Data Collection Methods

The scientific study and the evaluation of any problem must follow a sequence of steps to increase the success of getting valid , relevant , and reliable data. Data collection represents a hard task in any research method since the researcher always faces problems in deducing the best method of collecting data. It is worth saying that data collection isa complicated task since no research method is more beneficial than the other one (O’Leary :2004) .

Data collection is prominent step in any kind of research study. It is a method that enables the researcher getting a variety of information through various techniques. The following figure discusses the methods used by the researcher:

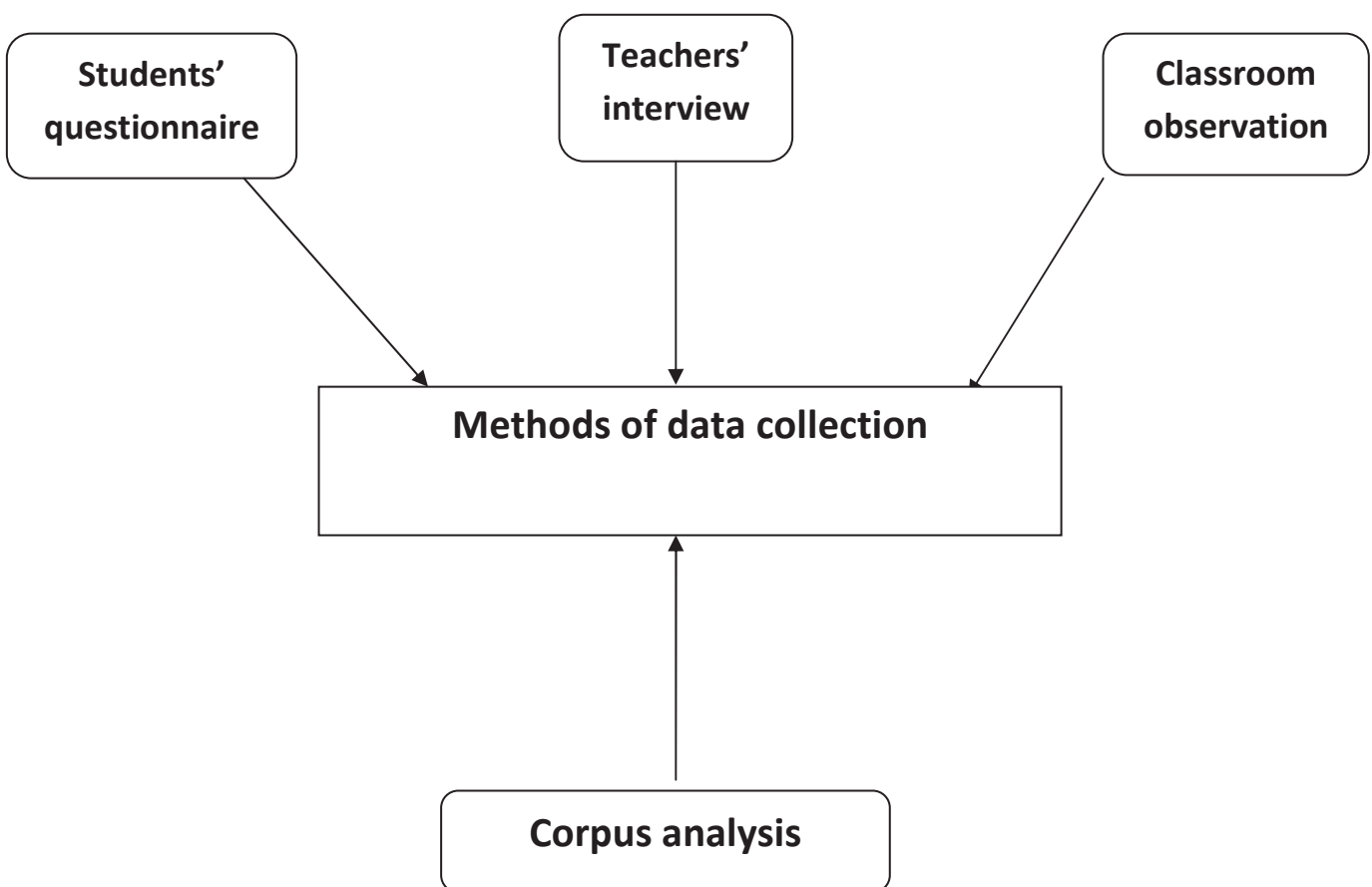


Figure 2.7. Methods of data collection in the Current Research

It is worth mentioning that, this current research relies on a mixed method approach which takes into account both the qualitative and quantitative methods of data collection. In other words, the use of teachers' interview, students' questionnaire, and classroom observation is highly favored.

2.8.1. Piloting the Study

The pilot study is used after getting a clear idea about the research topic and it seeks to choose appropriate methods to deal with the existing issue. It is described as

“**the reassessment without tears**” Blaxter, Hughes & Tight (2001).

The researcher, after taking into consideration what has said before, she first piloted the questionnaire with four students belonging to third year bank and finance class. It is important to mention that, the results were very fruitful since they permit the researcher to get an idea about the complex questions and some words that seemed difficult to be understood and correct them for being more intelligible. To solve the problem of ambiguity, the researcher modified some questions and some of the words that better fit the questionnaire's situation.

2.8.2. The Study Proper

After the phase of piloting the study, it was up to the researcher to start collecting data through her instruments; i.e, students' questionnaire, teachers' interview, classroom observation, and corpus analysis.

2.8.2.1. Administering the Questionnaire

The researcher distributed the questionnaire to 22 third year bank and finance students. In fact, their total number was 30 students and eight did not attend English sessions. The aim of the questionnaire was depicting the main difficulties faced by students when being asked to write in English.

After giving the questionnaire, the researcher did her best to make the students understand some of the ambiguous questions and she even translated them into either Arabic or French since the respondents were asking her to do so. The participants felt at

ease since the researcher got the habit to attend with them some sessions and they operated in a nice manner. She had stayed with them for about two months during the academic year 2015-2016. Therefore, to avoid troubles , the researcher answered all the students' queries about the given questionnaire.

2.8.2.2. Administering Teachers' Interview

After explaining to the interviewees the aim of the study undertaken, all the five ESP teachers accepted to cooperate according to their timetables. They were given a structured interview that comprised three rubrics. The researcher made sure that her presented interview with its wording was clear, simple, and intelligible.

In order to gather useful and valuable information, it is necessary to say that different methods vary along a continuum. This is why , data collection is an important aspect of any type of research. In order to get valid information, qualitative and quantitative approaches were used.

2.9. Additional Tools for Investigation

In addition to the other three methods of data collection and for gathering more information about the target population, the researcher opted for another tool, corpus analysis, that permitted her to grasp the reasons behind students' difficulties in producing effective written pieces.

2.9.1. The Corpus

In fact, a great importance is given to the corpus in any research, in the sense that it helps researchers get a view about not only the quantity of the findings but their importance in learning a language as well. Biber, Cornard and Rappen show clearly that by stating:

The goal of corpus-based approach investigations is not simply to report quantitative findings, but to explore the importance of these findings for learning about the pattern of language use”.

(Biber, Conrad and Rappen(2000) in Belkhenchir (2006)

Referring to Biber, Conrad and Rappen (2000), this research was undertaken using also a corpus analysis approach since about 20 written productions have been gathered by the researcher during one of her observational sessions.

2.9.2. Rationale for the Corpus of Texts (students' written productions)

In any business writing, there must be effective organization to communicate effectively. The professional person should organize, tailor and write the document correctly, so that, everything will be clear to the reader, in addition to the visual appearance (document design) which permits the persuasiveness of the communication.

As the oral communication, the written one is also very important. Business verbal communication (face to face) is difficult, as even with gestures and facial expressions, it can be a problem. Even more difficult can be the written communication with the absence of expressions and gestures to guide the writer, in addition to the poor grammar, incorrect punctuation and misspelling.

Written communication is more common in business situations and ,this is why, teachers and students try to develop effective written communication. Besides, since business writing is action oriented and user centered, it aims to effect positive change and make logical presentation of ideas to make the document professional.

2.9.3. Types of texts

The 20 written productions in hands were gathered by the researcher for the use of error analysis process. She intended to spot from them all types of errors to try to suggest remedial actions.

2.9.3.1. Authenticity of texts

The texts forming the corpus are 20 written letters that were written in the classroom after being taught the way business letters are written. Our corpus is considered as one of the attempts to business writings. It is meant for communicating effectively, in addition to, exchanging ideas. It differs from other genres or types not only in the form but in the structure as well.

2.9.3.2. Limitation of the Corpus

Getting into contact with third year Bank and Finance students through a training of three months allowed the researcher to gather 20 written productions. However, the quantity of the corpus cannot deny its quality. Engwall made it clear when he said “**no scientific criteria exist for determining the size of any corpus.**” (Engwall :1994) in **Belkhenchir (2006:119)**

2.9.4. Corpus Characteristics

According to Engwall (1994) , six important features must be considered during the selection process in corpus-building. The Main Features in a Corpus-Building are:

- Form (written or spoken),
- Content (fictional or factual),
- Continuity (whether a text appears regularly or irregularly),
- Preparedness (whether a text has been edited or spontaneous),
- Availability (relates to the assembling of corpus material and its electronic processing),

2.10. Error VS mistake

It is important to mention that there must be a distinction between what an “error” and a “mistake” is. Corder (1989) made the distinction between errors and mistakes in terms of competence and performance. He defines “error” as the arisen deviation resulting from a lack of the target language knowledge; however, the mistake is seen and considered as the arisen deviation from or as a result of an insufficient control of the target language knowledge. “ **mistakes in performance are defined as those of which the speaker is immediately aware in the same way as a native speaker is immediately conscious of slip of tongue....**” **Duskova (1989:219).**

As a result of error analysis process , according to Corder (1989), three main aspects can come to light after the description of errors.

a. The nominalization of an error: most of the identified errors are given a specific name or term.

b. The categorization of an error: most of the identified errors are arranged within a specific class or type called “descriptive taxonomies”.

c. The causality of an error: most of the identified errors are assigned to a specific source or reason of appearance, i.e., explaining why it is committed.

Due to the occurrence and the re-occurrence of errors, instructors are still feeling the necessity of analyzing errors for the sole reason of understanding its real cause. This is why; the error treatment or the error analysis became a priority in language teaching.

2.11. The Role of Error Analysis Process

Corder (1989) gave a great importance to error analysis as it was used in the domain of linguistics. Before Corder(1989) , errors were divided into categories: a) developmental_ b) interference_ c) unique and many linguists; such as, Dulay and Burt who divide them into common and non- common ones, but not much attention was given to the role they play in second language acquisition.

Corder in his article “**The Significance of Learner’s Errors**” (1989), explained many concepts about error analysis among which one may deal with the following:

- 1- It is the learner who determines what the input is.
- 2- Learner’s needs should be considered when teachers/ linguists plan syllabuses.
- 3- Corder introduced the difference between systematic and non-systematic errors.
- 4- According to Corder, errors are significant in three ways:
 - To the teachers: they know a student’s progress.
 - To the researchers: they know how a language is acquired.
 - To the learner: he can learn from these errors.
- 6- When a learner makes an error, the most efficient way to correct him/her is not by giving the answer, but by letting him/her discover it.

7- Many errors are due to the use of structures from the native language.

The major concepts tackled by Corder are meant to make the distinction between types of errors. Moreover, it is through errors that teachers become aware of their student's progress. Students can also learn from their errors, in the sense that, they will make efforts to avoid making those errors.

Error analysis (EA), according to James (1998) cited in Sermsook, Liamnimitr & Pochakom (2017) discusses the meaning of error analysis. Error analysis is the analysis that distinguishes what students learned with what they need. It also explains the errors happening and their reasons to try to lessen their occurrence.

In fact error analysis process is considered to be a method that gives a great opportunity to English instructors to learn about their students' weaknesses to be able to remedy the situation and foster their teaching process. Error analysis procedure is highly used to test and figure out the causes of students' errors while dealing with the English language. It also exposes to the teachers the deficiencies and the troubles faced by their students to try to develop and suit their teaching techniques Dulay , Burnt & Krashen (1982) .

During one of her observation procedure sessions, the researcher was informed by the ESP teacher that the lecture would deal with the writing skill especially the writing of business letters. Hence, she was very attentive since this would help her find answers to the research questions.

After presenting his lecture about the writing of Business letters (see Appendix D), the ESP teacher asked his students to try to write business letters similar to the one given to them and he required them to respect the steps he explained. He, then, gave them 45minutes to do that assignment. The researcher seized the opportunity by asking the ESP teacher to give her the students' written productions to be corrected in terms of grammatical errors, lack of punctuation, and spelling mistakes.

Khansir (2014) discusses the importance of error analysis process in determining the real difficulties of the students. He recognizes that **“error analysis will make the investigator know about the difficulties in addition to the occurrence of specific errors that may persist in students’ writing “**.

The investigator decided to spot errors from the 20 written productions she was handed for detecting errors committed while writing in English. She also believed that error analysis process would help students’ overcome some obstacles in writing. Sermsook, Liamnimitr & Pochakom admit that, **‘errors made by learners are very significant as they are the indicators of how learners acquire the language (2017: 102)**.

Corder (1974) ,cited in Mumgungu (2010) ,who is cited in (Sermsook, Liamnimitr & Ppchakom: 2017) proposes that there is a five stage process of error analysis that consists of:

- a.the collection of errors,
- b.the identification of errors,
- c.the description of errors,
- d.the explanation of errors,
- e.the evaluation of errors.

2.12. Data Analysis Methods

Marshell and Rossman (1999:150) in Volsoo describe how data analysis is considered as an important step in research methodology. It is the act of transforming disorganized data into a proper and ordered ones.

In this research, the researcher opted for a mixed methods approach. It is the use of the quantitative and the qualitative methods. They work in tandem. The researcher can take extra time while combining the two because of the need to collect and analyze quantitatively and qualitatively. This method will bring together both the structure of

the qualitative research and the flexibility of the quantitative inquiry (Creswell, 2014:51).

2.12.1. Qualitative Analysis

Qualitative research is an inquiry aiming at describing some of the humans' experiences through either spoken or written language rather than numbers. Unlike the quantitative method, the qualitative one is based on the observation of the setting for collecting data. Qualitative researchers can study things in their natural settings or just interpret phenomena. This research method can involve naturalistic approach to the world (Harwal: 148).

According to Vosloo (2014), the characteristics of the qualitative research are:

- * It is usually conducted in natural settings..
- * The extensive use of descriptive data.
- * The emphasis is on process rather than on product.
- * It is often based on inductive logic: going from the specific to the general.
- * The search for meaning is often evident.

2.12.2. Quantitative Analysis

The quantitative approach attempts to maximize objectivity, replicability, generalizability of findings, and are typically in prediction (ibid: 149). Wallace cited in Khelifi, discussed the distinction between qualitative and quantitative researches by stating that:

Quantitative is broadly used to describe what can be Counted or measured and can therefore be considered Objective. Qualitative is used to describe data which are not amenable to being counted or measured in an objective way, and are therefore' subjective'.

Wallace (1998:38)

In the current research, the researcher used the qualitative and quantitative analysis to analyze teachers' interview, students' questionnaire and, classroom observation. In fact, the qualitative versus the quantitative debate witnessed the rapid development of mixed methods that relates the two methods in terms of using their differences for the sake of addressing and suiting a research question (Harwell :151)

There are a lot of tools of gathering information. This research tried to use two methods, attempting at finding out the main difficulties faced by third year Finance and Banks students at Mascara University while being asked to write, in addition to different techniques and ways that ought to be taken into account by ESP teachers who are expected to teach effective business writing.

2.13. Conclusion

This chapter tries to describe the situation of ESP at Mascara university in general and at the department of Economics in particular. Through this part, the investigator's aim was to portray the situation of teaching the writing skill to third year Banks and Finance licence students during the academic year 2015- 2016. She focused, therefore, on her sample population and dealt with the methodology of the research, in addition to, the different instruments of data collection.

In this chapter, the researcher shows her great interest in dealing with different methods of data collection that help in gathering valuable information about the situation in hands. She even uses other tools for investigation that assisted her research design.

During one of the classroom observation's sessions, she could be able to gather a corpus that comprised 22 letters and seized the opportunity of correcting them to figure out the main types of students' errors.

After gathering data, it is most of the time believed that any ESP investigator will try to assess students' needs through the process of needs analysis to be able to propose a syllabus or a special course that better satisfy the students' needs. This will be tackled in the following chapter.

Chapter Three

Data Analysis and Interpretation

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Data Analysis and Interpretation

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3.1. Introduction

Designing a sample unit for Third year Bank and Finance students dealing with business writing is based upon identifying students' needs in the written skill. This is why, to depict more information about students' and teachers' written business techniques, many instruments were likely to be used to tackle the existing issue.

In fact, for the sake of testing the three proposed research questions, the utility of three tools seems to be more effective. The students' questionnaire aims at detecting students' written needs for being able to suggest possible changes for future written business English courses. The second means of investigation, teachers' interview, helps to know more about ESP teachers' attitudes dealing with their students deficiencies in producing English written pieces. In addition to that, classroom observation was very useful since it allows the researcher to make a comparison between the two sample populations' answers and their behaviors inside the classroom. In addition to corpus analysis that intends to know more about students' errors while writing.

This chapter intends to analyze the captured data from the use of the three research instruments discussed in the previous chapter. It seeks to describe, discuss, and provide interpretations as well as answers to the research questions.

3.2. Data Analysis

Marshall and Rossman (1999:150) describe data analysis as “**the process of bringing order, structure and meaning to the mass of collected data**”. In fact, data analysis is an important step in research methodology. It is the act of transforming messy data into a proper and ordered ones.

In this research, the researcher opted for a mixed methods approach. It is the use of the quantitative and the qualitative methods. They work in tandem. The researcher can take extra time while combining the two because of the need to collect and analyze quantitatively and qualitatively. This method will bring together both the structure of the qualitative research and the flexibility of the quantitative inquiry (Creswell : 2014).

3.2.1. Qualitative Analysis

Qualitative research is an inquiry aiming at describing some of the humans' experiences through either spoken or written language rather than numbers. Unlike the quantitative method, the qualitative one is based on the observation of the setting for collecting data (Harwell :148).

According to Vosloo (2014),the characteristics of the qualitative research are:

- * It is usually conducted in natural settings.
- * The extensive use of descriptive data..
- * The emphasis is on process rather than on product.
- * It is often based on inductive logic: going from the specific to the general.
- * The search for meaning is often evident..

3.2.2. Quantitative Analysis

Wallace, cited in Khelifi (2013), sheds light on the distinction between qualitative and quantitative researches by admitting that the quantitative research deals with the description of data through numbers and it has to be objective, whereas, the qualitative research is concerned with the description of data that is subjective since it does not make use of numerical values (Wallace :1998).

In the current research, the researcher used the qualitative and quantitative analysis to analyze teachers' interview , students' questionnaire , and classroom observation . In fact, the use of the qualitative and the quantitative resulted in the rapid development of mixed methods that link the differences of the two methods to suit the needs of a research question(Harwell : 2015).

Lot of ways can be used to gather information in any research . This research tried to use two methods , attempting at finding out the main difficulties faced by third year finance and bank students at Mascara University while being asked to write , in

addition to different techniques and ways that ought to be taken into account by ESP teachers who are expected to teach effective business writing.

3.3. ESP Students ‘ Questionnaire

In the current study , the researcher uses first a questionnaire with students since she gives a great emphasis to students’ needs and wishes to elicit information using this instrumentation.

3.3.1. Methodology of the Questionnaire

The researcher distributed 22 questionnaires to third year bank and finance licence students during the academic year 2015- 2016 and they all returned them back . The aim behind the use of the questionnaire in this case study research lies in the fact that the researcher was deeply interested in students’ needs analysis. She , therefore, opted for this tool to gather data for analyzing them and finding suitable answers to the research questions. It mainly turns around the identification of students’ deficiencies in the writing skill.

The questionnaire, as mentioned before, is composed of 15 questions. They discuss the ESP situation of the target population and the reality of teaching the writing skill in the department of Economics at Mascara university. They seek to reveal the difficulties faced by the students while writing and their attitudes in achieving that task.

Question 1 to 3 : deal with information about students’ English background.

Question 4 to 5 : seek to know more about students’ necessities in the English language.

Question 6 and 7 : tackle the importance of one of the four language skills.

Question 8 and 9 : deal with students’ motivation in English sessions.

Question 10 and 11 : address the needs and the deficiencies of students’ while writing in English

Question 12 and 13 : tend to know about students desires to overcome the obstacles in the writing skill.

Question 14 and 15 : invite the students to suggest some ways that seem effective to better their situation and enable them write effective business productions.

3.3.2. Questionnaire Analysis

The results of the questionnaire were fruitful for they fitted the research 's situation. They are presented as follows:

Question 1 : Students instuctions in the English language

This question showed that not all of the students had the same years of instruction in the English language. 22 % Of the informants studied it for 13 years, i.e, from the primary school till the university level. The rest, however, dealt with it in a period of nine years. The following table illustrates more the situation :

Number of students	Absolute frequency	Relative frequency
05	13 years	23%
17	09 years	77%

Table 3.1. Studends'Instruction in the English language

In fact, to foster what has been said before, the following figure explains the issue of the students ' instruction in the English language :

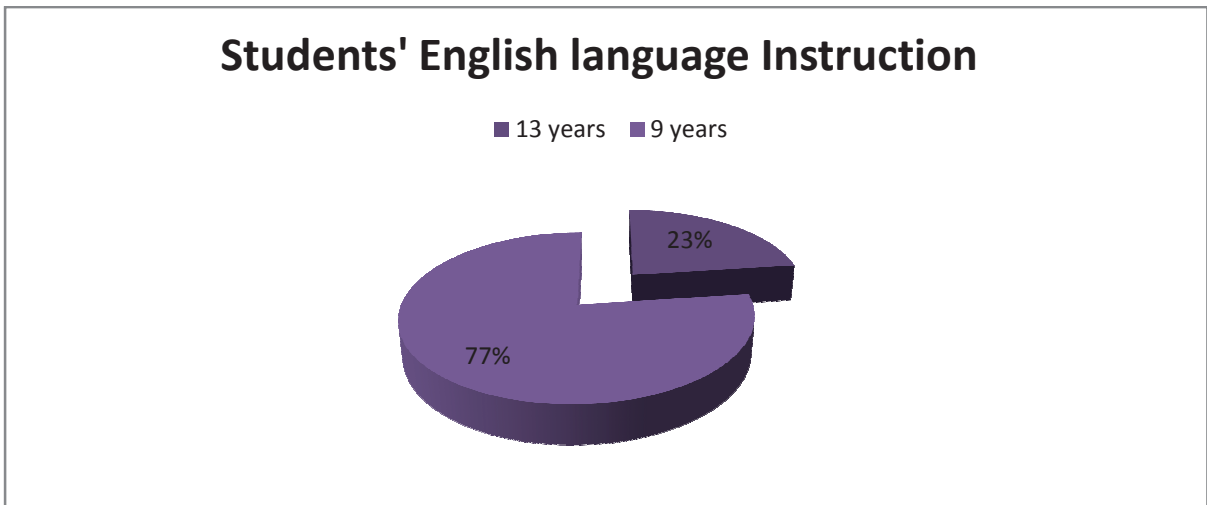


Figure 3.1. Students’ English language Instruction

Question 2: The attitudes of students in English sessions

In this question, it was obvious that the majority of students were satisfied and love studying English as a language since they admitted that they enjoyed the learning process. Only 14% of them showed the dissatisfaction since they concede that they felt bored in English sessions. They added that they only attended in order not to be excluded. The following figure exposes the issue:

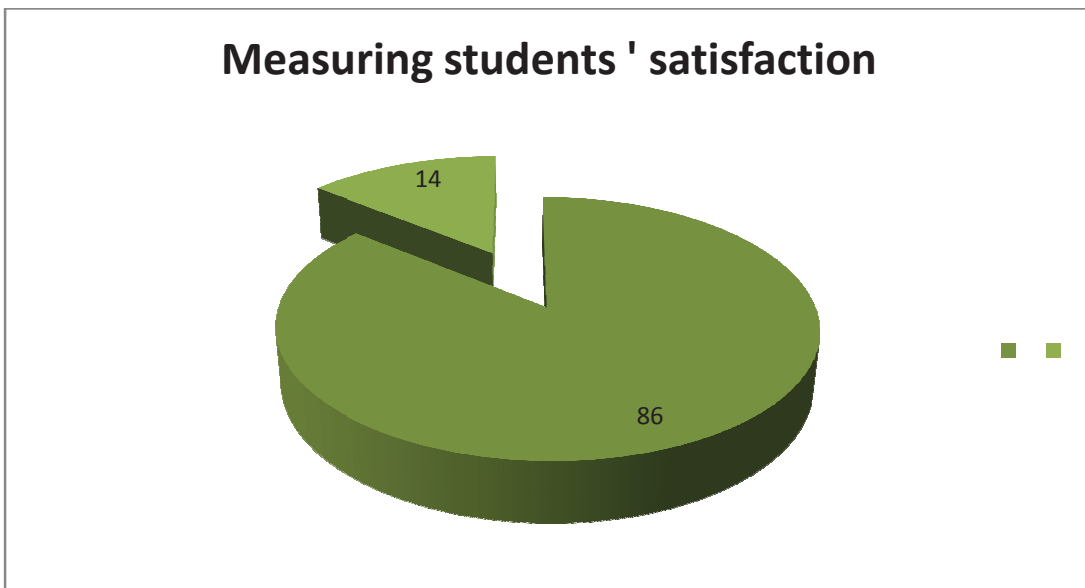


Figure 3.2. Students’ Attitudes toward the English Language

After dealing with the students’ attitudes toward the English language, the researcher tackles the results of students’ participation in English session. They are the following:

Question 3: Students’ Participation in the Classroom

Students participation	Absolute Frequency	Relative Frequency
always	04	20%
Sometimes	15	70%
Never	02	10%

Table 3.2. Students’ participation in English Sessions

In figure 3.3. , it is revealed that the majority of the informants sometimes participated in English sessions. Four of them admitted that they always participated without hesitation. Only two of them were totally against the idea of participating and explained that they never spoke in English sessions. It is also demonstrated as follows:

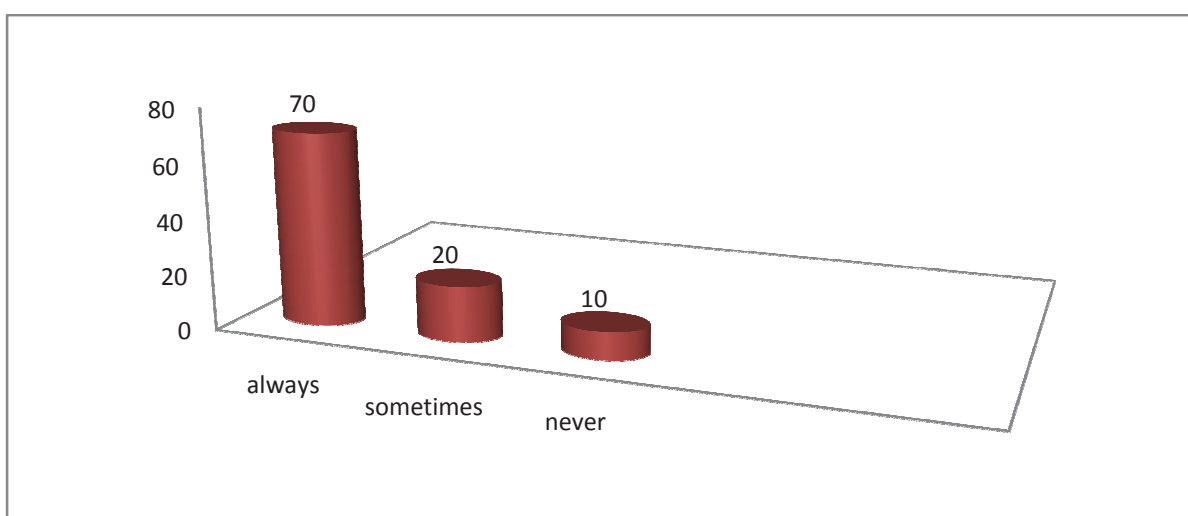
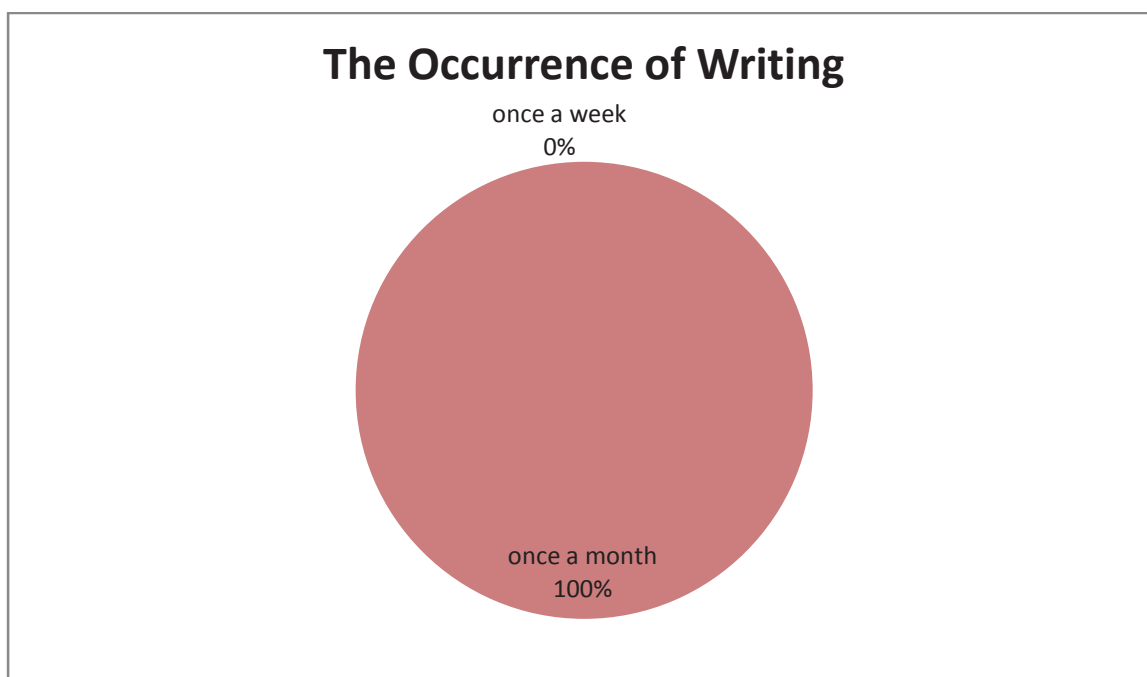


Figure 3.3 . Students’ Participation in English Sessions

Question 4: The Occurrence of the Writing Skill

As far as the writing skill is concerned, in this question, the researcher was interested in how many times students wrote in English. In fact, all of the informants agreed that it happened once a month. They recognized that the ESP teacher focused more on both reading and speaking. They considered writing as an obstacle since they were not well trained to write. The following figure demonstrates that:

Occurrence of the writing skill	Absolute Frequency	Relative Frequency
Once a week	00	00%
Once a month	22	100%

Table 3.3. The Occurrence of Writing**Figure 3.4. Writing Occurrence**

Question 5: The Preference of one of the two Skills (Speaking and Writing)

This inquiry’s answers demonstrate that the majority of the informants preferred the speaking skill over the writing one since they felt free to speak and did not have anxiety. They agreed on the fact that writing was more complex than speaking since one should consider all types of errors while writing. The following table explains more the issue:

The Preference of Speaking over Writing	Absolute Frequency	Relative Frequency
Speaking	18	81%
Writing	00	00%
both	03	11%

Table 3.4. The Preference of Speaking over Writing

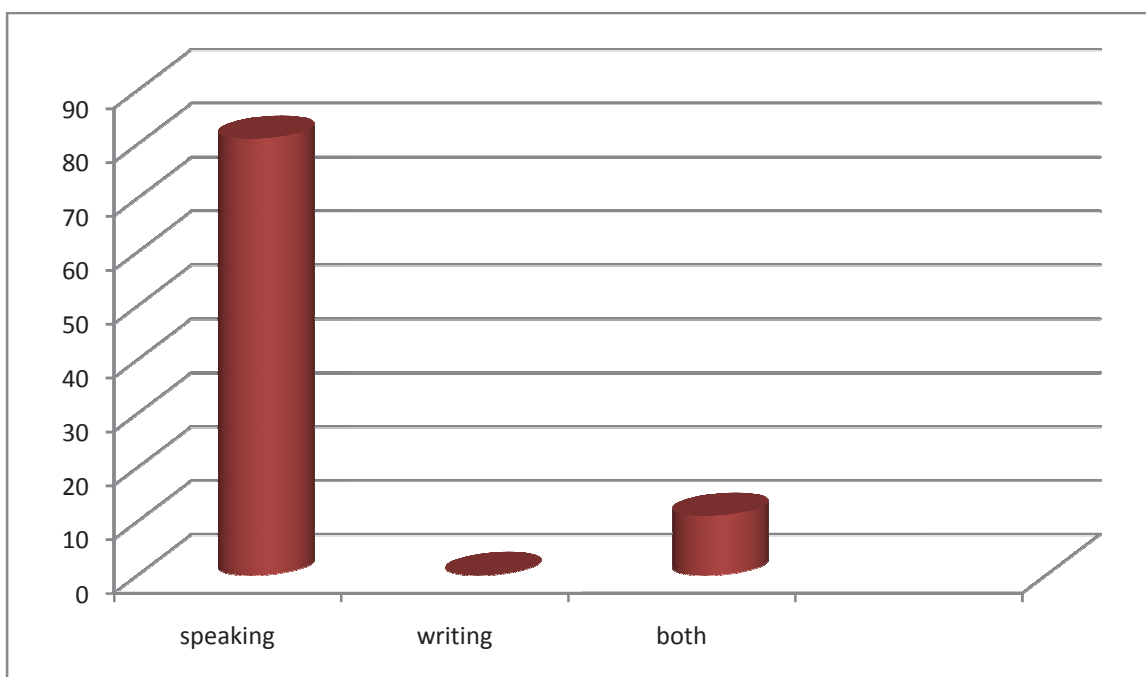


Figure 3.5. The Forechoice of the Two Skills

Question 6: Students' Feeling while writing

From this question, it was obvious that the majority of the informants felt anxious while being asked to write with a percentage of 81%. They simply had a considerable anxiety toward writing. 19% of them recognized that they were self confident and felt at ease while doing their writing assignments. The following table presents well the situation:

Students' feeling while writing	Absolute Frequency	Relative Frequency
Anxious	18	81%
Confident	04	19%

Table 3.5. Students' Attitudes while Writing

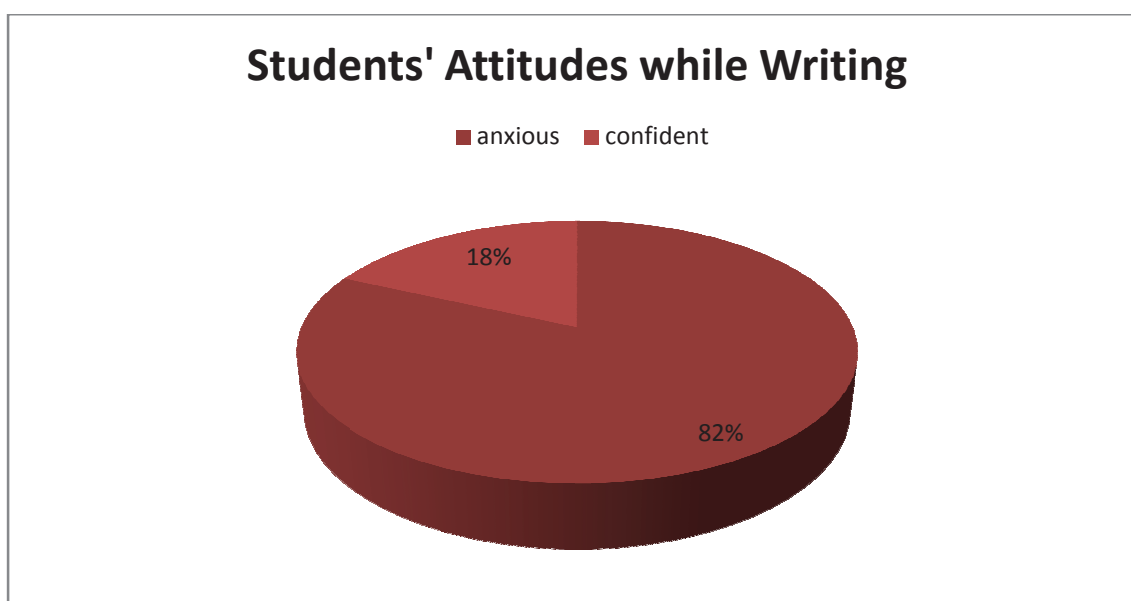


Figure 3. 6. Students' Behaviours while Writing

Question 7: The Interference of the Mother Tongue while Writing

It is clear enough that all of the students (100%) admitted that while writing , they most of the time thought in Arabic to write in English since they did not have enough vocabulary and they admitted that by doing that , it would help them achieve their writing tasks.

Question 8: Students' appreciation of the writing skill

This question revealed the real feeling of third year Bank and Finance students since 91% of them said that they hated writing in English and that skill often burdened them. Only 10% of the informants claimed that they did not mind to write in English and they had to practice because it was one of the four language skills. This is explained in the following table:

Students' appreciation of writing	Absolute Frequency	Relative Frequency
yes	02	10%
No	20	90%

Table 3.6. Students' Reactions toward Writing

For more explaining the students' attitudes toward the writing skill, the researcher underpinned the results of this question in the following figure:

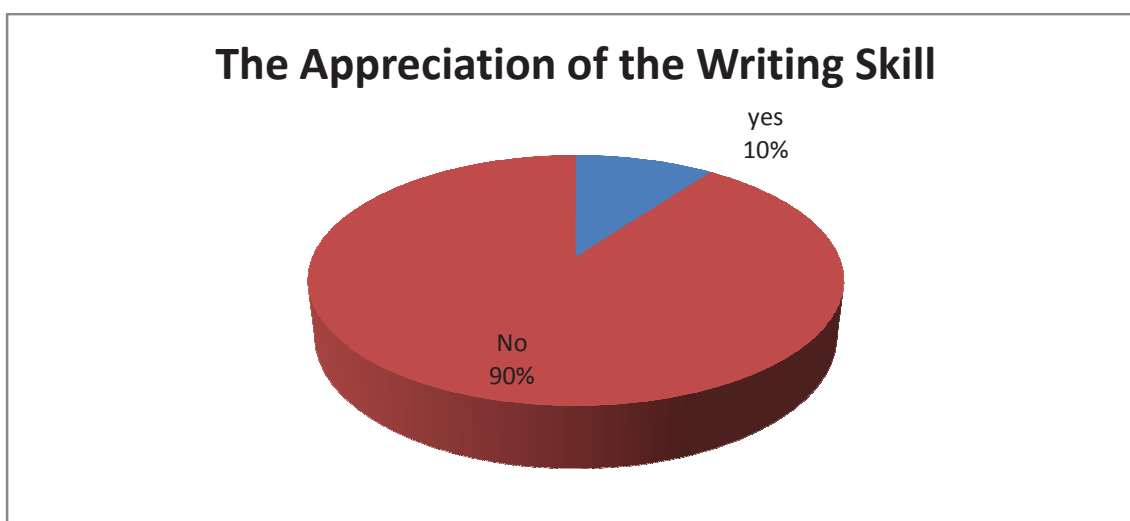


Figure 3.7. Students' Feelings for Writing

Question 9: Students' difficulties in writing in English

The answer to this question demonstrate that 80% of the informants confirmed that they had difficulties while dealing with writing, commenting that it was the most difficult skill compared with others. They explained that they did have problems in taking down their ideas and in expressing themselves. Only 20% of them agreed that they sometimes found difficulties, but they had to write in English for training themselves to communicate effectively. It is important to mention that none of them could deny the complexity of writing as a skill and none could prove that he / she could write easily without being hampered. The following figure explains that:

Students' difficulties while writing	Absolute Frequency	Relative Frequency
yes	19	80%
No	00	00%
Somehow	04	20%

Table 3.7. The Recognition of having Difficulties while Writing

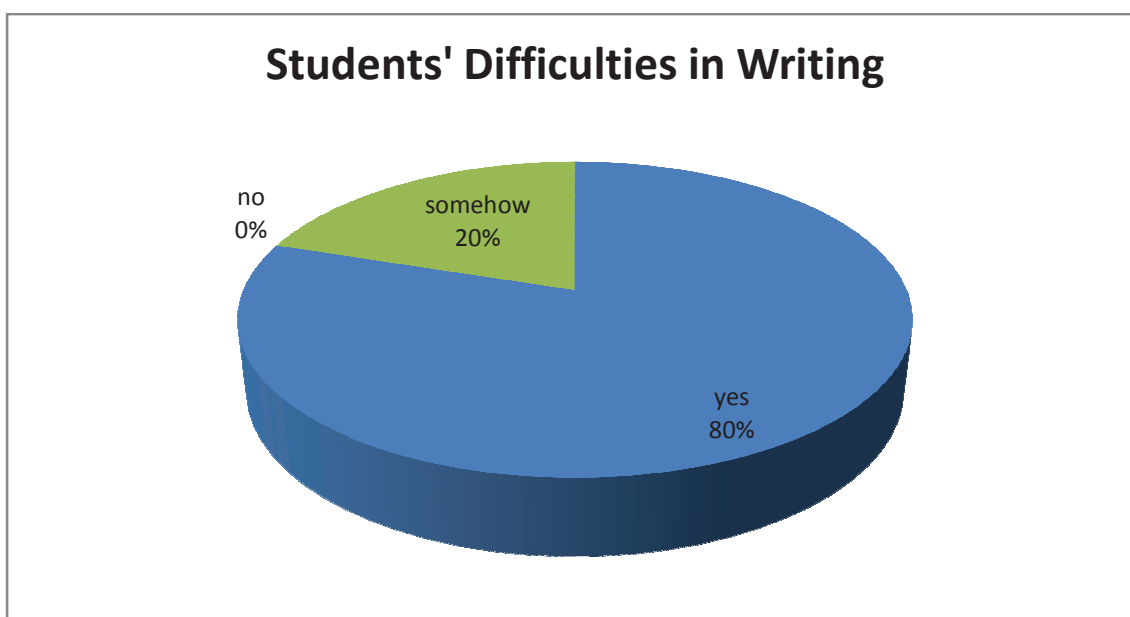


Figure 3.8. The Recognition of having Difficulties while Writing

Question 10: Causes of students' difficulties in writing

Third year Bank and Finance students admitted that they faced great difficulties while dealing with writing. They were asked to classify the reasons according to their priority. In fact, the majority of students (90%) saw that the first reason was the lack of vocabulary to produce written pieces. In addition, the lack of practising free writing was seen as the second reason that hampered their writing skill and it constituted (81%). Twelve students recognized that they did not read in the English language and this might hinder their writing skill. The last reason students opted for was the lack of grammatical rules. 10% of the students argued that the lack of grasping grammar rules was also one of the causes of students' failure in writing. The following chart explains more:

Causes of difficulties in Writing	Absolute Frequency	Relative Frequency
The lack of reading in English	12	54%
The lack of practicing free writing	18	81%
The lack of vocabulary	20	90%
The lack of grammatical rules	10	45%

Table 3.8. Causes of Students' Difficulties in Writing

The results related to this question are also revealed in the following figure:

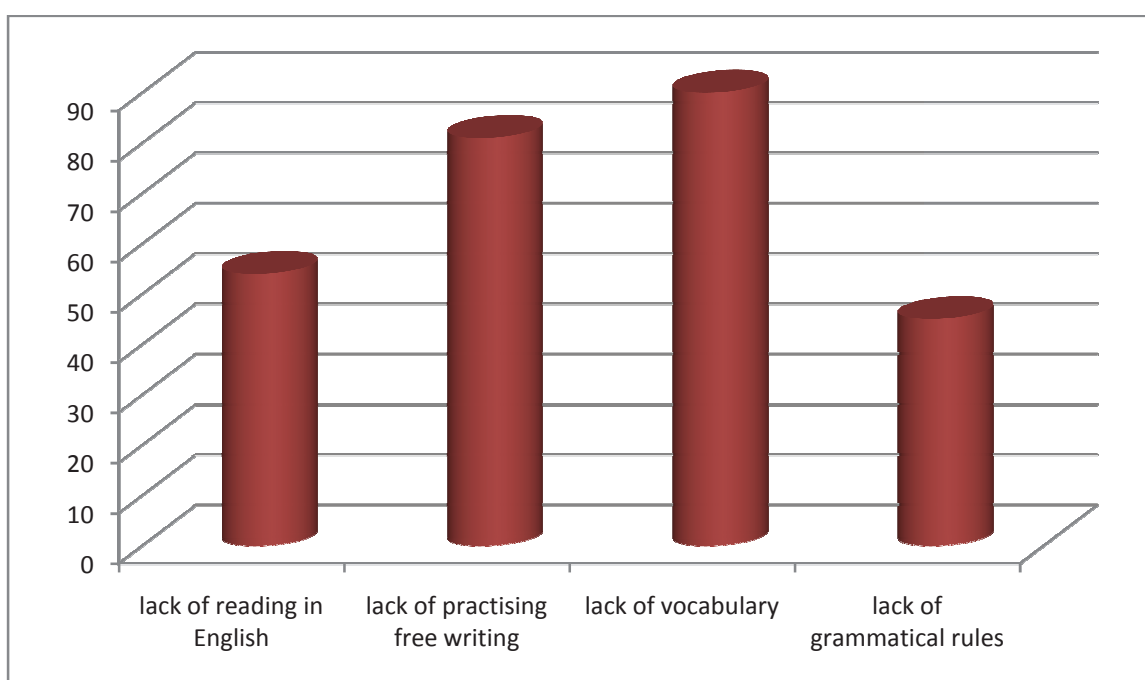


Figure 3.9. Reasons of the Difficulty in Writing

Question 11: Students' motivation while dealing with the four skills

It is noticed from the answer to this question that nearly all of the students (90%) were extremely motivated when dealing with the speaking skill for it allowed them express themselves without fear or anxiety. They added that they sometimes used

even their mother tongue in expressing themselves. It was followed by the reading skill since 60% of them liked reading in English and felt very interested to read in front of their classmates though they made mistakes. Concerning the writing skill, it scored lower (10%) for it represented the most difficult task which hampered the students and made them very anxious. The majority of the informants showed their boredom toward writing. The fact of feeling linguistically handicapped emphasized their hatred. This is well illustrated in the following table:

Sudents' motivation dealing with the skills	Absolute Frequency	Relative Frequency
Listening and speaking	20	90%
Reading	14	60%
Writing	03	10%

Table 3.9. Students' Motivation Dealing with the Language Skills

Figure 3.11. shows the students' motivation while dealing with the four language skills. It also reveals that students were interested in the other language skills more than in writing:

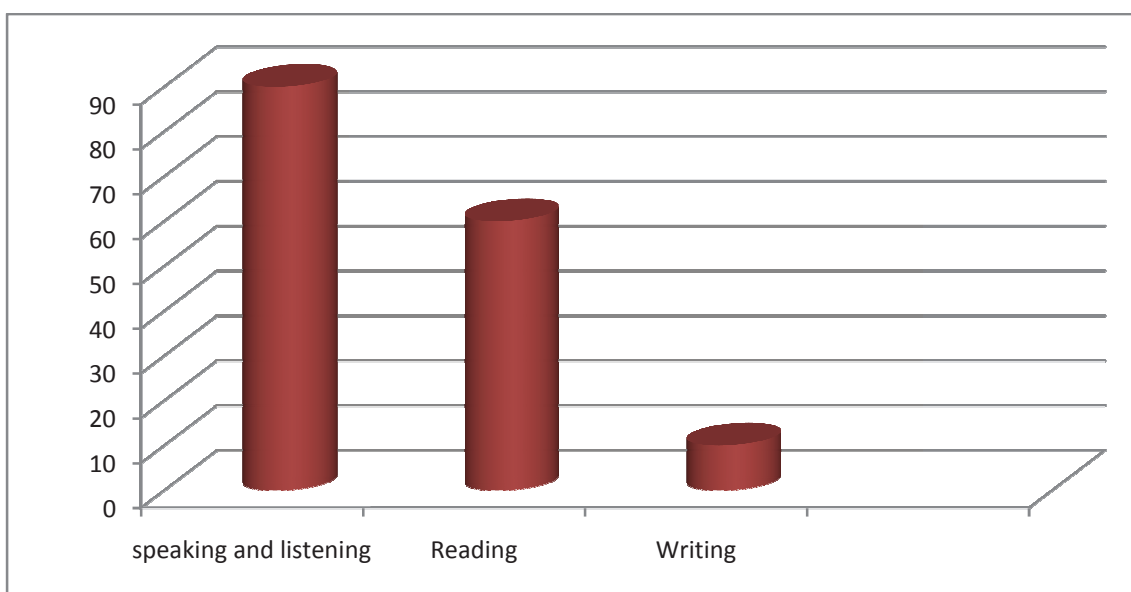


Figure 3.10. Students' Motivation

Question 12: The use of audio visual aids in English sessions

90% of the students answered negatively to this question since they did not seem interested in the use of audio visual aids especially boys. They did not even know about their meaning. They argued that they learnt only through the use of handouts. However, 10% of them showed a great interest toward the use of additional tools for better understanding their lectures and welcomed the idea. They even said that it would foster their learning process, in the sense that, they would love the English language and attend their sessions. The following figure demonstrates that:

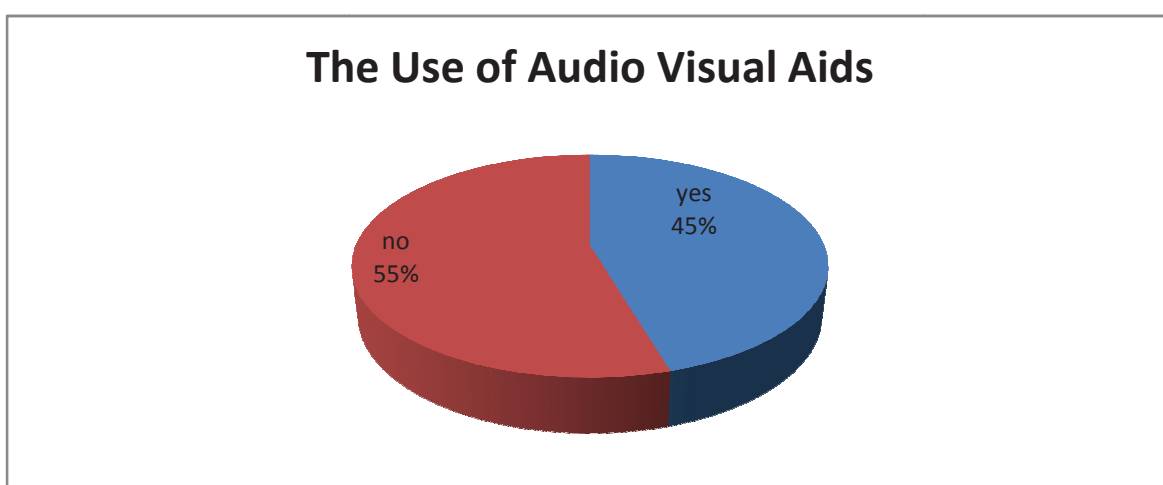


Figure 3.11. The Use of Audio Visual Aids

Question 13: asking questions when facing problems in writing

From this inquiry, it is clear that the majority of the informants (78%) asserted that they never asked questions about writing either because they felt shy or they were afraid of being laughed at. Only 22% of them claimed that though they did not speak English in a correct manner, they tried to ask questions for better understanding written assignments and operating well. This is well explained in the figure below:

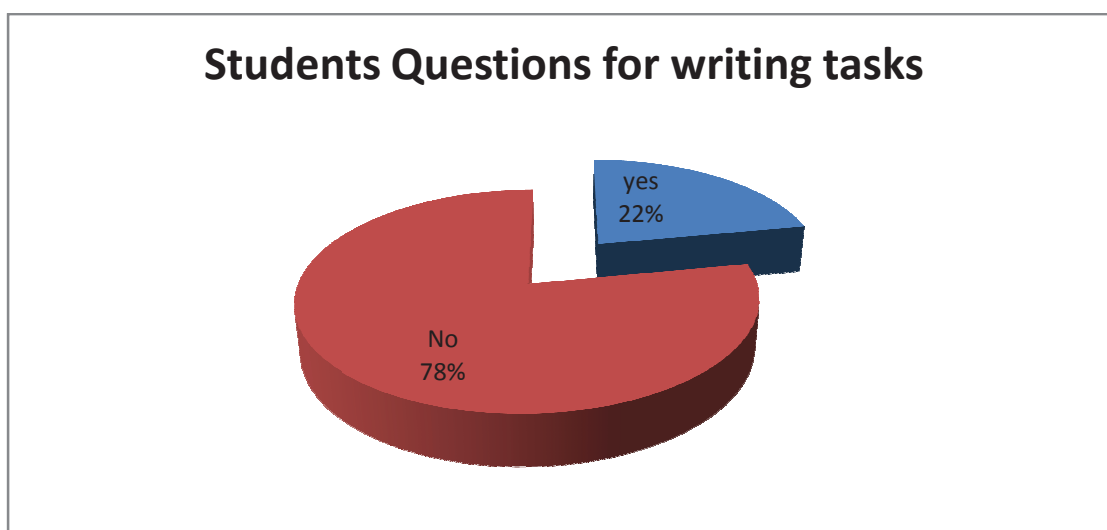


Figure 3.12. Asking of Question While Writing

Question 14: Students' intentions to overcome their writing problems

The striking point about this question's results is that 95% of third year Bank and Finance students showed a great interest in finding solutions to their problems in writing since in their exams, they most of the time, were asked to write. Hence, they insisted on the fact of finding some remedial actions to develop their writing skill and produce written business productions that would serve future jobs. Only one student admitted that he did not care about having problems in writing since he did not know even how to write in the English language.

Question 15: Actions taken by students to develop writing

After asking the informants about their difficulties in writing, this question pondered about some actions students should take to better their situation. In fact, students opted for the action of revising lessons about the writing skill which scored 77%. The second action students preferred was training themselves by writing after English courses. 75% of them showed that by practicing at home, they could better write in English. Reading a lot for enlarging their luggage of vocabulary was seen as an important procedure students should take to feel at ease while writing without being

interrupted. 60% of them were for this idea. The method of using dictionaries while writing was also favored by the students as it scored 59%. They agreed that the use of dictionaries would help them avoid spelling mistakes. Finally, using grammar textbook was the last way students were interested in since they admitted that they did not care about grammatical mistakes forgetting that they might affect their written productions. For this fact, it scored lower than the others with (22%). This is well interpreted in the following table and figure:

<i>Students ways to improve writing</i>	<i>Absolute Frequency</i>	<i>Relative Frequency</i>
Revise lessons about writing	17	77%
Use grammar textbook	05	22%
The use of dictionaries	13	59%
Training by writing after courses	16	75%
Reading a lot	14	60%

Table 3.10. Ways for Developing Writing

In fact the above chart gave a clear vision about different ways for developing writing. In a similar vein, the following figure discusses the issue:

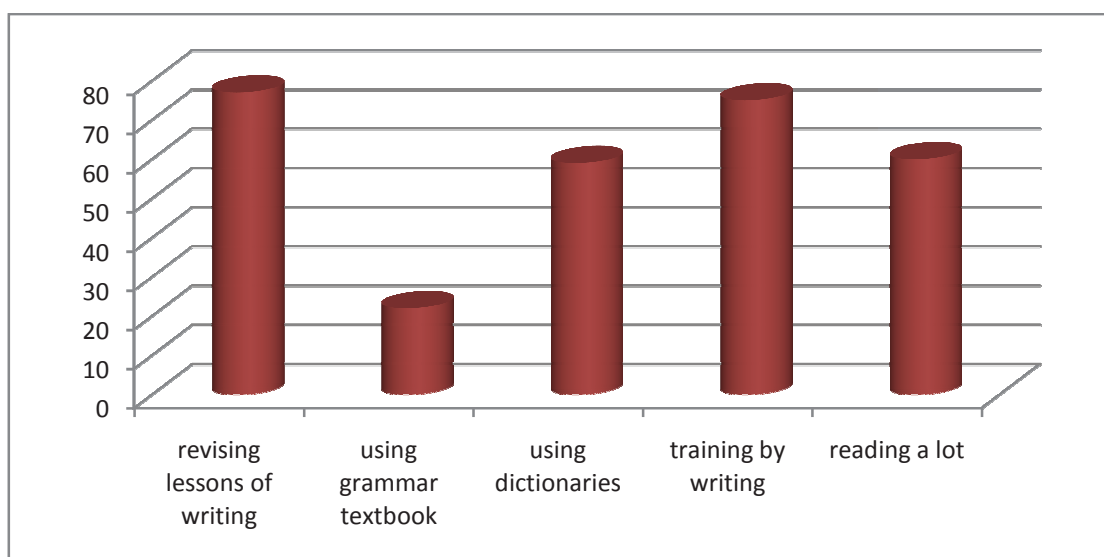


Figure 3.13. Students Ways to Develop Writing

3.4. Summary of the Results

The researcher used students' questionnaire to elicit information about the teaching of ESP in general and the writing skill in particular. Her main interest turned around the main difficulties encountered by third year Bank and Finance students at Mascara university while dealing with the writing skill.

The results were fruitful since they could capture useful information about students' lacks in English sessions. None of the informants could deny the importance of the English language in their field of study. They insisted on English as an important foreign language that needed a great attention since they knew that it would be useful in their future jobs.

Through the students' questionnaire, it became obvious that they lacked competencies in all of the four skills, mainly, in the writing one. The results exposed a great anxiety, if not an agony, felt by almost all the students while being asked to write.

Although the informants insisted on the learning of the four skills together, the statistics revealed that they considered writing as a stressful task that created boredom and uneasiness. They claimed that it needed more time to be practised since they dealt

with it only once a month. They even suggested to practise writing each week for being able to produce effective business documents.

3.4. ESP Teachers' Interview

The main concern of ESP teachers' interview was to gather information about the teaching of the writing skill and the obstacles that hampered ESP teachers achieving this task.

3.4.1. Methodology of the Interview

The aim behind using ESP teachers' interview lied in the fact of knowing more about the difficulties met by teachers while teaching writing and its association with the other language skills. The researcher focused mainly on the attitudes students dealing with writing and the techniques used by teachers to lessen their fear. She also tends to elicit information about the use of business English and vocabulary while writing business compositions. Finally, she was eager to know about teachers' suggestions that would help students develop their writing and allow the researcher to propose a suitable sample unit.

The researcher got the opportunity to deal with four ESP teachers from the department of Economics at Mascara university. Their interview was made of five rubrics that comprised 20 questions:

From question 1 to 3: are informative questions that deal with teachers experiences in teaching ESP, their qualifications, and some other departments they used to teach in.

Question 4: aims to know about the reading skill and the ability of students to read.

Question 5: intends to learn about teachers' attitudes dealing with reading and whether he/ she encouraged students to read.

Question 6: seeks to know whether reading fosters writing and to what extent

Question 7: ponders about the elements that are necessary in any business production dealing with spelling, vocabulary, correct grammar, and coherent paragraphs.

Question 8 : asks the instructors about the frequency of the teaching of the writing skill in English sessions.

Question 9: tackles the issue of students' motivation while dealing with writing.

Question 10: aims to make sure that teachers do use business English and technical vocabulary in English sessions.

Question 11: intends to know whether the ESP teacher focused on technical English more than grammar while teaching writing.

Question 12: asks the teachers about the frequency of teaching students the way to write different business documents.

Question 13 : is concerned with the teachers' attitudes toward the use of the mother tongue by students while facing problems in writing.

Question 14: tackles the time devoted to writing assignments in the classroom.

Question 15: intends to know about ESP teachers' ways permitting students to cope with ESP situations and business documents.

Questions 16: inquires about the English given to students to enable them produce business compositions.

Question 17: ponders about the obstacles encountered by teacher while dealing with writing.

Question 18: deals with teachers' feedback in the writing skill.

Question 19: wants to know about the aspect of composition teachers focused on in their feedback.

Question 20: is concerned with teachers' suggestions that contribute to the main aim of the interview.

3.4.2. Interview Analysis

The results of the interview were worthy enough as they suited the research 's objective. They are discussed as the following:

Question 1 to 3: Qualification and experience

From the first question to the third, the interviewees were asked to give information about their qualifications since one of them held the magister degree and had been teaching in the department of Economics for 8 years .The others had different degrees. Two of them said that they were English inspectors in Mascara and had been teaching ESP for about 20 years . The last ESP teacher claimed that he only had the licence degree and three years of experience. The following table demonstrates the issue:

ESP teachers	Qualification	Years of experience
1	Magister	8 years
2	English inspectors	20 years
1	Licence degree	3 years

Table 3.11 . Teachers' Qualifications and Experience

Question 4: The relation of reading and writing

The four ESP teachers answered positively to this question. Their prompt and positive reply revealed the tight relationship of the two skills. They all admitted that reading fostered writing, in the sense that, one cannot write without being able to read. They also insisted on the fact of giving to students reading assignments to train them memorize some vocabulary that would allow them to write with easiness. They believed that, from the four language skills, reading assisted writing and would help in achieving its aim.

Question 5 and 6: Students' reading tasks in the classroom

In these answers, there was a variety of ideas since one of the ESP teachers claimed that his students read according to their intentions. Another one admitted that it depended on the students' motivation. The two other ESP teachers said that students tried to read once for each task. However, they all agreed on the fact that, most of the time, students were motivated to read and raised their hands to practise reading which was not the case with the other skills. The four ESP teachers emphasized that they did their best to motivate their students to read by all means. They added that by time, students got accustomed to read and they noticed that their students made progress while reading. The following figure explained the students' improving themselves in reading:

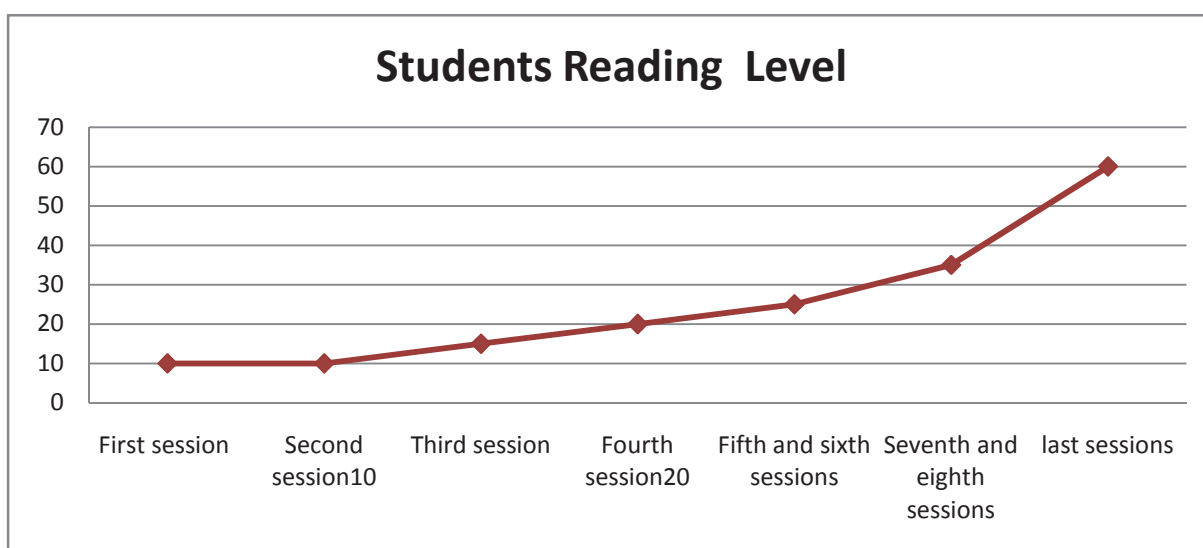


Figure 3. 14. The Increase in Students' Reading Level

Question 7: The elements of a good business writing

As far as the results of this question are concerned, it was revealed that all the ESP teachers saw eye to eye with the emphasis on spelling, vocabulary, and grammar. They concurred on the fact that good business writing depended on the unity of those elements since they were all important in producing effective business productions. It is important to mention that two of them gave the priority to the good command of vocabulary as well as grammatical rules.

Question 8: Time devoted to the writing skill

The writing skill , according to the four interviewees, was a skill that needed both time and a great care while being taught. Two of them admitted that they tackled writing only once a month since they did not have the opportunity to teach it each week. The rest of teachers , however, explained that they dealt with written tasks at the end of each file. They added that they asked their students to write one of the business documents being discussed before.

Question 9 and 10: Students' motivation to write business English

Concerning this question, the four ESP teachers conceded that nearly all their students were motivated to use business English in their productions and none of them could deny that the students shows a great interest toward learning business written communication since they were aware of its importance in their fields of study. The four interviewees insisted on the fact that they tried to encourage their students to produce written pieces using the business vocabulary they memorized during their lectures. They asserted that although it seemed a tough task to be achieved, students made great efforts in doing their written assignments.

Question 11: The importance of technical English while teaching writing

For this question, two informants saw that while teaching writing to their classes , they insisted on technical English more than grammar and spelling since it represented the core of business writing. They considered business English as the key feature of a successful written production. The two other informants, however, were against this idea since they believed that not all the students used business English while writing. They gave a great attention to grammar and spelling while teaching writing arguing that it would be sufficient to write in English.

Question 12: The writing of business documents

The results showed that three interviewees admitted that they taught their students how to write different business documents since they knew that it would help

them achieve future business purposes. They added that they gave a great emphasis on business letters and emails for they are the types of business communication widely used. Only one of them did not teach how to write business documents since they are very complicated and because of students' level in the English language.

Question 13: The use of feedback in the writing skill

All the informants' answers revealed that they had convergent viewpoints since they all used feedback to assess their students' written pieces. They considered feedback as an important procedure that would help students be aware of their mistakes to correct them. They admitted that sometimes feedback created an uncomfortable atmosphere while learning but they were all in favor for using it in their classes.

Question 14: The most important element in business compositions

All the informants' answers showed that the ESP teachers had divergent points of view. Each ESP teacher insisted on a unique element while asking his/ her students to write in English. Some focused more on the use of business words and correct spelling while others preferred to shed light on punctuation and grammar. None of them showed the importance of organizing ideas while writing. They gave priority to business words and spelling as being the two pillars of a good written production. The following figure demonstrates the results:

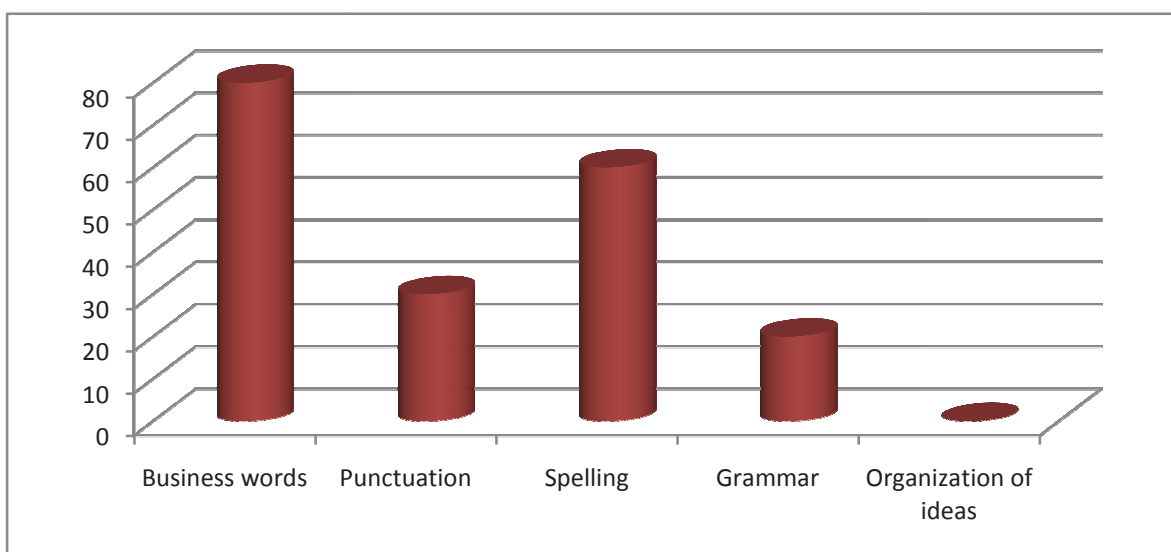


Figure3. 15. The Most Important Element Emphasized while Writing

Question15 and 16: Helping students to cope with ESP situation and business communication

This question held the teachers' attention since they felt that they were facing problems while teaching ESP situations in general and business communications in particular. They admitted that their students had a great lack in writing because of the insufficient time devoted to writing and due to students' motivation to write. Hence, they tried to help their students by giving them business documents to read and to write. They believed that only by practice, student could ameliorate their level and competencies in writing. They added that they did their best to teach them different ESP situations by giving terms associated with their field of study. To achieve these tasks, students were given the opportunity to work either in pairs or in small groups to make the learning process more enjoyable.

Question 17: Problems encountered by teachers while teaching writing

All the four ESP teachers recognized that they faced problem while teaching the writing skill. Most of the time, teachers felt that their students were anxious while writing because they seemed unmotivated and lacked perseverance. They took a long time in producing only three or four lines. Though the ESP teachers did their best to

explain written assignment, students did not give attention to writing since they did not have enough vocabulary related to their domains. In addition, students mastered neither grammatical nor punctuation rules.

Question 18: The use of the mother tongue while teaching

The four ESP teachers did not deny the use of the mother tongue in their classes. They recognized that while teaching, they sometimes faced obstacles in transmitting the message and in making the students grasp the uttered words because of the students' low level. Hence, they made use of either the French or Arabic languages to clarify the meaning. They also argued that most of the time, students did not even understand the French language. Therefore, the use of the mother tongue seemed to be the only way they got their message across. In addition to that, they admitted that in the exams of ESP, they gave the students, in the phase of written production, a short paragraph to be translated from English to Arabic.

Question 19: ESP teachers' collaboration

The informants conceded that concerning the ESP lectures, they do not collaborate together since each teacher teaches a special field from the department of Economics. The fact of having different promotions to teach underpins the reality of working individually. All of them agreed on the importance of collaboration in ESP domain for it allows them exchange ideas about teaching methods, their students' lacks, and the barriers while dealing with the language skills.

Question 20: Teachers' suggestion to help students ameliorate their business writing

This question revealed that the ESP teachers were interested in developing their students' written skills. Therefore, they suggested the following technique that would better the situation:

- a. To devote more time to business English at the university level,
- b. to devote more time to business writing skill,

- c. to use new methods to enhance the students' business writing level,
- d. to encourage reading for writing;
- e. to teach business letters techniques,
- f. to teach different business situations,
- g. to help students express their ideas and discuss their problems,
- h. to assess students' productions and discuss their mistakes,
- i. to remedy the weaknesses of students and help them develop their writing skill.
- j. to opt for the use of audio visual aids while teaching ,
- k. to encourage students to write even though they make mistakes
- l. to reach them how to write properly
- m. to help them get rid of the anxiety while writing

3.4.3. Summary of the Results

From the teachers' interview, it is noticeable that the four ESP instructors dealt with business English in their sessions. They admitted that they taught it only once a month, in addition to the other language skills. They all recognized that it is a tough task since they lacked training in ESP fields that resulted in inappropriate written performances. However, they considered it as an important language skill that must be taught and practised in ESP fields.

As far as students' attitudes are concerned, the informants asserted that they faced problems and obstacles in making their students do their written assignments. They proved that it was quite challenging because of the insufficient time devoted to writing, in addition to students' demotivation while writing. They added that while dealing with the other skills students were more relaxed and loosened.

ESP teachers seemed very interested and ready to help their students overcome their problems in writing. They proposed many techniques that would help students operate well while editing business documents. Giving more time to the teaching of business English and business writing was highly favored by teachers. They also opted for the teaching of different business documents and encourage the students express

their ideas. The four interviewees were in favor of teaching reading that would foster writing.

3.5. Classroom Observation Results

The process of classroom observation lasted for two months (from January to March 2016). The researcher got great profits from using this tool for gathering more data about the sample population and their behaviors . It helped her depict the differences between their answers and their behaviors inside the classroom. The number of the students observed remained the same during the period of classroom observation process. The results of classroom observation can be discussed as follows:

a. Teacher / learner Centeredness

Depending on what have been observed during the classroom observation sessions, the researcher figured out that the learning process was mainly based on the ESP teacher since he mentioned neither the lesson's objectives nor the skill intended to be developed in the beginning of his lecture. He gave his students a reading comprehension text with questions and grammatical tasks. He sometimes wrote rules of grammar on the blackboard and explained them to his students. They , then, were required to apply them and give answers to the written tasks found on the handouts.

The ESP teacher was seen as the source of knowledge as he did everything alone. He usually asked questions and gave replies by himself since the students were silent and kept observing him. They seemed ready to receive knowledge.

The method underpinned while teaching centered on the teacher's task of teaching rather than on students 'tasks since they just listened and applied the rules without even asking. They were usually handed handouts full of grammatical rules to be learnt by heart (see appendix D).

b. Teacher/ learner Interaction

At the beginning of each session, the ESP teacher tried to use the method of brainstorming since he asked his students about the previous lesson. He did not oblige them to answer, they did it voluntarily.

Concerning teacher/ learner interaction, it was noticeable that there was not much interaction between the ESP teacher and his students. It seemed that the teacher used the method of spoon feeding because he was the only active person in the classroom since he wrote on the board , distributed handouts and tried to explain them.

Third year Bank and Finance students did not intervene in the learning process. However, the researcher noticed that they responded little to the teacher's questions about the explained lesson. Concerning grammatical activities , students often gave answers that were taken down by the teacher on the blackboard.. They just copied them on their handouts.

c. Learner/ learner Interaction

The interaction between learners existed since the first session attended. The researcher observed the learners who, generally speaking, talked to each other more than talking to the teacher. While being asked to do grammar tasks, they discussed them in Arabic and tried to work in pairs. They checked words and correct answers to each question together. They collaborated answer their teacher's questions.

While dealing with the writing skill, the students also collaborated and asked one of them to translate words from Arabic to English. The researcher noticed that there was more interaction between learners who preferred asking their classmates more than their teacher. The researcher was informed by the students that they were afraid of making mistakes while asking, this is why, they avoided asking questions in order not to be embarrassed and to feel at ease.

d. Language Skills Used

As far as the language skills are concerned , the researcher noticed that the ESP teacher dealt with all of them. However, he insisted more on reading and speaking skills since he used handout for reading comprehension sessions and asked his students to read text and sometimes they verbally answered reading tasks. He always gave a great emphasis on reading and speaking since the students seemed more interested in those two skills.

Grammar tasks were highly favored by the ESP teacher as he provided his students with grammatical rules written on handouts (see Appendix E) to be learnt by heart. They most of the time contained rules about English tenses.

The writing skill was also tackled by the ESP teacher, but it was not practiced as much as the two other skills. Writing constituted a very complex skill that both students and ESP teacher suffered from. Due to its complexity, its frequency seemed rare.

E. Teacher / learner Attitudes

While teaching, the ESP teacher seemed very active and serious since he had experience in the domain (20 years). He was self confident and tried to stimulate his students to practise language skills . He explained the lectures dealing with grammar very well (see appendix D). He used the method of chalk and talk as he spoke and wrote at the same time. He looked for few interesting ways for enhancing his students' motivation and performances. He had a good command of the English language , in addition to his fluency and accuracy.

The ESP teacher truly did his best to achieve his teaching task but when it came to writing, it was a quite challenging. Giving to students writing assignments created an uncomfortable atmosphere for both the students and the teacher himself. In written tasks , the ESP teacher sometimes gave gap filling activities or the production of short paragraphs. He seldom asked his students to write business letters or emails. They were not well trained enough to produce business documents.

As far as students' behavior is concerned, at the beginning of the attended sessions, they seemed interesting since they dealt with reading texts which sometimes had relation with their field of study. Their reading skill developed by time as they made effort to read in front of their classmates. While dealing with grammar, they attentively listened and applied rules to answer their teacher's activities.

It is worth saying that students' attitudes toward learning gradually changes especially while dealing with writing. It represented the most difficult skill which engendered anxiety, discomfort, and confusion. They were totally demotivated as they hated writing and they found themselves struggling to accomplish written assignments. Though the ESP teacher explained the aim of the writing task, they revealed a complete dissatisfaction toward writing. The writing skill was the bane of the students due to many reasons that will be discussed later.

F. Learners Motivation

As far as students' motivation is concerned, the researcher noticed that at the beginning of observation sessions, students were interested in the lectures and operated well. They dealt with reading and speaking skills in which they were engaged and they excited the. However, their motivation did not last longer since dealing with the writing skill bothered them and their motivation decreased.

The writing skill constituted the most difficult skill students dealt with. Its complexity demotivated the students as they faced problems in editing pieces of writing and felt that they did not have enough vocabulary to do that. It was noticeable that though the ESP teacher did his best to motivate his students to respond to his writing assignments, they did not show interest and reacted negatively.

3.6. Corpus Analysis Results

During of the classroom observation process, the researcher could gather 20 written productions (letters). She believed that by analyzing those written pieces, students' needs analysis could be reinforced. She also intended to know about the students lacks to suggest efficient ways to remedy the weakness.

The researcher noticed that the 20 written letters contained different types of errors. They varied from spelling, grammatical errors to some confusing statements. They included confusing statements as well. Punctuation and the use of abbreviations are two points raised in those pieces of writing. We will shed light on every type with more details and examples.

3.6.1. Grammatical Errors

Grammatical rules according to many people recall the most boring and tough issues they encountered during their childhood . The use of correct grammar still constitute a burden for those writing business documents . Using poor grammar while writing underpins the fact that the writer is sometimes careless and unprofessional. The use of grammatical errors may create a misunderstanding since the written documents won't serve their business purposes.

While writing, many people ignore the importance of grammar in conveying a correct meaning. A good command of grammatical rules leads to effective written pieces. Considering grammar while writing can be more advantageous, in the sense that, it allows the written message to be clear and intelligible enough.

Broadly speaking, poor grammar shows an indifference to the topic. In order to underpin what has been said about grammatical errors, the researcher will list some errors found in the students' written letters that may lead to failure in communication and she will try to suggest a corrected version :

<i>Students' Errors</i>	<i>Corrected version</i>
I have give	I have given
I would like open	I would like to open
Because your good reputation	Because of your good reputation
I am a jobe	I need a job
Am student	I am a student
I hope help me	I hope you could help me
I had trust	I had trusted
Iwant ask you	I want to ask you
A good services	good services
I choice	I chose

Table 3.12. Students' Grammatical Errors

3.6.2. Spelling Errors

Spelling errors are due to either the lack of contact with the English language or the absence of checking what is written. The fact of not taking time to edit the business document and just skimming through, results in making spelling errors. May be the most important reason which leads to similar errors is that writers don't read every word or go over it two or three times to check if there is a problem. These are some of the spelling errors encountered in the 20 students written productions with their corrections:

Spelling Errors	Corrected version
deploma	diploma
nesst	next
helpe	help
informe	inform
difficulte	difficult
probleme	problem

aske	ask
hestate	hesitate
universiti	university
spisifique	specific
To by	To buy
sesteme	system
develope	develop
investissement	investment
woush	wish
sucssede	succeed
monie	money
woulde	would
recieve	receive
unfortunetly	unfortunately
loking	looking
filed	field
jobe	job
tayke	take
spesailite	speciality
staded	studied
enjoye	enjoy
sincitly	sincerly
finence	finance
acsepte	accept
may	my
experence	experience
finesse	finance
servicese	services
apprecate	appreciate

Table 3. 13. Students' Spelling Errors

3.6.3. Lack and Misuse of Punctuation

Punctuation is very important in any piece of writing. Correct punctuation like correct spelling and word order is an essential feature of the properly constructed English sentence ‘ **in writing, punctuation is an aid that helps our readers to understand our message**’ (Talbot ,2009: 60). It may be said that as an integral part of the written form of the language, punctuation is the organization language. As sentences become prominent elements of composition, the continuing effect of good sentence punctuation is more clearly evident.

Students must know that punctuation marks are intended to clarify meanings. However, when they are not used correctly, they can hinder communication. The fact of not using commas or making many commas will surely change the meaning and can cause an amount of obstacles in writing.

Punctuation does really matter in business writings, in the sense that, it can totally convey non-intentional meanings and create a climate of misunderstanding between writers and readers since it can change the message and give it a very different interpretation. Punctuation is very important while editing though the majority of students do not care about it and underestimate its impact on communication. The following examples were chosen from the students’ writings to explain more about the issue:

<i>Lack of punctuation</i>	<i>Corrected version</i>
Dear Sir/ madam	Dear Sir or Madam,
Yours sinsserly	Yours Sincerely,
I choice your bank because because it is the big bank in Algeria also	I chose you bank because it is a big bank in Algeria. Also,.....
I have diplmate of bankind Iwill appreciate your repy	I have a diploma in Banking and Iwill appreciate your reply.
Please do not hestate to contact me	Please, do not hesitate to contact me for further information

Table 3.14 . Lack and Misuse of Punctuation in Students’ Writings

3.6.4. Confusing Statements

Writing is not the same as talking to someone face to face or over the phone. When talking face- to- face, speakers may deliver meanings from the use of facial expressions, specific gestures and, of course, tone of voice. However, writing loses these paralinguistic features of conveying meanings as there is an exchange of messages, and so writers need to take care when writing business pieces. It depends on both the way to write and the purpose of writing.

From another perspective, many people are using writing in communication. It differs from the other skills since it needs clarity of the style and the intelligibility of the language. Therefore, the use of confusing statements while editing business documents may hinder communication and gives it an unintentional interpretation

In order to be clearer, the researcher will show how confusing statements can hinder, block and lead to failure in communication. These statements were picked out from the 20 letters written by third year Bank and Finance students:

- a. Your company progressisst a good sevicees.
- b. Iwould like ask you about problem for adventet because forced and Ineed it.
- c. Iwould like ask you to loan bail in order to by a house. Trusting in noted the demand this.
- d. It may plager if you acseptemay play for a job.
- e. I would like to give me back the troubles about the accident
- f. My field of student is banks and finesse.
- g. I would kile request an working for job in our bank.
- h. I have in mony and bank and experience.

3.6.5. Summary of the Results

Corpus analysis procedure yielded very interesting results. The researcher could deal with all types of errors found in third year Bank and Finance licence students

written pieces. Students' errors were variant as they mostly comprised spelling errors which were more than any other type. They were accompanied by grammatical errors that proved the misuse of grammatical rules though they were repeatedly practised. Confusing statements revealed the weaknesses students had as they used misleading items and ambiguous words. They even wrote meaningless sentences. Additionally, students misused punctuation as they put it randomly without paying attention to meaning.

All the different types of errors discussed above reflected the low level of the students in writing. Poor grammar and misspelled words revealed the serious problems persisting in students' written performances.

3.7. Summary of the Main Results and Discussion

The students' questionnaire enables the researcher to get valid information about learning situation of the target population. Through the use of this instrument, she could detect students' lacks and deficiencies as far as the writing skill is concerned. She could also get an idea about the main reasons of the students' failure in writing. The anxiety felt while taking down their ideas was clearly revealed in the students' answers and the researcher could obtain information concerned with the teaching of ESP in general and third year Bank and Finance licence students in particular. Third year students proposed some techniques they wished to be used to better their situation which was really disappointing.

As far as the ESP teachers interview is concerned, it yielded very interesting results ,in the sense that , they helped in uncovering the reality of tough task of ESP teachers in the department of Economics. The results shed light on the emphasis given to one of the language skills while teaching. The interviewees focused mainly on reading and grammatical issues. They admitted that they encountered obstacles while dealing with writing due to the students' low level in English and the insufficient time devoted to ESP sessions per week. They added that it was also because they lacked training in ESP fields. Though they recognized that both teachers and students made efforts to develop the writing skill, it is still a challenging issue.

ESP teachers admitted that the written skills need more time and new technologies for the sake of ameliorating students' written performances. They showed their interest and desire to help students overcome their problems in writing through a set of suggestions. They asserted that reading feeds writing and ESP students have to read to be able to write. They proposed to give ESP students lot of writing assignments to get the habit to achieve that task. They also opted for the use of feedback to help students know more about their different errors.

Classroom observation results were very fruitful since they permitted to have a clear idea about both teaching/ learning processes. Through the use of this method of gathering data, the researcher depicted that the approach adopted in the classroom was teacher centeredness for the simple reason that he did not take into consideration his student's needs and focused more on grammar and vocabulary. The students were just knowledge receivers and seemed ready to acquire the language. They sometimes responded to the teacher's questions and there was little interaction with the teacher. However, they interacted with one another while being asked to answer the questions as they were given time to think about the activities.

The task of writing created an atmosphere of uneasiness and boredom though the ESP teacher did his best to lessen his students' anxiety. He tried to motivate them to use dictionaries, whereas, they felt that they needed more vocabulary to write effective business productions.

Through the teachers' interview and classroom observation, the investigator could get valuable data about the teaching of the four language skills in general and the one of writing to third year Bank and Finance licence students in particular. Their results underpinned the fact of having difficulties while writing. Although the ESP teacher did his best in achieving his task, the problem seemed persisting.

It is worthy saying that the additional tool for investigating was highly favored by the researcher who got the opportunity of gathering 20 business letters edited by the students. Corpus analysis method was very useful in this case study , in the sense that, it allowed to have a clear vision about the different types of errors made while being

asked to write . The investigator noticed that the majority of the students had grammatical and spelling errors ,in addition to, lack of punctuation and the use of confusing statements.

Spelling errors constituted the lion share in the students' written pieces. The 20 letters contained lot of spelling errors since the majority of the students wrote some words in French thinking that they were similar to English ones.

Third year banks and finance students edited inappropriate and misspelled words that could affect the meaning. They did not give attention to these kinds of errors since they believed they would not alter the intended meaning.

Grammatical errors were also present in the students' written performances. The fact of making too many grammatical errors underpinned the low level of the students and the indifference towards writing. The students neglected the importance of grammar while writing as it is one of the prominent pillars of good compositions. Even though almost all of the lectures dealt with grammar , students failed to use it appropriately and wrote words grammatically incorrect.

The lack and the misuse of punctuation existed in the students' productions. They either put punctuation marks randomly or completely neglected them. In one of the letters, a student wrote a long paragraph without punctuation marks which seemed ambiguous (see appendix D). This strengthens the primary role of punctuation marks in any kind of writing. Writing a business document without correct punctuations, paves the way for more rooms of questions.

The use of confusing statements also marked students' written pieces. The researcher felt that third year Banks and Finance students thought in Arabic to write in English and it was obvious enough that they failed in achieving that task. Their written sentences lacked order and were misleading. They reflected the students' low level in the English language. Their statements were also complicated in terms of meaning, confusing, and very vague. They simply needed precision.

To conclude, the researcher got valuable data from all the instruments she utilized. They all yielded interesting results that collaborated to achieve the main purpose of this research. Her two sample populations emphasized the difficulty of writing as a skill and discussed the troubles encountered in ESP sessions. Both ESP teachers and students revealed their desires that sought to ameliorate business writings for they were very important in the business world. They suggested some techniques that would better the situation and remedy the weaknesses. They also proposed the use of new ways of technology that would stimulate and motivate the students to produce more business documents.

3.8. Conclusion

Through the current chapter, the researcher tried to analyze the captured data and give interpretations to the obtained ones from students' questionnaire, ESP teachers interview, and classroom observation. In addition, corpus analysis results were also taken into consideration to fulfill the research's objectives. It was concluded that all the instruments used impacted positively the conduct of this research. Students' questionnaire enabled the investigator to have a clear vision about students' needs and lacks in the writing skill. It portrayed their attitudes in ESP classes and discussed the difficulties faced while editing business documents.

ESP teachers' interview and classroom observation could also serve the purpose of this research as they paved the way for depicting the reality of ESP teaching in the department of Economics in general and the one of Banks and Finance in particular. Their results fostered the idea of having problems while teaching writing because of students' deficiencies and the lack of training. Due to the unsatisfactory situation, it has been noticed that ESP teachers care for the wants of their students and wish to help them better their writing as they give some recommendations and suggestions.

As far as corpus analysis results are concerned, they also proved to be satisfactory as they permitted the investigator to discover different kinds of students' errors that might hinder students' effective written communication and create an atmosphere of misunderstanding. The results were really fruitful since they allowed

the researcher to figure out the main difficulties encountered by third year Bank and Finance students while writing.

Knowing about students' needs and wants is an important step toward providing helpful and suitable tips that will help students improve their written skills. Furthermore, identifying ESP teachers problems encountered while teaching writing, underpins the necessity of recommending valuable techniques and a sample unit to remedy the weaknesses. This will be the main concern of the following chapter.

Chapter Four

Recommendation and Remedial Actions

Chapter Four

Recommendations and Remedial Actions

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4.1. Introduction

Taking into consideration the analysis and the interpretation of the obtained data that exposed the dissatisfaction of both teachers and students of the department of Economics at Mascara university while dealing with ESP situations in general and the writing skill in particular, the researcher could grasp from the results that though both teachers and students insisted on the importance of the English language in their field of study, they still consider that dealing with writing is quite challenging. Therefore, the researcher tries to provide some remedial actions that seek to better the teaching of the writing skill and help in overcoming students' obstacles while being asked to write.

The current chapter attempts to provide some performance actions in ESP contexts that should be taken into account to better the existing situation. These suggestions put forward some techniques for teaching the writing skill by giving importance to grammar standards, understanding the role of punctuation marks, and teaching spelling rules. It also tackles the methods of writing business documents to communicate effectively.

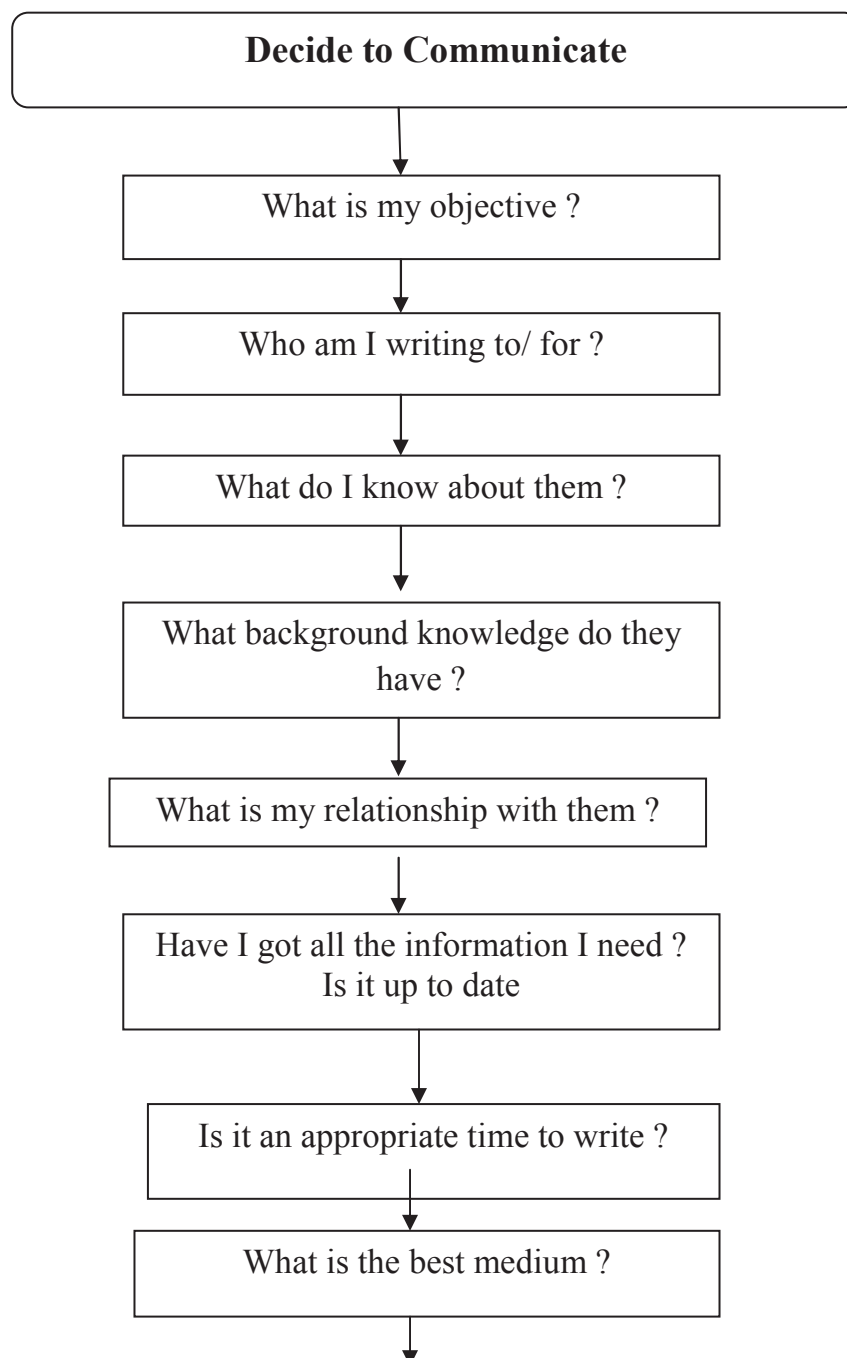
The last part strives to propose a sample unit through which a great emphasis will be put on the writing skill since it is the cornerstone of the current research. This latter seeks to deal with the four language skills insisting on the writing one since the target population struggled while dealing with it.

4.2. Teaching Perspectives

Writing is one of the four language skills in the learning process; it gives many people the opportunity to transfer their ideas into written words. In the writing process, the need for grammatical and spelling understanding is necessary to make a clear and a correct composition well understood. Students need to become aware about different types of business writing in business communication. In addition, ESP teachers have to be well trained and qualified to teach ESP situations in general and business correspondences in particular.

4.2.1. Teaching Different Types of Business Writing

In business writing and even in other types of writing, one should plan what will be written since professional people will read business writing and revising it is probably even more important than it is in other writings. As business writing is the action of writing to someone related to business, it should be direct, brief, clear and purposeful. Bonner (1974: 7) asserts” **the use of written words , nevertheless, continue to play a vital role in business communication ”.**



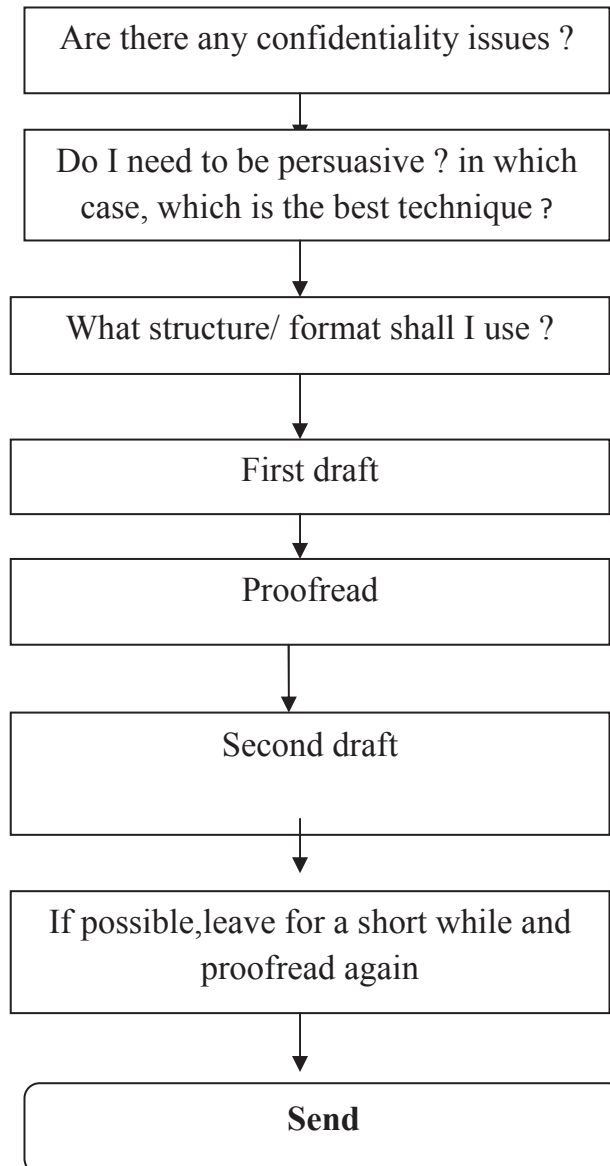


Figure 4.1. Flowchart for Business Writing

Baker (2012:07)

Figure 4.1. tries to present the steps writers should pass by to be able to produce correct , clear, and concise business written pieces. It discusses the questions that any business writer should ask to arrange his content and achieve the communicative goal. According to Galko (2002:159), there are many types of business writing:

4.2.1.1. Business Letters

This genre is usually sent to people outside the company. They are also sometimes used within a company for more formal situations to convey crucial information, or to communicate between the different departments within the same company. A business letter” is a message written on letterhead paper and addressed to someone outside the organization. It is usually sent through the e-mail” Flanagan (2007: 16).

4.2.1.1.1.Types of Business Letters

According to Flanagan (2007), there are different types of business letters. He listed the following:

- 1 /Good news letters – inquiry, request, acknowledgement, introduction to someone/something
- 2/ Cover, thank-you and acknowledgement letters
- 3 /Letter to refuse an invitation or request - 4/ Expressing Bad news letter .
- 5/Problem, denial or complaint letter.

4.2.1.1.2. Different Parts of Business Letters

In order to draft a business letter, one should respect its different parts.

According to Galko(2002), a business letter should contain:

a. Date, A business letter ought to be dated with the date it is sent. In cases where it takes several days to be completed, the sender should choose and write the last day he/she worked on the letter. It is important to mention that the month, the day and the year should totally be written and not abbreviated.

b. Sender’s address

Both companies and individuals should have their own letterhead.

c. Reader’s address

It includes the name of the person and the place you are sending the letter. It should not contain abbreviations.

d. Subject line

It is a brief phrase stating the main idea of the letter. It is optional, i.e., it can also be omitted

e. **Salutations** The salutation is the greeting that is set off the rest by either comma or colons. According to Galko in his book *Better Writing Right Now* (2002: 160), there are many examples of salutations , so we will list some of them

If you	Then write	Examples
Know the recipient and Typically address him or her by first name	The recipient's first name	Dear Jo Ann: Dear Sameer:
Are not on the first-name basis with the recipient	Mr./Mrs./Ms./Dr.+ the recipient's last name	Dear Mr. Jones: Dear Mrs. Ishak: Dear Ms. Patel:
Know the recipient's name, but don't know the recipient's gender	Mr./Ms. +the recipient's last name, the recipient's full name, or a generic salutation, such as, To whom it may concern or Sir/Madam	Dear Mr./Ms. Harrings: Dear Chris Harrings: Dear E.C. James: To Whom it May concern:
Don't know the Reader's name	A generic salutation, such as To Whom it May Concern or Sir./ Madam or the person's title	To Whom It May Concern: Sir./ Madam: Dear Customer Service Representative: Dear Marketing Analyst:

Table 4.1: Examples of Different Salutations

(Galko, 2002: 161)

- **Body**

The body of the business letter is the message. It usually consists of three or more paragraphs. According to Galko (2002:161):

- the first paragraph should state the main idea of the business letter.
- The middle paragraphs should deliver the point of the business letter. Each paragraph should have a topic sentence and supporting details, just as many other good paragraphs should. It is appropriate, especially in longer business letters, to use headings and/ or bulleted lists in order to make it easier for your reader to digest the information.
- The body finishes by a concluding paragraph that should restate the objective of the letter.

In addition, according to Galko (2002: 162) , there are multiple questions to be asked when writing the body of any business letter:

- What are the main points I need to make in this letter?
- How should I sequence my points?
- How can I use headings and lists to better organize this information?
- How can I use boldfacing to emphasize parts of this information?
- Is there information I can leave out of this letter? What information does the reader really not need to know?
- What is my take- home message?

* **Closing**

The letter should end with a polite good- bye such as: Sincerely Yours,
Respectfully,
Cordially,
Best regards,

***Signature** :after the closing, the name should be fully typed.

4.2.1.1.3. Tips of Writing Effective Business Letters

According to Bonner (1974:12) ,in order to write an appropriate letter, one should consider the following principles;

- ☐ Write promptly,
- ☐ Determine the purpose of the letter,
- ☐ Keep your reader in mind and anticipate his mood,
- ☐ Make decisions before you write,
- ☐ Begin with good news,
- ☐ Economize the words,
- ☐ Write as you talk,
- ☐ Make your letters interesting,
- ☐ Omit obvious statements,
- ☐ Remember that ypur letter represents you,
- ☐ End with something pleasant or interesting,
- ☐ Make sure that your reader knows the next step that is to be taken.

The following letter is given to emphasize what has been said before:

August 6,2010

Manager,
Bank of London
Veronika Building
London branch
Dear sir/madam,

I am Mary Baker, the general manager of the “Technological solutions LTD” and the holder of the account numbered 258963852. The type of my account is current. I would like ask you to send me the statement of the account for the past 3 months. I need to present this statement to the tax authorities next week. The matter is urgent. Therefore, kindly ask you to handle this request as soon as you can. In reference to the above, I would like to point out that I need the statement from 01.05.10 until 01.08.10. Kindly ask you to forward it as soon as possible via fax or e-mail.

I will appreciate your prompt reply.

Thanking in advance,

Mary Baker

(General Manager)

“Technological solutions LTD”

(Dodgson : 2014)

(adopted from [www. Excellent.esl4u.com](http://www.Excellent.esl4u.com))

4.2.2. Business Memos

Like any other kind, memos can be used for different communicative situations at work. A memo can be written to people within the same company. It differs in length from a couple of sentences to many pages long. A Memorandum (memo) is a genre of business writing that is usually used inside the same organization . Memos are are informal (Flanagan :2007) .

4.2.2.1. Different Types of Memos

According to Galko (2002:170) , Memos have six parts:

To: tells who the memo is addressed to. It can be addressed to one person or to an entire distribution list.

From: gives the name or the names of the authors of the memo.

Date-: tells the date the memo was written. The most recent date should be used if the memo was written over a period of time.

Subject: tells the topic of the memo. One should be specific when writing the subject.

CC (Carbon copy): as in business letters, sometimes this is used to list the names of people who should receive the memo, but are not named as recipients of memo.

Body: Reports the message of the memo.

It is important to mention that ,there is more are many ways to write memos. A useful approach is to drive right in- giving the most important information first. Then, state other details and many people consider it is as the most effective approach(Galko ,2002).

4.2.2.2. Sample Memo

Taking into consideration all what has been said before about a business memo and its types, the following memo sample is provided:

To : Fourth-floor employees
From : Skip Waller
Subject : Scheduled painting
Date : September 12, 1998

Our painting contractors are scheduled to repaint the offices and public area on our floor next week, September 18-22. The contractors understand that we will continue to work in the offices during this time and will try to disturb us a little as possible. But the work is bound to be somewhat disruptive, so let's all stay flexible and keep a sense of humor during this time that is bound to be somewhat inconvenient.

Thanks for your cooperation as we complete this much-needed maintenance

Claire and Gordon (2008: 181)

4.2.3. Business Reports

Generally, reports are a sort of business communication that is used to describe the progress of a new situation or a product. Galko (2002:179), lists the following kinds of reports:

- **Meeting minutes:** discuss the meetings.
- **Status reports:** deal with the progress of a project.
- **Travel reports:** Describe the different steps in a business trip.
- **Expense reports:** list the charges of a business trip.
- **Accident reports:** speak about an incident that happened.
- **Competitive analysis:** check the difference between competitors.

Galko (2002: 180) suggested that reports generally have four main parts:

a) Introduction: introduces the topic and purpose of the report and may summarize the material in the report. These kinds of documents might be found as parts of a report's introduction:

- A cover letter or memo expresses the direction and the reasons of a written report.

- A table of contents lists the main items of the report.

- A summary or abstract of the report reveals both the main ideas and the conclusion.

b) Body: gives the main idea and the supporting details.

c) Recommendations: states what procedures should be taken for the present situation.

d) Supplementary materials: back up the information already provided with data.

4.2.4. Business E-mail Messages

As other forms of writing, one of the main reasons of writing e-mail messages should be to make the reader's task as easy as possible. E-mail writing is a kind of communication that is fast and should be clear. It is important to deal with emails like any other business communication. However, according to Galko (2002:177), one should take into consideration some questions and tips in order to better write a business e-mail message.

4.2.4.1. Some Tips to Write Effective Business E-mail Messages

Readers and writers can always speak the language. In order to be good in writing for business, one must be complete, concise, and accurate. There are many business writings which are poorly written, disordered and unclear. All these deficiencies contribute to ineffective business writings. It should be clearly stated that students who are dealing with business correspondences should learn some important tips and effective ways to practise business English.

Writing business messages full of grammatical, and spelling errors can be a threat and a serious problem since the student's level is revealed. If the students need to get better at writing in English, they have to design effective written materials. In order to communicate effectively in written forms. Hence, students should edit messages clearly, and with a great confidence. The student cannot achieve his/ her writing goal if his/ her message contains spelling, and grammatical errors. Moreover, the lack of punctuation and confusing statements can effect communication negatively.

What is more is that while editing a business e-mail, there should be a refrain from abbreviations unless they are common in the business world since they may cause problems. Sometimes, some rules of writing seem to be forgotten when it comes to writing, it is up to students to take them into account in order to keep and foster communication. The fact that students, in the business world, need to be professional for any correspondence underpins the need of considering some tips while writing business documents. According to Hamlin, Rubio & Desilva (1998 :14) admit that the following tips have to be taken into account while editing a business email:

- Open with a proper salutation
- Include a clear, brief, and specific subject line. Close with a signature.
- Avoid abbreviations.
- Be brief..
- Use a good format.
- Reread, revise, and review.
- Reply promptly.
- Use “Reply All” sparingly. Do not send your
- Avoid using all caps.
- E-mail ahead of time if you are going to attach large files.

4.2.4.2. A Sample of Effective Business Emails

From: Steve Jobs <sjobs@apple.com>

To: Human Resources Division <hr@> Date: September 12, 2015

Subject: Safe Zone Training

Dear Colleagues:

Please consider signing up for the next available Safe Zone workshop offered College. As you know, our department is working toward increasing the Safe Zone volunteers in our area, and I hope several of you may be available next workshop scheduled for Friday, October 9.

For more information on the Safe Zone program, please visit

<http://www.multicultural/safe-zone-training/>

Please, let me know if you will attend.

Steve Jobs

CEO Apple Computing

sjobs@apple.com

Hamlin, Rubio & Desilva (1998 :14)

Since we witnessed some grammatical, spelling errors, lack of punctuation and confusing statements in the pieces of writing of third year Bank and Finance students, one can propose some remedial actions and ways to be considered to reduce the making of errors. All types of errors can be available while editing business writings and avoiding them is becoming urgent as they have a negative impact on communication and can be misleading. Taking into consideration several elements while writing will surely foster a good business communication.

The following business perspective are provided to help teacher assist the teaching of the writing skill that will help in making less rooms of errors.

4.3. Teaching the Respect of the Context of Writing

As in the oral communication, the written one happens in context which must be appropriate to the setting. While writing a business document, the writer (professional one) must respect the situation, consider the audience, the purpose and the response that is aimed to be reached. According to Frendo (2005:84), a business writer should pay attention at the following elements:

4.3.1. Audience

The readers of the piece of writing may be experts, or persons from other cultures. It is important to consider the audience, and its level, i.e.; if it is proficient at the English language (Frendo: 2005).

4.3.2. Purpose

Professional persons often use fast, short, and direct business messages since they are no longer writing a paper for schools, or an academic article, but they are simply trying to give information to someone, or get it from someone. It is important to mention that the major reason of writing Business writings is to convey information to others (Ibid).

4.3.3. Response

The writer should always consider the desired response. He/ she should be clear, and goes directly to the point to get the intended purpose and response. The fact of writing a fast business communication containing a lot of errors, focuses the need of adapting a peculiar manner of editing business messages. Sometimes, the students are bothered, confused and do not feel confident to write or reply to business writings, this is why, taking into consideration the reader's responses while writing is the best way to handle such situations (Frendo: 2005).

In the case of third year Bank and Finance students, ESP teacher, while teaching the writing skill, should insist on the three elements discussed by Frenco as students should train themselves to consider the purpose of their writing , respect the audience to get nice responses.

4.4. Teaching Business English Contexts

It is obvious that when speaking about teaching, one can remember many institutional education environments, such as, schools and universities. However, teaching can also be excused in several places that use the English language in their writings. The reason why such teaching is preferable is to improve business writings, and to know how to deal with business communication.

Since teachers are expected to use written materials while teaching , they are asked to use appropriate, valuable means of teaching those business skills. The task of the teacher is not only to show students' ways of using terms, but ways of avoiding grammatical, and lexical errors as well. This may mean working toward correct and improved version of editing business writings.

In the world of business, a teacher may also be called a trainer, a coach or a consultant and this is because his/ her role is prominent and put for granted. Frenco (2005: 05) states: **“within the field of business English, many teachers call themselves trainers, coaches, or even consultants “.**

4.5. Teaching Standards for Writing Correct English

Writing correct English is one of the main important aspects of written communication. To achieve business goals, the writers, mainly, students should respect the standards of correctness since their purpose is **“ to assist in communication, reduce misunderstanding , and eventually make communication more precise” Harrim (2003:48).**

4.5.1. Grammar Standards

In written business communication, there must be a considerable care to be given to grammar while writing . Editing business messages with poor grammar will surely give negative results and create misunderstanding. According to Harim(2003) , the following grammatical rules should be respected while writing:

- a. Subjects and verbs in a sentence should match each other,
- b. Verbs in subordinate clauses are governed by verbs in principal clauses,
- c. Compound subjects require plural verbs,
- d. Make sure that the pronoun refers clearly to its antecedent,
- e. The number of the pronoun should match the number of its antecedent,
- f. Considerable care needs to be given to the choice of verbs,
- g. Avoid double negative,
- h. Always spell out a number when it begins a sentence,
- i. Keep all numbers in paragraph / sentence in the same form.

4.5.2. The Respect of Punctuation

Punctuation marks are very prominent in written forms since they allow readers to have a clear idea about the intended messages writers (students) wish to convey. Hence, any business English writer should consider the issue of punctuation while editing business pieces. Marks of punctuation should not be put randomly in order not to deviate from the coveted meaning. This was underpinned by Harrim:

Punctuation marks are used in written English to make it easier to read to enhance readability of the letter. Punctuation marks show the reader where the pauses should be , and where the emphasis should be.

Harrim(2003:51)

There are many cases where punctuation should be respected and put in a correct way to avoid misunderstanding. According to Harrim (2003) , the following cases should be considered while writing:

- a. The respect of using comma
- b. Appropriate use of colon
- c. The dash signals the pause greater than done by comma
- d. Exclamation mark may be used after emphatic statements and commands
- e. The hyphen must be used correctly in correct instances
- f. The question mark must be treated as a full stop since one should start the next word with capital letter
- g. Semi colon and quotation marks must be respected while writing.

4.5.3. Improving Spelling

Spelling English correctly is still creating confusion and distress to the writers. Paying attention to spelling while editing business pieces gives the reader a good image and shows that the writer is skillful and careful. Therefore , Harrim (2003:63) suggest that the following rules may help writers (students) spell English correctly and improve their spelling:

- a. Read as much as possible
- b. Pronounce carefully
- c. Group new words in families when you can
- d. Underline the part of the word which gives you troubles
- e. Always check with dictionary when you are uncertain about the word.

4.5.4. The Respect of Capitalization

As the other standards of a good written English communication, capitalization should be highly considered while editing in English. Teachers should teach their students many cases where capital letters are inserted. This was tackled by Harrim (2003: 66) as he listed the following cases of capitalization:

- a. At the beginning of every sentence
- b. At the beginning of a passage of direct speech quotation
- c. For proper nouns(names of particular persons, places, things)

- d. For months of the year
- e. For days of the week
- f. For the pronoun I
- g. For the adjectives which come from proper nouns (especially places and people)
- h. For the first and all main words of any kind of title
- i. For the first word of complimentary close.

4.6. The Use of Audio-Visual Aids while Teaching Business Writing

Learning is a complex process which can occur as a result of newly acquired skill, knowledge, perception, facts, principles and new information at hand. Hence, it can be strengthened by learning aids of different variety because they stimulate, motivate as well as arrest the student's attention for a while during the learning process.

Learning aids are materials and devices through which the actions of teaching/ learning are done. It is interesting to note that the teachers undergoing professional courses can teach with some of the audio-visual aids for the sole reason of reducing their talk and chalk method.

Visual aids can be enhanced by teachers during the learning process because pictorial representations and symbols clarify verbal explanations and provide additional items to the memory. They are important since they can illustrate, reinforce lectures, stimulate discussions, and encourage students to learn the English language. The following different audio visual aids can be used while teaching:

- ☐ **The tape recorder**
- ☐ **The Television**
- ☐ **Videotapes and films**
- ☐ **Computers**
- ☐ **The data show**
- ☐ **The internet**

4.7. Fostering Teachers' Attitudes for Using New Technologies

It is important to mention that, ESP teachers' attitudes toward using new technologies must be put for granted. Regarding new technologies in teaching/ learning the language, interactivity, the use of authenticity, and new resources should be well understood by teachers. Teacher must maximize their benefit from the use of new technologies. They have to know adequate computers skills and be familiar with other devices. ESP Teachers must be ready to exploit the educational resources to fulfill the task of teaching effectively.

ESP teachers, then, should understand ways of using both computers and the internet for fear of running the risk of teaching/ learning failure. Therefore, they must stop to consider the use of the internet as a threat, and try to understand how to operate various tools. Knowing how to handle tools will give teachers more chances of being highly efficient and productive instructors.

4.9. Requirements for Communicating Effectively

Writing in the business world is becoming prominent these days. Some people prefer to communicate through written words. Good written communication can be reflected through written words that succeed in transmitting messages. Therefore, skillful writers are , most of the time, more preferred than those failing while writing. Bonner, in this vein, claims that:

Because a major portion of business information is transmitted through the medium of written words, the people who can convey their ideas and feeling well by writing have distinct advantages over those who do not excel in this phase of communication.

(Bonner, 1974:8)

According to Bonner (1974: 4), there are many characteristics that can help in achieving the goal of business communication:

A. To communicate effectively, you must have the right attitude,

B. To be an effective communicator , you must have an adequate vocabulary,

C.To be a good communicator, you must be fair minded,

D. Good communication requires open- mindedness of all the people involved,

E. To communicate well, you must be adaptable and eager to break bad habits.

Concerning third year Bank and Finance students 'writing skill, they should have an idea about the characteristics of a good communicator and writer. They should also handle written situations depending on their vocabulary and personal attitudes toward writing. Therefore, it is worth saying that a good communication needs capabilities to reduce misunderstanding.

4.10. Inserting a Glossary of Specific Terms Related to the Field

Since third year Bank and Finance students use different business writings to communicate information and treat situations, it is up to create and set a glossary of specific terms related to their field of study (see Appendix F). The creation of a glossary will surely help students while editing business documents, in the sense that, they will rely on it as far as specific terms are concerned. The use of such glossary can prevent them from doing rooms of errors and even rooms of mistakes.

The fact that third year Bank and Finance students are often asked to write business writing underpins the need for being aware about specific terms and their significations. Since a term is a word having a specific meaning in a special field, having definitions and explanations of terms can be very useful in the development of Bank and Finance students 'communication. The demand of a glossary has been drawn mainly from those errors and to whom a conscious awareness of the language use is a hard task.

In the case of Third year Bank and Finance students, the researcher understood from the two sample populations' answers that the teaching process did not make use of audio-visual aids. However, due to the introduction of technology at

the university level, it becomes a necessity to use new tools and technique that may facilitate the ESP teachers' tasks and, as a result , make the learning process more enjoyable.

4.11. Learning Common Banking Abbreviations

The English language can be used both correctly or carelessly, and unsuccessfully. The way in which a person uses the language can tell people a great deal about the personal qualities, the way of thinking, the concern for a useful communication with other people and what seems important is the respect to the English language itself.

The objective of all business writings is certainly to communicate. The writer's aim is to make it as easy as possible for the recipient to understand the message. In fact, abbreviations can be a time saver when they are clear and their meanings are universally understood, however ,they can cause problems and misunderstanding if they are unknown. The following abbreviations can be used in the world of banking as they are common .For the rest of the list ,(see appendix G):

Against all risks =	a.a.r.
Account =	a/c
Account current =	A/C
Accommodation =	ACC/ACCOM
Account =	acct.
Actual cash value =	a.c.v.
After date =	a.d.
Addition/Additional =	add.
Advise =	adv.
Air freight bill =	a.f.b.
Agency =	agcy.
Agent =	agt.
Air mail transfer =	a.m.t.
Account of =	a/o
Accounts payable =	A.P.
Authority to pay =	A/P
Accounts receivable =	A.R.
All risks =	a/r
Arrive/Arriving =	arr.
Arrange/Arrangement/Arranging =	arr/arrng.
Approximate/Approximately =	approx.
Account sales =	A/S, A.S.
At sight =	a/s
As soon as possible =	asap
Attention =	attn.
Atomic weight =	at. wt.
Average =	av.
Actual weight =	a/w
Air waybill =	a.w.b.
Balance =	bal.
Barrel =	bar.
Barrel =	bbl.
Brought down =	b/d
Bill of exchange =	B/E, b/e
Brought forward =	b/f
Before =	bfor.
Bill of health =	B.H.
Bank =	bk.
Brokerage =	bkge.
Bill of lading =	B/L
Brought over =	b/o
Bills payable =	B.P.
By procuration =	b.p.

(Adopted from www.thoughtco.com)

4.12. Teaching Banking Terminology

It is believed that any scientific field deals with a certain terminology related to the field of study. Third year Bank and finance students should deal with terms about banking to be able to treat ESP situations and edit effective business documents. This why, ESP teachers should be well trained to shift from general English to the specific one for the simple reason of not being lost while dealing with specific terms. The following list contains some banking terms, for the rest of the list see(appendix F):

- **Account** - A record of the money that a customer has at the bank. (*noun*)
- **Account number** - An unique number that is used to identify a bank account. (*noun*)
- **Advisor** - A staff member who helps customers. (*noun*)
- **ATM** - Automated teller machine/Cash machine – A device that gives money and can be used to do other account transactions. (*noun*)
- **ATM card** - A small plastic card that an ATM uses to identify a costumer and their account. Same as a bank card. (*noun*)
- **Balance** - The amount of money in an account: could be positive or negative. (*noun*)
- **Bank card** - A small plastic card that an ATM uses to identify a costumer and their account. Same as an ATM card. (*noun*)
- **Bank charges** - Money to be paid to the bank to use certain services or as a fine if a mistake is made. (*noun*)
- **Bank manager** - The person who is in charge of a branch of the bank. (*noun*)
- **Bank services** - The products that a bank offers. (*noun*)
- **Bank statement** - Either a paper or electronic summary of the money paid into or out of an account that month. (*noun*)
- **Borrow** - To get money from a bank now that a person does not own and so has to pay back to the bank at a later time. (*verb*)
- **Branch** - The bank or the building where customers use the bank services. (*noun*)
- **Cash** - Money in the form of notes or coins. (*noun*)
- **Cheque (UK)/Check (US)** - A written order telling the bank to pay or transfer money to someone. (*noun*)
- **Close an account** - To empty an account of money and tell the bank it is no longer going to be used. (*verb phrase*). (**adopted from www.Excellentesl4u.com**)

4.13. Sample Unit

A unit can be considered as a part of a course that the majority of ESP teachers deal with and tries to design it according to their students' needs. In fact, a course is composed of many units that aim to serve different purposes. The researcher tries to design a unit that will help third year Bank and Finance students acquire English in General and the writing skill in particular. This unit is supposed to be tackled in the second semester since its cornerstone is writing and it is always dealt with in the second term. The researcher makes sure that third year Bank and Finance Students know about the terminology related to their field of study. Hence, the objectives and the goals of this unit are discussed below:

☐ **Goals:** to tackle some terminology about the current situation. Third year Bank and Finance students will be able to deal with terms related to the field. More than this, they will be ready to write paragraph and even produce some business documents.

☐ **Objectives:** The target students, after dealing with this unit, will be capable of:

- a. **Listening:** to be able to listen and grasp reading texts read by either the teacher or the classmates.
- b. **Reading:** to be capable of doing the silent reading and be audacious enough to read aloud the texts in front of others.
- c. **Speaking:** to be able to reply to the reading comprehension questions and the teacher's inquiries.
- d. **Writing:** since the aim behind the current research is developing students' writing skill, the students will be able to:
 - Write coherent essays related to the field
 - Produce effective business documents
 - Write meaningful sentences
 - Express their ideas correctly using terms related to their field.

Content of the Unit**Part One : Reading Comprehension**

Banking and banks are very important for the functioning of the modern world. Without banks the way we use money would not work. Banks enable people to save money, borrow money and to pay for things with ease and security .Each country in the world has its own well known banks that have branches in nearly every city so that they are convenient for people to use. People often have to visit the local branch of the bank when they want certain services. There are also some very big multinational banks that have branches in most countries in the world.

As well as the local branches that are in most cities, each bank will also have a head office. This is where all central tasks are performed that let the local braches function. The people that work in the branches will be the bank manager, the person in charge, and various tellers who work behind the bank counter and help the customers. There will also likely be security guards to protect the money, workers and customers. Most customers will just need to see the tellers when they go to the bank if they are paying money into their account as either cash or a check. However, they might need to see the bank manager if they want to open an account or if they have become overdraw, when they have spent more money than there was in the account. Also if they want to borrow money and get a loan the person will need to see the bank manager who will have to approve it.

As well as being able to use cash or checks to pay for things, banks also offer their customers the more convenient methods of using either a debit card or credit card. These methods are very convenient as you just need to carry a small plastic card to be able to pay for anything. When paying with plastic you will need to either sign a receipt or enter a PIN number to conform the purchase and that you are authorized.

(adopted from www.excellentesl4u.com)

Task one: Read the text and tick the right answer

1 / According to the text, what do banks enable people to do?

- A) Buy products
- B) Save money for the future
- C) Get money now that they have to pay back later
- D) All of the above

2) What is the purpose of the head office of a bank?

- A) To support the local branches to work properly.
- B) To offer services to local customers.
- C) To work with other banks.
- D) To look impressive.

3) What do bank tellers do?

- A) They protect the money.
- B) They help the customers.
- C) They arrange loans for customers.
- D) They are in charge of the bank branch.

4) What happens when a bank customer spend more money than they have in their account?

- A) They will need to see the security guard.
- B) They will have to go to the police station.
- C) They will have to have a meeting with the bank manager.
- D) They will have to borrow money from the bank.

(adopted from www.excellentesl4u.com)

Task Two : Read the text again and say whether the following statements are true or false :

- a. The modern world's success is related to banks

- b. Each country possess it sown banks
- c. Banks must have security guards.
- d. Plastic cards can not fonction everywhere.
- e. Customers have many banking facilities.
- f. Plastic cards are used without signatures.

Task three : Find in the texts words whose definitions are :

- a. A bank or branch where customers use the bank sevices
- b. Money presented as notes or coins.
- c. Some one who works at a bank to stop thieves from taking the money.
- d. Numbers used to access ATM machines
- e. To take money out of an account

Task four : Match each word with its opposite

1. Borrow	a. Boss
2. Customer	b. Vital
3. Need	c. Client
4. Manager	d. Require
5. Function	e. Operation
6. Important	f. Accept loan for

Part Two :Listening Comprehension

Listen to the following conversation to answer the questions

A: What can I do for you today?

B: I have an issue.

A: What is your problem?

B: There were charges on my debit card that I never made.

A: Do you have a statement for your debit card?

B: I do.

A: Which charges are you talking about?

B: It's the last four charges.

A: We're going to have to do an investigation.

B: Is that going to take long?

A: I'm not sure, but in the meantime we will freeze these charges.

B: That's wonderful. Thank you.

(Adopted from www.esflast.com)

Task one:

1. Answer the following question:
 - a. What is the text about?
 - b. What did the client ask for?
 - c. What kind of problem did the client have?

Task Two:

You have to be split into pairs. Listen to the conversation again and try to imagine another situation Where a client faces a problem and the bank employee is trying to help.

Text Two:

▣ **Listen again to the second conversation**

Conversation Guide	
BE=Bank Employee,	C=Client
BE: Please have a seat. How can I help you today?	
C: Well, I'm interested in taking out a mortgage, but I would like some information first.	
BE: I'd be happy to answer any questions you have. What would you like to know?	
C: Well for starters, what kind of mortgages do you offer?	
BE: We have a variable rate mortgage and a fixed rate mortgage.	
C: Could you explain the difference please?	
BE: Sure. (Explains Different Mortgages).	
BE: Do you have any questions regarding what I just told you?	
C: No. I'd like to apply <u>for the fixed rate mortgage</u> .	
BE: Ok. I'll need to set up a bank profile first. So I'll need to ask you some questions about your personal finances? Can you spell your name for me? (Bank employee starts a credit evaluation and asks questions about the client's personal finances).	

(Adopted from www.bogglesworldesl.com)

Task One: Answer the following questions:

- a. What was the main interest of the client?
- b. How many types of mortgages did the bank offer?
- c. Did the client make up his mind?

- d. What did the bank employer set up?
- e. What kind of questions did the employer ask?

What product did the client apply for?

- a. Bank account
- b. Credit credit
- c. Mortgage
- d. Business loan

Task Two :.Listen again carefully to the conversation and :

- a. Spot some terms related to your field of study.
- b. Try to give a definition to each.
- c. Use them in coherent sentences

Part Three: Vocabulary Knowledge

Task One: Choose the right answer

- a. It is an excellent university, but theare rather high.
(fares- fees – price)
- b. I made my.....buying and selling stocks.
(fortune-wealthy- wealth)
- c. I bought this coat on sale. It wasto 50 euro.
(extended- reduced- decreased)
- d.How much does shein her position. (gain- earn- pay)
- e. Marry never carries cash with her and pays everything by.....
(receipt- tip- credit- card)
- f. They would not have been able to buy their new house without a bank..... (borrow - loan- lend).

(Adopted from www.thoughtco.com)

Task Two: add more words

- a. **Bank- branch** -.....-

- b. Money- bill--
- c. Price- amount--
- d. Debt – credit - -

Task Three: give each term a suitable definition

Words	Definitions
1. Credit	
2. Debit	
3. Loan	
4. Branch	
5. Cheque	
6. Barter	

Part Four : Grammatical issues

Task one: supply plurals to these singulars

- a. Loan —————>.....
- b. Credit —————>
- c. Queue —————>
- d. Mortgage —————>
- e. Fee —————>
- f. Insurance —————>
- g. Accountant —————>
- h. Branch —————>

Task Two : classify the plural nouns in the following chart according to their final ‘s’:

/ s/	/z/	/ iz/
.....
.....

Task Three: give the verbs of the following nouns

- a. Insurance →
- b. Barter →
- c. Swap →
- d. Loan →
- e. Payment →
- f. Statement →
- g. Withdrawal →
- h. Accountant →
- i. convertibility →

Part Four: Writing skill

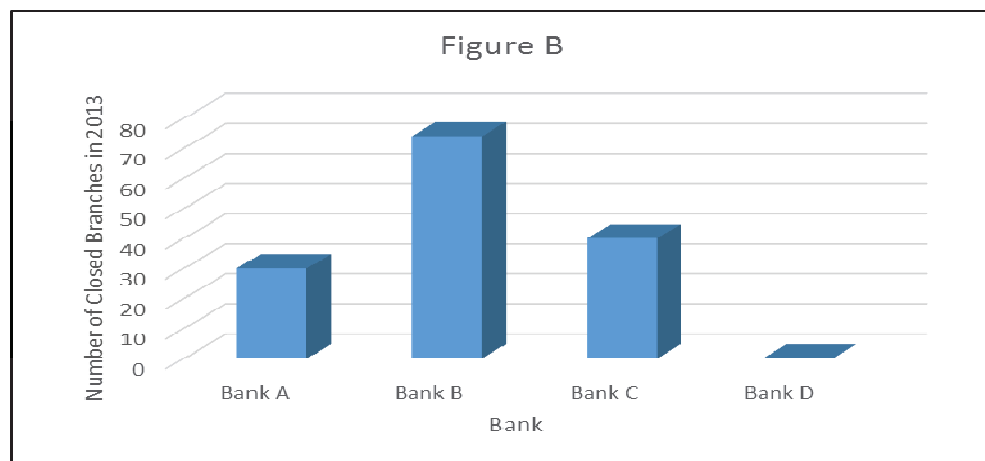
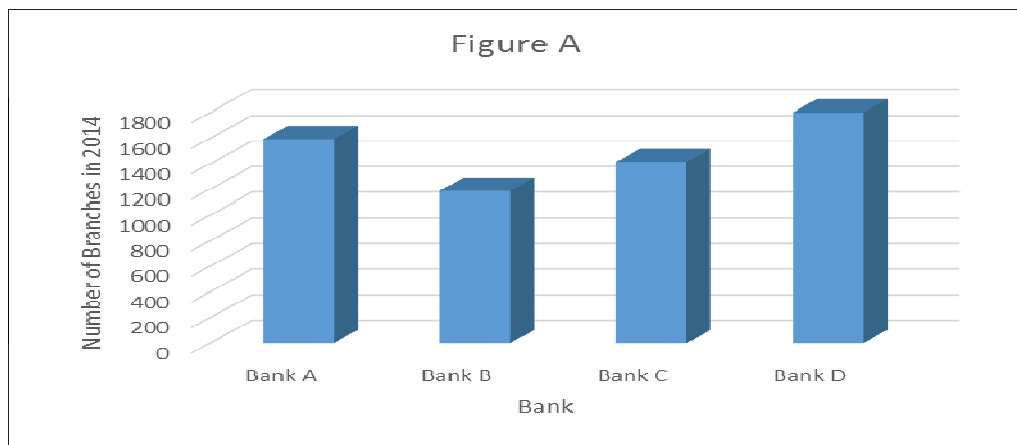
How Banks Work

How do banks work is a question that many people wonder about. At the most basic level banks serve two types of customers: those that want to save money and those that want to borrow money. Of course it is possible for a customer to be included in both categories. The savers, those saving money at the bank, deposit their money with the bank in an account. The account will be housed and administered at their local branch. They will be able to pay money into the account either electronically via online banking or by visiting the branch. When they visit the branch they will pay either cash or cheques into their account by giving them to the bank teller. The saver will earn interest on the money deposited in their account. The borrowers, those borrowing money at the bank, will generally have to visit the bank and see the bank manager. The bank manager is the person who is in-charge of the branch and makes important decisions. The amount of money that you can borrow will be linked to how much money you earn at your job and how much you can pay back to the bank each month. The Bank will also charge interest on the money. The bank is able to use the money that the savers give to it for safe keeping to lend to the borrowers, who repay the money as well as extra interest. This extra interest is used to pay the savers’ interest on their accounts and for the bank to make a profit.

(Adopted from [www. Excellentesl4u.com](http://www.Excellentesl4u.com))

Task One : the above passage speaks about how banks work. Try to make the summary of this passage. Beware, the summary is re-writing the original text using your own words and style while keeping the same meaning. It is shorter and it gets rid of details.

Task Two : Try to describe the data shown in these two figures. The first figure describes the number of branches in the year 2014 ; whereas ,the second portrays the number of branches closed in 2013. Use different paragraphs in your description :



(Adopted from www.excellentesl4u.com)

Task Three : Choose one of the following topics and discuss it in a coherent paragraph :

- a. Do you think that banks are important in our society ?
- b. Do you have a bank account ? state why ?
- c. Do you think that banks can be safe places for your money ?
- d. Do you have a credit card ? why do you use it ?

Task Four : Role Playing



You have to be split into pairs. One is going to be a bank employer and the other represents a client. Write a conversation discussing customers' different financial products they apply for.

Task Five:

Rewrite this letter in a suitably formal style. Some sentences may have to be left out altogether. Check your version with another student:

11 Oakwood Road

Stanhope, Birmingham

8th October

Dear Mr. Scott,

I am writing because you said you wanted a Service technician in The Evening Mail of 7th October. I've put my life story in with this letter. If you look at it you'll see I know a lot about engineering because I've been a maintenance engineer for six

years. So I've learnt a lot about servicing manual and electrical systems. I took a conversion course the other day, all about pneumatic, hydraulic and electrical systems. It was pretty easy. Now I'm going to evening classes in the same things, and I hope I'll pass the exams at the end! I liked your comment in the ad about "good prospects" because I'm not just in it for the money. I want a job that'll mean something. I'm sure you'll understand. Get in touch if there's anything else you need to know. Give me a ring at work, it's 423419. In the evenings, you can always get me at my mother's in King Oak. I can come and see you at any time except Tuesdays, which are a bit awkward.

Best wishes,
Richard Walters

Nikolaenko (2008 :23)

Task Six:

1. Rorder the following items to write a meaningful email :.

Anne Kennedy
Bookings Officer
Ramada Hotel

I can now confirm that the Company Strategy meeting will take place on 22 September at 9.00 am in the Ramada Hotel.

Kind regards
If you have any further questions or special requirements, please do not hesitate to contact me.

With regards to your phone call this afternoon,
Dear Mr Reagan
I would appreciate it if you would confirm whether you need overnight accommodation.

(Adopted from www.teach it.com)

2. What kind of email did you get?
3. Write an e-mail to give a reply to the email above respecting the different elements of business emails.

The researcher tends to give various activities concerning the writing skill since it is the cornerstone of this research . During her training, She noticed that third year Bank and finance students lacked competencies in writing and preferred not to practice it contrary to other language skill in which they seemed interested. T

The researcher, therefore, believes that the proposed sample unit activities will develop students' level and foster their motivation toward learning. She provided multiple choice activities for giving opportunities to students to make up their minds. In addition, She also used tasks about vocabulary related to students' field of study in order to make sure that they stored

4.11. Conclusion

After dealing with the first chapters, and discussing the problems of third year Bank and Finance students concerning their writing skill and its impact on communication , the researcher finds it interesting to provide some recommendations to treat the situation. The fact of teaching language standards while teaching writing, and taking some tips while editing business documents into consideration, and teaching business English contexts, will surely remedy the situation, and of course all this happens due to good, suitable instructors. All these teaching perspectives were provided in this chapter's first part.

The main aim of the second part of this chapter is proposing a sample unit, after finding out the deficiencies of third year Bank and Finance students, that deals with the language skills in general and the writing one in particular.

It is believed that the remedial action suggested by the researcher will help third year Bank and Finance students improve their writing skill and remedy their problems.



General Conclusion

General conclusion

The English language has imposed itself as the international language or a language which is more spoken than any other language in the whole world. In order to serve communicational goals, and achieve the desired purpose in the business world, ESP emerged as a special kind of English. The growth of ESP in the whole world has fostered the universities to rethink the teaching of ESP. As a matter of fact, in the institutional places, students are becoming more aware about the use of ESP in the business world in general and in business situations in particular.

The Importance of the English language is increasing nowadays and so does its need in scientific fields . Banking and Finance students are indeed in need to the English language since they are exposed to banking terminology. This is why, to cope with the new demands of globalization that will be made on them to be efficient enough, the Algerian Bank and Finance students show the desire toward learning English and using it in Business communication. Due to the apparent problems faced by students while dealing with ESP situations in general and with the writing skill in particular, the researcher feels that is up to change this reality and guide future ESP generations concerned with the same problem.

In a similar vein, the Algerian Banking and Finance students are engaged in reading texts and articles in English; they are even involved in written business communication. Though students intentions grow progressively, English instruction well developed in the department of Economics at Mascara university.

The Algerian Bank and Finance students require the English language in their field of study since they need it in some conferences where English is the primary language of communication. They also tend to learn for better understanding articles related to their field. It becomes a necessity to learn English to cope with the modern world . Though English is playing a vital role in scientific fields, it still needs a great attention in the department of Economics at Mascara university. Third year Bank and Finance students lack

General conclusion

competencies in writing a correct English and producing effective written pieces.

In order to see how the English language in general and ESP in particular is this study was undertaken to observe, investigate and analyze. This study has shown that third year Bank and Finance students have many problems which have to be taken into consideration.

Since Communication is the passing of ideas and information, it can serve everyday situations, as well as professional ones. When speaking, the hearer can understand through either some facial expressions or some paralinguistic features. However, when writing, the use of many words or expressions is very required and one should consider ways of editing effective business documents for effective communication.

This work has attempted to provide an investigation of the use of ESP teaching/ learning at Mascara university. It attempts to investigate and propose a sample unit that suits third year Banking and Finance students at the department of Economics. This case study research reveals the necessities and urges towards solving the existing problem. Third year Banks and Finance students show great desires to develop their writing skill.

Needs analysis was highly favored by the researcher who could depict the deficiencies of the target population in the writing skill. This is why, such an analysis could help in proposing some teaching/ learning perspectives that would better the existing situation.

This work is divided into four chapters. Chapter one is composed of two parts. In the first part, the researcher presented the literature related to ESP. The second part deals with notion about writing in general and business writing in particular. It provided key points about business correspondence. The main concern of chapter two is to give a presentation about the target situation. It also tackles the methodology used in this research. It discusses the sample populations and the tools used for gathering reliable data. As far as the third

General conclusion

chapter is concerned, it insisted on the analysis of the captured data from students' questionnaire and ESP teachers' interview. It sheds light on classroom observation and corpus analysis which foster the methodology of the research. Chapter four make use of the research's results to provide some recommended actions that may help both teachers and students lessen their anxiety while dealing with writing. The suggestions concern the ESP teachers and new ways of enhancing writing since the teacher is taking the lion share part in the classroom. The second part of this chapter is devoted to a sample unit designed for third year bank and finance students proposed by the researcher after having an idea about their deficiencies and lacks in writing.

The aim behind using this case study method lies in fact of its importance since it helps in getting a clear picture and portrays the situation in hands. In addition to the triangulation that allows the researcher to unify different tools for gathering as much data as possible to find answers to the research questions.

Fruitful results are obtained. Third year Bank and Finance students show their desire to learn the English language and make use of it since it represents a prominent language in their field of study. The results also reveal that though the students are interested in learning English, they find difficulties in writing and taking down their ideas. The majority of them admit that they have an anxiety and hate doing writing assignments. They show a great interest in the other language skills. This fact fosters the first hypothesis that only moderate and good competencies can write in the English language and express themselves without being hampered.

The second hypothesis claims that those writing disabilities can be reduced by both teachers and students' efforts. However, when going deeper, the researcher notices that not much attention is given to writing as a skill since it bothered ESP teachers in making the students practise this skill and create uncomfortable situation due to the lack of both time and training.

General conclusion

The third hypothesis has relation with the two other hypotheses since after depicting the students' deficiencies in writing , it tends to propose some perspectives and actions to remedy the actual situation. It also seeks to provide ESP teachers with some tools that will help them achieving their teaching tasks.

It is important to mention that the researcher does not deny the existence of many limitations in conducting this research. In fact the number of ESP teachers is not sufficient and the researcher wishes to have access to other teachers. There were many but they could not cooperate because of many reasons. Students total number was 30, however, the researcher could deal with only 22 of them. This is another issue since the researcher believes that the more students get involved the more fruitful the results can be. Hence, this current research requests further researches engaging larger sample populations and using other types of research unlike the case study research.

To conclude, the researcher is assured that learning the English language must be encouraged in scientific fields where students make use of it to cope with the new demands of globalization. It is also believed that writing business correspondence becomes urgent and so does its teaching. This is why ESP teachers should be well trained and competent enough to deal with ESP situations and writing business skills.

It is concluded that ESP teachers and learners have to be aware of different ways of writing business documents. More importantly, it is up to Algerian universities to make use of specialized teachers of ESP to give students valuable instructions and methods of writing appropriate and useful business pieces. Those teachers have to use modern methods of teaching and enhancing modern audio-visual aids. The fact of using audio- visual aids will surely help both teachers, and learners to develop competencies. They will make the teacher's task easier and perfectly achieved. Thus, ESP lessons will be successfully presented and grasped.

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Appendices

Appendices

Appendix B

ESP Teachers' Interview

Dear teacher,

I am presently carrying out a research to shed light on the main difficulties ESP students' face while dealing with the writing skill and the techniques or methods that should be used by ESP teachers to better the situation. Therefore, you are kindly requested to answer the following questions.

Thank you in advance for your help

Mrs. Sarah BENMAMMAR

- I. Teaching experience and the teaching of written skills in ESP
 1. How long have been teaching ESP ?
 2. How long have you dealt with written skills in ESP ?
 3. Have you ever taught in other departments ?

- II. The writing process in association with others
 1. Does reading help writing ?
 2. How often do your students read ?
 3. Do you encourage your students to read in writing sessions ?
 4. Good business writing depends on :
 - a. Spelling
 - b. A large amount of vocabulary
 - c. Good and correct grammar
 - d. Coherent paragraphs
 5. What is the time (how many hours a week) do you teach written skills ?

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III. Writing business composition

1. Are your students motivated to write Business English ?
2. Are they encouraged to use business English in your session ?
3. Do you underpin of technical English more than grammar and spelling while writing ?
4. Do you teach them how to write different business documents ?

III. Difficulties met in teaching writing skills for business purposes

1. Do you use feedback in the writing process ?
2. What aspects of composition do you insist on in your feedback :
 - a. Business words
 - b. Punctuation
 - c. Spelling
 - d. Grammar
 - e. Organization of ideas
3. How can you help your students coping with ESP situations and business communication ?
4. Do you think that the English given to your students enough to produce a business composition ?
5. Do you face any problem while teaching writing skills ?

IV. Teachers suggestions that contribute to the aim of the interview in hands

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Appendices

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Thank you for your cooperation

Appendices

Appendix C

Classroom Observation Grid

Teacher :

Date :

Observer :

Time :

Number of the students :

Skill (s) to be observed :

Issues to be Observed	Degree of Achievement			
	yes	No	Partially	Observation
<p>a. Teacher/ learner Centeredness Is the teacher the only source of knowledge ?</p>				
<p>Are the students the main participants in the classroom ?</p>				
<p>b. Teacher/ Learner Interaction Is there an interaction between the ESP teacher and his students ?</p>				
<p>Does the teacher encourage the students to speak and discuss subject with him ?</p>				
<p>If yes, to what extent ?</p>				
<p>c. Learner/Learner Interaction Is there an interaction between students ?</p>				
<p>If yes, to what extent ?</p>				

Appendices

<p>d. Teacher / Learners Attitudes Are the students interested in the topic ?</p>				
Do they ask questions related to writing ?				
Do they make effort to produce written pieces ?				
Do they read their written pieces aloud or they feel shy ?				
<p>E. Language Skills Used Does the ESP teacher favour one of the language skills over others ?</p>				
If yes, which one and why ?				
<p>F. Learners' Motivation Are the students motivated while dealing with writing ?</p>				
Does the teacher motivate his students to write ?				

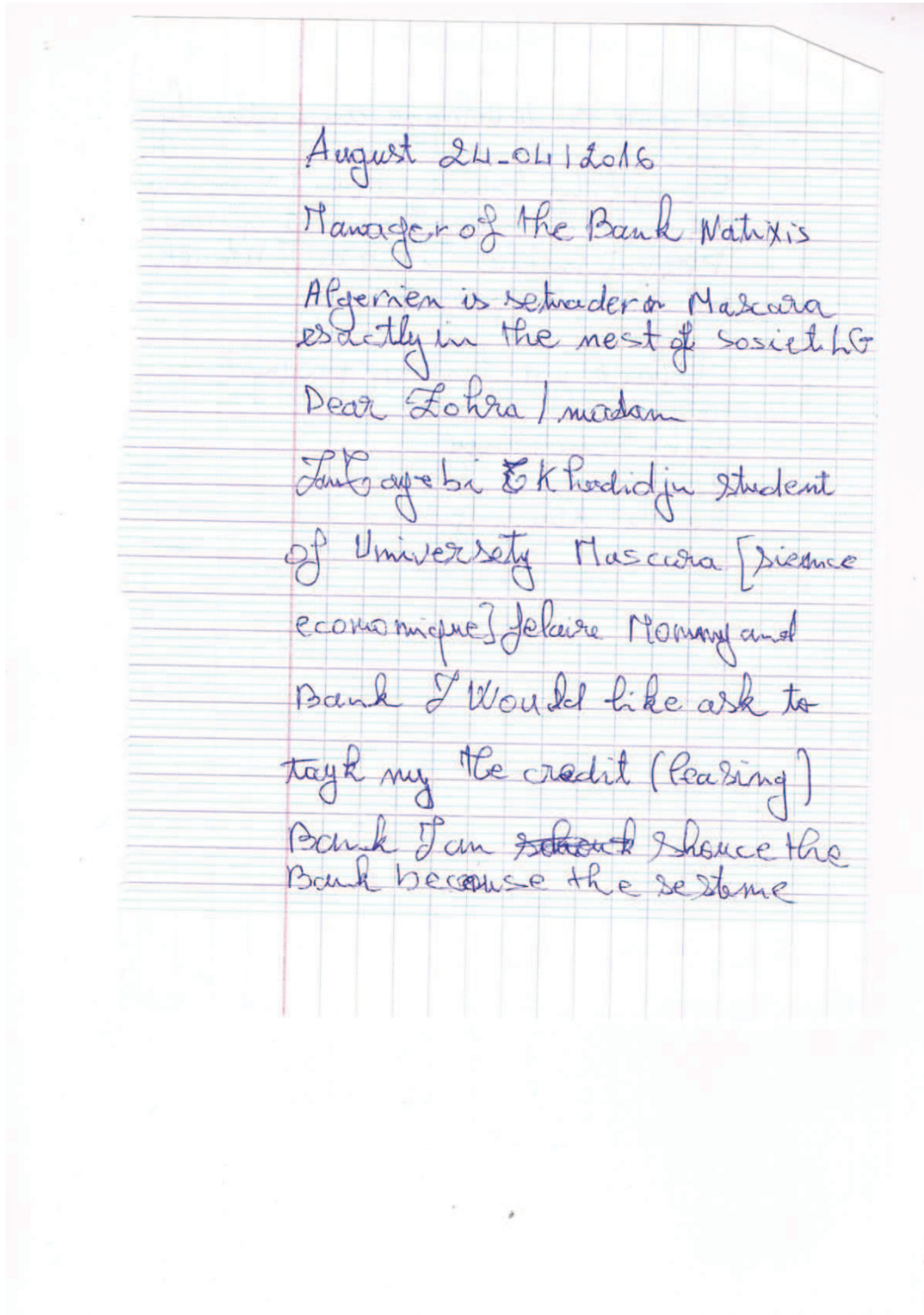
Overall Conclusion :

Missing Points :

Appendices

Appendix D

Students' Corpus



Appendices

for you is developpe and which
the credit bank about 50000,00
DA a phill investissment in the
Projet in the Sahara & Moush
sussede the projet

Thank you for your prompt
response

yours sincerely

Bayebi Khadidji

Appendices

August . 24 . 2016

Manager, Banks: credit populaire D'Algérie
Agence : Mascara.

Dear sir / madam .

I am Lahouel Amina, student university
Mascara sidi side, specific of Banks
and money .

I would like credit for about 5000,00 DA.

I have give my condition of the credit, I hope
messet time because I médet travail .

I have trusted in its integrity and good
reputation .

Yours sincerely,

Lahouel Amina .

Appendices

April 24, 2016

Rue Dr KHALAD

29 Mascara

CNEP Bank

Dear ms Mensoura

I am Zerifi Sarah am student of finances Bank

I would like open account current

I have deposited my money with your bank because
your good reputation.

please do not hesitate to contact me for further
information. thank you for your

Zerifi Sarah

Appendices

EPA Bank

street

EL Amir

ABDEL KADER

MASKARA

May 24th 2016

Dear Mr. / Saïfi Houari

x I would like to request an ~~invitation~~ ~~from~~
Roking for job in your Bank EPA.
and ~~have~~ in Homey and Bank and
experience, I will appreciate your prompt
Reply.
Thanking in advance

Cherqui Aïnis

Appendices

24/04/2016

Manager
Bank of Algeria.

Bach Ghuis.

Dear Bensfai Mohamed.

I am Boudchri Foudil student in Mascara University, I would like to open account in your bank, please I would like you to help me because I am facing problems in opening account, I choose your bank because you have good reputation and your earliest convenience.

please do not hesitate to contact me for further information, Thank you for your prompt response.

Foudil Boudchri.

Appendices

Street
Amine Abdelkader.
Mascara.

April 24th 2016

Dear Sir. Madani

I' am Bouziane Nazha. I would like to
inform you about my difficult
probleme in my account current
bend. numeral. 26 303953 that
chasing I would like ask you
about probleme for advertet because
forced and I need it

Please do not hesitate to contact me for
further information. Thank you for your
prompt response.

Yours Sincerely
Bouziane NAZIHA

Appendices

August 25 : 2016

Responsabil de Bank Natixis Algérie

From of text of L.O.

Dear madam Zohra :

- I am Boukharba Holima, Student of universiti

Mascara "mostafa Stamboly" , I hope my card banks

I would like ask you to loan Bail in order
to my house. trusting in notes demande this

I will appreciate your prompt reply

Thanking in advance

Boukharba Holima .

Appendices

24/04/2016

Street
EL AMIR A.E.K of Mascara
CNP Bank

Dear sir / mdam

I am AMouri Sara student of Mascara Université

I would like need credit for you Bank. I had trusted in its integrity and good reputation: and your

Bank progressist good service.

Therefore, kindly ask you to handle this request as soon as you can.

I will appreciate your prompt reply.

Yours sincerely

AMouri Sara.

Appendices

street ARE

August 3rd 2016

Dear Sir / madam,

I am Hafsa kebaili, my filed of student is Bank and Business. I would like a job in your Agence as soon as possible.

~~With~~ Thanking in advance.

Appendices

April 24, 2016

Insured,

C.R.M.A. of Morocco

Snowson street

Dear Sir / Madam,

I'm Benmaghnia Aicha, insured in your company, my number of contract is 262.380.286. I would like to give me back the troubles about the accident. The matter is urgent. Therefore, kindly ask you to handle this request as soon as you can.

I will appreciate your prompt reply

Yours sincerely,

Benmaghnia Aicha.

Appendices

Ben zehra AEK street

Bank of Mehammedia (BADR)

August 23, 4, 2016

Dear, Mr. Malouan

I'am Kachia Mizal, my filed of student is banks and finenese. I would like a jobe in your bank as soon as possible. I sent a file to you. I had trusted in its integrity and good reputation, good servicese.

Please do not hesitate to contact me for further information. Thank you for your prompt response.

yours sincerely,

MIZAB Kachia.

Appendices

DAHOU Mohammed

April 24th, 2016

Bank of BADR

Amir Abdalkhader .Sleut

Dear Mr. Grara

I am DAhou, I am looking for a job
for your banking, I have deplamate
on specialite of Banking 2016, I staded
Finence and Banking, it may .plager
if you assepte may play for a job
I will appreciate your prompt reply.

Thanking in advance,

DAHOU Mohammed

Appendices

April 25th, 2016

Bank of BADR
Amin Abdelhader street
Dear Mr. Benbahi

I am Benabed Malil, I am looking for
a job for your banking. I have
Diplomate of Banking
I will appreciate your prompt reply.
Thanking in advance,
Benabed Malil

Appendices

April 24, 2016
Manager,
Badr Bank
Ain Khaled net

Dear Mr. Yehia
Jam Belhadef Fatima student in the Mascara
university. I would like open account current
in your bank because I had trusted in its
integrity and good services. I hope that
you will resolve this discrepancy at your
earliest convenience
I will enjoy your prompt reply.
Yours sincerely,
Belhadef Fatima.

Appendices

May 30, 2016

Benami Zohra

Bank of Mascara

Street Amin Abdekhadar, Mascara

Dear Sir / Madam

I am Zohra; I am job in sonalgaz in Mascara.

I would like open account in your bank.

I need this as soon as you can. Therefore, I hope help me, as possible via on telephone or Fax.

I will appreciate your prompt reply

Appendices

April 24, 2016

Manager,

CPA Bank, Al Amir ABedelkader Street,

Maxara

Dear Sir / madam,

I am Bergham Thawafia, I have Diplôme Licence LMD in science of Economics, field in Monnaie and Bank, I would like to apply for job in your Bank as soon as you can, because of good Service.

I would like to request an investigation from you on the issue mentioned.

I will appreciate your prompt reply.

Thanking in advance

Bergham Thawafia,

Appendices

April 20, 2016

Bank of CPA
of Blida

Dear Mr. Chaikh waid

I'm fakhraddin Chaikh student
in The University of Mostajha
Kambouly Mascara, I would
like to create account with
your bank.

yours sincerely,
Chaikh fakhraddin.

Appendices

GULF BANK

Street

EL Amir

ABDELKADER

Mastoura

May 24th 2016

Dear SIR/ madam

I would like to request an investigation on an issue related to my account with your bank.

A friend of mine sent me an amount of 30000 DZ last day, but unfortunately I didn't receive it yet.

My bank account is numbered 985342662.

I will appreciate your prompt reply

Thanks in advance,

Medjadji M^{ed} EL Amine.

Appendices

24/4/2016
Street
ELAMIR Abdel Kader of Mascara
~~Bank~~ BARR BANK
Dear Sir / Madam
I am Belkhedim Fatima Student in Mascara
University, I would like open an account
for your Bank, the type of the account is
current, I choose your Bank because it
is the big bank in Algeria, also your company
provides a good services. I hope that you
will appreciate your prompt reply.

yours Sincerely
Belkhedim Fatima

Appendices

Appendix E

ESP Teachers' Handouts

University of Mascara
Institute of Economic Sciences

Module of English
3rd Year Finance and Banks

Text:

Banks play a crucial role in economic development. For the local community, banks provide access to funding and financial services to both local business and citizens, as well as the money banks invest back into the community through employee payroll, business investments, and taxes. On a larger scale, national banks offer similar access to credit and financial services to larger businesses, local governments, and in some cases international customers. Investments made by national banks are spread widely across the nation, therefore, influencing economical development across an entire country or geographic region.

The specific role of banks in economic development varies, depending on scope. Primarily, the participation of banks in economic development focus around providing credit and services to generate revenues, which are then invested back into a local, national, or international community. The specific roles banks play in the economic development of a small community differ from the role banks play in national or international economic development. Although the role can vary, factors such as access to credit and bank investment policies or practices remain constant, no matter the scope of economic development.

To illustrate the different roles of various banks in economic development, one may consider a national bank with numerous local branches throughout a particular region. Locally, the bank provides both consumers and commercial organizations with mortgages, lines of credit, bank accounts, and various financial services, such as portfolio management and employee payroll services. Fees generated for services are invested back into the local community through sponsorships, providing low-cost funding for socioeconomic programs and investing in local government or business ventures. Nationally, the bank provides the same financial services to large corporations and state or regional governments, in addition to consumers and small business. Rather than investing revenues in just local economies however, the bank also invests in state-wide, regional, or national businesses; socioeconomic programs; and traditional stock market investments.

1- How many paragraphs are there in this text ?

2-How many sentences are there in the first paragraph ?

3-Answer these questions from the text:

a-Do banks play an essential role in economic development?

b-What is the consequence of national banks investments?

c-How can banks roles differ from national to international economic development ?

d-Give a title to the text

4-Lexis (2 points).

A) Find in the text words ,phrases or expressions that are closest in meaning to the following : a-give = b- largely =.....

B) Find in the text words ,phrases or expressions that are opposite in meaning to:
a- same = b- modern=.....

5-What do the underlined words refer to in the text:

a- which = B- one =

Appendices

6- Put the verbs of this paragraph in the simple past tense.

Banks play a crucial role in economic development. For the local community, banks provide access to funding and financial services to both local business and citizens. On a larger scale, national banks offer similar access to credit and financial services to larger businesses, local governments, and in some cases international customers. Investments made by national banks are spread widely across the nation.

7- Translate the following sentence from English to the Arabic:

Banks provide access to funding and financial services to both local business and citizens.

8- Choose ONE Topic.

*Topic one:

Using your own words, sum up the text in about 120 words:

*Topic two:

Some people think that banks in Algeria do not play their role in the development of the country.

Write a paragraph of about 120 words about this problem.

Appendices

The Conditional

There are three types of conditional sentences. Each type is made up of a different pair of sentences. Study the following sentences and pay attention to the underlined verbs:

*Conditional sentences type 1: If + Verb1 (Any Present) + Verb2 (any Present) or (Future).

- 1-If he comes early, I'll tell you.
- 2-If it rains, we shall stay at home.
- 3-You'll miss the train if you don't hurry.
- 4-If he is working, I shall not disturb him.
- 5-If I have time, I shall be writing to him tomorrow.
- 6-He will come tomorrow if he can.
- 7-If you make a mistake, correct it.
- 8-If you don't like the food, don't eat it.

*Conditional sentences type 2: If Verb1 (Past simple) + Verb2 (would/should/could+stem).

- 1-If you went to the exhibition, you would enjoy it.
- 2-If you saw him now, you wouldn't recognize him.
- 3-If I were you, I would see a doctor.
- 4-He would help you if he were here.
- 5-Would he get annoyed if I told him about it ?
- 6-If you could make him change his mind, you would save him a lot money.

*Conditional sentences type 3:

If +(Past Perfect: had + past participle) + (would/could/should + have + past participle)

- 1-If I had been in your position, I would have acted differently.
- 2-If they had used the plane, they would have arrived in time.
- 3-They would have a lot lives if they had avoided to use weapons.
- 4-If you had obeyed orders, this disaster would not have happened
= If you obeyed orders, this disaster would not have happened.

*A) even if = even though.

- You must go tomorrow if you are ready.
- = You must go tomorrow even if you aren't ready.

*B) whether...or.... = if....or....

- You must go tomorrow whether you like it or not.

*C) Unless + affirmative = If + negative

- 1- If you don't start at once, you'll be late
= Unless you start at once you'll be late.
- 2- If you hadn't a permit, you couldn't get a job.
= Unless you had a permit, you couldn't get a job.

Appendices

Some Useful Tenses.

*The Present Simple: Verb ± s

- 1-He often practises sports.
- 2-We never meet him in the street.
- 3-Where do you live? I live in Algeria
- 4-Do you speak English? Yes, I do.
- 5-Does your cat like meat? Yes, she does.

*The Present Continuous(am/is/are +verb+ing)

- 1-It's raining. They are staying at home.
- 2-I'm coming to see you today.
- 3-We are enjoying this film.
- 4-Is he using the computer? Yes, he is.
- 5-What are you doing? I'm watching TV.

*The Past Simple(Regular Vs Irregular Verbs)

- 1-Last summer, he went to Italy.
- 2-I saw him this morning.
- 3-In 1492, Columbus discovered America.
- 3-Did you watch T.V.? Yes, I did
- 5-Did he speak to her, No, he didn't.

*The Past Continuous. (was/were+verb+ing)

- 1-As he was sleeping, they came.
- 2-Tom was working while I was sleeping.
- 3-As he was walking in the street, he met Ali.

*The Present Perfect.(Have/has+past participle)

- 1-I have just received a letter.
- 2-He has worked here for 10 years.
- 3-I haven't seen him since 1994.
- 4-Has she phoned yet? No, not yet.
- 5-Have you ever read it? Yes, I have.

*The Past Perfect.(had+past participle)

- 1-After he had finished work, he went home.
- 2-He had been very ill, before he died.
- 3-I had not gone until he came.

The Simple Future. (Shall/will+stem)

- 1-I shall see you tomorrow.
- 2-We shall travel by air next week.
- 3-Ahmed will be here this evening.
- 4-At what time will he arrive? At 4.
- 5-In 2020, they will return home.

Exercise: Correct the verbs between brackets

- 1-Last week, it (rain) heavily.
- 2-He already (write) a novel.
- 3-Next year, I (study) Italian by Internet.
- 4-After he had painted his car, he (sell) it.
- 5-Now, the pupils (play) football.

Appendices

Expressing Obligation and advice

I/ Obligation: To express obligation, people generally use MUST

Examples:

- a) I am very ill. I must see a doctor.
 - b) The train is at 4 o'clock. You must hurry to arrive in time.
 - c) To travel to France, one must have a visa.
- a) Studying at university, a student must work hard.

Past	Present	Future
.....had to+verb.....must+ verb.....have to+verb.....has to+verb.....shall have to+verb.....

Examples:

- 1-Yesterday I had to take a taxi because I was late for work
- 2-He has to put his umbrella on because of the heavy rain.
- 3-She will have to prepare her exams in order to succeed.

Exercise n°1: Complete with what you must and mustn't do at home.

- 1-I must.....
- 2-I must.....
- 3-I mustn't.....
- 4-I mustn't.....

II) Advice: To give or accept a piece of advice, study the following table:

How to give a piece of advice	How to accept a piece of advice
-You should (ought to) + verb.....	-Yes, that's a good idea.
-Why don't you + verb.....	-Yes, I think I'll try that.
-If I were you, I'd+verb.....	-That's what I'm going to do.
-You'd better+verb.....	

Exercise n°2: Find pieces of advice to these problems. Use table in section II.

- 1-I feel tired. 2-I'm ill. 3-She wants to buy a car. 4-I can't lose weigh.
- 5-I can't stay at home and revise my lessons. 6-He can't understand the English lessons.

Exercise n°3: Topic for writing (80-120 words).

Your friend, John, is a drug addicted. Write a paragraph in which you give him some pieces of advice so that he could get rid of drug.

Proverb: A friend in need is a friend indeed.

Appendices

Expressing Reason or Purpose

Dialogue: Read this dialogue and pay attention to the answers of WHY.

Ali: Why did Nadia fail in her exams ?

Fatima: Because she was ill.

Ali: And why is she revising her lessons ?

Fatima: In order to succeed in her Bac exam.

Because +subject+verb or because of + noun

Why

To... / in order to.... / so that.....

Exercise n°1: Use either because or in order to or so that

1-I slept for a long time.....I was very tired.

2-She knew some new words.....she used a dictionary.

3-Nadia went to the post office.....she posted a letter.

4-My aunt bought some meat and vegetables.....prepare a big meal to my family.

Exercise n°2: Match A with B:

A	B	C
I went to the market	To	Help the pupils understand it
The teacher explained the lesson	Because of	I buy some vegetables and fruit.
She couldn't open the door	Because	The cat was away.
She got divorced	So that	Her husband's behaviour.
The mouse played peacefully		She caught cold.
She couldn't go to the mosque		She lost the key.

Exercise n°3: Complete these sentences:

- 1- This morning, I was late for class
because.....
- 2- Last night, Ahmed went to bed early in order
to.....
- 3- After the exams, my parents were happy because
of.....
- 4- My aunt went to the airport so that
she.....

Exercise n°4: Fill in each gap with because or on order to.

Once upon a time, Djeha bought one kilo of sardines.....to eat it at lunch. His wife cooked it and invited her neighbourseat some.....it was delicious. When Djeha arrived home, he asked for some fish.....he was hungry. She said that there was no fish leftthe cat had eaten it. So, Djeha got angry and took his cat to the nearest shopkeeper.....weigh the cat. There, he weighed the cat and found that it was one kilo. After returning home, he asked his wife, "If this is my cat, where is my fish? And if this is my fish where is my cat?"

Appendices

The Passive Form (Voice).

Generally, we use the passive form when the direct object is more important than the subject. In this case, we inverse the subject by the direct object, and we must keep the same tense used in the active sentence. For this purpose, the verb "to be" and the past participle of the verb used in the active sentence are used.

*General Rule:

To BE
is / are
was / were
been
be
being

Past participle
Regular: Clean - cleaned - cleaned
Irregular: Write - wrote - written

The Active Form

- 1- Algeria imports coffee
- 2-He always reads books.
- 3-Workmen are building a school.
- 4-They are using computers.
- 5-The postman delivered a letter.
- 6-He wrote an article on Algeria.
- 7-He gave me a present.
- 8-They were turning the soil.
- 9-She is testing a vaccine.
- 10-They were questioning the thief.
- 11-They have found your wallet.
- 12-She has prepared a meal for me.
- 13-She has wrapped parcels.
- 14-Pasteur had tested a vaccine before he used it
- 15-My friend will buy this house.
- 16-He can repair this machine.
- 17-Leila could draw that map.
- 18-They must send a telegram.
- 19-He should paint his house green.
- 20-She might do activities.
- 21-I may visit you tomorrow.

The Passive Form.

- 1- Coffee is imported (by Algeria).
- 2- Books are usually read (by him).
- 3-A school is being built (by workmen).
- 4-Computers are being used (by them).
- 5-A letter was delivered (by the postman)
- 6-An article on Algeria was written (by him)
- 7-A present was given to me/I was given a present
- 8-The soil was being turned (by them)
- 9-A vaccine is being tested (by her).
- 10-The thief was being questioned by them.
- 11-Your wallet has been found (by them).
- 12-A meal has been prepared for me.
- 13-Parcels have been wrapped (by her).
- 14-A vaccine had been tested
- 15-This house will be bought (by my friend).
- 16-This machine can be repaired (by him).
- 17-That map could be drawn (by Leila).
- 18-A telegram must be sent (by them).
- 19-His house should be painted green.
- 20-Activities might be done (by her).
- 21-You may be visited tomorrow.

Activity One: Hide examples N° 1, 3, 5, 6, 8, 11, 16, 18 then turn them into the passive form.

Activity Two: Choose the right word between bracket in each sentence

- 1-Oil is (exported-export-exports) in Algeria.
- 2-Coffee was (ground-grind-grinds) in this factory.
- 3-Ahmed has been (choose-chosen-chose) to represent Algeria in France.
- 4-This lesson must (be-been-being) taken into consideration.
- 5-The library books will not be (keep-keeps-kept) at home for a long time.

Appendices

Modals

Modal auxiliary verbs are different from the ordinary auxiliary verbs (have, be and do) because they actually have meaning in themselves. They are: can, could, shall, should, will, would, may, might, must etc ... For more understanding, study the following notes:

I) **Power**. Examples. a) She can (not) speak English. b) I could (not) swim when I was five. c) I was (not) able to lift the box..

II) **Permission**. Examples: a) Can we go home now, please? b) Could I turn the radio down?

III) **Request and suggestion**. Examples: a) Can you close the door, please ? b) Could you help me, please ? c) Shall we go to the cinema ?

IV) **Necessary**. Examples: a) I must (not) go now-It's late. b) Do you have to/have you got to go ? c) I had (not) to leave early yesterday d) Need I go? c) What am I to do ?

V) **Not necessary**. Examples: a) I didn't need to/needn't have to put on my chick coat. b) You needn't arrive until 10.30.

VI) **Commands**. Examples: You mustn't tell anyone. You must keep it secret. b) You are not to go. You are to stay here.

VII) **Certainly/Certainly not**. Examples: a) You must be tired. b) You can't be tired. c) They must have gone home. d) They can't have gone home.

VIII) **Right or Wrong**. Examples: a) You should/ought to be ashamed of yourself. b) I shouldn't have/oughtn't to have said that?

IX) **Future**: Examples: a) It will rain tomorrow. b) We shall be away next week.

X) **Perhaps**. Examples: a) Perhaps it will rain tomorrow or it may/might rain tomorrow.

XI) **Past habits**. Examples: a) We used to work in the same office. b) We would often go to the cinema together.

XII) **Brave enough**. Examples: a) How dare you say that! b) I daren't go there again.

*Notes: Study and Compare (I) and (II)

I) **Be, have and Do as ordinary verbs:**

* I am happy today. They were late for the party. She will be here in a moment. There is a man in the hall. There are eggs in the nest. It is sunny today. *She has a new car. They had an accident. I did my homework quickly.

II) **Be, have and Do as auxiliary verbs (auxiliaries):**

* John is looking for a new job. He was followed/is being followed by a policeman...

* He didn't come yesterday. Do you like some coffee?

* We haven't taken the exams yet. Have you ever seen a monster?...

Appendices

Reported Speech or Indirect Speech

Reporting Statements Sentences	Reporting Questions Yes/No? and WH ?	Reporting Orders Commands and Advice
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Direct Speech	Indirect Speech / Reported Speech
Statement (any tense)	Statement (past tenses)
Question (Wh or yes/No question)	Statement (+ wh or + if)
Order	Order (to or not to)
Simple present (verb+(s)	Simple past (verb+ed/ Irregular verb)
Present perfect (has/have+past p.)	Past perfect (had+ Past participle)
Present continuous(am/is/are+V+ing)	Past continuous (was/were+V+ing)
Simple future (shall/will+verb)	Cond.Type II (Would+verb).
Simple past (Verb+ed/Irregular V.)	Past perfect. (had+past participle)
Is	Was
Are	Were
Was / Were	Had been
Have / has	had
Had	had had
Can	Could
Shall	Should
Will	Would
May	Might
Must	Must or (Had to + verb).
Today =(This day)	That day
Yesterday	A day ago/ the previous day
Tomorrow	The next day/the following day
Next	the following
Last	the previous
This	That
These	Those
Here	There
Now	Then

Appendices

Indirect Speech or Reported Speech

I/ Reporting Statements:

- 1-“I am happy”, he told me. —————> 1-He told me that he was happy.
2-“He never works on Fridays”,she said. —————> 2-She said that he never worked on Fridays
3-“She broke this plate yesterday”,he said. —————> 3-He said that she had broken it a day ago.
4-“I have just finished work”, I said. —————> 4-I said that I had just finished work.
5-“Ali will see you now”,she said. —————> 5-She said that Ali would see you then.
6-“You can go now”, he said. —————> 6-He said that I could go then.

II/ Reporting Questions:

- 1-“Are you happy ?” she asked me. —————> 1-She asked me *if* I was happy.
2-“Will Jack arrive tomorrow?” I asked. —————> 2-I asked *if* Jack would arrive the next day.
3-“Can you do this exercise?” he asked me. —————> 3-He asked me *if* I could do that exercise.
4-“Where do you live?” he asked me. —————> 4- He asked me *where* I lived.
5-“When did you meet him?” I asked. —————> 5-I asked *when* he had met him.
6-“Why has he phoned you?” she asked. —————> 6- She asked *why* he had phoned me.

III/ Reporting Orders:

- 1-“Open the door”, he ordered me. —————> 1-He ordered me to open the door.
2-“Go out”, she ordered the intruder. —————> 2-She ordered the intruder to go out.
3-“Don’t make noise”, I ordered them. —————> 3- I ordered them not to make noise.
4-“Stay to lunch”, he insisted. —————> 4-He insisted that I should stay to lunch.
5-“See a doctor”, he advised me. —————> 5-he advised me that I should see a doctor.

Activity One: Turn these sentences into the indirect speech.

- 1) “I am happy”, he said. —————> 1) He said that
2) “I will be absent tomorrow”, I said. —————> 2) I said that
3) “She left school last year”, they said. —————> 3) They said that
4) “Why haven’t you asked me”, I asked. —————> 4) I asked
5) “Watch this film” she suggested. —————> 5) She
6) “Don’t shut this door”, he ordered. —————> 6) He

*Poem:

Twinkle, twinkle little star,
How I wonder what you are,
Up above the world so high,
Like a diamond in the sky-
Twinkle, twinkle little star,
How I wonder what you are.

By David STOLE

Appendix F

Banking Terms

- **Counter** - The area in a bank where the tellers work. (*noun*)
- **Credit card** - A small plastic card that can be used to buy items. The balance has to be paid once at the end of the month. (*noun*)
- **Credited** - To add money to a bank account. (*adjective*)
- **Current account** - A bank account that is designed for everyday use. (*noun*)
- **Debit card** - A small plastic card that can be used to pay for items without giving the seller cash directly. The money is taken from the account immediately. (*noun*)
- **Deposit** - To give the bank money to be added to the customer's account. (*verb*)
- **Guard** - Someone who works at a bank to prevent thieves from stealing the money. (*noun*)
- **Head office** - The place where the bank is run from and where information is stored centrally. (*noun*)
- **Identification** - An item that proves your identity, such as a passport or driver's license. (*noun*)
- **Interest** - 1) The money that needs to be paid each month for borrowing money from the bank, usually a percentage of the total. (*noun*) 2) The money the bank pays its customers for depositing money with them, usually a percentage of the total. (*noun*)
- **Loan** - Borrowed money that is received now but needs to be paid back, often monthly, with interest added. (*noun*)
- **Main branch** - The biggest branch of a bank in a city that offers the most services. (*noun*)
- **Open an account** - To start an account at a bank for the first time. (*verb phrase*)
- **Overdraft** - An amount of money that can be used each month that the customer does not own. (*noun*)
- **Overdrawn** - To have used more money than there is in the account so that money is owed to the bank. (*adjective*)
- **Passbook** - A book containing a record of all the account transactions. (*noun*)
- **Payee** - Someone who is paid money. (*noun*)
- **Paying-in slip** - A piece of paper to fill-in when depositing money into an account. (*noun*)
- **PIN number** - A four digit number used to access ATM machines. (*noun*)

Appendices

- **Savings account** - An account used to save money. It often has a higher rate of interest and penalties for withdrawing money. (*noun*)
- **Standing order** - An instruction to the bank to pay the same person or company the same amount of money on a regular schedule, often monthly. (*noun*)
- **Teller** - A person who works at the bank counter and accepts and gives out money to the bank's customers. (*noun*)
- **Transaction** - Any situation where money is deposited or withdrawn from an account. (*noun*)
- **Withdrawal** - To take money out of an account. (*noun*)

(adapted from www.Excellentesl4u.com)

Appendices

Appendix G

Common Banking Abbreviations

Bills receivable = B.R.

Balance sheet = B/S

Berth terms = b.t.

Bushel = bu.

Book value = B/V

Circa: centaire = ca.

Chartered accountant = C.A.

Current account = c.a.

Cash against documents = C.A.D.

Cash book = C.B.

Cash before delivery = C.B.D.

Carbon copy = c.c.

Carried down = c/d

Cum dividend = c.d.

Carried forward = c/f

Compare = cf

Cost and freight = c & f

Clearing house = C/H

Custom house = C.H.

Charges forward = ch. fwd.

Charges paid = ch. pd.

Charges prepaid = ch. ppd.

Cheque, check = chq.

Cost, insurance, freight = c. i. f.

Cost, insurance, freight and commission = c.i.f. & c.

Cost, insurance, freight, and interest = c.i.f. & i.

Car load = c.l.

Appendices

Call of more = C/m

Credit note = C/N

Care of = c/o

Company = co.

Cash on delivery = C.O.D.

Commission = comm.

Corporation = corp.

Cash on shipment = C.O.S.

Carriage paid = C.P.

Charter party = C/P

Charters pay duties = c.p.d.

Corporation = cpn.

Credit; creditor = cr.

Cable transfer = C/T

Constructive total loss = c.t.l.

Constructive total loss only = c.t.l.o.

Cumulative = cum.

Cum dividend = cum div.

Cumulative preference = cum. pref.

Commercial weight = c/w

Cash with order = C.W.O.

Hundredweight = cwt.

Documents against acceptance; deposit account = D/A

Documents against payment = DAP

Debenture = db.

Deferred = def.

Department = dept.

Dead freight = d.f.

Draft = dft.

Draft attached = dtf/a.

Clean draft = dft/c.

Appendices

Discount = disc.

Dividend = div.

Dayletter = DL

Daily letter telegram = DLT

Debit note = D/N

Delivery order = D/O

Ditto = do.

Dozen = doz.

Documents against payment = D/P

Debtor = dr.

Doctor = Dr.

Days after sight = d/s, d.s.

Deadweight = d.w.

Dock warrant = D/W

Pennyweight = dwt.

Dozen = dz.

European Currency Unit = ECU

East European Time = E.E.T.

For example = e.g.

Enclosure = encl.

Endorsement = end.

Errors and omissions excepted = E. & O.E.

End of month = e.o.m.

Except otherwise herein provided = e.o.h.p.

Especially = esp.

Esquire = Esq.

Established = est.

Out = ex

ex coupon = ex cp.

Ex dividend = ex div.

ex interest = ex. int.

Appendices

ex new (shares) = ex h.

ex store = ex stre.

ex wharf = ex whf.

Free of all average = f.a.a.

Fast as can = f.a.c.

Freight all kinds = f.a.k.

Fair average quality; free alongside quay = f.a.q.

Frequently asked questions = F.a.q.

Free alongside ship = f.a.s.

For cash = f/c

Free of capture and seizure = f.c. & s.

Free of capture, seizure, riots, and civil commotion = f.c.s.r. & c.c.

Free delivery to dock = F.D.

Free discharge = f.d.

Following; folios = ff.

Free of general average = f.g.a.

Free in bunker = f.i.b.

Free in and out = f.i.o.

Free in truck = f.i.t.

Free on board = f.o.b.

Free of charge = f.o.c.

Free of damage = f.o.d.

Following; folio = fol.

Free on quay = f.o.q.

Free on rail = f.o.r.

Free on streamer = f.o.s.

Free on truck(s) = f.o.t.

Free on wagons; free on wharf = f.o.w.

Floating policy = F.P.

Fully paid = f.p.

Free of particular average = f.p.a.

Appendices

Freight = frt.

Freight paid = frt. pd.

Freight prepaid = frt. ppd.

Freight forward = frt. fwd.

Foot = ft.

Forward = fwd.

Foreign exchange = f.x.

General average = g.a.

Goods in bad order = g.b.o.

Good merchantable brand = g.m.b.

Good merchantable quality = g.m.q.

Greenwich Mean Time = G.M.T.

Gross national product = GNP

Good ordinary brand = g.o.b.

Gross = gr.

Gross register ton = GRT

Gross weight = gr. wt.

Gross tonnage = GT

Home consumption = h.c.

Height = hgt.

Hogshead = hhd.

Head office = H.O.

Hire purchase = H.P.

Horsepower = HP

Height = ht.

Integrated data processing = IDP

That is = i.e.

Insufficient funds = I/F

Indicated horsepower = i.h.p.

Import = imp.

Incorporated = Inc.

Appendices

Inclusive = incl.

Interest = int.

Invoice = inv.

I owe you = I.O.U.

Joint account = J/A, j.a.

Junior = Jr.

Kilovolt = KV

Kilowatt = KW

Kilowatt hour = KWh

Letter of credit = L/C, l.c.

Telegram in the language of the country of destination = LCD

Telegram in the language of the country of origin = LCO

Landing; loading = ldg.

Long ton = l.t.

Limited = Ltd.

Long ton = l. tn.

Month = m.

My account = m/a

Maximum = max.

Memorandum of deposit = M.D.

Months after date = M/D, m.d.

Memorandum = memo.

Plural of Mr. = Messrs.

Manufacturer = mfr.

Minimum = min.

Minimum lending rate = MLR

Money order = M.O.

My order = m.o.

Mortgage = mortg.

Months after payment = M/P, m.p.

Mate's receipt = M/R

Appendices

Months' sight = M/S, m.s.
Mail transfer = M.T.
Making-up price = M/U
Name; noiminal = n.
No account = n/a
No advice = N/A
No commercial value = n.c.v.
No date = n.d.
Not elsewhere specified = n.e.s.
No funds = N/F
Night letter = NL
No noting = N/N
No orders = N/O
Number = no.
Not otherwise enumerated = n.o.e.
Numbers = nos.
No par value = NPV
Number = nr.
Net register ton = n.r.t.
Not sufficient funds = N/S
Not sufficient funds = NSF
Net weight = n. wt.
On account = o/a
Overseas common point = OCP
On demand; overdraft = O/D, o/d
Omissions excepted = o.e.
Overhead = o/h
Or nearest offer = ono.
Order of = O/o
Open policy = O.P.
Out of print; overproof = o.p.

Appendices

Owner's risk = O/R, o.r.

Order, ordinary = ord.

Out of stock = O.S., o/s

Overtime = OT

Page; per: premium = p.

Particular average: per annum = P.A., p.a.

Power of attorney; private account = P/A

Phase alternation line = PAL

Patent pending = pat. pend.

Pay as you earn = PAYE

Petty cash = p/c

Pecent; price current = p.c.

Parcel = pcl.

Paid = pd.

Preferred = pf.

Package = pkg.

Profit and loss = P/L

Partial loss = p.l.

Promissory note = P/N

Post office; postal order = P.O.

Post office box = P.O.B.

Post office order = P.O.O.

Pay on return = p.o.r.

Pages = pp.

Postage and packing = p & p

Per procuration = p. pro

Prepaid = ppd.

Prompt = ppt.

Preference = pref.

Proximo = prox.

Postscript = P.S.

Appendices

- Payment = pt.
Please turn over = P.T.O., p.t.o.
Partly paid = ptly. pd.
Par value = p.v.
Quality = qulty.
Quantity = qty.
Riot and civil commotions = r. & c.c.
Refer to drawer = R/D
Running down clause = R.D.C.
In regard to = re
Received; receipt = rec.
Received = recd.
Redeemable = red.
Reference = ref.
Registered = reg.
Returned = retd.
Revenue = rev.
Refused on delivery = R.O.D.
Reply paid = R.P.
Revolutions per second = r.p.s.
Please reply = RSVP
Right side up with care = R.S.W.C.
Railway = Ry
Stamped addressed envelope = s.a.e.
Stock at valuation = S.A.V.
Sea damaged = S/D
Sight draft = S/D, s.d.
Without date = s.d.
Special drawing rights = SDR
Signed = sgd.
Sundays and holidays excepted = s. & h. ex

Appendices

Shipment = shipt.

Signature = sig.

Sue and labor clause = S/LC, s & l.c.

Shipping note = S/N

Seller's option = s.o.

Standard operating procedure = s.o.p.

Spot = spt.

Senior = Sr.

Steamship = S.S., s.s.

Short ton = s.t.

Sterling = ster.

Stock exchange = St. Ex.

Sterling = stg.

Sub voce = s.v.

Telegraphic address = T.A.

Trial balance = T.B.

Telephone = tel.

Temporary secretary = temp.

Total loss = T.L., t.l.

Total loss only = T.L.O.

Multiple telegram = TM

Turn over = T.O.

Transfer = tr.

Telegram to be called for = TR

Trust receipt = TR, T/R

Telegraphic transfer (cable) = TT, T.T.

Telex = TX

Urgent = UGT

Under separate cover = u.s.c.

Underwriters = U/ws

Volt = v.

Appendices

Value = val.

Value-added tax = v.a.t.

Very good = vg.

Very high frequency = VHF

Very highly recommended = v.h.r.

Wat = w.

With average = WA

Way bill = W.B.

Without charge = w.c.

West European Time = W.E.T.

Weight guaranteed = wg.

Warehouse = whse.

With other goods = w.o.g.

Weather permitting; without prejudice = W.P.

With particular average = w.p.a.

War risk = W.R.

Warehouse receipt = W/R, wr.

Weather working day = W.W.D.

Weight = wt.

ex coupon = x.c.

ex dividend = x.d.

ex interest = x.i.

ex new shares = x.n.

Year = y.

Yard = yd.

Year = yr.

Yearly = yrly.

(Adopted from www.thoughtco.com)

ABSTRACT

The current investigation seeks to shed light on the necessity of enhancing the teaching of ESP in general and the writing skill in particular in the field of Banking and Finance. It is a step toward helping ESP students operate well in ESP situations using a good written English language.

The aim of this study is mainly to propose a sample unit that comprises different language elements for third year Bank and Finance students. It also seeks to uncover the difficulties met by both ESP teachers and students while dealing with writing. It suggests some remedial actions that would remedy the situation in hands and better students' written performances.

Key words : ESP, Business communication, needs analysis, Banking English, Business writing

Résumé

L'enquête en cours vise la nécessité de renforcer l'enseignement de l'ESP en général et les compétences d'écriture en particulier dans le domaine bancaire et financier. C'est une étape pour aider les étudiants ESP à bien fonctionner dans des situations ESP en utilisant une bonne langue écrite en anglais.

L'objectif de cette étude est principalement de proposer une unité d'échantillonnage comprenant différents éléments de langue pour les étudiants de troisième année en Banque et Finance. Il cherche également à mettre au jour les difficultés rencontrées par les enseignants et les étudiants de l'ESP tout en traitant des actions correctives qui corrigeraient la situation entre les mains et amélioreraient les performances écrites des étudiants.

Mots clés: ESP, Communication d'entreprise, analyse des besoins, Anglais bancaire, Rédaction commerciale

المخلص

تسعى الدراسة الحالية إلى تسليط الضوء على ضرورة تعزيز تدريس الإنجليزية لأغراض خاصة بشكل عام ومهارات الكتابة خاصة في مجال الأعمال المصرفية والمالية. إنها خطوة نحو مساعدة طلاب الإنجليزية لأغراض خاصة على العمل بشكل جيد في مواقف خاصة باستخدام لغة إنجليزية مكتوبة جيدة.

الهدف من هذه الدراسة هو بشكل أساسي اقتراح وحدة عينة تضم عناصر لغة مختلفة لطلبة السنة الثالثة في البنوك والتمويل. كما تسعى إلى كشف الصعوبات التي يواجهها كل من معلمي وطلاب برنامج اللغة الإنجليزية المكثف أثناء التعامل مع كتابة بعض الوثائق التي من شأنها أن تعالج الحالة لديهم وتحسين الأداء الكتابي للطلاب.

الكلمات المفتاحية: الاتصالات التجارية ، تحليل الاحتياجات اللغوية ، اللغة الإنجليزية المصرفية ، كتابة الوثائق.

Teaching Business Emails for a Specific Audience

Benmammar Sarah

Abstract: *This study aims to investigate the overall use of the English language in the business world. It was founded to seek an answer, and see how Mascara Mobilis Agency uses English and reaches effective communication. The aim of this work is to tackle the point of error making and to explore its effects on business communication. To investigate and gather information, a case study was conducted, and the data were drawn from a corpus of only 15 e-mail messages for confidentiality. A detailed analysis of the corpus (15 e-mail messages) revealed that Mascara Mobilis Agency e-mails contain errors which vary from grammatical, spelling errors to confusing statements and a lack of punctuation. These errors have a great impact in breaking down the communication. Hence, some recommendations are provided to improve the writing of Business e-mail messages.*

Keywords: Business, communication, error analysis, e-mail writing, corpus analysis

1. Introduction to Business Writing

In the late 1960's, it was felt that the difference between business English and general English became broader. "Business English" also called the "English of business" is an inseparable part of English for business and Economics. Pickett in (Dudley -Evans and St John,1998) suggests that there are two particular aspects to business communication: Communication with the public, and Communication with (intra) a company or between companies.

2. Types of Business writing

In business writings and even in other types of writing, one should plan what will be written since professional people will read business writing and proof-reading is probably even more important than it is in other writings. As business writing is the action of writing to someone related to business, it should be direct, brief, clear and purposeful. According to Galko (2002: p159), there are many types of business writing as shown below.

2.1. Business letters

This type of business writing is usually sent to people outside the company. They are also sometimes used within a company for more formal situations to convey crucial information, or to communicate between the different departments within the same company. In order to draft a business letter, one should respect its different parts.

2.2. Business Memos

Like any other kind, memos can be used for different communicative situations at work. A memo can be written to people inside the company. It may vary in length from a couple of sentences to many pages long. Memos are initiated by the sender and are informal.

Generally speaking, there is more than one approach to writing memos. A common approach is to drive right in-giving the most important information first. Then, state other details and many people believe it is the most effective approach. Another approach is to lead up the most important information and to grab the reader's attention first.

2.3. Business Reports

Generally, reports are used to give the progress of a project, to talk about an employee's performance over the last year, to propose making a change in a procedure or launching a new product. Galko (2002: 179) listed various kinds of reports, such as, meeting reports, status reports, travel reports, expense reports, and accident reports. Each of these has its function and purpose.

2.4. Business E-mail Messages

As other forms of writing, one of the main reasons of writing e-mail messages should be to make the reader's task as easy as possible. E-mail writing is a vital form of communication in today's fast, global work environment. It is important to treat e-mails like any other business means of communication. However, according to Galko (2002: p177), one should take into consideration some questions and tips in order to better write a business e-mail message.

2.5. Error analysis in Business Writing

An error analysis process cannot be discussed without knowing the meaning of an error. The word "error" has different meanings and usages relative to how it is conceptually applied. Errors are very crucial to be studied since their analysis can reveal why most people are unable to avoid making them while drafting any piece of writing. The identification of errors is necessary, in the sense that it leads to identification in evaluating one's performance. George (1989) gave a general definition to an error as "an unwanted form which is not part of the TL rules/ systems". This fosters the fact that an error does not belong to TL rules and is just a deviation from the language systems.

3. Research Methodology

1. Objectives

- Examine the overall use of the business English language at Mascara Mobilis Agency.
- Find out how non-effective business email writing affect business communication.

2. Research Questions and Hypotheses

The present investigation attempts to find answers to the following questions

- 1) What is the impact of non-effective business email writing on business communication?
- 2) What could be done to improve the writing of business e-mail messages?

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

- 1) One believes that the impact of non-effective e-mails leads to non-effective communication.
- 2) As a remedial action, one suggests some professional ways of editing business e-mail messages.

3. Corpus Analysis of Mascara Mobilis Agency

To know more about this situation, a case study has been undertaken in order to collect data from this agency. It consisted of three month training and a collection of a corpus of 15 e-mail messages. These messages will be analyzed and treated in order to spot the different types of errors. Then, the researcher will suggest ways to correct those errors.

3.1. Mascara Mobilis Agency and the English Language

The use of English in Mascara Mobilis Agency reveals several difficulties that may handicap the business communication. These difficulties can be interpreted by the production of errors at Mascara Mobilis Agency. These errors constitute a continuous phenomenon that needs an urgent solution. In the same line of thought, Harmer claims that: "Errors are mistakes which they can't correct themselves and which, therefore, need explanation" (Harmer, 2007: p96).

The analysis of such a situation underpins the fact of providing the different causes of making errors. According to Harmer (2007), there are many reasons why students might make errors: firstly, they have not grasped the new information so they continue to make errors. Secondly, they still make a slip; produce deeply ingrained errors because the way English expresses an idea or uses grammatical construction is either very different or tantalizingly similar to how it is done in their first language. Thirdly, false friends (words that sound the same but have different meanings) can also cause troubles.

The fact that English is written in Mascara Mobilis agency and not spoken emphasizes the continuity of making more errors. Accordingly, Bouchard and Spaventa maintain that:

In written exchange, the physical absence of the receiver and the consequent loss of the paralinguistic (and supra segmental) features inherent in spoken communication require the procedure to do two things: First, to be constantly aware that the receiver is psych-ologically present and ready to speak, and second, since the receiver provides no feedback to build into a message a large number of features to ensure that the receiver recovers most of the message (Bouchard and Spaventa, 1980: p23).

When speaking, one can express emotions, communicate, react to someone or something, influence others, request through either the physical presence or through paralinguistic features in order to communicate effectively.

However, this is not the case when writing since the reader will grasp the meaning only through written words.

It is important to mention that, this case study concerns the staff in a workplace that ought to work and operate together. In this vein, Arnold states that:

The relationship in and between the people in the group, the degree of security felt by individuals the sensitivity of the trainer (...) the quality of listening and acceptance, the possibility for non- judgmental interaction, the way the needs for self- esteem are met(...) it also includes the issue of power (Arnold, 2000: p130).

Arnold wanted to focus on the relationship between staff members in a workplace. It is important to emphasize the need for listening to one another and accept the others' opinions and ways of thoughts. In addition to that, it is important to go deeper into the security felt by individuals, i. e, one individual should feel at ease in order to achieve the issue of power.

3.2. Languages used at Mascara Mobilis Agency

The staff of Mascara Mobilis Agency deals with clients using either the French or the Arabic language. Communication between the employer and his employees is achieved in both languages. As far as the English language is concerned, it is used by the director only in the written form since he receives e-mail messages from other associates (Algerian and foreigner i.e.; Turkish ones). The English language is then used to discuss issues or to mention some new things that happen urgently. Besides, the director doesn't use English to address his staff since they are not familiar with this language. In order to go deeper in our case study, several tools have been used.

3.3. The Corpus

In fact, a great importance is given to the corpus in any research, in the sense that it helps researchers to get a view about not only the quantity of the findings but their importance in learning a language as well. Biber, Cornard and Rappen (1998) show clearly that by stating that the goal of corpus-based approach investigations is not simply to report quantitative findings, but to explore the importance of these findings for learning about the patterns of language use (Biber, Conrad and Rappen (1998) in Belkhenchir (2006:117). Referring to Biber, Conrad and Rappen (1998), this research was undertaken using a corpus-based approach since about 15 e-mail messages have been selected from Mascara Mobilis Agency.

4. Identification of Errors

After reading the 15 e-mail messages in hands, one can notice that these pieces of writing contain misspelled words; words used wrongly, grammar and punctuation errors, vague or confusing and illogical statements. Even though the e-mail messages are brief and seem to the writer polished, professional and perfect, they do really still cause problems and could be misinterpreted.

Writing effective e-mail messages is a challenge faced by many internet users. Therefore, poorly written messages create confusion or fail to achieve their intended purpose. Moreover, people do not respond to the e-mails in the ways the writer wants and looks for. The fact that once something is sent in a written form, and cannot be taken back, strengthens the importance of making less room for errors and even less room for mistakes.

Coming back to Mascara Mobilis Agency, we are going to list some of the errors found in the 15 e-mails messages available, and which may hinder the reader's understanding and cause failure in communication. These errors vary from misspelling, grammatical, confusing statements due to the lack of punctuation. All these together may push readers inside and outside the company to raise unanswered questions and ambiguous meanings.

5. Types of Errors

The 15 e-mail messages contain different types of errors. They vary from spelling to grammatical errors. They do include confusing statements as well. Punctuation and the use of abbreviations are two points raised in those pieces of writing. We will shed light on every type with more details and examples.

5.1. Grammatical Errors

When we say "grammar", for many people, it recalls the most boring and difficult classes they can remember from childhood. So, using correct and perfect grammar is still one of the most important features for any business writer. Using poor grammar reflects a bad image concerning the writer since he/she seems careless and sometimes unprofessional. The fact of sending out messages with grammatical errors emphasizes the informality and the bad reputation of both the writer and the company as well. People may assume that, whatever our strong point, we will not fit well in business, professional, and social situations where the proper use of the language is taken for granted. Even more seriously, they may be unable even to understand important things we are trying to say because the written language is inadequately serving its most basic purpose, i.e., to convey what is pondering on the mind.

It is important to mention that, a command of English provides a kind of invisible passport into the company of people who, because they respect the language, almost automatically respect others who use it correctly. Like our acceptance and respect of most rules in the conduct of our lives, correct use of language becomes a habit, and it is with the cultivation of this habit that the language will progress and flourish.

Broadly speaking, poor grammar shows an indifference to the topic. In order to underpin what has been said about grammatical errors, we will list some errors that may lead to failure in communication and we will suggest a corrected version.

Table 1: Absence of the subject

Errors	A proposed Corrected version
As usual need your help (absence of the subject)	As usual, we need your help
Hope that you are fine	I hope that you are fine

Table 2: No concord between the subject and the verb

Errors	A Proposed Corrected version
Two sites poses.....	Two sites pose.....
A person come back from Mostaganem	A person comes back from Mostaganem

Table 3: Problems with tenses

Errors	A Proposed corrected version
The change request is not executed yet	The change request has not been executed yet
Yesterday by chance I get a new problem	Yesterday, by chance, I got a new problem

Table 4: The Misuse of Modals

Errors	A proposed corrected version
We should be change the type.....	We should change the type.....
The fair building will finished on the 14 th of December	The fair building will be finished on the 14 th of December
We will prepare reports if a cross detected	We will prepare reports if a cross is detected

5.2. Spelling Errors

Spelling errors are due to either the lack of contact with the English language or the absence of checking what was written. The fact of not taking time to edit the e-mail and just skimming through, results in making spelling errors. May be the most important reason which leads to similar errors is that writers don't read every word or go over it two or three times to check if there is a problem. These are some of the spelling errors encountered in Mascara Mobilis e-mails with a corrected version.

Errors	Corrected version
Prédication	prediction
Continous	continuous
To assure.....	To ensure.....
Beaces	beaches
Pérmanent solution	Permanent solution
Costumer	customer
Réflexion	reflexion
Implémentation	implementation
Favorize	favour
Machanical	mechanical

5.3. Confusing Statements

An e-mail is not the same as talking to someone face to face or over the phone. When talking face-to-face, we pick up meaning from facial expressions, specific gestures and, of course, tone of voice. However, email messages lose these paralinguistic features of conveying meanings as there is an exchange of messages, this is why, writers need to take care when writing emails. It depends on how we write and to whom. In order to reach effectiveness, an e-mail must be short and to the point. This doesn't mean to write short messages that the receiver doesn't understand. He/she

should be provided with enough information, so that he/she understands both the context and the details of the language.

From another perspective, many people are using writing in communication. Even so, there are times when writing emails is the best way to communicate, and often the only way to get your message across. This is the reason why emails must be carefully written, so that they do not create an atmosphere of misunderstanding and ambiguity through the confusing statements. The statements taken down must appear easy to understand, and clear to be dealt with.

While writing e-mails, one may bear in mind that the reader is going to be really interested in the writer's statements if he/she writes a good start, nice body and an appropriate ending. Therefore, the language used and the way it is laid out is very important while writing.

As far as this work is concerned, the researcher thinks that confusing statements can really affect communication and lead to failure since the reader will not feel at ease and can be bothered by confused words and cannot achieve the writer's goal and intention. More importantly, confusing statements can be the main and the direct reason why failure in communication happens.

5.4. The Use of Abbreviations

Language is the great gift that distinguishes human being from other creatures. Like most gifts, it can be used thoughtfully and to good advantage, or it can be used carelessly, and quite unsuccessfully. The way in which a person uses the language can tell people a great deal about the personal qualities, the way of thinking, the concern for a useful communication with other people and what also is important is he respect to the English language itself.

The objective of all emails is to communicate. The writer's aim is to make it as easy as possible for the recipient to understand the message. While it may be acceptable to send an e-mail to a friend, or receive and abbreviated email, it won't be the case when addressing a professional person. Even though, it seems like time saving and each of the correspondents understands each other, the communication won't be successful. In fact, abbreviations can be a time saver when they are clear and their meanings are universally understood, however, they can cause problems and misunderstanding. In the case of Mascara Mobilis Agency, they can really break communication since not all the workers have an idea about these abbreviations and get confused while using them.

6. The Effect of those Errors on Communication

After listing the different types of errors encountered in the e-mail messages, it is important to mention that they do really hamper communication since grammatical errors can cause misunderstanding between the correspondences, such as, when not using a concord between the subject and the verb or missing the "s" of the plural form. The fact of not giving the plural form will surely lead to a problem of counting when one wants a particular brand.

Spelling errors can effect communication and lead to a failure or questions after receiving the e-mail message; the fact of not editing a word correctly can cause problems, for instance, in our corpus, it was mentioned that Mascara Mobilis Agency used the verb to assure instead of to ensure, and that has a great deal in confused and embarrassed situations.

Confusing statements constitutes a disquieting problem at Mascara Mobilis Agency since sending non-sense statements with random punctuation do not fit business situations and thus handicap communication. A statement in business world must be interpreted correctly.

The lack of punctuation is another reason leading to failure in communication. The fact of neglecting the comma or the full stop can awfully reflect a bad image and break business relationship. Referring to our corpus, it was taken down that a long statement was exchanged between two Mobilis Agencies without respecting the punctuation of the English Language.

7. Implications and Conclusion

Writing is one of the four skills in language learning process; it gives many people give attention. In the writing process, the need for grammatical and spelling understanding is necessary to make a composition well understood. At Mascara Mobilis Agency, the need of becoming aware about errors and their impact on communication is becoming urgent. The idea of employing persons who master the English language should be realized. In addition, the use of many authentic materials in the workplace should be encouraged and brought to light.

7.1. The Respect of the Context of Writing

As in the oral communication, the written one happens in context which must be appropriate to the setting. While writing a business e-mail, the writer (professional one) must respect the situation, consider the audience, the purpose of the e-mail, and the response designed to be reached. According to Frenco (2005:84), a business writer should pay attention at the following elements:

7.2. Audience

The readers of the piece of writing may be experts, or persons from other cultures. It is important to consider the audience, and its level, i.e.; if it is proficient at the English language.

7.3. Purpose

Professional persons often use fast, short, and direct e-mail messages since they are no longer writing a paper for schools, or an academic article, but they are simply trying to give information to someone, or get it from someone. It is important to mention that the major reason of writing Business e-mails is to convey information to others.

7.4. Response

The writer should always consider the desired response. He/she should be clear, and goes directly to the point to get the intended purpose and response.

8. Using Authentic Materials in the Workplace

Using the case study enables us to look at a particular point as far as Mascara Mobilis agency writing is concerned. The written contacts are very important in the development of any company. The correspondents are always seeking to set relations built on understanding and avoiding ambiguities. In a similar vein, Evan Frendo said that written contacts are agreements which aim to lessen misunderstanding and provide a formal record for reference (Frendo, 2005:90).

Since workers represent their companies, they are often asked to write business documents either intra the company, or externally. These writings are either for sales, or to communicate information. In the context of business English, authentic materials play a prominent role, in the sense that they are produced to fit situations, and complete a business task.

As far as e-mail messages are concerned, it is vital necessary to have a typical e-mail message in agencies in general, and in Mascara Mobilis Agency in particular. Ideally, the typical e-mail can be very useful, and serve better the situations. Moreover, it can save time for not thinking about what should be written.

The fact of writing a fast e-mail and send it with errors, focuses the need of holding and adapting a peculiar manner of editing an e-mail message. Sometimes, employees are bothered, confused and do not feel confident to write or reply to an-email, this is why, having one typical e-mail message is the best way to handle such situations.

9. Teaching Business English Contexts

It is obvious that when speaking about teaching, one can remember many institutional education environments, such as, schools and universities. However, teaching can also be excused in several companies using the English language in their writings. The reason why such teaching is preferable is to improve business writings, and to know how to deal with business communication.

In order to get close contact with Business English teachers must be hired in order to help workers to operate in effective manners. Therefore, the teachers who spends long times inside the company, will surely depict gaps to be fulfilled. Frendo(2005: p3) affirmed that teachers who work full-time in a company will get to know the company's needs very well .

In the case of Mascara Mobilis Agency, it is up to that Agency to be in contact with English specialist to get rid of the non-effective business writings, especially e-mail messages. Moreover, the fact of teaching English inside the company will surely increase awareness about the use of grammatical rules.

The fact of using teachers in Mobilis agencies will oblige workers to adapt the situation and be willing to learn. Besides, those teachings must have special, comfortable rooms in order to facilitate the task of learning the language and acquiring the knowledge.

Since teachers are expected to use written materials in the world of business, they are asked to use appropriate, valuable means of teaching those business people. The task of the teacher is not only to show them ways of using terms, but ways of avoiding grammatical, and lexical errors too. This may mean working toward correct and improved version of editing business writings.

In the world of business, a teacher may be called a trainer, a coach or a consultant and this is because his/ her role is prominent and put for granted. Frendo (2005: 05) said that within the field of business English, many teachers call themselves trainers, coaches, or even consultants (Frendo ,2005: p05).

The responsibility of the teacher in a company differs from that of schools or universities. His/ her work involves helping people to get into direct contact with the English language. Moreover, the teaching of adult such language depends on motivation as well. There for the use of audio – visual aids is necessary to attract the workers attention and operate in a correct manner.

10. The Use of Audio-visual Aids while Teaching Business English

Learning is a complex process. It can however be defined as a change in disposition; a relatively permanent change in behavior overtime and this is brought about by experience. It can occur as a result of newly acquires skill, knowledge, perception, facts, principles and new information at hand. Hence, it can be reinforced with learning aids of different variety because they stimulate, motivate as well as arrest the worker's attention for a while during the learning process.

Learning aids are materials and devices through which the actions of teaching/ learning are done. It is interesting to note that the teachers undergoing professional courses can teach with some of the audio-visual aid for the sole reason of reducing their talk and chalk method.

Visual aids can be enhanced by teachers during the learning process because pictorial representations and symbols clarify verbal explanations and provide additional items to the memory. They are often used to illustrate, reinforce lectures, stimulate discussions, and encourage worker to learn the English language.

11. Glossary of Specific Terms Related to the Profession

Since Mascara Mobilis Agency is concerned with writing business e-mails to communicate information and treat situations, it is up to create and set a glossary of specific terms related to the profession.

The creation of a glossary will surely help workers while editing an e-mail, in the sense that, they will rely on it as far as specific terms are concerned. The use of such glossary can prevent workers to do rooms of errors even rooms of mistakes.

The fact that the writings of Mascara Mobilis Agency are designed to a specific audience underpins the need of being aware about specific terms and their significations. For instance, the term Drive Test is always used as a file to mean something. Therefore, knowing its meaning is becoming a priority.

A term is a word having a specific meaning in a specific field. Having definitions and explanations of terms can be very useful in the development of Mascara Mobilis Agency communication. The demand of a glossary has been drawn mainly from those errors and to whom a conscious awareness of the language use is a hard task.

It can be concluded that professionals have to be aware of ways of writing e-mails. More importantly, it is up to agencies in general and Mascara Mobilis Agency in particular to hire special teachers of ESP to give workers instructions and methods of writing appropriate and useful e-mails. Those teachers have to use modern methods of teaching and enhancing modern audio-visual aids. The fact of using audio-visual aids will surely help both teachers, and learners (professionals) to develop competencies. They will make the teacher's task easier and perfectly achieved. Thus, English lessons will be successfully presented and grasped.

It is by the use of modern methods and new strategies inside companies that workers will get trained to reach efficient communication, so that, tomorrow professionals will be self confident to go beyond challenges.

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Thesis Summary

Introduction

Writing business English has emerged as a highly communication tool in recent years, and especially in business fields. There are times when writing in English seems to be the best way to communicate and the only tool to get your message across.

Writing as a process is not easy to be achieved since learners do not always know how to use the language appropriately or correctly. This is why; the majority of them meet various difficulties in drafting written pieces and transforming their ideas into written words.

Being able to produce effective business written production is the primordial goal of the current work. The students' ability to become more skilled in writing business English is to be explored in order to be able to find out the main difficulties found while being asked to write. Hence, the researcher will be able to detect the obstacles and the reasons behind the failure toward writing business English.

Before conducting any research, one should consider and give a great emphasis to some key factors, such as, learning environment, cultural background and language use of the targeted population. Referring to other similar researches tackling the same topic of our discussion will strengthen our current research, giving it, at least, a value in terms of tools of data collection, interpretation and discussion of the obtained results.

Third year Banking and Finance license students, at Mascara university, find themselves unmotivated and struggle during English sessions. The main issue in this research is the teaching of English language in general and English for specific purposes in particular.

A great majority of English teachers, dealing with English for specific purposes, have to be informed that teaching business English does require much more than just having knowledge and a large luggage of vocabulary. They, most of the time, are

often newly-qualified teachers who are not familiar with concepts of business communication.

Nowadays, a vast majority of language teachers struggle and they obviously seem to have difficulties while being asked to shift toward teaching specific English. They most of the time forget that students are just facilitators in the learning process and it is up to them to guide it. In scientific fields, such as, Chemistry, Economics, and Physics, English teachers are supposed to develop students' abilities to use English for communicative purposes for their future professional needs.

ESP teachers' process should aim at the overall development of the professional communication skills in terms of written and verbal communication. Thus, facing alien territories makes language teachers prefer teaching general English since they may feel quite competent and better protected. They, then, hesitate to engage in the process of teaching English for specific purposes.

One of the most challenging experiences in teaching English is finding useful instruments for developing the language skills those better suit ESP learners who often face obstacles in dealing with the language. That is why, it becomes urgent to handle the situation since ESP teachers engaged in ESP fields need to be aware of related ESP issues and students' needs.

The students deficiency in writing as a skill motivated our choice for dealing with written productions in English language courses. Therefore, the main objectives of this research are as follow:

- To help ESP teachers better rise their students' written pieces.
- To help ESP students identify their difficulties and deficiencies to know how to overcome them.
- Encourage and motivate ESP students ameliorate their written performances.
- To help ESP teachers design effective and successful methods and techniques to better achieve the business communication.

Thesis Organization

The current work is divided into four chapters. Chapter one is composed of two parts. In the first part, the researcher presented the literature related to ESP. The second part deals with notion about writing in general and business writing in particular. It provided key points about business correspondence.

The main concern of chapter two is to give a presentation about the target situation. It also tackles the methodology used in this research. It discusses the sample populations and the tools used for gathering reliable data. As far as the third chapter is concerned, it insisted on the analysis of the captured data from students' questionnaire and ESP teachers' interview. It sheds light on classroom observation and corpus analysis which foster the methodology of the research.

Chapter four makes use of the research's results to provide some recommended actions that may help both teachers and students lessen their anxiety while dealing with writing. The suggestions concern the ESP teachers and new ways of enhancing writing since the teacher is taking the lion share part in the classroom. The second part of this chapter is devoted to a sample unit designed for third year Bank and Finance students proposed by the researcher after having an idea about their deficiencies and lacks in writing .

Research Design and Procedures

Research design is very important in the achievement of any research' objectives. It exposes the ordered steps followed by the research to gain valuable data and interpret them. Singh makes it clear through this quotation :

Research Methodology involves such general activities as identifying problems, review of literature, formulating hypotheses, procedure for testing hypotheses, measurement, data collection, analysis of data, interpreting results and drawing conclusions.

Singh (2006 :120)

When conducting any scientific research, there must be a suitable method to be followed for the sake of answering the research questions about the situation in hands. The selected methodology should enable the researcher to analyze data using different methods that support or disapprove the hypotheses (Van Wyk :1985) .

In a similar vein, Yin discusses the definition of research design while conducting a research. He gives a great attention to the relation between the empirical data and the research questions . He considers a design of the research as an ordered sequence that links the empirical research and the research questions to lead to a conclusion (Yin : 1994).

To get accurate answers to the proposed problematics, a case study was adopted to understand the phenomenon in hands. The reason behind choosing this type of research is that it helps to depict real situations and point out real facts. It is a description of a complete situation . Dyer (1995 :50) makes it clear by stating that : ‘the great value of the case study approach is that it enables a more detailed, qualitative and exploratory approach to be taken to research ‘.

Case studies have always been strong methods of research that allow the researcher to examine in depth and closely the phenomenon in hands. Zainal admits that :

Case study research allows the exploration and understanding of complex issues. It can be considered a robust research method particularly when a holistic , in depth investigation is required.

Zainal (2007 : 12)

It is important to mention that, the researcher uses this case study since it permits her explore , sort out, and investigate the main reasons that stand behind the difficulties in producing correct written pieces. Zainal , asserts that : ‘ case studies, in their essence, explore and investigate contemporary real- life phenomenon through detail contextual analyses of limited number of events or conditions and their relationships’.

Research Instruments

In this study, the choice of the questionnaire is made upon the fact of studying the language difficulties among a group of people inside a classroom. All the respondents will have standardized questions. The main interest of our questionnaire is to depict information about language communication which is considered to be one of the main issues while dealing with the English language in addition to obstacles and troubles in the learning process that may hamper acquiring the language. Richards makes it clear by saying that,

Questionnaires can also be used to elicit information about many different kinds of issues, such as language use, communication difficulties, preferred learning styles, preferred classroom activities and attitude and beliefs.

Richards (2005:60)

The students' Questionnaire (see appendix A) was distributed to 22 third year Bank and Finance LMD students at Mascara university to know about the difficulties they encounter when dealing with the writing skill. Though no one can deny the importance of questionnaires in conducting a research , They still have deficiencies that necessitate researchers to use others tools to assist their case studies. Beiske (2003 : 17) summarizes the limitations of questionnaires as follow :

- Written questionnaires do not have features like gestures and other visual clues , and personal contact which can affect the respondents.
- Sometimes questionnaires are not completed by the person we want.
- Some respondents may not give the questionnaire back.

In this research, the researcher also opted for the structured interview since ‘a structured interview , in which a set of questions is used, allows more consistency across responses to be obtained ‘ Richards (2001 :61) quoted in Brikci.

Becky (2005 :39) asserts that there are six steps to be followed to get a ready structured interview :

1. Establish a purpose for interview with achievable goal,
2. Identify what you already know in advance ,
3. Prepare a list of questions in advance,
4. Plan the interview,
5. Conduct the interview and take notes,
6. Follow up as needed.

In the current research, the reason behind choosing the structured interview lies in the fact that it allows the researcher to have control over the topic . She finds it easier to analyze this type of interview. It is designed according to the objective of the research about business written communication. ESP teachers' interview was designed to know more about the teaching of ESP in the department of Economics in general and the teaching of the writing skill in particular. The researcher aims to elicit information about the techniques and methods ESP teachers should use to better the situation in hands. It was divided into four rubrics.

In addition to the questionnaire ,the qualitative method of data collection, observation can also serve as a research instrumentation. It is special type which allows researchers to learn more about the situation under study. It allows to explore the area and note the possible incidents about it. Somekh and David(1997:26) , affirm that:” the term is used for any data collected during any scientific, social or philosophical activity” .

Observation as any other research device is extremely important and so useful in gathering information qualitatively to better explore situations. It permits to make any research more interesting by its use. In this vein, Mc Donough (1997:57) states that a good research ought to be “interesting, original: use all kinds of observations of specific events to uncover general facts” . In a similar vein, Yin underpins that:

Observations are another source of information in case studies. This is especially true in case studies involving classrooms or schools because the interaction of individuals cannot be understood without observation”.

Yin (1994: 22)

In addition to the two other instruments, classroom observation was conducted in this case study in the department of Economics, faculty of Economic sciences, Management, and Commercial sciences, at Mascara university during the academic year 2015-2016. The researcher used this tool of data collection since she wanted to check how participants operated, how their behaviours and interactions were. It allowed her to examine the participants in real life context and to make a distinction between their answers and their behaviors.

Besides the other three methods of data collection and for gathering more information about the target population, the researcher opted for another tool, corpus analysis, that permitted her to grasp the reasons behind students’ difficulties in producing effective written pieces.

In fact, a great importance is given to the corpus in any research, in the sense that it helps researchers get a view about not only the quantity of the findings but their importance in learning a language as well. Biber, Cornard and Rappen show clearly that by stating:

The goal of corpus-based approach investigations is not simply to report quantitative findings, but to explore the importance of these findings for learning about the pattern of language use”.

(Biber, Conrad & Rappen :1998 in Belkhenchir :2006)

The investigator decided to spot errors from the 20 written productions she was handed for detecting errors committed while writing in English. She also believed that error analysis process would help students’ overcome some obstacles in writing. Sermsook, Liamnimitr & Pochakom admit that, ‘errors made by learners are

very significant as they are the indicators of how learners acquire the language (2017: 102).

Results Achieved

The students' questionnaire enables the researcher to get valid information about learning situation of the target population.. Through the use of this instrumentation, she could detect students' lacks and deficiencies as far as the writing skill is concerned. She could also get an idea about the main reasons of the students' failure in writing. The anxiety felt while taking down their ideas was clearly revealed in the students' answers and the researcher could obtain information concerned with the teaching of ESP in general and third year Bank and Finance licence students in particular. Third year students proposed some techniques they wished to be used to better their situation which was really disappointing.

As far as the ESP teachers interview is concerned, it yielded very interesting results ,in the sense that , they helped in uncovering the reality of tough task of ESP teachers in the department of Economics. The results shed light on the emphasis given to one of the language skills while teaching. The interviewees focused mainly on reading and grammatical issues. They admitted that they encountered obstacles while dealing with writing due to the students' low level in English and the insufficient time devoted to ESP sessions per week. They added that it was also because they lacked training in ESP fields. Though they recognized that both teachers and students made efforts to develop the writing skill, it is still a challenging issue.

ESP teachers admitted that the written skills need more time and new technologies for the sake of ameliorating students' written performances. They showed their interest and desire to help students overcome their problems in writing through a set of suggestions. They asserted that reading feeds writing and ESP students have to read to be able to write. They proposed to give ESP students lot of writing assignments to get the habit to achieve that task. They also opted for the use of feedback to help students know about their different errors.

Classroom observation results were very fruitful since they permitted to have a clear idea about both teaching/ learning processes. Through the use of this method of gathering data, the researcher depicted that the approach adopted in the classroom was teacher centeredness for the simple reason that he did not take into consideration his student's needs and focused more on grammar and vocabulary. The students were just knowledge receivers and seemed ready to acquire the language. They sometimes responded to the teacher's questions and there was little interaction with the teacher. However, they interacted with one another while being asked to answer the questions as they were given time to think about the activities.

The task of writing created an atmosphere of uneasiness and boredom though the ESP teacher did his best to lessen his students' anxiety. He tried to motivate them to use dictionaries, whereas, they felt that they needed more vocabulary to write effective business productions.

Through the teachers' interview and classroom observation, the investigator could get valuable data about the teaching of the four language skills in general and the one of writing to third year Bank and Finance licence students in particular. Their results underpinned the fact of having difficulties while writing. Although the ESP teacher did his best in achieving his task, the problem seemed persisting.

It is worthy saying that the additional tool for investigating was highly favored by the researcher who got the opportunity of gathering 20 business letters edited by the students. Corpus analysis method was very useful in this case study, in the sense that, it allowed to have a clear vision about the different types of errors made while being asked to write. The investigator noticed that students had grammatical and spelling errors, in addition to, lack of punctuation and the use of confusing statements.

Spelling errors constituted the lion share in the students' written pieces. The 20 letters contained lot of spelling errors since the majority of the students wrote some words in French thinking that they were similar to English ones.

Third year Banks and Finance students edited inappropriate and misspelled words that could affect the meaning. They did not give attention to these kinds of errors since they believed they would not alter the intended meaning.

Grammatical errors were also present in the students' written performances. The fact of making too many grammatical errors underpinned the low level of the students and the indifference towards writing. The students neglected the importance of grammar while writing as it is one of the prominent pillars of good compositions. Even though almost all of the lectures dealt with grammar, students failed to use it appropriately and wrote words grammatically incorrect.

The lack and misuse of punctuation existed in the students' productions. They either put punctuation marks randomly or completely neglected them. In one of the letters, a student wrote a long paragraph without punctuation marks which seemed ambiguous (see appendix D). This strengthens the primary role of punctuation marks in any kind of writing. Writing a business document without correct punctuations, paves the way for more rooms of questions.

The use of confusing statements also marked students' written pieces. The researcher felt that third year Banks and Finance students thought in Arabic to write in English and it was obvious enough that they failed in achieving that task. Their written sentences lacked order and were misleading. They reflected the students' low level in the English language. Their statements were also complicated in terms of meaning, confusing, and very vague. They simply needed precision.

To conclude, the researcher got valuable data from all the instruments she utilized. They all yielded interesting results that collaborated to achieve the main purpose of this research. Her two sample populations emphasized the difficulty of writing as a skill and discussed the troubles encountered in ESP sessions. Both ESP teachers and students revealed their desires that sought to ameliorate business writings for they were very important in the business world. They suggested some techniques that would better the situation and remedy the weaknesses. They also

proposed the use of new ways of technology that would stimulate and motivate the students to produce more business documents.

Suggestions and Recommendations

Readers and writers can always speak the language. In order to be good in writing for business, one must be complete, concise, and accurate. There are many business writings which are poorly written, disordered and unclear. All these deficiencies contribute to ineffective business writings. It should be clearly stated that students who are dealing with business correspondences should learn some important tips and effective ways to practise business English.

Writing business messages full of grammatical, and spelling errors can be a threat and a serious problem since the student's level is revealed. If the students need to get better at writing in English, they have to design effective written materials. In order to communicate effectively in written forms. Hence, students should edit messages clearly, and with a great confidence. The student cannot achieve his/ her writing goal if his/ her message contains spelling, and grammatical errors. Moreover, the lack of punctuation and confusing statements can effect communication negatively. Writing correct English is one of the main important aspects of written communication. To achieve business goals, the writers, mainly, students should respect the standards of correctness since their purpose is “ to assist in communication, reduce misunderstanding , and eventually make communication more precise” Harrim (2003:48).

In written business communication, there must be a considerable care to be given to grammar while writing. Editing business messages with poor grammar will surely give negative results and create misunderstanding. Punctuation marks are very prominent in written forms since they allow readers to have a clear idea about the intended messages writers (students) wish to convey. Hence, any business English writer should consider the issue of punctuation while editing business pieces. Marks of punctuation should not be put randomly in order not to deviate from the coveted meaning. This was underpinned by Harrim (2003:51):

Punctuation marks are used in written English to make it easier to read to enhance readability of the letter. Punctuation marks show the reader where the pauses should be , and where the emphasis should be.

Spelling English correctly is still creating confusion and distress to the writers. Paying attention to spelling while editing business pieces gives the reader a good image and shows that the writer is skillful and careful. As the other standards of a good written English communication, capitalization should be highly considered while editing in English. Teachers should teach their students many cases where capital letters are inserted.

Learning is a complex process which can occur as a result of newly acquires skill, knowledge, perception, facts, principles and new information at hand. Hence, it can be strengthened by learning aids of different variety because they stimulate, motivate as well as arrest the worker's attention for a while during the learning process. Learning aids are materials and devices through which the actions of teaching/ learning are done. It is interesting to note that the teachers undergoing professional courses can teach with some of the audio-visual aids for the sole reason of reducing their talk and chalk method. Since third year Bank and Finance students use different business writings to communicate information and treat situations, it is up to create and set a glossary of specific terms related to their field of study (see Appendix F). The creation of a glossary will surely help students while editing business documents, in the sense that, they will rely on it as far as specific terms are concerned. The use of such glossary can prevent them from doing rooms of errors even rooms of mistakes.

The fact that third year Bank and Finance students are often asked to write business writing underpins the need for being aware about specific terms and their significations. Since a term is a word having a specific meaning in a special field. Having definitions and explanations of terms can be very useful in the development of Bank and Finance students 'communication. The demand of a glossary has been

drawn mainly from those errors and to whom a conscious awareness of the language use is a hard task.

In the case of Third year Bank and Finance students, the researcher understood from the two sample populations' answers that the teaching process did not make use of audio-visual aids. However, due to the introduction of technology at the university level, it becomes a necessity to use new tools and technique that may facilitate the ESP teachers' tasks and, as a result , make the learning process more enjoyable.

The English language can be used both correctly or carelessly good and unsuccessfully. The way in which a person uses the language can tell people a great deal about the personal qualities, the way of thinking, the concern for a useful communication with other people and what seems important is the respect to the English language itself.

The objective of all business writings is to communicate. The writer's aim is to make it as easy as possible for the recipient to understand the message. In fact, abbreviations can be a time saver when they are clear and their meanings are universally understood, however ,they can cause problems and misunderstanding if they are unknown.