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**Faculty of Letters and Languages
Department of English**

**Integrating a Process-Genre Approach in Teaching Business
Writing: Case of Third-Year Management Students at
Djillali Liabes University – Sidi Bel Abbes**

*Thesis submitted to the department of English in candidacy for the Degree of
Doctorate in ESP*

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2021

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DEDICATIONS

To my parents

To my brother and sister

To those whom I once met and shared even the fewest happy moments

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I owe million thanks and a tremendous debt of gratitude to many people who made this doctoral dissertation possible.

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ABSTRACT

The present research aims to offer empirical evidence of the results of the implementation and integration of the process-genre approach in teaching business writing to third-year Management students at Djillali Liabes University – Sidi Bel Abbes. The main purpose of the writing activities adapting the process-genre oriented approach is to help Management students to explore the social relationship between the reader and the writer in order to come up with the key grammatical and rhetorical features used to express specific functions, and appropriate language use or specific lexicon which they want to communicate to their readers that is writing for a specific audience as well as offering them a cooperative learning environment (teacher guidance, group work) in order to improve the quality of their business writing by not only learning from the teacher but also from sharing their written products and learning from their peers. In this standard, an action research design which consisted of two cycles was applied in order to reveal whether the integrated process-genre approach contributed to the development of ESP students' business writing skills. To meet this end, different research instruments were used for collecting data, including pre and post intervention questionnaires, semi-structured interviews as well as a diagnostic test and an achievement test.

TABLE OF CONTENTS

Declaration of Originality	I
Dedications	II
Acknowledgements	III
Abstract.....	IV
Table of Contents	V
List of Tables.....	XIV
List of Figures	XVI
List of Bar-Graphs.....	XVII
List of Abbreviations.....	XIX

Chapter One: Introduction and Background of the Study

1.1. Research Rationale	2
1.2. Statement Of The Problem	3
1.3. Purpose Of The Study	4
1.4. Research Questions And Hypotheses	5
1.5. ELT in Higher Education	7
1.5.1. ESP Teaching Situation at the Faculty of Economics, Management and Commercial Sciences	7
1.6. Significance of the Study.....	8
1.7. Definition of Key-Concepts	9
1.8. Scope of the Study	10
1.9. Thesis Framework	10

Chapter Two: Theoretical Framework

2.1. INTRODUCTION.....	14
------------------------	----

2.2. ENGLISH FOR BUSINESS PURPOSES (EBP): A DEVELOPING BRANCH IN ESP	14
2.2.1. An Overview of Business English for Business Purposes.....	15
2.2.2.1. Types of Business English	17
2.2.2.1.1. English for General Business Purpose (EGBP)	18
2.2.2.1.2. English for Specific Business Purpose (ESBP).....	19
2.3. GENRE AWARENESS IN ESP TEACHING.....	21
2.3.1. Genre Terminology in ESP	21
2.3.1.1. Genre Constellations/Colonies.....	22
2.3.1.1.1. Genre hierarchies	23
2.3.1.1.2. Genre Sets	26
2.3.1.1.3. Genre chains.....	26
2.3.1.1.4. Subgenres.....	27
2.3.2. Genre analysis as a research line	28
2.3.2.1. Macrostructure	30
2.3.2.2. Communicative politeness	30
2.4. Incorporating Genre Awareness in Teaching Business Writing	32
2.4.1. Business Writing	32
2.4.1.1. Business Emails and Letters a Macro-Genre System.....	34
2.4.2. Research on the genre analysis of Business Letters and Emails	35
2.4.2.1. Genre Analysis of Request Email.....	37
2.4.2.1.1. The Move Analysis of the Genre of Request Email and its associated Linguistic Features.....	37
2.4.2.1.2. The Move Analysis of the Genre of Refund Request Email and its associated Linguistic Features	43
2.5. MAIN APPROACHES TO TEACHING WRITING	50
2.5.1. Product-Based Approaches	51

2.5.1.1. Writing Stages in Product Approach	52
2.5.1.2. Criticism of Product Approach	54
2.5.2. Process Based Approaches	55
2.5.2.1. Writing Stages in Process Approach	56
2.5.2.2. Criticism of Process Writing Approach.....	59
2.5.3. Genre Writing Approach	59
2.5.3.1. Stages in Genre Writing Approach.....	61
2.5.3.2 Criticism of Genre Writing Approach	62
2.6. Genre-based Pedagogy to Teaching Writing.....	63
2.6.1. Genre-Based Writing Instruction for Novice ESP Students.....	63
2.6.1.1. Integrating Process and Genre Approaches in Teaching Writing	65
2.6.1.1.1. The Theoretical framework	69
2.6.1.1.2. Teaching Procedure Used in Process-Genre Writing Approach .	71
2.6.1.1.2.1. Context Exploration	71
2.6.1.1.2.2. Text Exploration.....	73
2.6.1.1.2.3. Joint Construction.....	74
2.6.1.1.2.4. Individual Application.....	75
2.6.1.1.2.5. Linking Related Texts	77
2.7. CONCLUSION	78

Chapter Three: Research Design and Methodology

3.1. Introduction	81
3.2. Situation Analysis	81
3.2.1. ESP Teaching in Algeria	82
3.2.2. The Current Situation of Teaching of Business Writing at the Department of Management.....	83

3.2.2.1. Problems faced in Teaching Business Writing.....	85
3.2.2.2. The Existing Approaches in Teaching Business Writing.....	86
3.3. Population and Sampling	87
3.3.1. Students' Profile	93
3.3.2. Teachers' Profile.....	94
3.4. Research Design	95
3.4.1. Classroom Action Research as a Methodological Approach	96
3.4.1.1. Definition and Features of Action Research.....	96
3.4.1.2. Rationale for choosing an action research approach for this study.....	100
3.4.1.1. Step in Classroom Action Research Plan	101
3.5. Research Procedure.....	103
3.5.1. CAR's Preparation.....	103
3.5.1.1. Business Writing Course Design	103
3.5.1.2. Teaching Material	104
3.5.2. Process-Genre Intervention Phase.....	104
3.5.2.1 Implementation of the Process-Genre Intervention Phase and the CAR's Cycles (1 st and 2 nd Cycle).....	105
3.5.2.1. Process-Genre Approach Learning Stages	109
3.6. Data Collection and the Research Instruments.....	115
3.6.1. Questionnaire.....	115
3.6.1. 1. Pre-Intervention Questionnaire.....	118
3.6.1.1.1. Administering the Piloting of the Pre-Intervention Questionnaire	120
3.6.1.1.2. Post-Intervention Questionnaire	120
3.6.2. Interview	121
3.6.2.1. Semi-Structured Interview	124
3.6.2.1.1. Teachers' Semi-Structured Interview.....	127

3.6.2.1.2 Students' Semi-Structured Interview	129
3.6.3. Tests	130
3.6.3.1. Tests Design and Piloting	132
3.6.3.2. The Pre-Intervention Test	135
3.6.3.3. The Post-Intervention Test.....	136
3.6.3.4. Pre and Post-Intervention Tests' Assessment Criteria	137
3.6.3.4.1. Analytic Scoring Rubric	138
3.6.3.4.2. Move Analysis	140
3.7. Data Analysis	141
3.7.1.A Mixed-method Approach.....	142
3.8. Conclusion.....	143

Chapter Four: Data Analysis and Interpretation

4.1. INTRODUCTION.....	145
4.2. DATA COLLECTION PROCEDURES	145
4.3. RESULTS AND DISCUSSION	145
4.3.1. The Pre-Intervention Phase Results	146
4.3.1.1. The Pre-Intervention Test Results	146
4.3.1.2. The Move Analysis of the Pre-Intervention Test Results	150
4.3.1.3. Results and Interpretation of Students' Pre-Intervention Questionnaire	155
4.3.1.4. Results and Interpretation of Teacher's Semi-Structured Interview.....	167
4.3.2. The Post-Intervention Phase Results.....	176
4.3.2.1. The Post-Intervention Test Results (Cycle 1).....	176
4.3.2.2. The move Analysis of the Post-Intervention Test (Cycle1).....	179
4.3.2.3. Comparison between Pre- and Post-Intervention Tests' Results (Cycle1)	184
4.3.2.4. The Post-Intervention Test Results (Cycle 2).....	190

4.3.2.5. The Move-Analysis of the Post-Intervention Test (Cycle2)	193
4.3.2.6. Comparison between Post-Intervention results (Cycle1 & Cycle 2) ..	197
4.3.2.7. Results and Interpretation of Post-Intervention Questionnaire	204
4.3.2.8. Results and Interpretation of Students' Semi-Structured Interview ..	212
4.4. DISCUSSION OF THE MAIN FINDINGS	220
4.5. CONCLUSION	222

Chapter Five Pedagogical Implications and Practical Suggestions

5.1. INTRODUCTION.....	227
5.2. PROCESS-GENRE BASED WRITING APPROACH: IMPLICATIONS FOR INSTRUCTIONAL PRACTICE	227
5.2.1. Teacher Scaffolding	228
5.2.1.1. Genre and Context Awareness.....	229
5.2.1.1.1. Role-play of field/tenor/mode	230
5.2.1.2. Genre and Discourse Awareness	232
5.2.1.2.1. Reordering of Jumbled Texts	232
5.2.1.2.2. Identifying the Absent Moves and Steps	233
5.2.1.2.3. Analysing Text.....	233
5.2.1.2.4. Self-Discovery of the Move-Structure.....	233
5.2.1.3. Genre and Language Awareness.....	233
5.2.1.3.1. Collocations	233
5.2.1.3.1.1. Identification of Formulaic Chunks/Collocations	234
5.2.1.3.2. Functional View of Grammar.....	235
5.2.1.3.2. 1. Using Indirect Questions.....	235
5.2.1.3.2.2. Prepositional Collocations	236
5.2.1.3.2.3. Modal Verbs	236
5.2.1.3.2.4. Formal/Informal TextP.....	237

5.2.1.4. Teachers’ Feedback.....	237
5.2.1.4.1. Oral feedback: Check ins’ & Conferencing.....	239
5.2.1.4.2. Written Feedback: Teacher’s Written Comments.....	240
5.2.2. Collaboration & Peer Interaction.....	241
5.2.2.1. Peer Feedback.....	241
5.2.2.2. Self-feedback	245
5.2.3. Modeling.....	245
5.3. ESP TEACHERS AND LEARNERS’ ROLES IN WRITING THROUGH THE USE OF PGA	247
5.3.1. ESP Teachers’ Roles.....	247
5.3.1.1. Teachers as Audience.....	247
5.3.1.2. Teachers as Assistant	248
5.3.1.3. Teacher as Evaluator	249
5.3.1.4. Teacher as Examiner	249
5.3.2. ESP Students’ Active Roles	251
5.3.2.1. Students-Writers as Planners	251
5.3.2.2. Students-Writers as Builders.....	251
5.3.2.3. Students-Writers as Reviewers	252
5.4. COOPERATIVE LEARNING : A SUPPLEMENT TO – PROCESS-GENRE BASED APPROACH TO TEACHING BUSINESS WRITING	253
5.4.1. Integrating Cooperative Learning Activities into the Teaching /Learning Cycle of PGA.....	254
5.5. BENEFITS OF INTEGRATING THE PGA INTO THE TEACHING OF BUSINESS WRITING.....	259
5.5.1. Develops students’ cognitive skills	260
5.5.2. Promotes Active Learning.....	260
5.5.3. Promotes a Deep Approach to Learning	260

5.5.4. Towards Learner- Centeredness	261
5.5.5. Integrate Language Skills	261
5.5.6. Facilitate Negotiated Interaction	262
5.5.7. Maximize Learning Opportunities	263
5.5.8. Ensure Social Relevance	263
5.6. A Proposed Process-Genre Based Lesson Plan (Cycle 1&2)	264
5.7. CONCLUSION	299

Chapter Six: Concluding Remarks, Limitation and Implications

6.1. Summary of the Study.....	301
6.2. Implications and Relevance for Teaching	304
6.2.1. Implications for Boosting Students’ Motivation	304
6.2. 3. Implications for Consolidating the Linguistic Gap.....	305
6.2. 4. Implications for Raising Awareness of Stylistic Differences.....	306
6.2. 5. Implications for Raising Awareness of Organisational Structure	3066
6.3. Limitations.....	306
6.3.1. Time Constraint	307
6.3.2. Pedagogical Restriction	307
6.3.3. Methodological Constraints.....	308
6.4. Further Research	308
Bibliography	311
Appendix “A”: Teacher’s Semi-Structured-Interview	336
Appendix “B”: Students’ Pre-Intervention Questionnaire	339
Appendix “C”: Pre-Intervention Test	346
Appendix “D”: Students’ Pre-Intervention Writing Samples	347
Appendix “E”: Post-Intervention Test (Cycle1).....	350
Appendix “F”: Students’ Post-Intervention Writing Samples (Cycle1).....	351

Appendix “G”: Post-Intervention Test (Cycle2)	354
Appendix “H”: Students’ Post-Intervention Writing Samples (Cycle2)	355
Appendix “I”: Students’ Semi-Structured Interview	358
Appendix “J”: Post-Intervention Questionnaire	360
Appendix “K”: An Analytic Rubric For Scoring Business Writing Documents.....	364
Appendix “L”: Sample Of Correction Code.....	367

LIST OF TABLES

Table 2.1: The Observed Model of Move-Structure of the Request Messages	42
Table 2.2 : Communicative Intenions of Request Email	43
Table 2.3: The Observed Model of Move-Structure of the Refund Request Email	48
Table 2.4: Communicative Intenions of Refund Request Email.....	49
Table 2.5: A Comparison of Process and Genre Orientations (Hyland, 2003:24)	66
Table: 3.1: The Sequence of the Project, Instruments and Data Focus	108
Table 3.2: Teachers’ and Students’ Activities in Each Stage of Process-Genre based writing approach.....	112
Table 3.3: Strengths and Weaknesses of Different Types of Interviews (Patton 1980:206).....	123
Table 3.4: Practical Suggestions for Undertaking a Semi-structured Interview...	126
Table 3.5: A Brief Summary of Test Types.....	131
Table 4.1: The Pre-Intervention Test Results	147
Table 4.2: The Pre-Test Results obtained in Each Criterion	148
Table 4.3: The Presence of RE Moves in the Pre-Test.....	153
Table 4.4: Students’ Perceptions of the Four Skills in Terms of Importance.....	156
Table 4.5: The Post-Intervention Test Results (Cycle 1)	177
Table 4.6: The Post-Test Results obtained in Each Criterion (Cycle 1)	178
Table 4.7: The Presence of RE Moves in the Post-Test (1 st Cycle)	182
Table 4.8: Comparison between the Pre and Post-Intervention (Cycle1) Tests’ Results	185
Table 4.9: Comparison between the Pre and the Post-intervention (cycle1) Tests Results in Each Category	186
Table 4.10: The Pre and Post-Test Results (Cycle 1) Obtained in Each Criterion	188
Table 4.11: The Post-Intervention Test Results (Cycle 2)	191

Table 4.12: The Post-test Results obtained in Each Criterion (Cycle 2)	192
Table 4.13: The Presence of RE Moves in the Post-Test (Cycle2).....	196
Table 4.14: Comparison between Post-Intervention Tests Results (Cycle 1 & 2)	198
Table 4.15: Comparison between Post-intervention (cycle1 & 2) Tests Results in Each Category.....	200
Table 4.16: Post-intervention Tests Results (Cycle 1 & 2) Obtained in Each Criterion	202
Table 4. 17: Writing Abilities	205
Table 4.18: Business Emails/Letters Writing	207
Table 4.19: Genre Situation & Purpose	208
Table 4.20: Feedback	210
Table 4.21: Writing Processes (Planning, Drafting and Revising)	211
Table 5.1: Peer Evaluation Form/Checklist.....	244
Table 5.2: Guidelines For Text Creation	258
Table 5.3: A Checklist for Writing Workplace Documents	278

LIST OF FIGURES

Figure 2.1: Pickett’s (1986: 6) Representation of Business Communication	17
Figure 2.2: Business English in ESP and Business English Learners (Ellis & Johnson, 1994: 11).....	21
Figure 2.3: Colony of Promotional Genres (Bhatia, 2004: 280).....	23
Figure 2.4: Levels of Generic Description (Bhatia, 2004:283).....	25
Figure 2.5: A Linear Sequence of Genres for Job Seeking (Bhatia, 2004:284)	27
Figure 2.6: Stages of the Process Approach to Writing (Williams, 2003:25)	56
Figure 2.7: Set of knowledge involves in the Writing Task. (Tribble, 1996 : 67) ..	69
Figure 2.8: Teaching / Learning cycle Stages (Feez, 2002: 65) and (Hyland, 2007:159)	71
Figure 3.1: ESP Teaching in Algeria.....	73
Figure 3.2: Sampling Process Steps (Fowler, 2002)	88
Figure 3.3: The Various Types of Sampling Techniques.....	90
Figure 3.4: Classroom Action Research Cycle.....	102
Figure 5.1: Possible Inputs in a Process- Genre Model of teaching Writing (Badger & White, 2000, 159).....	228
Figure 5.2: Contextual Parameters Affecting Genre	230
Figure 5.3: Students’ Active Roles in Writing through the Use of PGA.....	252

LIST OF BAR-GRAPHS

Bar-Graph 4.1: The Pre-Intervention Test Results.....	147
Bar-Graph 4.2: The Pre-Test Results obtained in Each Criterion	149
Bar-Graph 4.3: The Presence of RE Moves in the Pre-Test	154
Bar-Graph 4.4: Students’ Perceptions of the Four Skills in Terms of Importance	156
Bar-Graph 4.5: Students’ Ability to Write Depending on the Topic, the Audience, and the Purpose	163
Bar-Graph 4.6: Students' Receipt of Feedback	165
Bar-Graph 4.7: The Post-Intervention Test Results (Cycle 1).....	177
Bar-Graph 4.8: The Post-Test Results obtained in Each Criterion (Cycle 1).....	178
Bar-Graph 4.9: The Presence of RE Moves in the Post-Test (1 st Cycle).....	183
Bar-Graph 4.10: Comparison between the Pre and Post-Intervention (Cycle1) Tests’ Results	185
Bar-Graph 4.11: Comparison between the Pre and the Post-intervention (cycle1) Tests Results in Each Category.....	187
Bar-Graph 4.12: The Pre and Post-Test Results (Cycle 1) Obtained in Each Criterion	189
Bar-Graph 4.13: The Presence of RE Moves in the Pre and Post-Test (Cycle1)...	190
Bar-Graph 4.14: The Post-Intervention Test Results (Cycle 2).....	191
Bar-Graph 4.15: The Post-test Results obtained in Each Criterion (Cycle 2).....	192
Bar-Graph 4.16: The Presence of RE Moves in the Post-Test (Cycle2)	197
Bar-Graph 4.17: Comparison between Post-Intervention Tests Results (Cycle 1 & 2)	199
Bar-Graph 4.18 Comparison between Post-intervention (cycle1 & Tests Results in Each Category	201
Bar-Graph 4.19: Post-intervention Tests Results (Cycle 1 & 2) Obtained in Each Criterion.....	202

Bar-Graph 4.20: The Presence of RE Moves in the Post-Test (Cycle 1 & 2)	204
Bar-Graph 4.21: Writing Abilities	206
Bar-Graph 4.22: Business Emails/Letters Writing.....	208
Bar-Graph 4.23: Genre Situation & Purpose.....	209
Bar-Graph 4.24: Feedback	210
Bar-Graph 4.25: Writing Processes (Planning, Drafting and Revising).....	219

LIST OF ABBREVIATIONS

BE	: Business English
CAR	: Classroom Action Research
CMC	: Computer-mediated Communication
EBP	: English for Business Purposes
EFL	: English ForeignLanguage
ELT	: English LanguageTeaching
ESP	: English for SpecificPurposes
GA	: Genre Analysis
ICTs	: Information and Communication Technologies
L1	: First Language
L2	: Second Language
LMD	: Licence, Master, Doctorate
M	: Mean
MBA	: Master of Business Administration
PGA	: Process Genre-Approach
PGBI	: Process Genre-Based Instruction
RE	: Request Email
RL	: Request Letter
RRE	: Refund Request Email
SD	: Standard Deviation
TEFL	: Teaching English as a Foreign Language

CHAPTER ONE**Introduction and Background of the Study**

1.1. Research Rationale	2
1.2. Statement Of The Problem	3
1.3. Purpose Of The Study	4
1.4. Research Questions And Hypotheses	5
1.5. ELT in Higher Education	7
1.5.1. ESP Teaching Situation at the Faculty of Economics, Management and Commercial Sciences	7
1.6. Significance of the Study	8
1.7. Definition of Key-Concepts	9
1.8. Scope of the Study	10
1.9. Thesis Framework	10

1.1. Research Rationale

English is a language that has spread around the globe to be considered as a world language. Even though English is not an official language in Algeria, it has become more and more important in all aspects of life, such as academic, business, technology as well as in local and global contexts. From an educational point of view, ESP students must have a good command of English so as to effectively communicate with the international community and to efficiently handle future business dealings with the foreign counterparts. Thus, English is significant for their academic pursuits and career achievement in the future. After graduation, they need to possess business writing competence to be able to produce a number of different texts in their future careers, for example, writing different types of letters in the business community.

Generally speaking, ESP teachers in Algeria face unique challenges especially in teaching writing. In fact, learning to write in a foreign language is a demanding task that can easily leave learners unmotivated. It can be more discouraging when students are evaluated on the basis of their writing products only, as we now observe in the Algerian context. To overcome this problem, ESP teachers have to play more agentive role in order to empower ESP learners with their ability to perform real world writing tasks rather than exam-driven and product-based writing assignments that encourage students to reproduce what they learned in the classroom. In other words, ESP students are not only prepared just for exams purposes, but for the global world that may require an unpredictable set of business writing skills.

In order to build expertise in such a pedagogic skill, ESP teachers need to be familiar with a range of teaching pedagogies to teach business writing and prepare EBP students for the global world and making them able to write a range of purposeful tasks such as writing business genres, instead of just memorization and reproduction in exams. Therefore, the use of the process-genre approach to writing allows teachers to help students recognize the steps they go through to create a written text which should lead to less stressful and motivated writing. The fact that learners are encouraged to

discuss, assess, and analyze their own writing made them feel more confident and less threatened.

1.2. Statement of the Problem

In fact, ESP students face a number of problems when studying English as a means of business communication. First, most of the students are not familiar with business knowledge. Furthermore, they have never taken part in any business activities so far. Second, the materials used for the courses are not usually tailored for ESP students to learn business writing in English intensively. Nevertheless, the knowledge of writing for business purposes in English is considered a need for ESP students who will soon graduate and might have to use the latter in working life. Moreover, ESP students' overall proficiency in English language skills is far from satisfactory. Thus, with those difficulties, the teaching of English for business communication in general and business writing in English in particular is really a challenge. Therefore, it is the task of the teacher to provide systematic instruction in developing ESP students' writing competence and to prepare them for the global world that may require a set of business genres such as writing business e-mails, CV's, reports...etc and not just for exams purposes and to develop effective and adequate writing methodology that enable ESP students to create a text that is both rhetorically and linguistically appropriate.

However, the product and process approaches to teaching writing adopted by the English language teachers in higher education in Algeria especially in an ESP context, fail to help students to deal with this complexity. These approaches only address the textual features and process of writing, and ignore the issues of social context that are significant factors in writing for academic or professional communities. Some of the L2 writing teachers at university level have begun to question the effectiveness of the traditional approach and to call for a more holistic approach to developing ESP students' writing ability. In classroom teaching, the issues of textual features, process of composition, and the influence of social context in

writing should be addressed to enable the students to deal with the complexity of writing from a wider perspective.

From the theoretical perspective, a number of scholars have called for the integration of process oriented and genre based approaches to teaching writing to students in ESP contexts. By using an approach that integrates process writing and genre, it is expected that students should gain the necessary knowledge of textual features, process of writing and social context to deal with writing as a complex activity. However, to date there has been little empirical research investigating the application of the process-genre approach to teaching writing in ESP contexts, especially in Algerian higher education.

1.3. Purpose of the Study

This research aims to propose a process-genre approach and to offer empirical evidence of the results of its implementation and integration in teaching business writing to Algerian Management students at higher education level. Thus, the present study aims at investigating the application of process-genre approach to teaching writing in the English for Specific Purposes (ESP) context, especially for learners aiming to use English in the professional setting.

○ Research Objectives:

The main objectives of this investigation can be summarised as follows:

- To develop an efficient teaching method suitable for ESP students' needs in order to overcome their problems in business writing.
- To analyse whether the incorporation of the different stages of the process-genre approach in the teaching of business writing meets third-year Management students' specific needs in learning business genres.

- To consider whether the implementation of a process-genre based approach in the ESP class improves third-year Management students' performance in business writing.
- To investigate whether the provision of scaffolded support from the teacher and peers reduces third-year management students' negative attitudes towards business writing.

1.4. Research questions and Hypotheses

In order to achieve the above mentioned objectives, three research questions were formulated for the present study:

1. How does the integration of process-genre approach in teaching business writing help ESP teacher in meeting third-year Management students' needs and expectations in an EBP writing class?
2. What might be the result of third-year Management students' exposure to the integrated process- genre approach on their performance in business writing?
3. What impact does process-genre-based approach has on third-year management students' attitudes towards business writing?

On the basis of these questions, the following hypotheses were put forward:

1. The flexible incorporation of process-genre approach in teaching business writing may help ESP teacher to make sensible choices on which phase of writing to mainly focus on in light of learners' specific needs in the real classroom; thus, helping third-year Management students to have appropriate input of genre knowledge and skills and to find meaning and purpose in interactive genre-based writing activities with peer review and teacher guidance.

2. Third-year management students' performance in business writing would be improved as a result of their exposure to the integrated process-genre oriented approach.
3. The researcher expects that process-genre-based approach would reduce third-year management students' negative attitudes towards business writing in the sense that it would offer them a more cooperative learning environment by not only learning from the teacher but also from sharing their written products and learning from their peers.

To support the above hypotheses, the researcher used a classroom action research design to investigate the impact of the integration of PGA in teaching business writing. Accordingly, the informants of this study were twenty four third-year management students of Djillali Liabes University of Sidi Bel Abbes, and four ESP teachers from the department of Management. Initially, a diagnostic test (pre-intervention test) was used to elicit the nature of third-year management students' weaknesses in RE writing. Meanwhile, a pre-intervention questionnaire was administered to the same group in order to investigate the students' difficulties, their needs, wants and expectations towards business writing. Simultaneously, an interview was conducted with ESP teachers in order to investigate their instructional approach, the problems they encountered, and the procedures they relied on while teaching business writing to ESP students.

After the end of each intervention phase (1st & 2nd cycle), the students were submitted to a writing test which is an achievement test in order to evaluate the impact of the implementation of the PGA in the ESP classroom on their overall writing achievement. Finally, a semi-structured interview was administered to the same group and it sought to know the students' reaction and perception concerning the teaching method and the writing activities performed in the classroom to assess their progress in business writing after the intervention phase and whether their exposure to the different stages of PGA succeeded in meeting their needs as well as their expectations in learning business writing. Moreover, a post-intervention questionnaire was also

conducted in order to have in-depth information about third-year Management students' attitudes and perceptions towards the effectiveness of writing activities as well as the course content employed by the teacher during the PGA intervention phases (1st & 2nd cycles).

1.5. ELT in Higher Education

Due to the worldwide role played by English, Algeria, like other countries, adopted it as a foreign language in its education at all levels. At the higher education, the context we are concerned with, this language course is implemented in different fields of study. In EFL department, it is presented as a major subject matter where it is used as a language of instruction of the following modules: Oral and Written Expressions, Civilization, Literature, Research Methodology, etc.

In other departments, however, different ranges of English language courses are offered, namely English for Business and Economics (EBE), English for Social Sciences (ESS), and English for Science and Technology (EST). In some departments such as: of Mathematics, Chemistry, Engineering, this compulsory English course is taught mainly by subject-specialists who are post-graduated from English-speaking countries due to the lack of ESP practitioners and the inability of EFL teachers to monitor language courses of a technical and scientific content. The great majority of EFL teachers in these departments are part-time teachers. They are licence, magister or even doctorate holders, but receive no training in English for Specific Purposes teaching.

1.5.1. ESP Teaching Situation at the Faculty of Economics, Management and Commercial Sciences

Since the early establishment of the the Faculty of Economics, Management and Commercial Sciences, English is introduced as an obligatory course with an allotted time of one hour and a half per week.

Attendance to ESP course is obligatory as a result, only a few absences are identified. Learners are taught using traditional method. In other words, in the classroom, is more oriented towards '*talk and chalk*' method where the teacher is the provider and facilitator of knowledge. The basic teaching activities are, for example, imparting learners with economic and management based-materials, activating their background knowledge through the use of warming up strategies, teaching reading skills, focusing on the grammatical points and the specialized vocabulary that occur more frequently in the text.

1.6. Significance of the Study

One of the aim of this research is to explore an effective way to teach the writing skill in the ESP context in Algeria which is the integration of process-genre approach in teaching business writing. This approach combines several key elements of traditional writing approaches, valuing model texts (the product approach), the processes involved in writing, including planning and drafting (the process approach) and additionally provides learners with genre knowledge (the genre approach). When considering other approaches, the product approach alone does not sufficiently consider the required processes of writing. The process approach does not provide learners with genre knowledge. Taking this into account, the introduction of PGA in business writing classes can be favorable in a modern classroom as it can help the students to gain knowledge about the language, the context in which writing happens and skills in using language.

Additionally, it is to be stated that this current work is seen to be beneficial as follows

- The findings of this study would help the teachers of business English to find new ways to teach business writing .
- The results of this study would help ESP students to improve their ways of writing using the integration of process and genre approaches.

- The findings of this study would provide some useful techniques for the writing course developers in the future and insights into business writing course design, materials selection, and teaching skills.

1.7. Definition of Key-Concepts

In order to establish a clear picture of theoretical concepts of the present research study and to avoid any ambiguity and misunderstanding, this section is devoted to provide an explanation of some key-concepts related to the present scientific investigation.

Business writing: Business writing can be defined as all forms of writing used in organizations to communicate with internal or external audiences. It mainly refers to the exchange of letters in business dealing with enquiries, offers, orders, delivery, acknowledgements, payment, complaints, credit, applications, insurance (known as commercial correspondence), but also to other genres of texts which are produced to provide business information or records (reports, proposals, memos, minutes, CVs, contracts, agreements, recommendations, summaries and abstracts).

Genre: It refers to a particular type of the text. In general, there are a variety of genres in business writing such as : business emails, reports, CV's...etc.

Genre knowledge: A knowledge not only of a genre's formal features but also of what and whose purposes the genre serves, how to negotiate one's intentions in relation to the genre's social expectations and motives, what reader/writer relationships the genre maintains, and how the genre relates to other genres in the coordination of social life.

Linguistic features: Linguistic features are forms and structures used by a writer to achieve a particular communicative and rhetorical purpose.

Peer feedback: Also known as peer review, peer editing, in writing, an activity whereby students help each other by giving each other feedback.

Process-genre approach: It is the combination of process approach and genre approach. It allows the students to take benefit from the process of writing; pre-writing, drafting, revising and editing and get familiar with the text they are going to produce.

Scaffolding: The temporary support, guidance, or assistance provided to a student on a new or complex tasks.

1.8. Scope of the Study

The study attempted to explore whether or not the integrated process-genre approach could improve third year Management students performance in business writing, so this study confined itself to the following:

The intervention was conducted at the faculty of Economics, Management and Commerce sciences and took place in the first semester of 2016, followed by critical reflection that led to the second cycle which took place in the second semester of 2017. Therefore, a classroom action research was implemented in one class of 24 third year Management students; the latter received a special treatment (PGA: cycle 1&2) for one hour and a half per week for about two months.

1.9. Thesis Framework

To test the above hypotheses, six chapters are devoted to this research work: this first chapter has, in fact, been dedicated to setting the ground work for the present thesis; it attempts to describe the rationale for this study, its objectives, its research questions and hypotheses; and it also brings into play the scope and the significance of the present research work.

The second chapter, on the other hand, reviews the theoretical perspective and discusses some key-related issues used in this work, including EBP teaching, genre analysis of business writing with a focus on the move-analysis of the genre of RE and

RRE and their associated linguistic features as well as a the integration of PGA and the stages that it entails in teaching the writing skill in the EBP classroom.

The third chapter sets the research methodology used in order to conduct this research work. In fact, it seeks to present the research design and methodology used in order to conduct this research work. Therefore, it intends to provide an overview about the target setting and a description of the procedures undertaken for the selection of the sample, the research instruments implementation and data collection methods.

The fourth chapter strives to analyse and interpret the data gathered through different research instruments, attempting as much as possible to answer the questions set out at the onset of this investigation. In other words, a mixed methods approach obtained by means of triangulation which combines quantitative and qualitative components is applied for answering the research questions. Moreover, the researcher also relies on statistical methods to increase the practicality and reliability of the results.

The fifth chapter is concerned with the pedagogical implications of the present research findings, it presents the implications of using the PGA as a integrated model to teaching business writing. It also provides a writing lesson plan designed according to the stages of PGA.

The concluding chapter offers a brief overview of the research; it reviews the summary of the main results, and presents the limitation of the study. It also discusses the implications, in addition to proposing a number of recommendations and suggestions for further research.

In the following chapter, the investigator attempts to provide the underlying theoretical background on which the present study sits on.

CHAPTER TWO

Theoretical Framework

2.1. INTRODUCTION.....	14
2.2. ENGLISH FOR BUSINESS PURPOSES (EBP): A DEVELOPING BRANCH IN ESP	14
2.2.1. An Overview of Business English for Business Purposes.....	15
2.2.2.1. Types of Business English	17
2.2.2.1.1. English for General Business Purpose (EGBP)	18
2.2.2.1.2. English for Specific Business Purpose (ESBP).....	19
2.3. GENRE AWARENESS IN ESP TEACHING	21
2.3.1. Genre Terminology in ESP	21
2.3.1.1. Genre Constellations/Colonies.....	22
2.3.1.1.1. Genre hierarchies	23
2.3.1.1.2. Genre Sets	26
2.3.1.1.3. Genre chains.....	26
2.3.1.1.4. Subgenres.....	27
2.3.2. Genre analysis as a research line	28
2.3.2.1. Macrostructure	30
2.3.2.2. Communicative politeness	30
2.4. Incorporating Genre Awareness in Teaching Business Writing	32
2.4.1. Business Writing	32
2.4.1.1. Business Emails and Letters a Macro-Genre System.....	34
2.4.2. Research on the genre analysis of Business Letters and Emails	35
2.4.2.1. Genre Analysis of Request Email.....	37

2.4.2.1.1. The Move Analysis of the Genre of Request Email and its associated Linguistic Features	37
2.4.2.1.2. The Move Analysis of the Genre of Refund Request Email and its associated Linguistic Features	43
2.5. MAIN APPROACHES TO TEACHING WRITING	50
2.5.1. Product-Based Approaches	51
2.5.1.1. Writing Stages in Product Approach	52
2.5.1.2. Criticism of Product Approach	54
2.5.2. Process Based Approaches	55
2.5.2.1. Writing Stages in Process Approach	56
2.5.2.2. Criticism of Process Writing Approach.....	59
2.5.3. Genre Writing Approach	59
2.5.3.1. Stages in Genre Writing Approach.....	61
2.5.3.2 Criticism of Genre Writing Approach	62
2.6. Genre-based Pedagogy to Teaching Writing.....	63
2.6.1. Genre-Based Writing Instruction for Novice ESP Students.....	63
2.6.1.1. Integrating Process and Genre Approaches in Teaching Writing	65
2.6.1.1.1. The Theoretical framework	69
2.6.1.1.2. Teaching Procedure Used in Process-Genre Writing Approach .	71
2.6.1.1.2.1. Context Exploration	71
2.6.1.1.2.2. Text Exploration	73
2.6.1.1.2.3. Joint Construction.....	74
2.6.1.1.2.4. Individual Application	75
2.6.1.1.2.5. Linking Related Texts	77
2.7. CONCLUSION	78

2.1. Introduction

In the business arena, students have to be acquainted with the discourse of such a community. Special formats and structures are conventional regularities shared by these community members. In this respect, if students are to be accepted as members in such a discourse community, they have to respect the rules and conventions set by specialists of such a community. Therefore, ESP teachers should raise the students' awareness of the standards, the formats, the structures, the communicative purposes, and the targeted audiences in writing business genres in order to enable them to function effectively in the workplace. Therefore, an appropriate method or even a synthesis of methods, which can enable ESP practitioners to teach genres as a way to accommodate these specialized needs, are required. If this method or approach is found to be effective in teaching business writing in English as well as meet the learners specialized needs, it should be viewed positively as relevant methodology in the ESP classroom.

Therefore, the present chapter which is related to the literature review is mainly divided into four parts; first it tries to shed some light on the development of English for Business Purposes as a developing branch in ESP and then it provides some theoretical issues related to the incorporation of genre awareness in teaching business writing correspondence and the literature surrounding the key components of ESP genre terminology and genre analysis of business letters and emails with a focus on the move-analysis of the genre of RE and RRE and their associated linguistic features. Then, it provides an overview of the main approaches to teaching writing. The last section reviews prior studies on genre pedagogy, followed by a detailed account of the integrated model of process-genre approach and the stages it entails.

2.2. English for Business Purposes (EBP): A Developing Branch in ESP

With the globalization of trade, Business English or English for Business Purposes (EBP) has become the fastest growing field in ESP. It is regarded as one of

the subdivisions of English for specific purposes (ESP). As stated by (Ellis & Johnson, 1994: 3):

Business English must be seen in the overall context of English for Specific Purposes (ESP), as it shares the important elements of needs analysis, syllabus design, course design, and material selection and development which are common to all fields of work in ESP.

Nevertheless, English for business purposes is regarded as different from other varieties of ESP. It is even considered as a new type of English, a lingua franca that non-native speakers use in Business communication and which has developed and is developing to meet their needs.

2.2.1. An Overview of Business English for Business Purposes

Basically, English for business purposes can be defined as the English required when we do business. In fact it is about teaching English to adults or university students, working or preparing to work in a business environment. Furthermore, many non-native English speakers study the subject with the goal of doing business with English-speaking countries, or with companies located outside the Anglosphere but which nonetheless use English as a shared language or lingua franca. In other words, business English involves teaching English to adults working in business of one kind or another, or preparing to work in the field of business (Ellis & Johnson, 1994).

Indeed, English for business purposes has been researched thoroughly by a number of authors and among them Frendo (2005) who defines Business English as:

an umbrella term for a mixture of general everyday English, general business English, and ESP. It is not limited to words or phrases that only appear in some special business world.

In the same vein, Dudley-Evans and St John (1998:53) argued that EBP has a lot in common with everyday language of the general public. They also suggest two aspects of business communication: communication with the public and communication within a company and between companies. As explained by (Ellis & Johnson, 1994:9) in that:

It is often a mix of specific content (relating to a particular job area or industry), and general content (relating to general ability to communicate more effectively, in business situations.

Moreover, Pickett (1986: 6) emphasizes on the fact that there is more than one face to business communication with one of it being “*a lot nearer to everyday language spoken by the general public than many other segments of ESP*”. For this purpose, he uses a diagrammatic representation in which he suggests two particular aspects to business communication; communication with the public (external to the company) and communication within a company or between companies:

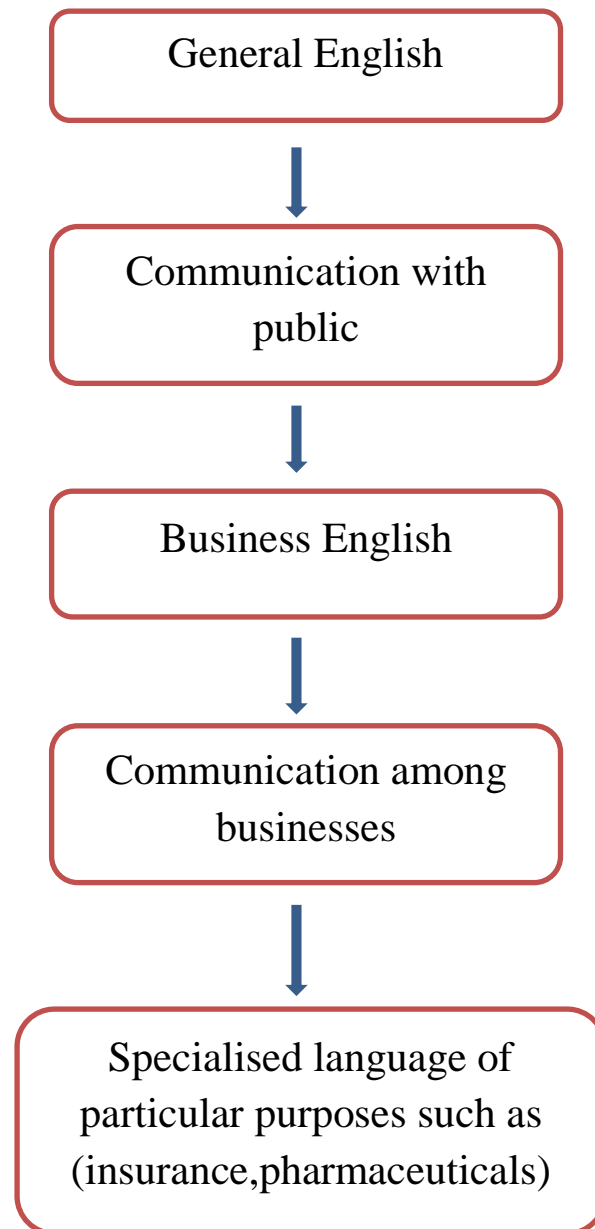


Figure 2.1: Pickett's (1986: 6) Representation of Business Communication

2.2.2.1. Types of Business English

In the same way as ESP can be divided into English for Academic Purposes (EAP) and English for Professional Purposes (EPP), EBP can be further divided into English for General Business Purposes (EGBP) and English for Specific Business Purposes (ESBP).

According to (Dudley-Evans & St. John, 1998), business English (BE) itself is an umbrella term encompassing English for general business purposes (EGBP) and English for specific business purposes (ESBP). In addition to this dichotomy, there is a further proliferation of terms with BE as in all ESP:

- BE for MBA executives,
- BE for international trade and business management English
- and BE for secretaries, ...etc.

These terms not only show that EBP practitioners brand their offerings by developing niches through a proliferation of terms, and target different contexts for use of BE, but also reveal that various EBP programs are designed to meet learners' needs.

2.2.2.1.1. English for General Business Purpose (EGBP)

It is Business English for pre-experience learners or those at the very early stages of their career (Dudley-Evans & St John , 1998:55). Language is taught within groups, which are usually formed on the basis of language level rather than job in a very theoretical way. *“Pre-experience learners will have two kinds of needs”*:

(1) Their present situation may require them to read textbooks in English or follow lectures in English in order to gain the qualifications they are seeking...

(2) they will need to prepare for their future working life in business.”(Ellis & Johnson, 1994: 5)

In this vein, Frendo states that:

“Pre-experienced learners have little or no experience of the business world. Typically, they are learning business English because they intend to follow a business career; they may

be university students, for example, or even secondary school students. Because of their lack of experience they will often need to teacher to provide a window on the business world.”

In such courses, the business language is presented through listening and reading, followed by exercises to practise grammar and vocabulary, and to develop fluency in one or more of the four skills. They are similar to general EFL courses with the materials put in business contexts (Dudley-Evans & St John, 1998:55).

2.2.2.1.2. English for Specific Business Purpose (ESBP)

English for Specific Business Purposes means Business English taught for job-experienced learners (Ellis & Johnson: 1994) or “*who bring business knowledge and skills to the language-learning situation*” (Dudley-Evans & St John, 1998: 56).

ESBP Courses are generally intensive and taught in small groups of 6-8 or one-to-one tuition for senior staff. Basically, in this kind of courses “*the practical use of language will be more important than theoretical knowledge about the language*” (Ellis & Johnson,1994: 6).

In fact, business persons are in need of these courses to be able to achieve more in their jobs. In other words, they come to the language course to learn how to perform in English; tasks that they can already perform in their mother tongue. As stated by Frendo (2005, 34):

“Job-experienced learners know a lot about their business and their own jobs, and often have very precise notions about why they need business English. In contrast to pre-experienced learners, they do not need or expect the teacher to help them understand the world of business.”

In the case of job-experienced learners, as in (Ellis & Johnson, 1994: 6), the objectives for the course and its content are the product of a negotiating process between the learners or the sponsor and the trainer. The training parameters are flexible and it is quite difficult to give a precise assessment on the training success.

Accordingly, (Moreno,2015:100), in her definition of Business English, explains the dichotomy of business English in that:

“It is a term that can be used to describe courses that range from an essentially English for General English Business course (EGEB) that is teaching of some business lexis, to very specific courses (ESBP), either in particular skills such as participating in or chairing meetings or report writing, or in particular disciplines such as finance or marketing.”

Ellis & Johnson (1994) present, therefore, in relation to this broadness of Business English, three basic categories of Business English learner:

1. Pre-experience learners: students at business schools - not yet in work.
2. Low-experienced learners: junior company members and learners who are changing jobs.
3. Job-experienced learners: those in work who need Business English for a broad variety of reasons.

In this standard, the place of Business English in ESP and the kinds of learners it has can be summarised in the diagram below:

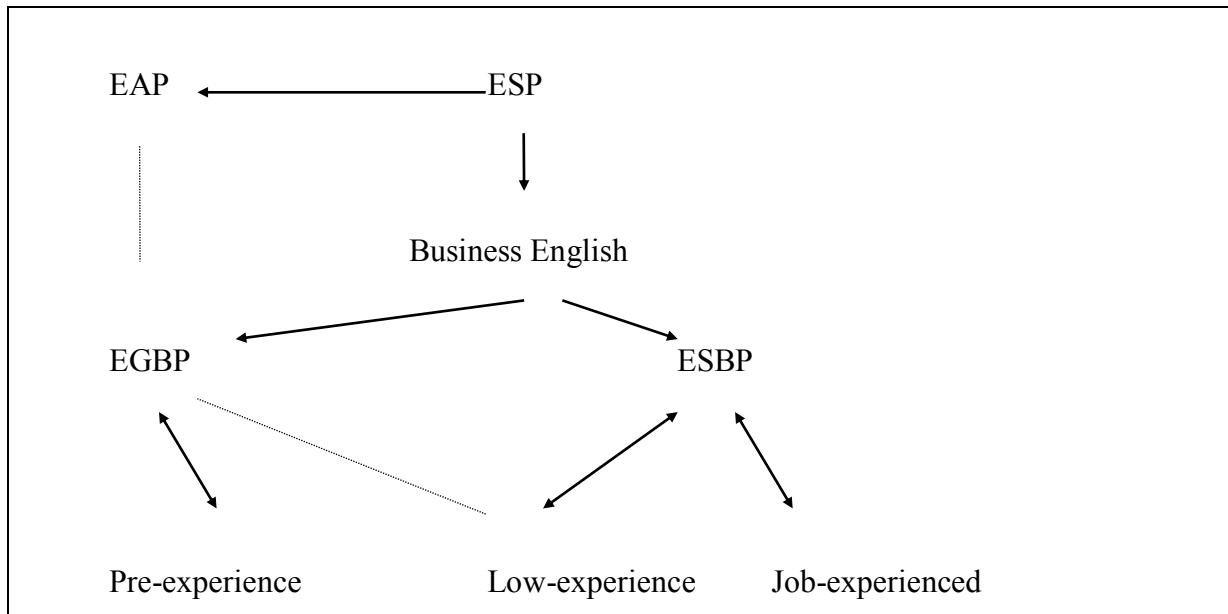


Figure 2.2: Business English in ESP and Business English Learners (Ellis & Johnson, 1994: 11)

2.3. Genre Awareness in ESP teaching

The use of the English language in international communications and in economic and commercial activities has increased due in part to globalization. As a result, ESP students must cope with these in order to communicate efficiently in English in the fields of international Commerce, Economics and Management. To do so they need a linguistic framework to facilitate the learning process. In this respect, current research in Business English shows that both traditional and modern approaches are used in linguistic description. As a result, without ignoring the contributions of register analysis, whose interest centres on the study of morphosyntax and lexis, English for Specific Purposes (ESP), in line with the parameters of pragmatics, also studies the analysis of genre. In this standard, it is worth introducing a detailed overview of genre terminology in ESP.

2.3.1. Genre Terminology in ESP

ESP genre terminology derives from the writing needs of particular academic and professional groups, and teachers as well as researchers look to the naming

practices of these groups. The approach is ethnographic, in that the point of departure is a priori categories of the discourse community.

In this vein, Swales (1998, 20) describes the relationship between communities, their genres and their naming practices as follows:

“Discourse communities evolve their own conventions and traditions for such diverse verbal activities as running meetings, producing reports, and publishing their activities. These recurrent classes of communicative events are the genres that orchestrate verbal life.”

ESP framework is the prevalent framework for analysis of texts in professional and academic fields, examples of genres that have been identified and explored for teachers in use for ESP classrooms are most prominently *research articles* (Swales, 1990), *MSc dissertations* (Hopkins & Dudley Evans, 1988), *PhD thesis* (Bunton, 2005; Kwan, 2006), *sales promotions letters, job application letters, laboratory reports and legal cases* (Bhatia, 1993), *job application letters and hotel brochures, company annual reports* (Henry & Roseberry, 1998) amongst other genres.

The first serious attempt to standardize genre terminology in ESP that departs from empirically based models probably came from Bhatia (2004) and Swales (2004), who support the teaching of genre, but criticise approaches that do not have any grounded description. Yet, in line with mainstream ESP thinking, they express the opinion that genre-based research should draw its strength more from application, rather than from theory, whether it is aimed at school, university or professional ESP-level application (Bhatia, 2004:282).

2.3.1.1. Genre Constellations/Colonies

In an attempt to clearly define what genre should be taken to mean, Swales (2004) used the term ‘*genre constellations*’ as a cover term to include a number of technical terms, while Bhatia (2004:280) used the term ‘*genre colonies*’ when referring to groupings of closely related genres serving broadly similar communicative

purposes, but not necessarily the same i.e. *reporting genres*, *letter genres* and *promotional genres*. As such, the term genre constellations works like a box that contains an enormous range of technical genre-related terms. The most common terms that are found in this box are: *genre hierarchies*, *genre sets*, *genre chains* and *subgenre*.

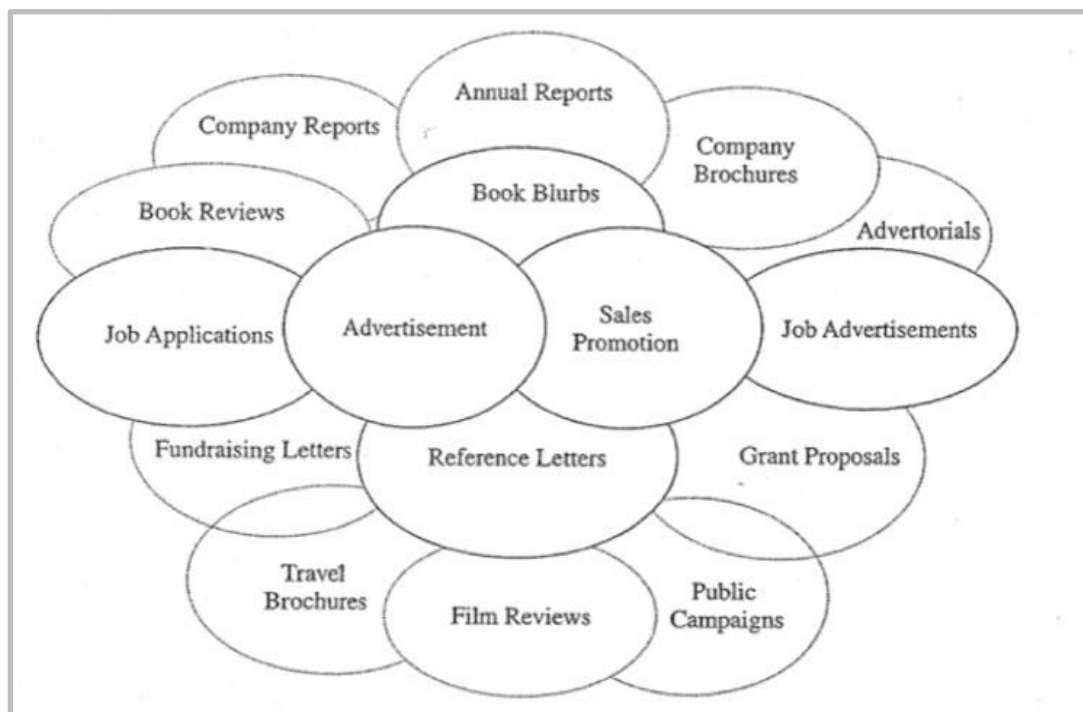


Figure 2.3: Colony of Promotional Genres (Bhatia, 2004: 280)

2.3.1.1.1. Genre hierarchies

The first technical term within ‘*genre constellations*’ that Swales (2004) defined is genre hierarchies. For instance, in each field of science (e.g., chemistry, biology...etc), there are many different forms of genre that professional members of those fields commonly use. In applied linguistics, for instance, such genres as *lectures*, *conference papers*, *poster presentations*, *journal articles*, *book chapters* and so on are the most common kinds of genre. In biology, on the other hand, written genres often boil down into forms of writing that are called *monograph*, *flora*, or *treatment* (Swales, 2004).

It is important to note that different fields of science (or professional communities) do not give the same degree of importance to the same form of genre. For example, applied linguists may consider a journal paper as the most prestigious form of genre while biologists may assume that monographs are the most important form of genre. These differences result in different classifications for genres in terms of importance. This is what Swales (2004) refers to as genre hierarchies. Therefore the hierarchy (i.e., ordering of genres in terms of importance) of genres in biology is quite different from that of applied linguistics.

On the basis of his profound experience in using a genre approach in teaching, Bhatia (2004:280 -282) proposes a three hierarchy, composing (from top to bottom):

Generic values: are independent of any grounded realities of social context. Examples are narration, description, explanation, evaluation and instruction. Generic values are realized through lexico-grammatical choices, which in turn depend upon the nature of the specific genre of which it is a part.

Genre colonies: are clusters of genres rather loosely grounded in broad rhetorical contexts, and are identified on the basis of flexible and fluid overlapping of generic boundaries. Examples are: *promotional genres, reporting genres, letter genres and expository genres.*

Individual genres: are typically grounded in sociorhetorical contexts. Examples are: *book blurbs, book reviews, advertisements, and sales letters and job applications.*

In this vein, narration and narrative genres are different in terms of theory and practice and application. Narration is a functional value that will be instantiated by a particular lexicogrammatical realisation, depending on the genre. However, it is independent from a specifically defined rhetorical context. Narration may also occur in non-narrative genres i.e. recounts. Narrative genres; on the other hand, constitute a colony comprising specific genres such as: short stories, novels, poems...etc.

Bhatia (2002) sees distinct applications of this hierarchy in language teaching, one at school (associated with Australian genre tradition), and the other at university and professional level (associated with ESP). The first one has a clear focus on the generality of genres, indicated by a downward movement from generic value to genre colony. The second one has a much narrower focus on the specificity of genres, indicated by an upward movement from individual genres toward genre colonies.

According to Bhatia (2002:283), the two applications have developed along these lines for good reasons. School-level writing tasks are often difficult to contextualize too narrowly, as the learners have a limited experience of the world and a limited awareness of the contexts in which language is likely to be used. It is also difficult to define the actual needs of the learners at that stage of their sociocognitive development. At the ESP level, however, learners are more likely to have the discipline-specific and sociocultural knowledge associated with narrowly defined professional and academic contexts. They may also have specific needs in terms of effectiveness and pragmatic success of the intended communication.

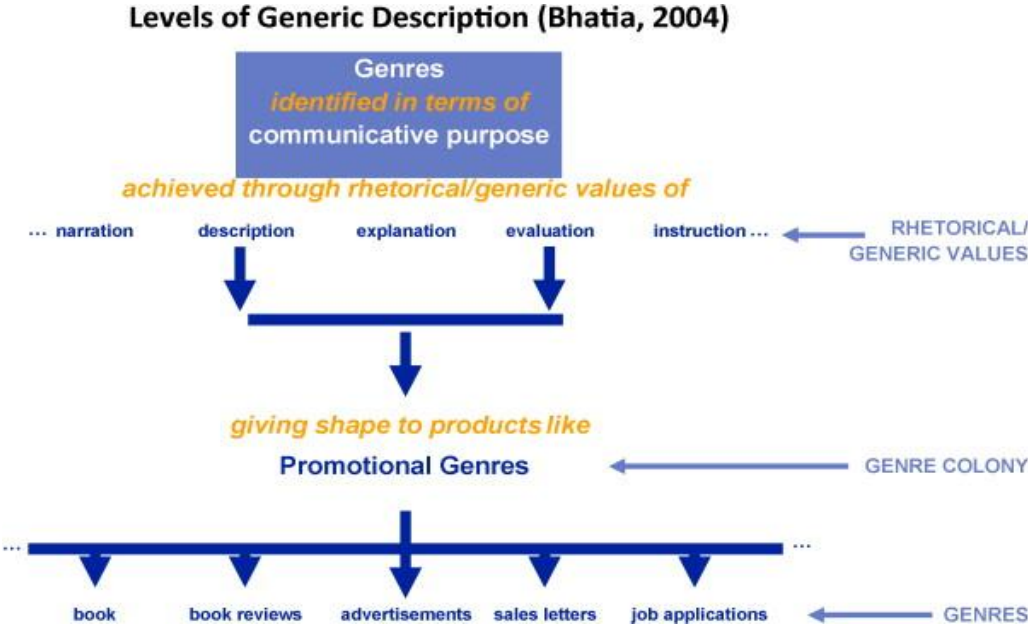


Figure 2.4: Levels of Generic Description (Bhatia, 2004:283)

2.3.1.1.2. Genre Sets

The totality of the different genres that one individual or members of a given community (of professionals) engages in is referred to as genre sets. Applied linguists, for example, may write *books*, *publish paper*, *give lectures*, *present posters*, *chair conferences*, supervise theses, and so forth. Each one of these activities is a genre in its own way, and may consist of its own genre chains. Collectively, however, these genres are called genre sets. Moreover, Swales also argues that in set, genres never stand in isolation. A genre set is what a particular individual engages in, either or both receptively and productively, as part of his or her normal occupational or institutional practice (Swales, 2004).

2.3.1.1.3. Genre chains

In any field there are different communicative events. For example, one communicative event in applied linguistics may be ‘*giving a lecture in a conference*’. From the start of this communicative event until when it comes to an end, individuals involved in the event may have to use many different forms of genre (Swales, 2004). For instance, these genres may include:

- Call for papers
- Submission of abstracts
- Evaluation of abstracts
- Submission of the full paper
- Converting the paper into a power point presentation
- Presenting the slides
- Question-answering
- Publishing the paper in conference proceedings

Each step requires its own genre and these genres go together to accomplish the communicative event. Each one functions as a ring in a chain (Swales, 2004). In fact, the concept of genre chains, therefore, refers to how spoken and written texts cluster together in a given social/communicative context or genres that cluster together as part

of broader social practices, and that are often sequenced in a particular way. Fairclough (2003) believed that genre chains are different genres which are regularly linked together and involve systematic transformations from genre to genre. Genre chains link together social events in different social practices, different countries, and different times i.e.

For example: when seeking employment a person will search a newspaper and the web for job advertisements. Before ‘*applying for a job*’, the prospective applicant will first search ‘*company profiles*’ on the web, or perhaps ‘*annual reports*’. When he/she has decided that it may be good prospect, a ‘*curriculum vitae*’ is written or adapted and attached to an ‘*application letter*’. If the person is shortlisted, he/she is invited to a ‘*job interview*’. The successful candidate receives a ‘*job offer*’, upon which he/she either writes a ‘*letter of acceptance*’ or a ‘*letter of rejection*’.

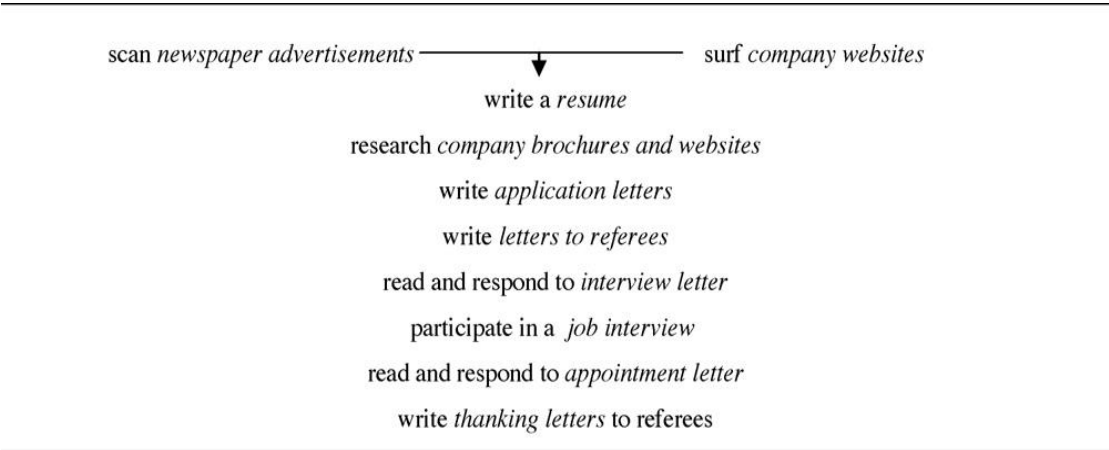


Figure 2.5: A Linear Sequence of Genres for Job Seeking (Bhatia, 2004:284)

2.3.1.1.4. Subgenres

Within the same genre, there may be different sections. Each section is called a ‘*subgenre*’. In a book, for example, there are three distinct sections: the front matter, the body, and the back matter. The front matter itself consists of such pages as cataloguing, title page, preface, etc. The body, in turn, consists of chapters which contain sections in their own right. The back matter, too, consists of references, index, etc. Each of these sections is called a subgenre.

In this regard, at the level below the basic level (the genre level), Swales (2004) distinguish ‘*part-genres*’ or ‘*sub-genres*’. This category is what the name says: part of a real-world genre. An example of a sub-genre with wide significance in the academic world and graduate education is literature review. Much of the work done within the framework of ESP has centered upon the discourse structures of such subparts of genres. Swales (1981), for example, has focused on article introductions, and Dudley-Evans has done substantial research on the discussion and introduction sections of MSc dissertations.

In sum, the ESP school focuses pedagogically on the tertiary level and beyond with the purpose of enabling ESP students to produce effective and relevant genres that they need to write in their target contexts and also assisting them to gain access to the English language demands they encounter in their studies or professions, i.e. to help them in recognising and learning the patterns of language required in various academic and professional contexts (Swales 1990; Bhatia 1993; Dudley-Evans and St John 1998).

2.3.2. Genre analysis as a research line

As an interactive offshoot of linguistics, sociology and psychology, genre analysis overcomes the shortcomings of the earlier linguistic analyses. Thus, it has become a powerful and useful tool to explain the significant form-function correlations (Bhatia, 1993). Indeed, both Register Analysis and Discourse Analysis were mainly concerned with the linguistics aspects of language without taking into account the sociological aspects and therefore they were seen as insufficient. These two approaches were later criticised, as language analysis which is taken out from its context. As a result, Swales (1981) suggests that English for Specific Purposes (ESP) needs a system of linguistics analysis that demonstrates differences between text types. In this respect, discourse analysis may overlap with genre analysis. Dudley-Evans and St. John (1998:87) give a clear distinction between the two terms:

“Any study of language or, more specifically, text at a level above that of sentence is a discourse study. This may involve the study of cohesive links between sentences, of paragraphs, or the structure of the whole text. The results of this type of analysis make statements about how texts -any text-work. This is applied discourse analysis. Where, however, the focus of text analysis is on the regularities of structures that distinguish one type of text from another, this is genre analysis and the results focus on the differences between text types, or genres.”

Indeed, GA is a tool to examine the structural organisation of texts by identifying the moves and strategies, and to understand how these moves are organised in order to achieve the communicative purpose of the text. Furthermore, GA also examines the lexico-grammatical features of genres to identify the linguistic features chosen by expert users of the genre to realise the communicative purpose, and to explain these choices in terms of social and psychological contexts (Henry & Roseberry, 1998). Other considerations in genre analysis include the communicative purpose of the target genre, the roles of the writer and the audience, and the context in which the genre is used. The results from analysing a genre serve as the instructional materials in Genre-Based Instruction. Hence, genre analysis can also be used in teaching English for Specific Purposes.

Swales (2004) also argue that from a language teaching perspective, it is useful to think of genre as consisting of a series of "*moves*". A move can be thought of as:

“part of a text, which achieves a particular purpose within the text. Each is taken to embody a number of constituent elements called "*steps*”.

Genre analysis is not the simple identification of the lexical-grammatical features of the different varieties of the English language, but rather it directs its attention towards the linguistic and socio-cultural conventions which can be analysed

in each genre (Alcaraz Varó, 2000; Fuertes Olivera, 2003; Revilla Vicente, 2008). This analysis is carried out using different parameters such as the macrostructure, communicative politeness and discourse.

2.3.2.1. Macrostructure

The '*macrostructure*', i.e. its format or higher organisation, is one of the first conventions of a genre. According to Alcaraz Varó (2000:135), its importance resides in the fact that it provides meaning to the text. Sometimes the incomprehension of the contents of a text is due to not knowing the specific vocabulary, but at other times empirical studies have shown that lack of familiarisation with the macrostructure of a genre is the cause.

Indeed, the macrostructure consists of the primary and the secondary structures. The primary structure is made up of sections, each of which is made up in turn of moves. These moves correspond to the communicative objectives which each sections aims to accomplish and they make up the secondary structure, which may in turn be made up of lesser parts known as sub-moves or steps/strategies. For instance, in a complaint letter the movements consist of formulating the complaint and requesting a solution using pressure tactics.

2.3.2.2. Communicative politeness

The concept of politeness can be understood in two ways (Escandell Vidal, 1999:137):

either as an established social norm which regulates the behaviour of the members of a given society in order to preserve them from aggressiveness, or as a set of conversational strategies intended to mitigate possible conflict between speakers.

Traditionally, politeness has been treated as an aspect of conversational language. Genre analysis considers this parameter to be of interest in the academic and professional fields as well. It is, therefore, an appropriate topic of ESP and should be included in any syllabus of these courses (Crompton, 1997; Skelton 1988, and Salager-Meyer, 1994). Likewise, Dudley and St John (1998:77) add that learning activities and tasks should be programmed to allow students to assess the function of modifiers in professional and academic discourse, to manipulate the linguistic resources with which they express themselves and to understand the motives which led the writer to include them.

In the framework of pragmatics, linguistic research has come up with different models which explain how this communicative phenomenon of Brown and Levinson (1987) is perhaps the most elaborate and best structured of these models to provide an explanation of communicative politeness. In fact, it has two basic concepts. Firstly, rationality, in other words the capacity of speakers to define accurately the aims they pursue in the communicative process; and secondly, the public image, or the social prestige which any individual wishes to hold. This may be negative or positive, and all politeness strategies are derived from the need to maintain it. In this sense we can distinguish between negative and positive politeness strategies.

Negative politeness consists of respecting the speaker's territory. The most common strategies of negative politeness are impersonalisation and hedging. These are achieved using impersonal verbs, the use of shields, such as modal verbs (could), semiauxiliares (seem to), adverbs and adjectives of possibility (it is possible), epistemic verbs (believe, suggest, consider, think) and intensifiers of an emotional kind (of particular interest, of particular importance). Other resources to moderate or soften the content of the message are approximators (somewhat, kind of), expressions of scepticism (in our view, in our opinion) and finally signals of pessimism by means of adjectives and nouns with negative connotations (difficult, problems, etc.).

From a linguistic point of view, positive politeness includes the words, sentences or clauses which we should use in our communication to integrate the

speaker into our terrain, or to integrate ourselves into his/hers. As such, the author of a research article uses solidarity as a positive strategy by using we and recognising the value of the scientific community by means of the complicity when assuming part of what others have contributed.

2.4. Incorporating Genre Analysis in Teaching Business Writing

With the incorporation of new trends in economy, English has become the language in which a large number of companies started to communicate at both intra and inter levels. The communication process takes place with the use of different tools many of which are genres which emerged for the purpose of transmitting information about companies and their endeavors. Implementing proper genres for the needs of communication might be the first step to success. However, it is necessary to know how to incorporate a particular genre in the process. Therefore, teaching genre analysis during business English writing classes might turn out to be essential and helpful.

2.4.1. Business Writing

One of the main elements which have enhanced the importance of English in international communication and especially in the area of business is connected to one particular phenomenon of our times, i.e. globalization. In fact, English has not only become the official language in many multinationals, but, on an increasingly frequent basis, also a requirement comprised in many occupational standards in the economic field at national and international level (Frendo, 2005).

Indeed, business communication represents today one of the major points of interest for business analysts. Nevertheless, the concept has also constituted the topic of a particularly significant number of articles and books belonging to other fields of study, such as linguistics, socio-linguistics or psychology. There seems to be an agreement among specialists that business communication is vital to resist in the fast changing world of business nowadays. Within the field of business communication, business writing holds a paramount role. In this standard, Frendo (2005: 87) defines business writing as:

All forms of writing used in organizations to communicate with internal or external audiences. It mainly refers to the exchange of letters in business dealing with enquiries, requests, complaints, orders, offers, delivery, acknowledgements, payment, credit, applications, insurance (known as commercial correspondence)

Business writing refers also to other genres of texts which are produced to provide business information or records (*reports, proposals, memos, minutes, CVs, contracts, agreements, recommendations and summaries*). Accordingly, all these texts have been included in one particular type of writing, i.e. writing for practical purposes or practical writing.

According to Tarnopolsky and Kozhushko (2007: 1), authors of several courses for business writing, practical writing skills are for those who ‘*may and mostly will actively use in their future professional and personal life*’. Considering that Management undergraduates are expected to be competent writers in their future fields of activity, higher education institutions should adapt to the stakeholders’ needs and to the demand of the market by continuously enhancing the writing experience of latter.

The importance of business writing such as writing email messages, letters, and reports is now taken for granted (Campbell, 2005), and competence in English writing is significant not only for students’ learning achievement but also for their future careers. In this respect, Karr (2001) writes, “*Business writing will continue to be appreciated by recruiters and hiring professionals in that it has become a significant criterion in the recruitment process in multi-national companies. Therefore, the ability to write well can help future managers move up the corporate ladder*” (Bacha & Bahous, 2008:76). Among these types of business writing, business emails which are “*widely used in the world as a main channel of business correspondence due to the developments in communication technology*” (Arvani, 2006:13).

2.4.1.1. Business Emails and Letters a Macro-Genre System

Written business communication by means of business emails and letters plays a very vital role in establishing and maintaining business relationships both within a firm and with external contacts. In fact, English business email is an indispensable part in today economic activity. It bears the social function of establishing trade relationships, communicating business information and building business images. In this standard, every company, large or small, relies heavily on business emails and letters to keep the organization running smoothly and the latter are used for many business purposes such as: to ask for and give information, order goods and services, request appointments, make complaints, and deal with all routine matters...etc.

On the other hand, Electronic mail, as a dominant medium of communication, has become a major tool at the service of business correspondence and the most widespread and frequent means of written communication. It has transcended the barriers of time, distance and geographical boundaries by its capacity of being so far the fastest mean of exchanging information.

Based on Swales's definition, business emails and letters do not constitute one genre, since they do not share one communicative purpose or a set of purposes. They can be called "*a supra-generic assembly of discourse*" (Swales, 1990:53) which includes several genres. The same idea is supported by Gains (1999), who claims that emails may be written in a similar convention but serve various communicative purposes. In other words, the special communicative functions of the latter decide its uniqueness in genre. In this vein, English business letter or email is a macro-genre system, including several sub-genres, such as sales genre, claim genre, complaint genre, request genre ...etc.

Drawing on Swales (1990) and Bhatia's (1993) notion of genre, several genre studies were conducted to identify the generic features of business correspondences (Flowerdew & Wan, 2006; Santos, 2002; Henry, and Roseberry, 2001). However, most

of these studies have dealt with the analysis of *business letters* and *emails* and only few have studied the structure of other business genres.

2.4.2. Research on the genre analysis of Business Letters and Emails

Following Bhatia (1993) and Swales' (1990) model, and other genre analysts such as Al-Ali (2004), Dudley-Evans (1994), the analysis of business letters are to be carried out at both discursual and lexico- grammatical levels, placing the focus not just on the language, but also on the conventions and the procedures which determine such (sub)genres. Analysing the moves and smaller stretches of language in their textual and social contexts involves assigning functional aspects and a pragmatic function to the sections of language which contribute the schematic structure through which the communicative purpose of a text is achieved. The results will provide the required genre-specific features that will be used for the explanation of the content, function and structure, as well as for the instructions on the composition of each type of letter.

Research into the language register used in business practices and commercial aims has led to the classification of its constituent texts into specific genres, being business letters one of them (Bhatia, 1993; Ghadessy, 1993). As such genre, '*business letters*' have a recurrent '*schematic discourse structure*' which is recognised and used by the members of the business community. In this respect, Bhatia (1993) studied the move structure of promotion and job letters applications to confirm that writers tend to use similar patterns of move-structure across the textualisations of individual genres, according to the genre communicative purpose, and suggested that the findings of the discourse analysis of the professional genres can have a wide range of applied linguistics purposes, specially for designing ESP teaching resources.

Henry and Roseberry (2001) also examined a small corpus of application letters written by native speakers of English in order to identify their component moves and their most frequent linguistic features. Dos Santos (2002) followed Swales and Bhatia's model to analyse the communicative purposes, moves and salient lexico-grammatical realisations in a corpus of business letters, which she called "business

letters of negotiations'. Furthermore, Flowerdew and Wan (2006) examined the move structure of a small corpus of tax computation letters and demonstrated the power of traditional genre analysis, as developed by Bhatia (1993) and Swales (1990), and praises the value of the data obtained from language in use which can be carried into the teaching of ESP.

As email has been the most frequently used medium in business for at least a decade (Louhaila-Salminen, 2002), it has been getting more and more attention in research as well. Genre-based studies on rhetorical structures of emails have been carried out analyzing several sub-genres of emails. In this standard, business emails within one multinational company were analysed by Kankaanranta (2006) and Zsubrinszky (2009). An average number of four moves were found in the different sub-genres of emails: company replies to customer inquiries (Mulken & Meer, 2005), emails of request and providing information (Amirian & Tahririan, 2003), and emails by EFL teachers and biology professionals (Abbasian, 2008).

One of the recent studies on business emails has been conducted by Kerkeb (2013). Her study examined sixty emails exchanged between Algerian employees and their native speaker interlocutors to study the schematic structure and communicative purposes of these emails. The study also conducted a textual analysis to investigate the politeness strategies incorporated by the addressee and the addressed to achieve their communicative purposes. The study found three types of email genre and showed clear differences between native and non-native speakers in the use of move and step structure, politeness strategies and formal features, Kerkeb (2013).

A comparative genre analysis of English business emails at generic and lexicogrammatical level was also conducted by Mehrpour (2013). The study selected sixty emails written by Iranians and sixty by native speakers having same communicative purpose i.e. providing and requesting information. Findings exhibited that both followed almost similar generic structure to exchange information, little difference was recorded in the use of lexico-grammatical features.

2.4.2.1. Genre Analysis of Request Email

As a type of Computer-mediated Communication (CMC), email is gradually replacing more traditional spoken and written modes, and becoming the dominant medium of communication all over the world. Owing to this growing inclination towards the use of emails, it became increasingly important to uncover the nature of this relatively new medium and the way it fulfills various communicative purposes in different discourse communities. To meet this end, the researcher embarked upon the *genre analysis* of request email (the analysis of its move-structure and linguistic features).

As Swales' (1990: 58) general notion of genre describes, this shared purpose constitutes the rationale for the genre that shapes the schematic structure of the discourse and influences and constraints choice of content and style. The notion of '*move*' has widely been used in the analysis of discourse patterns, being '*move*' a meaningful unit represented in lexical-grammatical forms and related to the communicative purposes of the activity in which members of a community are engaged. There seems to be a consistency in the way specialists organise their overall message, and the analysis of structural organisation of text-genres reveals preferred ways of communicating intention in specific areas of practice (Bhatia, 1993).

2.4.2.1.1. The Move Analysis of the Genre of Request Email and its associated Linguistic Features

(Louhaila-Salminen, 2002) states that the sub-genre of request emails can be classified into the genre of '*persuasive text*'. In the same vein and in her research into the matter, she formulates a working definition of request letters as follows:

“a legitimate attempt by the writer to get the reader to perform an action required by the business circumstances through evoking the reader's need for compliance on the grounds of corporate and personal motivators such as necessity, duty and goodwill.” (Louhaila-Salminen, 2002:64)

In fact, the purpose of a request email is to get information on products, services, prices, or any other business issues. According to Louhaila and Kankaanranta (2005) framework of business e-mails, the opening and the ending moves are called ‘framing moves’ because ‘they contribute to the layout of the genre’. They consist of four moves: identifying the subject, salutation, ending politely and signature and they are found in all types of business e-mails. The four remaining moves are called ‘content moves’ as they contain the three main communicative purposes and which are based on Bhatia (1993) framework of request letters, these moves are : Establishing confidence, Enquiring about trade, Soliciting response.

Move 01: Identifying the Subject

The identification of the subject is generally found at the top of any type of e-mail message, it is a kind of subject heading which enables all e-mail users to write the subject of their message. It is important to write a short subject heading which makes it clear what the message is about and which encourages the reader to open the message. For example:

To: Mahmud Demer

From: Marko Ivic

Subject: Inquiry about washing machines’

Move 02: Opening Salutation

Business e-mails are usually quite formal in style, therefore, ‘*Salutation*’ move is generally realized through such strategies as using: (Dear Dr...), If the message is going to someone whose name you do not know, it starts with *Dear Sir*, or *Dear Madam*, or *Dear Sir* or *Madam*...ect, but if you do know the name, then you can begin with *Dear Mr/Ms Taylor*, or *Dear Greg Taylor*. Indeed, a formal salutation is not only used as a sign of politeness but it also tells the reader that the message is for her/him.

Move 03: Establishing Confidence

This optional move is used to initiate the communication that is to build up business confidence and it is realized through strategies/steps. The sender may initiate the message by: (1) *Introducing oneself/company*, (2) *Establishing credentials*, (3) *Acknowledging source of contact*. In the first step, the sender tries to introduce the company as in the following example:

'I am pleased to introduce my company. We are Australian importers and distributors of handicrafts.'

The second step tends to include whatever the writer considers an advantage for attracting the reader's attention. For example:

'Our company has been operating successfully in Australia for ten years. We distribute to 150 outlets around Australia'

In the third step and as its name indicates, the sender has to mention how he/she got the contact as in the following example:

'I learned about your agency from the Department of Thai Export Promotion's website'

Also there are some messages which start without any initiating move in which the sender immediately states the request:

Dear Mr Smail

'It will be very kind of you if you send me two copies of your last annual report and third quarter earnings'

Move 04: Enquiring about Trade

This move is considered to be obligatory because it states the main communicative purpose of request email which is enquiring about trade and it is

composed of the following steps : (1) *Expressing interest in trade*, (2) *Asking for trade*, (3) *Specifying details of the request*.

In the first step, the sender tries to express appreciation or interest or desire to do business or trade with your business partner as it is illustrated in the following example:

'I am interested in obtaining more information about your range of bronze handicrafts'

The second and third step are important in the sense that the sender makes a formal request to get information on products, services, prices, or any other business issues. The business issue that is requested can be:

-Asking for information on products or services like catalogues, price lists, samples, methods of payments, discounts.....ect

-Requesting a leave of absence, an interview for a job, resignation from a job....ect

This second step is realized either immediately through stating a direct request or through an indirect request. This can be seen in the following example:

'Would you kindly forward details of your bronze handicraft range including prices.'

The use of the modal verb *'would'* in the above example is in order to make the reader feels at ease, that is there is no pressure put on the business partner and thus, persuading the latter in a gentle manner to respond positively to the request.

Move 05: Soliciting response

This obligatory move is used to express expectation of reply in a polite or formal way by providing a telephone number or an e-mail address to the recipient and expressing thanks in advance for your business partner's cooperation or assistance as shown in the following examples :

'If possible please add me to your distribution list for future publications. I have attached a mailing address label for your convenience.

'If you have any queries please do not hesitate to call me on (852) 2784 0634. '

Move 06: Ending politely

This move is a closing phrase that appears to strengthen the emotional and interactional nature of this genre and enhance the friendliness of the correspondence by expressing sincerity and thanks. The sender uses different phrase or lexical items for realizing this move:

Yours sincerely, (formal, Dear + name)

Yours faithfully, (formal, Dear Sir/madam)

Yours truly, / Best regards, /best wishes, (less formal)

Furthermore, other formal expressions such as *'I look forward to hearing from you'*, *'I would be grateful if you could reply at your convenience'* or *'I thank you in advance for your assistance'* ...etc are also used.

Move 07: Signature

The signature move provides then, the writer's name, a means by which the messages are closed:

'Ann

Directo'

Move 01 : Identifying the Subject
Move 02 : Opening Salutation
Move 03 : Establishing Confidence Step 3A : Introducing oneself/company Step 3B : Establishing credentials Step 3C : Acknowledging source of contact
Move 04 : Enquiring about Trade Step 4A : Expressing interest in trade Step 4B : Asking for trade
Move 05 : Soliciting Response
Move 06 : Ending Politely
Move 07 : Signature

Table 2.1: The Observed Model of Move-Structure of the Request Messages

Discourse Units	Communicative Intentions
<p>From : Ann To : Khun Montri Teerap Subject : Inquiry about bonze handicrafts</p> <p>Dear Khun Montri Teerap,</p> <p>I am pleased to introduce my company. We are Australian importers and distributors of handicrafts. Our company has been operating successfully in Australia for ten years. We distribute 150 outlets around Australia.</p> <p>I learned about your agency from the Department of Thai Export Promotion's website and I am interested in obtaining more information about your range of bronze handicrafts.</p> <p>Would you kindly forward details of your bronze handicraft range including prices. The minimum quantity required is one FCL.</p>	<p><i>Identifying the subject</i></p> <p><i>Opening salutation</i></p> <p><i>Introducing oneself/company</i></p> <p><i>Establishing credentials</i></p> <p><i>Acknowledging the source of contact</i></p> <p><i>Expressing interest in trade</i></p> <p><i>Asking for trade</i></p> <p><i>Specifying details of the request</i></p>

I shall look forward to your reply. Please call me on 61-409 179 627 if you have any questions.	<i>Soliciting response</i>
Yours sincerely,	<i>Ending politely</i>
Ann Director	<i>Signature</i>

Table 2.2 : Communicative Intenions of Request Email

2.4.2.1.2. The Move Analysis of the Genre of Refund Request Email and its associated Linguistic Features

The generic features of the genre of refund request letter as well as its micro-linguistic features were examined to infer the communicative purpose (es) of individual moves, and the modal meanings of certain sentences and clauses in each move. It should be noted that the analysis provided below reflects the researcher's interpretation of the moves based on (Flowerdew and Wan, 2006) and the previous studies of various business letter writing conventions.

Move 01 : Identifying the Subject

The indentification of the subject is generally found at the top of any type of e-mail message, it is a kind of subject heading which enables all e-mail users to write the subject of their message. It is important to write a short subject heading which makes it clear what the message is about and which encourages the reader to open the message. For example:

'To: Jill Smith

From: Bill Citizen

Subject: Inquiry about

Date: 6 Juin 2011'

Move 02: Opening Salutation

In this move, the writer establishes the nature of the relationship (level of formality). In the case of the refund request email, the formal address '*Dear Ms. Jill Smith*' may reflect the formal relationship (social distance) between the writer and reader (Brown and Levinson, 1987). Also, by directly referring to the addressee, the writer may be trying to establish an individual-to-individual relationship with the reader, rather than an individual-to-company relationship (Flowerdew and Wan, 2006).

Move 03: Introducing the Request

This move is used to introduce the request and the actions taken in the sequence of events of the purchase of the defect product and it is realized through strategies/steps: *(1) Explanation and proof of purchase, (2) Description of product/service fault, (3) Previous attempt to rectify the problem.*

In the first step, the writer tries to explain the first action taken in the sequence of events (purchase of the product). In fact, the sender provides the purchase details noting when and where he/she bought the product and its cost as well as including the enclosure of the receipt that authenticates the purchase. This statement in addition to the relevant factual information related to the purchase can further increase the creditability of the writer (Flowerdew and Wan, 2006). For example:

'On 16 December 2007 I purchased a Big Fizz Soft Drink Fountain for \$79.95 from your Market City store. I have enclosed a copy of my receipt for your information.'

In the second step, the second action taken in the sequence of events (the attempt to use the product) is explained. In fact, the writer tries to describe the product's defect/s (how and when the defect was discovered). For example, the claim:

'When I returned home and unpacked the Big Fizz Drink Fountain I found that the main storage tank leaked and the appliance did not work properly....'

This may be stated to avoid a possible accusation that the customer damaged the product, hence not being alleageable for a refund (Jaworski and Coupland, 1999).

In the third step, the writer outlines the steps to be taken to get the problem fixed. In the request message, this step explains the third action taken in the sequence of events (tried to return the product) and describes attempts made to rectify the problem and the result of each attempt. Here, only factual information is provided and a neutral voice is used when explaining the main issue. For instance, the action taken by the sales assistant is described using one verb ‘told’, rather than more emotional expressions such as ‘claimed’, ‘refused’ or ‘insisted’. This may prevent the reader from questioning the writer’s subjectivity in their evaluation of the situation (Caldas-Coulthard, 1994). For example:

‘I explained to the sales assistant that I didn’t want the extra expense of upgrading to the Mega Fizz Refreshment Dispenser and would prefer to get a refund for the faulty unit I had purchased. ...’

In the statement, the writer indicates that he has no desire to upgrade the product with an additional expense. While the message is clear, the writer expresses it in an indirect way by reporting himself. This may have an effect of lowering the tone of his confrontational claim (Caldas-Coulthard, 1994; Jaworski and Coupland, 1999).

Move 04: Requesting the Refund

This move is considered to be obligatory because it states the main communicative purpose of request refund email which is requesting the refund and it is composed of the following steps: *(1) Legal evaluation of situation, (2) Asking for refund (proposed solution)*.

This step may be included to motivate the company to grant the refund request by referring to the writer’s statutory rights as a consumer. The declarative sentence

‘I believe that it is within my rights to request a refund for a faulty product’ can prompt the reader to cogitate the writer’s request, as he has adopted a legal stance to

the resolution of the complaint. Here, the writer alludes to further legal action if the company's response is unsatisfactory. This imposition of the writer's (customer's) statutory rights may be the first strategy employed in the process of soliciting the reader's action (*i.e.* granting a refund) (Flowerdew and Wan, 2006).

In the second step, the writer states he/her preferred solution (*i.e.* receive the full purchase price of the product) and also indicates how the writer intends to return the product and collect a refund (offer to deliver the product directly to the company).

'I would like to return the appliance to your Market City store for a full refund of the purchase price.'

The clause *'a full refund of the purchase price'* may be stated to affirm to the reader that any deduction to the refund money is not acceptable for the writer.

When discussing the process of collecting a refund, the writer says *'my refund'* rather than *'a'* or *'the'* refund. Adding a possessive *'my'* to the word *'refund'* can imply that the writer is claiming that the company is withholding money they do not have ownership of (Caldas-Coulthard, 1994). In this move and the previous *'Legal evaluation of situation'* step, the writer frequently uses singular possessive and objective pronouns (*i.e.* *'my'*, *'me'*, *'your'*). By doing so, the writer may have again tried to clarify the relationship between the writer and reader within this particular situation (*i.e.* the writer is a customer with statutory rights (*'my right'*) and the reader is a representative of the product supplier (*'your Market City store'*) with imposed obligations) (Bakhtin, 1999).

In this step, the writer also suggests the next step in the negotiation process (*i.e.* the company contacts the customer). In this respect, the writer firmly requests a response within a specific time frame and directly solicits action from the reader.

In the imperative sentence *'Please contact me within the next two weeks...'*, the writer states a specific deadline for which the reader needs to respond. Here, the writer may be restricting the reader's freedom of action, maximising the imposition and its

urgency (Flowerdew and Wan, 2006). This direct command implies that if the customer is not contacted within this time frame, further action against the addressee or the company (e.g. contacting someone in higher management, contacting a consumer affairs organisation) would be justified. This statement can have the effect of elevating the customer's status in the power relationship with the reader (Flowerdew and Wan, 2006).

Furthermore, the consequences for not replying to the customer within the deadline are not explicitly indicated in the message. With holding the details of the potential negative consequence can also be perceived as asserting the writer's control of the proceedings (Winter, 1994). Similarly, the clause '*...arrange a convenient time for me...*' may reinforce the writer's position as a respectable individual customer (Flowerdew and Wan, 2006).

Move 05: Soliciting Response

This move is used to provide the reader with various means of contacting the writer. In the refund request email, the writer provides the reader with an alternative contact number (e.g. during-business-hours phone number) possibly to eliminate a claim by the company that attempts were made to contact the customer but that the customer could not be reached (Commonwealth of Australia, 2008). For instance, '*I can be contacted at home on...*' can reinforce that the writer expects to hear from the company (Commonwealth of Australia, 2008). Contrarily, the sentence forms here can also be considered as formulaic expressions used for providing a writer's contact details in business letters and emails (Henry, 2007).

Move 06: Ending Politely

In this move, the writer welcomes a discussion to clarify details if required. The statement '*I look forward to hearing from you if you wish to discuss this further.*' could be regarded as a business formality in this circumstance (Henry, 2007).

Although it is unlikely that the customer actually looks forward to discussing details of the refund request further, this polite positive statement may be used to strengthen the perception of the writer as an experienced business person (Coulthard, 1994; Flowerdew and Wan, 2006). This may also soften the writer's tone of voice before closing the letter (Jaworski and Coupland, 1999).

This move also closes the letter, the sender uses different phrase or lexical items for realizing this move:

Yours sincerely, (formal, for messages beginning Dear + name)

Yours faithfully, (formal, for messages beginning Dear Sir/madam)

Yours truly, / Best regards, /best wishes, (less formal)

Move 07: Signature

The function of this move is to state the sender's name and authenticates the email:

'Bill Citizen'

Move 01 : Identifying the Subject
Move 02 : Opening Salutation
Move 03 : Introducing the Request Step 3A : Expalanation and proof of purchase Step 3B : Description of product/service fault Step 3C : Previous attempt to rectify the problem
Move 04 : Requesting the refund Step 4A : Legal evaluation of situation Step 4B : Asking for refund (proposed solution)
Move 05 : SolicitingResponse
Move 06 : Ending Politely
Move 07 : Signature

**Table 2.3: The Observed Model of Move-Structure
of the Refund Request Email**

Discourse Units	Communicative Intentions
<p>To: Jill Smith</p> <p>From: Bill Citizen</p> <p>Subject: Inquiry about a refund for the Big Fizz Soft Drink Fountain</p> <p>Date : 6 Juin 2011</p> <p>Dear Ms Smith,</p> <p>On 16 December 2007 I purchased a Big Fizz Soft Drink Fountain for \$79.95 from your Market City store. I have enclosed a copy of my receipt for your information.</p> <p>When I returned home and unpacked the Big Fizz Soft Drink Fountain I found that the main storage tank leaked and the appliance did not work properly. I returned to the Market City store and the sales assistant (Robert Rogers) told me that you no longer stocked the Big Fizz Soft Drink Fountain, but for an additional \$29.90 I could upgrade to the Mega Fizz Refreshment Dispenser.</p> <p>I explained to the sales assistant that I didn't want the extra expense of upgrading to the Mega Fizz Refreshment Dispenser and would prefer to get a refund for the faulty unit I had purchased. He told me that it was not company policy to give refunds.</p> <p>I believe that it is within my rights to request a refund for a faulty product and I would like to return the appliance to your Market City store for a full refund of the purchase price.</p>	<p><i>Identifying the Subject</i></p> <p><i>Opening Salutation</i></p> <p><i>Expalanation and proof of purchase</i></p> <p><i>Description of product/service fault</i></p> <p><i>Previous attempt to rectify the problem</i></p> <p><i>Legal evaluation of situation</i> <i>Asking for refund (proposed solution)</i></p>

<p>Please contact me within the next two weeks to arrange a convenient time for me to return the appliance and collect my refund.</p> <p>I can be contacted at home on the phone number above or at (01) 9876 5432 during business hours. I look forward to hearing from you if you wish to discuss this further.</p> <p>Yours sincerely,</p> <p>Bill Citizen</p>	<p><i>Soliciting Response</i></p> <p><i>Ending Politely</i></p> <p><i>Signature</i></p>
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Table 2.4: Communicative Intenions of Refund Request Email

2.5. Approaches to Teaching Writing

According to Raimes (1983), there are 3 principal ways of approaching the task: focusing on form, focusing on the writer and focusing on the reader. The first perspective can be found in traditional, text-based approach which is called “*product approach*”, teachers who adopt this approach often present authoritative text for students to imitate or adapt and they may see errors as something they have an obligation to correct and eliminate (Tribble, 1996: 37). The second approach which is called “*process approach*” emerges in part as a reaction against the tradition of form-focus. It focuses on the writers as an independent producer of text. The third approach called “*genre approach*” is considered to be more socially oriented with the assumption that if the reader cannot recognize the purpose of a text, communication can not be successful.

2.5.1. Product-Based Approaches

During the audio-lingualism era, writing has been less important because it has been considered as a supporting skill. Therefore, EFL writing has focused on sentence structure as a support for the grammar class. The audio-lingual method which originates from the works of structural linguists of 1950's tends to focus on the sentence form rather than its context. The language structure has been identified with its main sentence pattern and grammar structure. On the other hand, writing has been emphasized because audiolingual view emphasizes listening and speaking skills rather than reading and writing skills.

As a natural result of audio-lingualism trend, product-based approach to writing has been emerged. It has been called differently: the controlled-to-free, the text-based, and the guided approach (Raimes, 1983; Silva, 1990). Basically, writing in product-based approaches has served to reinforce L2 writing in terms of grammatical and syntactical forms. In other words, it is used to highlight form and syntax, and the emphasis is rhetorical drills (Silva, 1990).

Writing is viewed as a simple linear model of writing process which proceeds systematically from prewriting to composing and to correcting (Tribble, 1990). Besides, the instructors and students believe that planning stage of writing in text-based approaches begins and finishes in the primary phase of composition. Whereas, Haiston (1982) and Raimes (1983) also assume that product-based writing is linear. Stages in writing a text are of less concern, and the students are expected to read and to imitate the text, and then the evaluators compare the product of the students to the imitated texts considering grammar and sentence structure as the primary rubric for their scoring.

The product-based approach that dominates teaching of writing until the 1980's involves model sentences and model texts that the students copy. Each model text contains examples of specific language components that writing instructors urge their students to focus on such as the passive voice. The students are then expected to read

the model text and do exercises that focus on the passive voice. By the end, the students might be asked to transform the sentences in active sentence to passive sentence.

There are a variety of activities in product-based writing which can raise students' awareness in second language writing from the lower level of language proficiency to advance like English major students such as the use of model paragraphs, sentence-combining, and rhetorical pattern exercises. However, there are also disadvantages associated with the use of the product-based writing. Writing with this approach gives little attention to audience and the writing purpose since learners and instructors tend to overemphasize on the importance of grammar, syntax, and mechanics. Learners will lack motivation in learning and have high pressure in creating their writing tasks, as their instructors mostly focus on the accuracy of the language structures.

2.5.1.1. Writing Stages in Product Approach

According to Pincas (1982) and Hyland (2003), four stages characterize the product approach: familiarized writing, controlled writing, guided writing and free writing.

1. The Familiarization Stage

It involves *'preparing students for actual writing by demonstrating one or other of the skills that are to be practised'* (Pincas, 1982, p.78). One example of an effective familiarization technique is to give students confusing instructions and ask them to put them into the correct order and carry them out (Pincas, 1982). According to Hyland (2003), familiarization can be accomplished by teaching students specific grammar and vocabulary through the use of a specific context.

2. The Controlled Writing Stage

While exercises at the familiarization stage are concerned with showing students the type of writing they will produce, at the controlled writing stage students are given permission to practise the exercises. The exercises in the controlled writing stage are divided into two types: combining exercises, such as joining words by matching or by re-ordering; and substituting exercises, which involve both imitating items produced by the teacher and following the teacher's guidance.

For example, teachers may present a few paragraphs and then provide certain words or sentences that can be substituted for existing words (Pincas, 1982). ESL classes in this stage, according to Reid (1993), consist of structuring grammatical sentences and receiving instructions about or making discrete changes in a piece of discourse. Raimes (1983) thinks that controlled composition is a useful technique that provides students with both content and form.

3. The Guided Writing Stage

The guided writing stage is considered as a bridge between controlled and free writing. Basically, the exercises in this stage are divided into several types:

- ✚ completion exercises such as filling in the blanks or matching words with their pictures;
- ✚ reproduction exercises such as re-writing something from memory;
- ✚ comprehension exercises such as note-taking, and
- ✚ paraphrasing exercises concerned with changing a statement from the active voice (e.g., *'I accept your advice'*) into the passive (e.g., *'your advice was accepted'*) (Pincas, 1982).

Guided writing gives the writer some freedom in writing, but this freedom is still limited to structuring sentences and exercises that focus on comprehending questions and building vocabulary (Reid, 1993).

4. The Free Writing Stage

The free writing is the last stage in the product approach in which students are given the opportunity to write freely in that the instructor allows the students to write with much more freedom although the focus is still on form and usage. This is the final product of the learning process, and students choose from the choice of comparable writing task to show that they can be fluent and competent users of the target language. In other words, they individually use grammar and vocabulary structures that they have been taught to produce their texts. Typically, the final test will be corrected for accuracy by the instructor and handed back with a short comment (Reid, 1993). A careful look will reveal the PPP (present, practice and produce) methodology of these stages. Shortall (2006) describes PPP as a “British offshoot of ALM”. Thus, the use of PPP can be considered another common link between product approach and Audio-lingualism.

2.5.1.2. Criticism of Product Approach

The product approach which refers to the current traditional rhetoric encounters a number of strong criticisms. They have led instructors and researchers to reassess the nature of writing, and the ways writing is taught.

The first simple criticism is of Brakus (2003) who considers product approach as a teacher-centered approach because the teacher becomes the arbiter of the models used. Another criticism of Prodromon (1995) argues that it devalues the students’ potential: both linguistic and personal. The students in an EFL writing class just imitate text models. Thus, product approach has proved to be an easy approach to use especially in large classes. It needs only one sample model to copy; it is a best solution to large classes. This challenge can be then encountered, and the students can be given a set of models to imitate. Therefore, re-assessment of product approach has further led to view writing as a process movement. It has also yielded a paradigm shift in the field and revolutionized the teaching of writing.

Moreover, the instructors' task in product approaches is restricted to the final phase when they evaluate the produced texts. This approach further proves to be useful for evaluators to grade students because it mainly focuses on form. They evaluate their texts imitated on the bases of their grammar accuracy and sentence structure. Thus, the evaluation presents a profile of the students' grammar skills and their knowledge about target language rather than their writing proficiency.

On the other hand, Silver and Leki (2004) claim that the product approach to writing does not pay attention to the reader or the purpose of writing. The reader in this approach is the teacher and the context is the classroom. According to Zamel (1983), the product approach helps students in the beginning stages to develop and improve their grammatical accuracy. However, it neglects writing processes such as planning and outlining a text, collecting ideas etc (Badger & White, 2000).

2.5.2. Process Based Approaches

Recent approaches to writing have focused on the process rather than the end product of writing (Kelly & Graham, 1998; Nunan, 1989; Leki, 1991). The process approach was introduced in the mid-1960s. According to Rohman, in this approach the writing is classified into three stages: 1) the pre-writing stage, that includes tasks that take place before writing; 2) the drafting and writing stage; 3) the re-writing stage, in which attention is paid to any grammatical, punctuation or spelling mistakes (Rohman, 1965).

More light was shed on the process approach to writing in research conducted at the beginning of the 1970s. Thus, *'although Janet Emig (1971) is rightly credited with originating process pedagogy in composition, it is important to recognize that the late 1960s witnessed an intellectual shift in many fields toward process'* (Williams, 2003, 100). It has been found that writing is not linear but a recursive process that necessitates the activities of pre-writing, writing and post-writing (Emig, 1971; Raimes, 1985; Zamel, 1983; Hyland, 2003; Rose, 1980; El Mortaji, 2001; El-Aswad, 2002). With regard to the use of the term *'recursive'*, during the process of composition writers can move forwards or backwards to any activities whenever they

find that useful (Perl, 1978, 1980; Raimes, 1985). This means that even if a writer has almost finished a composition, he or she may find that it is necessary to collect additional data from the library. As a result, they may have to revise their essay in order to cope with any new information (Tribble, 2003; Hyland, 2003).

2.5.2. 1. Writing Stages in Process Approach

According to Kroll (2003), some stages and activities of the process approach to writing that take place in L2 classes (for instance, pre-writing, drafting and revisions that could be made through feedback from the teacher or from peers) are important. These activities take place when writing in both L1 and L2 classes (New, 1999). Williams (2003) also mentions that all students involved in writing need to engage in the activities contained in the various stages of the process approach: namely, pre-writing stage activities such as brainstorming, collecting ideas, discussing; the drafting stage, and the revising and editing stages. In addition, these activities can be used as many times as the writer needs (Tribble, 1996, 2003). In this vein, figure 2.6 clearly shows the four stages of the process approach to writing.

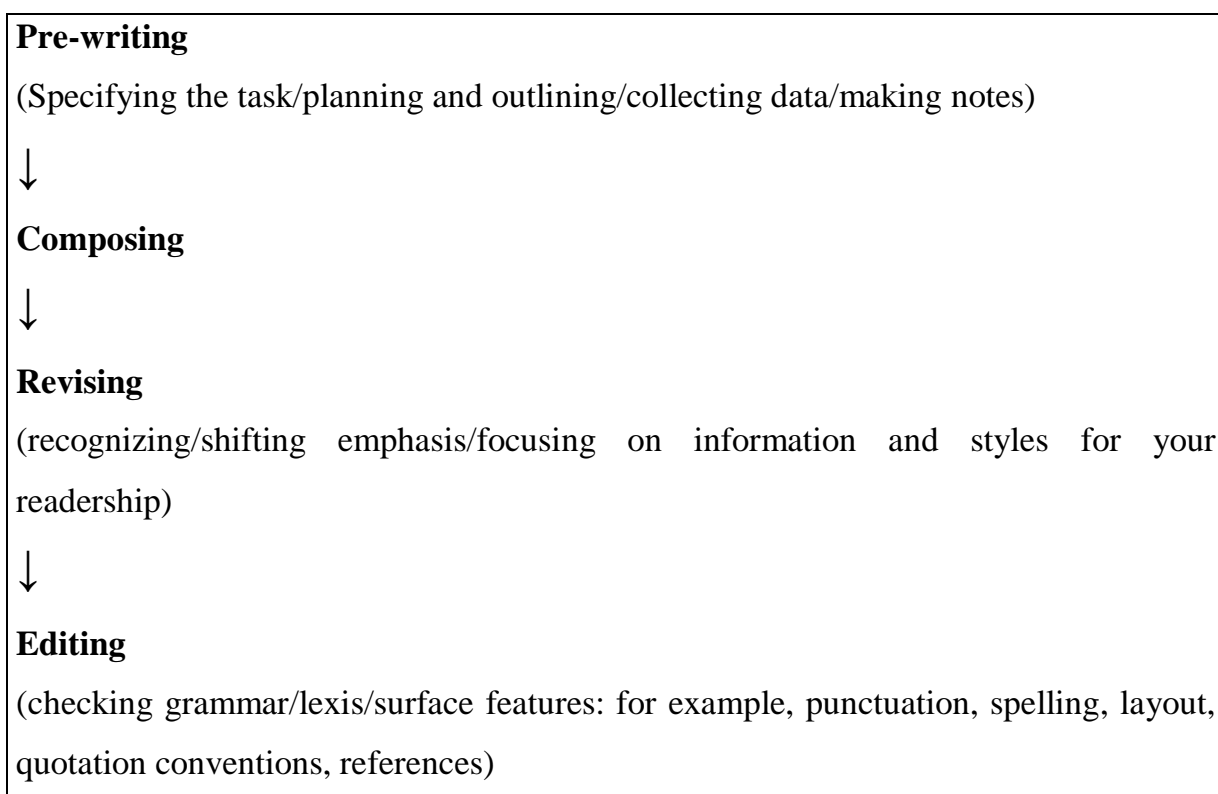


Figure 2.6: Stages of the Process Approach to Writing (Williams, 2003:25)

A) Pre-writing

A significant feature of the process approach to writing is that students collect and produce ideas before finishing the actual writing (Zamel, 1982). According to Hewings and Curry (2003), brainstorming and student discussions are helpful strategies that may be used to collect and gather ideas effectively. During the pre-writing stage students can use various methods, such as brainstorming, word clustering and free writing, as a way of discovering themselves and their ideas (Elbow, 1975).

Brainstorming means thinking quickly in order to produce and collect ideas for a specific topic or problem; it should therefore be done freely without any structure or judgment, and collaborative learning is the best way of ensuring that it is carried out effectively (White & Arndt, 1991).

Planning a topic is another important strategy of the pre-writing stage that helps learners to organize and write successfully (Peacock, 1986). According to Flower and Hayes (1981), planning is a mental strategy, so students may return to it at any time during the writing process.

Another technique of the pre-writing stage is writing and making notes in order to collect, generate and organize ideas. Ideas are generated in a free and unstructured way and without being organized. Organizing ideas is a structuring strategy that could be carried out through selecting appropriate names as headings and categories (White & Arndt, 1991).

Making an outline during the pre-writing stage is another useful strategy. According to Williams (2003), writers may find it necessary and useful to write down their important ideas in outline form, starting with small ideas and moving to more general ones.

B) Composing / Drafting

Getting started in writing an essay is one of the difficult stages in the process approach to writing, because it requires a great deal of attention, application and focus (Hedge, 2000). The drafting stage comes after the completion of pre-writing activities such as specifying the writing topic, collecting data and making an outline (Williams, 2003; King & Chapman, 2003; Tribble, 1996, 2003). During drafting students should keep writing their essay from beginning to end without stopping (Gebhard, 2000). According to King and Chapman (2003), during this stage writers should focus on the actual writing and leave checking both grammatical and spelling mistakes to the final stages.

C) Revising

Hedge (1988,23) mentions that '*good writers tend to concentrate on getting the content right first and leave details like correcting spelling, punctuation and grammar until later*'. The main concern of the revising stage is to complete the content correctly, whereas correcting grammatical and spelling mistakes can be done during the editing stage (Tribble, 2003).

Focusing on reorganizing sentences and adding more appropriate vocabulary are essential aspects of the process approach to writing (Williams, 2003). In the revising stage writers should carry out activities such as deleting unnecessary sentences and moving certain words or paragraphs forward or backward (Zamel, 1982; Williams, 2003; Hedge, 2000).

D) Editing

The last stage of the process approach to writing is editing. This stage concentrates on linguistic accuracy: grammar, spelling and punctuation (Harris, 1993).Hewings and Curry (2003) state that the editing stage involves checking references and formatting the students' writing. In this stage students may employ various strategies to correct their mistakes, such as working in pairs or in groups, and

use any available resources such as textbooks, dictionaries and computers (King & Chapman, 2003; Hewings & Curry, 2003).

2.5.2. 2. Criticism of Process Writing Approach

According to Badge & White (2000), the process approach has been criticized because it views the process as the same for all writers, regardless of what is being written and who is doing the writing, and also because it gives insufficient importance to the purpose and social context of the piece of writing.

The process approach to writing also places more emphasis on writing skills (planning, revising and drafting) than on linguistic knowledge (spelling, grammar, punctuation and vocabulary) (Badger & White, 2000). Students therefore have to be taught writing through its process and stages such as planning, drafting, revising, editing and publishing in order to write freely and arrive at a product of good quality (Belinda, 2006). Moreover, one of the beneficial aspects of the process approach to writing in the ESL setting is that teachers consider a writer to be an *'independent producer of text'* (Hyland, 2003, 10). However, while the process approach to writing has positive advantages for the writer, it does not pay much attention to the reader, which is not particularly helpful for those readers who expect to acquire some knowledge from a text (Tribble, 2003).

2.5.3. Genre Writing Approach

The genre approach is defined as *"a framework for language instruction"* Byram (2004, 234) that relies on a particular genre. In this respect, Swales (1990, 58) further defines a genre as *"a class of communicative events, the members of which share some set of communicative purposes"*. In addition, this approach is defined as a *'goal-oriented, staged social process'* (Martin, 1992). People using this approach interact to achieve social processes and they have goals of achieving particular things (Hyland, 2003). For example, business letters describe business affairs, book reviews criticize books, and lab reports describe what happens in a

lab experiment. Writing is, thus, considered as a set of linguistic and social features that distinguish a text from another on the bases of its purpose and its audience.

According to Badger and White (2000), writing in the genre-based approach is regarded as an extension of the product-oriented approach since learners have an opportunity to study a wide variety of writing patterns, for instance, the business letter, the academic report, and the research paper. In other words, Badger and White (2000) contrast the genre approach to the product approach, for it emphasizes on linguistic competence; however, it differs in its focus on social context. This reflects the two dimensions of the genre approach to writing: linguistic and social. That is to say, it aims to use vocabulary and grammar for a certain social group: audience. Thus, the linguistic and social aspects of text are not the only measurements that decide the text genre, the communicative purpose of the latter links between the writer and the reader, and the organization pattern also decides the text genre.

According to Tribble (1996), Badger and White (2000) and Hyland (2003), this approach could be used in any social context (for example, medicine, economics, commerce...etc), to use writing in various situations: for instance, writing reports, CV's, emails...etc. Hyland (2003) states that the central emphasis in this approach is not merely on writing but on writing something to achieve a specific purpose, as in telling a story or describing a technical process...etc.

According to Silva and Colleen (2004), the genre approach examines various contexts and moves from writing general essays to more particular essays and from school-sponsored writing to the real world context. While the general essays involve writing in the classroom, in testing situations or in laboratories, the particular essays can include many genres: for instance, nursing notes, care plans, personal or business letters, research proposals, doctoral narratives, research article publications, textbooks and summaries.

Regarding the teacher's role in this approach, he or she needs to discuss the genre with the students at the beginning of the class, then the students can carry on and

complete their work by themselves. According to Brindly (1994), the teacher should produce and supply information and input for the students at the beginning of the class. The most useful feature of the genre approach to writing is that a great deal of emphasis is placed on the audience and the readers of the written texts (Kay & Dudley-Evans, 1998).

Hyland (2003) states that teachers using the genre approach look beyond composing processes, subject content or the forms of texts to see writing as a bridge of communication with readers. The writer employing this approach is thus able to build a good relationship with his or her readers by conveying specific information. In addition, it assimilates context with discourse, something which is usually neglected in both the product and process approaches to writing (Hyland, 2003).

2.5.3.1. Stages in Genre Writing Approach

Genre-oriented approach provides opportunities to students to discuss how language works in a given context, and how it can most effectively be employed to meet particular goals. According to Badger and White (2000), there are three stages to teaching the genre approach: 1) introducing the text by the teacher (modelling); 2) constructing the text by the student with some help from the teacher (joint negotiation of text by learners and teacher); 3) producing the complete text by the student (the independent construction of texts by learners)

1. The Modeling Stage

It is related to the time when the writing instructors introduce the target genre that students should construct. At this stage, discussion focuses on the social functions of the text genre as well as the analysis of the text structure and language used.

2. The Joint Negotiation of Text Stage

In the second stage, joint negotiation of text refers to the stage when students carry out exercises which manipulate relevant language forms. It fosters a negotiating process between the writing instructors and their students.

3. The independent Construction Stage

The independent construction of texts is the final phase in which students try to produce their actual texts independently.

2.5.3.2 Criticism of Genre Writing Approach

Despite of its benefits, genre approach has some drawbacks. First, it underestimates the skills required to produce content. Second, it neglects students' self-sufficiency (Bryman, 2004). The genre approach not only places too much emphasis on conventions and genre features, but it is also less helpful for students in discovering the texts' true messages due to the targeted aspects of the specified genre. Likewise, if writing instructor focuses on the language used for a range of purposes and with a variety of readers. Thus, the genre approach restricts EFL students' creative thoughts about content and it is also criticized, for it overlooks natural processes of learning and students' creativity (Badge and White, 2000)

Furthermore, the negative side of the genre-based approach is that learners may not have enough knowledge of appropriate language or vocabulary to express what they intend to communicate to a specific audience. Another weakness, as Badger and White (2000) point out, is that the genre approach undervalues the writing skills which learners need to produce a written product and ignores the writing abilities learners have in other areas.

In the same vein, other researchers have expressed a negative view of the genre approach. For example, Kay and Dudley-Evans (1998, 311) mention that *'the genre-based approach is restrictive, especially in the hands of unimaginative teachers, and*

this is likely to lead to lack of creativity and de-motivation in the learners and it could become boring and stereotyped if overdone or done incorrectly’.

2.6. Genre-based Pedagogy to Teaching Writing

Over the last three decades, the notion of providing explicit and systematic instruction to raise students’ awareness of specific genre (‘genre-based approach’) has become the main pedagogical paradigm in the English writing classroom because it could be used in any social context (for example, Medicine, Economics, Management, Commerce or Politics...etc), to use writing in various situations: for instance, writing articles, business letters and reports...etc.

Hyland (2003) states that the central emphasis in this approach is not merely on writing but on writing something to achieve a specific purpose, as in telling a story or describing a technical process. This approach seeks *‘to explore ways of scaffolding students’ learning and using knowledge of language to guide them towards a conscious understanding of target genres and the ways language creates meanings in context’* (Hyland, 2003: 21). It was suggested that by being able to analyse the pattern of the conventional structural organisation and the rationale behind the textual characteristics of the chosen genre, the students could gain *‘access to ways of communicating that have accrued cultural capital in particular professional, academic, and occupational communities’* (Saracino, 2004: 59).

2.6.1. Genre-Based Writing Instruction for Novice ESP Students

The aforementioned issues seemed to become more serious in classrooms with novice foreign language students. Commonly, the results from genre analysis in ESP have been applied in writing instruction for academic / professional L2 learners (e.g. university school students, students in business classes) (Johns 2011: 64). Indeed, these ‘academic / professional’ learners were, in the majority of ESP research, assumed to have an intermediate level of linguistic knowledge (e.g. Johns, 1995, Bhatia, 2008; Cheng, 2008; Ting and Tee, 2008).

Under this assumption, such students, based on their L2 knowledge and previous experiences, were capable of identifying the relationship between the social purpose of a text and a writer's linguistic choices (Johns, 2011; Yasuda, 2011). Yet, most ESP novice language students whose L2 writing experience is often limited to within the classroom may find it challenging to grasp the fact that there are definable pragmatic purposes and social functions of a text (Johns, 2011). They are more inclined to view writing as purely a means for improving their grammar / vocabulary knowledge and/or translation skills rather than as a '*communicative social act*' (Yasuda, 2011: 112).

Consequently, in writing exercises, these students tend to consider that the composer (as well as the reader) of the text is generally anonymous and his/her identity (or '*individualistic position*') is non-existent (McKinley, 2012: 18). Johns (2008: 244) also mentioned that novice students were not included in much of ESP pedagogy because it is often difficult to ascertain their authentic needs and the possible situations in which they can apply knowledge of a target genre in a meaningful way.

Nonetheless, most genre practitioners who empirically probed the application of ESP genre-based pedagogy for ESP novice learners (e.g. McKinley, 2012; Yasuda, 2011; Johns, 2008) found that ESP genre-based instruction, especially through the students' analysis of move structure, significantly increased the students' awareness of genre concepts and in turn effectively improved the quality of their writing.

In this standard, Yasuda (2011: 114) stated that the ESP genre-focused approach can offer novice students '*a major resource for shaping their understanding of a new genre and offers an important learning foundation*'. Moreover, Hyland (2008) suggested that by using the genre concept for establishing the expected patterns rather than enforcing rules, genre pedagogy then, can provide a wide range of choices for novice writers to make meaning. Many researchers (e.g. Andrew and Romova, 2012; Yasuda, 2011; Cheng, 2006; Kim and Kim, 2005) who successfully adapted genre-based teaching in ESP classrooms argued that the fundamental issues underlying

the ESP genre-based approach can be improved by incorporating process-focused instruction.

In such instruction, development of the thinking process required to compose text was a main focus and a writer (learner) was viewed as an independent producer of text. That is to say, the writing process for reaching the final text through brainstorming, contextualisation, outlining, drafting, revising, and editing are regarded as an essential part of the writing pedagogy (McKinley, 2012; Yasuda, 2011). Thus, the writer's identity, creativity and fluency are also stressed in each process (McKinley, 2012: 19). Such an approach was termed as the process-genre approach proposed by Badger and White (2000) and is reviewed in detail in the following section.

2.6.1.1. Integrating Process and Genre Approaches in Teaching Writing

The Process-Genre approach (PGA) is the combination of the process and the genre approaches. PGA thus, encompasses the process where writers decide what aspects should be highlighted as well as the knowledge of the appropriate language (Badger and White 2000). PGA integrates both the strengths of the process Approach and the genre Approach. Therefore, planning, drafting, conferencing, editing and peer review are components of the process Approach to the teaching of writing. Whereas, understanding and considering the purpose, audience and context are elements in the genre Approach.

In fact, process and genre approaches to teaching writing are derived from different perspectives on the nature of writing as well as teaching and learning practices. On the one hand, process orientation focuses on individual writers and their cognitive processes in composing text (e.g. Flower & Hayes, 1981), whereas genre orientations pay attention to social factors that play significant roles in influencing the construction of language and text. Kress (1993).

Hyland (2003) summarised main principles of process and genre approaches to teaching writing in the following table:

Attribute	Process	Genre
Main Idea	Writing is a thinking process Concerned with the act of writing	Writing is a social activity Concerned with the final product
Teaching Focus	Emphasis on creative writer How to produce and link ideas	Emphasis on reader expectations and product How to express social purposes effectively
Advantages	Makes processes of writing transparent Provides basis for teaching	Makes textual conventions transparent Contextualizes writing for audience and purpose
Disadvantages	Assumes L1 and L2 writing similar Overlooks L2 language difficulties Insufficient attention to product Assumes all writing uses same processes	Requires rhetorical understanding of texts Can result in prescriptive teaching of texts Can lead to over attention to written products Undervalue skills needed to produce texts

Table 2.5: A Comparison of Process and Genre Orientations (Hyland, 2003:24)

In fact, the nature of writing is complex. According to Hyland, writing is “*a sociocognitive activity*” (2003, 23) in which writers need certain skills to deal with complex cognitive processes in composing as well as knowledge of language, contexts, and audiences.

Tribble (1996, 103) suggested that the writers need be aware of not only how to write but also what to write in context. He also suggested that two significant qualities of a person’s ability to write successfully include:

1. The extent to which a writer is able to draw on a range of appropriate *processes* when he or she is engaged in the creation of written texts.
2. The extent of a writer’s knowledge of the way in which context and content influence the *genres* of writing that are typical of particular communicative event. Tribble (1996,103)

Genre pedagogy is based on the assumption that learning is best accomplished through an explicit awareness of language used in context, rather than a student’s inductive learning, but this does not mean replacing process-oriented approaches (Hyland, 2004, 21). Swales (1990) strongly affirmed this point when he stated that:

“It would be unwise to neglect the internal aspects of composing such as developing pre-writing and invention strategies, fostering apprentices’ awareness of their own writing processes, inculcating value of redrafting and encouraging selection of topics of personal interest.”

Genre pedagogies insist that students should have explicit knowledge of linguistic features for producing appropriate texts in context from the beginning of learning process, rather than explaining grammar at the end of the writing process as a solution to learners’ writing difficulties. Few teachers would deny that planning, drafting, and editing are important aspects of writing, but it is now clear that these are

not sufficient for students to produce appropriate text that can achieve its purpose in a particular context. Hyland (2004, 21).

As a result, scholars of teaching writing (e.g. Badger & White, 2000; Hyland, 2003, 2004; Tribble, 1996) have proposed the incorporation of both process and genre approaches to the teaching of writing. Indeed, they stated that these approaches are not incompatible and their integration can compensate for each others' weaknesses. That is to say, it is possible to see that writing instruction that draws on the strengths of both approaches can encourage students to express their ideas individually in an authentic voice and to write socially appropriate text.

In the same vein, Hyland (2003, 24) suggested that the synthesis of process and genre approaches in practice may ensure that:

“Learners have an adequate understanding of the processes of text creation; the purposes of writing and how to express these in effective way through formal and rhetorical text choices; and the contexts within which texts are composed and read and which give them meaning.”

The process approach views writing as '*a cognitive activity*', and focuses on writers and the process of composing. It aims to discover and express a writer's ideas and develop writing skills. This approach helps writers gain explicit knowledge of the writing process, but it fails to provide students with explicit knowledge of the formal language features used in writing the texts.

On the other hand, genre approaches view writing as '*a social activity*' in that classroom instruction emphasizes social context and the language features used to achieve its social purposes. Thus, students are provided with explicit knowledge of the language features used in a social context. However, the genre approach may devote too much attention to written products, and undervalue the composing process and writing skills.

2.6.1.2.1. The Theoretical framework

Tribble (1996) states that there is considerable scope for an approach that emphasizes both knowledge about the context and content of a piece of writing (focus on genre) and knowledge of the best way of preparing for a writing task (focus on process). In such a view, a successful writer has to draw on knowledge of the genre (content and context), knowledge of the language system (for example, lexis and syntax) necessary for doing the writing task, and knowledge of the writing process (the steps) for preparing the task. When these sets of knowledge are interrelated (as shown in Figure 2.7), writers are more likely to produce effective texts since they know what to write in a given context, which parts of the language system are the most appropriate for carrying out the task in hand, and they have a command of the necessary writing skills for the task.



Figure 2.7 : Set of knowledge involves in the Writing Task. (Tribble, 1996 : 67)

Thus, process-genre approach to teaching writing is proposed in the present research work in order to overcome the pedagogical shortcomings of both the genre and the process approaches in developing ESP students' business writing skills .Badger and White (2000).

In this vein, Litinin (2012) explained process-genre approach as:

a hybrid, the combination of the process models and the genre theories which takes into consideration the development of the writing skills as well as the conventions, concept of which not only draws from the genre approaches such as knowledge of context, the purpose of writing and certain text features but also retains the process philosophy such as writing skills development and learners' response.

The process-genre approach is acquired from combination between process approach and genre approach which helps students' writing skill. According to Babalola (2012, 1), the process genre approach to the teaching of writing is combination of the process models and the genre theories which came about with the realisations of the limitations of both the process and the genre approaches in developing learners' writing skills. Additionally, Goa (2007, 4) defines PGA, as the term suggests, *'combines process models with genre theories, in which the concept not only draws on ideas from genre approaches, such as knowledge of context, the purpose of writing, certain text features, but retains part of process philosophy such as writing skill development and learner response'*.

In other words, the students may learn the relationship between purpose and form for a particular genre. According to Deng, Chen, & Zhang (2014, 10), this approach *'allows students to study the relationship between purpose and form for a particular genre as they use the recursive processes of prewriting, drafting, revision, and editing, in which use these steps develop students' awareness of different text types and of the composing process'*. However, this approach helps students' writing skill which relates to students' real-life situation. Yan (2005, 22) states the process-genre approach will help students relate strongly to real-life situation, motivate students and prepare them to write for audiences outside the classroom.

2.6.1.2.2. Teaching Procedure Used in Process-Genre Writing Approach

The framework of the present study is based mainly on the process-genre model established by Badger and White (2000), Feez (2002) and Hyland (2007). Accordingly, five essential phases in process-genre-based teaching / learning cycle are proposed namely, 1) *context exploration*, 2) *text exploration based on model texts*, 3) *joint construction of text*, 4) *individual application* and 5) *linking related texts*. The following diagram illustrates the framework used in the present study:

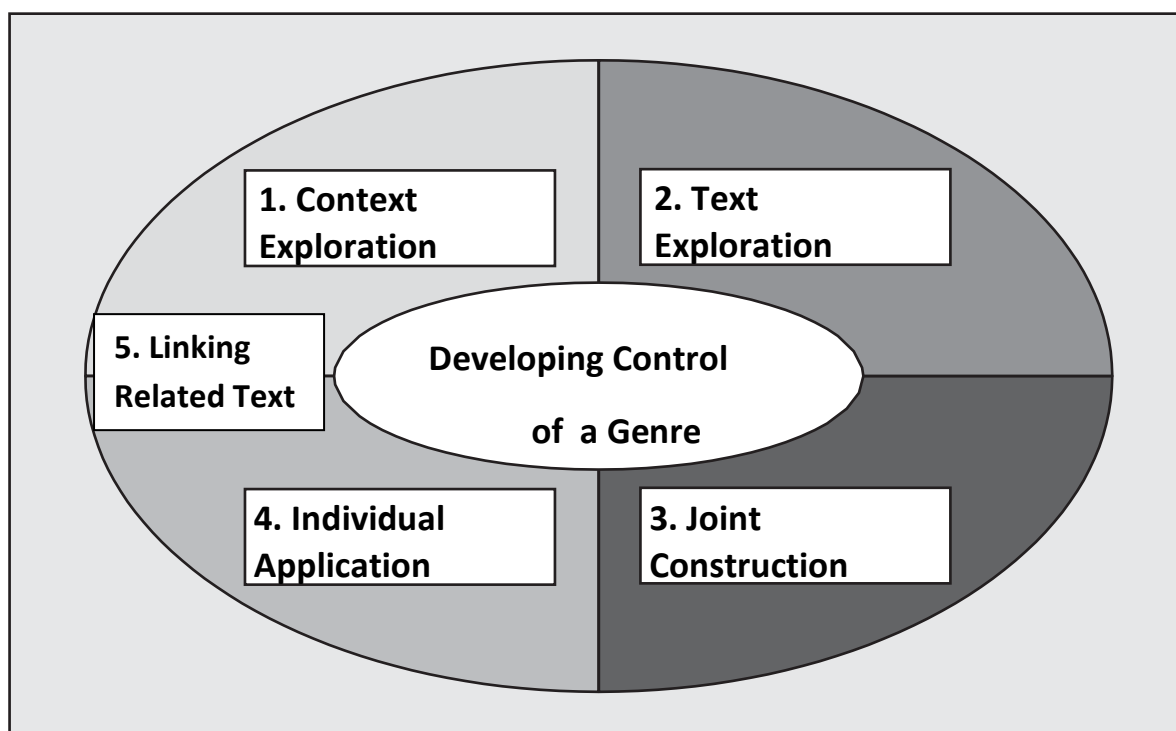


Figure 2.8: Teaching / Learning cycle Stages (Feez, 2002: 65) and (Hyland, 2007:159)

Classroom activities in the process genre-based classroom should be derived from the specific purpose of each different phrase. The goal of each phase or stage is summarized as follows:

2.6.1.2.2.1. Context Exploration

Every cycle begins with context exploration, '*context*' referring to the possible contexts of situation in which the chosen text-type or genre may be used. This phase resembles the pre-listening/reading/speaking/writing phase that has come to be typical

in communicative language teaching, and the activities that may be carried out do indeed resemble typical pre-activities in skills-based teaching.

One primary aim of teaching / learning cycle stages of the process-genre-based approach activities is to help students become aware of and understand the social purpose of the chosen genre, as well as the contextual factors influencing the production of the texts that they will examine as models, and the texts that they may be required to produce in writing. In fact, one of the central insights of genre analysis is that writing is embedded in a social situation, so that a piece of writing is meant to achieve a particular purpose which comes out of a particular situation. In this vein, the teacher begins preparing the students to write by defining a situation and placing it within a specific genre, such as business genres and gives the students the opportunity to consider the social purpose of the text to raise the students' consciousness of the contextual features of the genre in terms of the social context (rhetorical situation including purpose, audience, and occasion) in which the genre is used and the purpose it serves (Cope and Kalantzis, 1993).

According to Halliday (1994), these contextual factors may be neatly captured as consisting of:

- a. **The field:** or subject matter of discourse,
- b. **The tenor:** the relationship between the speakers/writers and listeners/readers involved,
- c. **The mode:** the discourse (i.e. whether it is spoken or written, what specific form it takes, e.g. letter or e-mail).

The overall aim of the context exploration phase, from the teacher's point of view, is to help students to be aware of and comprehend the social purpose and other factors (e.g. cultural background) of the chosen genre. That is to say, this stage reveals the purpose of a genre and the setting in which it is commonly used. The emphasis in this step is placed on the functions of language and how meanings work in contexts. Thus, responses were elicited from students to questions such as:

- ✚ Who is the writer?
- ✚ For whom was it written?
- ✚ For what purpose?
- ✚ And what kind of relationship exist between the writer and reader?

2.6.1.2.2.2. Text Exploration

The next stage, text exploration, is the first of two perhaps distinctive key phases/stages in the PGA Cycle, the aims of this phase are to familiarise the learners with the target text-types or genre, and to draw attention to organisational and linguistic features commonly found in texts belonging to it. Accordingly, using model texts play a crucial role in this phase. These may include a gamut of established ‘*communicative*’ activities such as the re-assembling of ‘*jigsaw*’ texts or information gap exercises, but the tasks are deliberately constructed in such a way to highlight the salient lexical and grammatical features. Thus, the tasks aim to be at least implicitly ‘*analytical*’ in nature, and not just to facilitate interaction as an end in itself.

In this respect, the teacher discusses how the text is structured and how its organisation develops to accomplish its purposes. That is, the genre is introduced through a model text that exemplifies the target genre. The emphasis at this stage is on the text’s social purposes (communicative purposes/functions), how the information in the genre is organised (schematic-structure), and aspects of the way the text speaks (lexico-grammatical features).

For example, students can be asked to analyse the samples of the target genre themselves using move analysis and lexico-grammar with provision of worksheets that describes the moves and steps that help them complete these tasks. This step focuses on involving the teacher in discussing and exploring the whole text (such as opening, body and ending... and how they are organised and structured in terms of moves and their communicative purposes as well as their associated linguistic features and expressions such as the use of compound nouns, useful nouns, useful formulaic units and collocations... found in routine business letter correspondence...etc). It also

involves the analysis of style and politeness strategies such as the use of Conditional sentences, modal verbs, imperatives, indirect questions... etc that characterise genre awareness business writing correspondence.

Of course, more explicitly analytical work (such as asking students to *'hunt'* for and *'highlight'* all instances of a specific grammatical form such as in the case of business genres (conjunctions, tenses, prepositional Collocations), as well as direct teaching by the instructors, is also possible, in order to make the features obvious to the learners. How the formal features work to help the text-type or genre achieve its purposes is also discussed or explored, the teacher playing a key role in others-regulation throughout this phase.

2.6.1.2.2.3. Joint Construction

Before writing independently, the teacher and students work together to construct whole examples of the genre to facilitate later independent composing. This helps students to become familiar with the PGA to writing and to develop writing confidence. For instance, each group of students can be asked to outline a writing situation and to write a first draft with teacher support. Finally, students revise their work based on an editing and revising checklist before re-submitting it to the teacher.

The main aim of this stage is to construct a text (draft) with peers and/or teachers using the knowledge and awareness gained from the preceding steps such as exploration of text and context. In this respect, the students work with the teacher to construct their own. This can take forms varying from teacher-fronted whole-class co-construction of a single text on the board, to small group or pair construction with the teacher helping each group or pair by turn, to the teacher working with each individual students through conferencing.

Furthermore, as with process approaches, the texts may go through a few rounds of drafting, editing, and re-drafting. The model texts continue to provide object-regulation, while others-regulation come from not only teacher but also from

students, as more expert peers guide others, or as students refer each other to features in the models, and to points raised in the text exploration stage.

What is to be noted in both the text exploration and joint construction phases is that there is much oral interaction taking place, its nature and intention is different from that of most forms of communicative language teaching, where the interactive activities in the latter are often designed to simulate real life interaction, directed at providing opportunities for collaborative effort to learn to accomplish a purpose in the language (Feez, 2002)

2.6.1.2.2.4. Individual Application

The last stage in the Cycle, individual application, as the name suggests, requires learners to work individually and independently to produce individual essays. In fact, independent writing is the ultimate goal of the L2 writing class. The purpose of this step is to apply what the students had learned from the PGA in class to write a text independently, with the teacher supervision, encouragement.

Basically, the cognitive process involved in this stage is exploiting generic knowledge of repertoire of specialist genres by becoming informed users of the discourse of their chosen field (Bhatia, 1997). At this point students have examined model texts and have jointly constructed a text in the genre. They now undertake the task of composing their own texts on a related topic. Class time can be set aside for students to compose independently so that the teacher is available to help, clarify, or consult about the process.

Students eventually will have a draft that will undergo final revision and editing. This does not necessarily mean that teachers have to collect all the papers and mark them one by one. Students may check, discuss, and evaluate their work with fellow students, as the teacher again guides and facilitates. The teacher may make an effort to publish the students' work, which will impart a sense of achievement and motivate the students to become better writers (Yan, 2005).

Ideally, this is carried out only after the students have successfully produced a jointly constructed text. This phase then provides the opportunity for self-regulation and what each learner produces can, of course, be further re-cycled through further others-regulation (e.g peer-editing, teacher feedback), until the learner attains a desired level or command of the target genre. In this standard, these key concepts are explained in the following sections.

- **Re-reading and Revising**

A very powerful observation about revision and re-writing was made by Maimon et al (1982: 61): "*successful papers are not written; they are re-written*". Once the first draft is completed or while students are still busy composing (depending on the length of the text and the preferences of the students), they are encouraged to re-read their text firstly to determine whether their subject content matches the topic and what they intended to say (Shih, 1986: 630).

In other words, they look at their ideas critically and evaluate the meaning and message; changes or alterations can be made. Students can even add or delete ideas. The second focus is on structure where students evaluate the organisation of their text and check whether their paragraphs have a logical order to make it more reader oriented (Shih, 1986 :631).

- **Peer-editing**

Peer-editing is a text production skill that is characteristically applied in the process approach. Peer-editing means that students read each other's work, and then often feedback on content structure and grammar concerns. This skill can successfully be used in the process-genre approach to writing if administered effectively. It is also a form of input, as discussion on content with other students might lead to addition of ideas. Students should get guidelines on how to peer edit. It is always useful to give students the criteria as a guideline in the form of a structured feedback form or checklist to be filled in or ticked off. (Gao, 2007:9). Objectivity must be stressed and the teacher could model a peer-editing session before students embark on editing each

other's work in pairs. After the peer-editing session, students should be allowed more time to re-write the text if necessary.

- **Teacher Feedback**

Once the first draft is written, self-edited and peer-edited, and revised, possibly re-written, the teacher can use one or more methods of feedback. In this vein, a very useful but time-consuming method is to go through the essays together with each student, asking questions and making suggestions in a positive, motivating way. This is called teacher-student conferencing. This technique can give the teacher insight into the students' level of competence and it helps the students to recognise their strengths and weakness in terms of academic writing ability. Another technique favoured by many students is written feedback from the teachers (Kim & Kim, 2005). This means the teacher evaluates the essay and does error correction on a grammatical level, but also makes suggestions about structure and content. The teacher might want the students to re-write the essay based on his/her recommendations and suggestions. The final draft is handed in to the teacher, who can then evaluate the essay and give written feedback and allocate marks based on the specific course and genre criteria and marking grid. (Kim & Kim, 2005 :9) ; Gao 2007 : 13).

2.6.1.2.2.5. Linking Related Texts

Hyland (2007, 158) has added a fifth phase to his model, i.e. '*linking related text*' (language recycling). The purpose of this phase is to relate what has been learnt to other genres and/or contexts. Production of a job application letter, for example, may be followed by practicing a job interview (speech genre in a related context) or writing an acceptance letter from the employer (written genre in the same context).

This stage gives students the opportunity to investigate how the genre they had been studying was related to other texts that appeared in the same or similar context, to other genres they had studied, and to issues of interpersonal and institutional power and ideology. This could only be successfully conducted after students had learned and

understood the target genres provided in the classroom as that provided them with a basis to make comparisons.

2.7. Conclusion

In this chapter, the focus was, in fact, on the theoretical part of the present research work. It has tried to review the relevant literature and built the foundations needed to examine the research questions set at the beginning of the study. It has attempted to shed light on the key-concepts used in this work, and sought to propose an integrated model to teaching business writing that incorporates both process and genre approaches to help Management students to explore different genre types, in relation to their purposes, context, discourse organization, and lexico-grammatical patterns under the teacher's supervision and peer support.

CHAPTER THREE**Research Design and Methodology**

3.1. Introduction	81
3.2. Situation Analysis	81
3.2.1. ESP Teaching in Algeria	82
3.2.2. The Current Situation of Teaching of Business Writing at the Department of Management.....	83
3.2.2.1. Problems faced in Teaching Business Writing.....	85
3.2.2.2. The Existing Approaches in Teaching Business Writing.....	86
3.3. Population and Sampling	87
3.3.1. Students' Profile	93
3.3.2. Teachers' Profile.....	94
3.4. Research Design	95
3.4.1. Classroom Action Research as a Methodological Approach	96
3.4.1.1. Definition and Features of Action Research.....	96
3.4.1.2. Rationale for choosing an action research approach for this study....	100
3.4.1.1. Step in Classroom Action Research Plan	101
3.5. Research Procedure.....	103
3.5.1. CAR's Preparation.....	103
3.5.1.1. Business Writing Course Design	103
3.5.1.2. Teaching Material	104
3.5.2. Process-Genre Intervention Phase.....	104
3.5.2.1 Implementation of the Process-Genre Intervention Phase and the CAR's Cycles (1 st and 2 nd Cycle).....	105
3.5.2.1. Process-Genre Approach Learning Stages	109

3.6. Data Collection and the Research Instruments.....	115
3.6.1. Questionnaire	115
3.6.1. 1. Pre-Intervention Questionnaire	118
3.6.1.1.1. Administering the Piloting of the Pre-Intervention Questionnaire	120
3.6.1.1.2. Post-Intervention Questionnaire	120
3.6.2. Interview	121
3.6.2.1. Semi-Structured Interview	124
3.6.2.1.1. Teachers’ Semi-Structured Interview.....	127
3.6.2.1.2 Students’ Semi-Structured Interview	129
3.6.3. Tests	130
3.6.3.1. Tests Design and Piloting	132
3.6.3.2. The Pre-Intervention Test	135
3.6.3.3. The Post-Intervention Test.....	136
3.6.3.4. Pre and Post-Intervention Tests’ Assessment Criteria	137
3.6.3.4.1. Analytic Scoring Rubric	138
3.6.3.4.2. Move Analysis	140
3.7. Data Analysis	141
3.7.1. A Mixed-method Approach.....	142
3.8. Conclusion.....	143

3.1. Introduction

The present chapter provides an overview of the overall research design and justification of the research methods used to investigate the application of a process-genre approach to teaching business writing to third-year Management students at Djillali Liabès University, Sidi Bel Abbès.

This inquiry starts with a brief overview of ESP teaching in Algeria and a description of the current situation of teaching business writing at the department of management. Then, it tries to shed light on the profile of the informants who took part in the present study namely third year management students and ESP teachers at the Department of Management. Moreover, this chapter provides a detailed account of the methodological approach that guided the research design of the current research work, followed by an overview of research procedures as well as the implementation of the Process-Genre intervention phase and the CAR's Cycles (1st and 2nd Cycle) and the stages that it entails. It also introduces the different research instruments used for data collection and the mixed-method approach that includes qualitative and quantitative approaches used in the current research work.

3.2. Situation Analysis

Apart from the analysis of the target and learning needs, *situation analysis* or *environmental analysis* (Richard, 2000) is believed to provide insightful data that may affect the success or failure of the teaching and learning process such as the improvement of the status of teaching writing for business purposes at the department of Management which is the case of the present study. This section is, therefore, based on analysing a set of elements which are felt to be necessary for the actual study which are mainly: the provision of an overview of ESP teaching in Algeria, the description of the current situation of teaching of business writing at the department of management and the problems encountered in teaching the latter as well as discussing the existing approaches that are used in teaching business writing.

3.2.1. ESP Teaching in Algeria

The linguistic map in Algeria is rich. Classical Arabic stands as the national language, while French stands as a first foreign language due to historical reasons. Moreover, the Algerians use many dialects to communicate in their daily life. English, on the other hand, enjoys the status of a Second Foreign Language and its use and exposure are only limited to classroom settings, as opposed to French which is used in everyday life.

The introduction of English teaching in Algeria seems to correspond to the French colonial period. At that time, English was taught at secondary schools by French teachers and the whole educational system was based on French. The teaching of English was kept after the independence; certainly because of its international status.

Nowadays it is taught in middle school for four years, and in secondary school for three years. After obtaining the Baccalaureate degree, students can reach the tertiary level where English is a compulsory subject present in almost all the faculties. Its teaching is more specific connected to many fields as Biology, Technology, Economics, Business or Tourism giving rise to one aspect of language teaching namely ESP.

At the Algerian universities, Arabic and French are the means of instruction while English is included on the curriculum as a compulsory subject (except at the English Department where it is the language of instruction). One purpose for teaching English at tertiary level is to raise the students' proficiency in this language, enabling them to use it in acquiring knowledge of their subject-fields as well as to prepare them for successful communication in their future profession.

ESP is a new approach to language teaching in Algeria, and its effectiveness depends on many criteria. Kennedy and Bolitho (1984, 11) pointed out that: '*...ESP programmes are often the indirect result of political decisions made at governmental*

level about the role of English within the country in which the learner is studying. These decisions may restrict or widen the role, and hence the use of English within the community.'

ESP in Algeria can be divided into (EAP) and (EOP). EAP is mainly taught at universities including both undergraduate and postgraduate studies, while EOP is taught in some professional institutes and private schools. We can summarize the ESP situation in Algeria in figure 3.1.

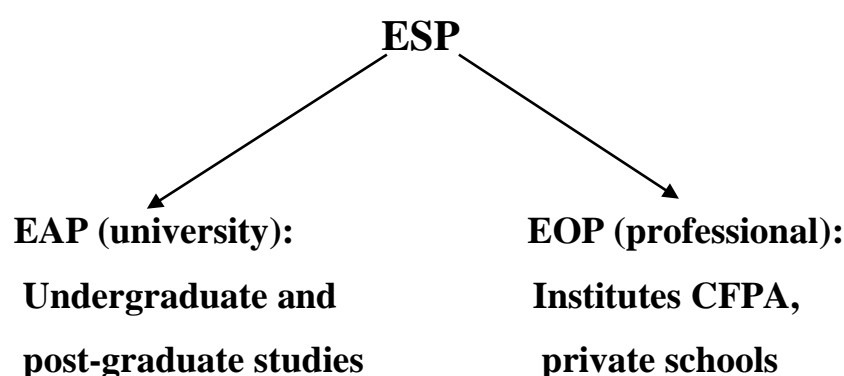


Figure 3.1: ESP Teaching in Algeria

3.2.2. The Current Situation of Teaching of Business Writing at the Department of Management

Basically, it is crucial for any ESP students to have some amount of proficiency in the English language if they have to cope with the workplace challenges in their future professional life. This not only includes the receptive skills but also the productive skills. In this standard, ESP students are required to produce a range of genres related to their specialism and as far as 3rd year Management students are concerned, they would need to write different kind of business documents which are expected to be used in the workplace. However, in the Algerian context, this is not an easy task for ESP students who are first non-native speakers of the language and moreover they are not exposed to it outside the classroom. Therefore, ESP teachers are the experts that play an important role in teaching students how to write effectively

these genres in order for them to keep up with the workplace demands which involves that individuals must be prepared to respond to rapid technological and knowledge changes.

While the ESP courses offered by the Algerian Universities do not take into account the role of the workplace, very little research exists on the impact of career-focussed programmes and how these meet or do not meet workplace requirements. Consequently, these gaps should be addressed to ensure the adequate preparation of ESP students for the workplace challenges in their future professional life.

Based on the researcher' conversation with some ESP teachers of the faculty of Management and Commerce Sciences at Sidi bel Abbes University about their current teaching practices and the approaches that they use in teaching business writing in their classes, the majority of them affirmed that they do not even teach the writing skill and unfortunately, they give priority to the teaching of the reading skill through the provision of a range of related business texts in which they assign students some tasks related to vocabulary and grammar practice to improve the students's low level in English as well as to enrich their repertoire with sufficient terminology related to their respective specialism.

Furthermore, many ESP teachers at the faculty of Management and Commerce Sciences of Sidi bel Abbes University often neglect the teaching of the writing skill and they attribute this to the following reasons:

- ✓ the time allocated to the teaching of the ESP course which is an hour and a half per week is not sufficient to teach the writing skill,
- ✓ students' low level in English,
- ✓ as well as their lack of motivation make it difficult for the teacher to practice this paramount skill in the ESP classroom.

3.2.2.1. Problems faced in teaching Business Writing

Teaching business writing to ESP students is by no means an easy task, due to the challenges brought about by the latter as well as the peculiarities of the writing process itself. In fact, one of the problems that any ESP teacher is likely to face is that of the students' reluctance towards writing courses. This attitude seems to be triggered mainly by students regarding writing not only as "*a chore to be got through for a grade, but also a boring activity*" (Tarnopolsky and Kozhushko, 2003).

Another problem that would be considered is the students' uncertainty regarding the way they are actually to use their business writing skills in English may also deter them from becoming good learners. As Tarnopolsky and Kozhushko (2003:14) state:

Tertiary education aims at providing students with knowledge and experiences which should prepare them "to react intelligently and creatively to life's challenges".

However, given the wide range of fields in which Management students could work after graduation, during their academic studies, very few have a clear idea of the way they will eventually use the skills acquired, including business writing skills. This may be a cause of misgivings, of doubts regarding the way in which demands during English courses in the university really mirror the needs of future managers.

Another challenge could be that of the students' self-delusion that there is always someone else to do the writing, faster and better. It is true that some companies have special compartments dealing with correspondence, but more often, this happens only in big multinationals. At present, it is a fact that the majority of businesses do not rely only on these compartments in business writing, but on almost all their employees.

In addition, there are students who minimize the complexity of business writing starting from two other assumptions. The first is that this type of writing is based on

strict patterns and recurrent standard phrases, which could be easily learned or, even more conveniently, taken from the Internet. Thus, they fail to understand that business writing means more than that, that there should always be an appropriate selection of words, phrases, register, and ways of addressing, depending on the audience. And, above all, that, in business, the tone, an “*ineffable*” feature, is the key.

The second assumption we referred to is connected to the practical character of business writing. Being given that writing is indeed instrumental, many students consider that, as long as writing documents reach their aim, as long as business is concluded and profit made, texts do not necessarily have to be perfectly accurate. This aspect is relevantly commented on by Frendo (2005:84), who agrees that there are companies whose policy is more focused on efficiency, on speed, than on linguistic accuracy, but he does not forget to emphasize another significant detail: business writings may sometimes be the first thing the others can see, and consequently have a great power in making an impression.

3.2.2.2. The Existing Approaches in Teaching Business Writing

As stated by ESP teachers, the teaching of the writing skill is usually neglected and even if it is taught, there is no adequate writing methodology that fits ESP students’ needs in learning English for business purposes.

Generally speaking, the traditional approach and the process approach are the pre-dominant approaches that are often used by ESP teachers to teach writing in their ESP classes and the latter usually involves giving students a topic, telling them what is expected in their composition, marking their finished product and telling them to make the necessary changes based on the given comments.

Whereas the process approach involves making drafts, expanding brief notes while organising the text and checking for punctuation, grammar and spelling inaccuracies. However, both the traditional approach and the process approach have their flaws in that many ESP students are unable to produce written texts of a good quality. Some teachers merely ‘*test*’ instead of ‘*teach*’ writing thus students do not

benefit fully from the writing lessons. Thus, little or no emphasis is placed on the interpersonal relationship between the writer and the reader which actually affects the type of language used in the written text (formal or informal). In addition, the differences between the spoken and written texts are rarely taken into account.

Consequently, neglecting these differences, texts produced lack sophistication and maturity. With these weaknesses, it is not surprising that many students fail to produce good quality compositions.

3.3. Population and Sampling

Before introducing the sample population involved in this study, we should first define what is meant by sample and population. On the one hand, sampling is referred to as being "*the group of participants or informants whom the researcher actually examines in his empirical investigation and population is that group of people whom the study is about*" Dornyei (2007, 96). Besides, Best and Kahn (1998:13) defines a sample as "*a small proportion of population selected for observation and analysis.*"

According to Fraenkel, Wallen, & Hyun (2012, 91), "*a sample in a research study is the group on which information is obtained.*"

On the other hand, Fraenkel and Wallen (2007, 68) state that "*population is the group of interest to the researcher, the group to whom the researcher would like to generalise the results of the study.*"

Polit et al (2001, 233) define population as "*the entire aggregation of cases that meet a specified set of criteria*". They further add that: "*Sampling involves selecting a group of people, events, behaviors, or other elements to conduct a study. When elements are persons, they are known as subjects selected from the delineated target population in a way that the individuals in the sample represent as nearly as possible.*"

In order to answer the research questions, it is doubtful that researcher should be able to collect data from all cases. Thus, there is a need to select a sample. The entire set of cases from which researcher sample is drawn is called the population. Since, researchers neither have time nor the resources to analyse the entire population so they apply sampling technique to reduce the number of cases. Figure 3.2.illustrates the stages that are likely to go through when conducting sampling.

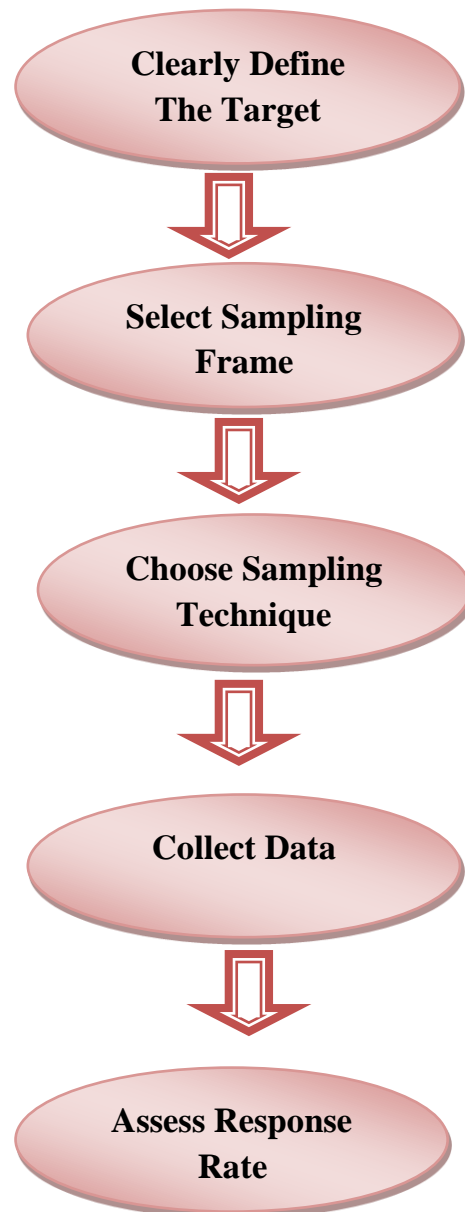


Figure 3.2: Sampling Process Steps (Fowler, 2002)

A. Stage 1: Clearly Define Target Population

The first stage in the sampling process is to clearly define target population. Population is commonly related to the number of people living in a particular country.

B. Stage2: Select Sampling Frame

A sampling frame is a list of the actual cases from which sample will be drawn. The sampling frame must be representative of the population.

C. Stage 3: Choose Sampling Technique

Prior to examining the various types of sampling method, it is worth noting what is meant by sampling, along with reasons why researchers are likely to select a sample. Taking a subset from chosen sampling frame or entire population is called sampling. Sampling can be used to make inference about a population or to make generalization in relation to existing theory. In essence, this depends on choice of sampling technique.

In general, sampling techniques can be divided into two types:

- ✚ Probability or random sampling
- ✚ Non- probability or non- random sampling

Before choosing specific type of sampling technique, it is needed to decide broad sampling technique. Figure 3.3. shows the various types of sampling techniques.

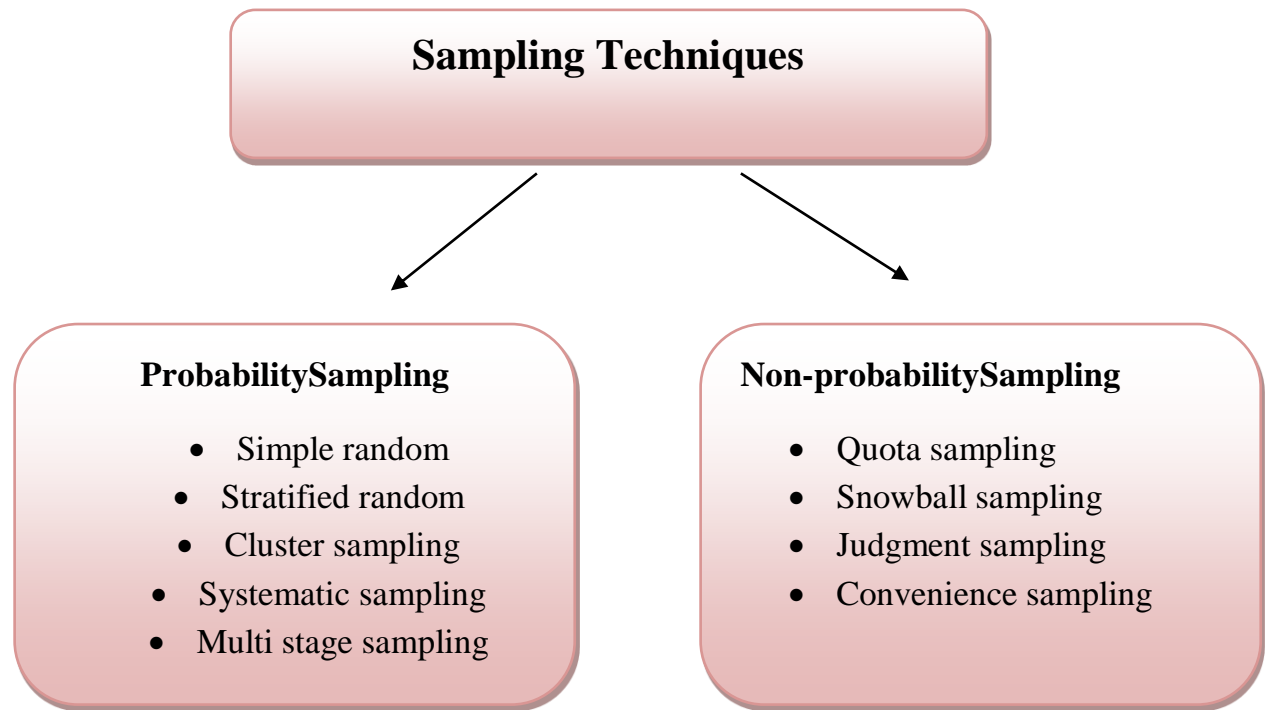


Figure 3.3: The Various Types of Sampling Techniques

1. Probability Sampling

Probability sampling means that every item in the population has an equal chance of being included in sample. One way to undertake random sampling would be if researcher was to construct a sampling frame first and then used a random number generation computer program to pick a sample from the sampling frame (Zikmund, 2002). Probability or random sampling has the greatest freedom from bias but may represent the most costly sample in terms of time and energy for a given level of sampling error (Brown, 1947).

1.1. Simple Random Sampling

The simple random sample means that every case of the population has an equal probability of inclusion in sample. Disadvantages associated with simple random sampling include (Ghauri and Gronhaug, 2005):

- ✓ A complete frame (a list of all units in the whole population) is needed;
- ✓ In some studies, such as surveys by personal interviews, the costs of obtaining the sample can be high if the units are geographically widely scattered;

- ✓ The standard errors of estimators can be high.

1.2. Systematic Sampling

Sampling in this context passes through three steps:

1. Identifying and classifying all participants of the wider population in a systematic way.
2. Dividing the number of the required population by the entire one.
3. The result serves as a selecting number of the group. (E.g. every ninth person is selected) (Dörnyei, 2007)

1.3. Cluster Sampling

It is where the whole population is divided into clusters or groups. Subsequently, a random sample is taken from these clusters, all of which are used in the final sample (Wilson, 2010). Cluster sampling is advantageous for those researchers whose subjects are fragmented over large geographical areas as it saves time and money (Davis, 2005). The stages to cluster sampling can be summarized as follows:

- ✓ Choose cluster grouping for sampling frame, such as type of company or geographical region
- ✓ Number each of the clusters
- ✓ Select sample using random sampling

1.4. Multi-stage Sampling

Multi-stage sampling is a process of moving from a broad to a narrow sample, using a step by step process (Ackoff, 1953).

2. Non-Probability Sampling

It is often associated with case study research design and qualitative research. With regards to the latter, case studies tend to focus on small samples and are intended to examine a real life phenomenon, not to make statistical inferences in relation to the wider population (Yin, 2003). A sample of participants or cases does not need to be representative, or random, but a clear rationale is needed for the inclusion of some cases or individuals rather than others.

2.1. Quota Sampling

It is a non random sampling technique in which participants are chosen on the basis of predetermined characteristics so that the total sample will have the same distribution of characteristics as the wider population (Davis, 2005).

2.2. Snowball Sampling

It is a non random sampling method that uses a few cases to help encourage other cases to take part in the study, thereby increasing sample size. This approach is most applicable in small populations that are difficult to access due to their closed nature, e.g. secret societies and inaccessible professions (Breweton and Millward, 2001).

2.3. Convenience Sampling

It is selecting participants because they are often readily and easily available. Typically, convenience sampling tends to be a favored sampling technique among students as it is inexpensive and an easy option compared to other sampling techniques (Ackoff, 1953). Convenience sampling often helps to overcome many of the limitations associated with research. For example, using friends or family as part of sample is easier than targeting unknown individuals.

2.4. Purposive Sampling Purposive

It is a strategy in which particular settings persons or events are selected deliberately in order to provide important information that cannot be obtained from other choices (Maxwell, 1996). It is where the researcher includes cases or participants in the sample because they believe that they warrant inclusion.

D. Stage 4: Collect Data

Once target population, sampling frame, sampling technique and sample size have been established, the next step is to collect data.

E. Stage : Assess Response Rate

In reality, most researchers never achieve a 100 % response rate. Reasons for this might include refusal to respond, ineligibility to respond, inability to respond. In sum, response rate is important because each non response is liable to bias the final sample.

In the present study, the researcher opted for randomization as a research strategy to choose the sample to be studied. Moreover, two sampling techniques were used namely purposeful technique for the ESP learners and convenience sampling for the ESP teachers. The rationale for choosing the sampling techniques for both students and teachers will be explained in the following sections.

3.3.1. Students' Profile

As it is difficult to work on the whole population of 3rd year management students of the Department of Management which counts about 300 students (the promotion of 2016-2017), randomization was the strategy used to choose the sample. Therefore, one class was randomly chosen which consists of twenty four (24) Management students from the faculty of Economics, Commerce and Management Sciences of Djilali Liabes University of Sidi Bel Abbas.

Basically, the sampling chosen is also purposive in the sense that these students are supposed to write in an ESP context, that is to say, Management students would aim to use English in their future professional life. Moreover, it should be mentioned that the target population of this research work is represented by pre-experienced learners, i.e. students who have little or no experience of the business world.

The 24 informants are 3rd year LMD students preparing for a license degree in Management, for the academic year 2016- 2017. Basically, they are (fourteen girls and ten boys aged from 19 to 36 years old) who come from different towns: Sidi Bel Abbes, Ain temouchent, Saida, Tissemsilt, El-Bayadh, and Tiaret. A minority, however, consists of previous graduate students in other fields (one student has a degree in Commerce, and another one in Biology).

Moreover, they have received seven (7) years of General English learning in their middle and secondary schools and one two year of ESP learning namely Business English. These subjects have Arabic as a mother language, French as a SL and English as a FL. Their language of instruction is both Arabic and French.

In addition to the subjects modules, Management students learn English in a rate of one hour and a half per week. Neither the teacher nor the students are satisfied with the timing allotted to learning the language which is said to be the international language of business. Consequently, the students' level in English is considered by their teacher as being very low.

The greatest challenge that has to be faced by teachers is making all the students to participate actively in class by using English, and to improve their writing proficiency level especially in writing business genres. In this regard, the students' greatest difficulty is found in producing comprehensible written text at discourse level that is they are unable to cope with complex structures although they are able to express intelligible sentence fragments and they can "write" at sentence level by translating from Arabic and French using basic structures and vocabulary learned in class.

3.3.2. Teachers' Profile

Based on a convenience or accidental sampling, four (4) available full and part-time ESP teachers at the Department of Management and Economic Sciences of Sidi Bel Abbes University were also selected to provide feedback on the EBP teaching situation. According to Creswell (2012, 45): "*in this technique of sampling, the researcher selects the participants because they are willing and available to be studied*". Indeed, all of them are part-time teachers and they all hold a Master degree in English, however, one of them is a postgraduate student preparing his Doctorate in socio-linguistics; their teaching experience varies from three to ten years at the Department of Management.

In fact, an interview has been conducted with a sample of four English language teachers who have taught at the Department of Management and it was designed for the purpose of gaining further insights into their current writing teaching methodology in order to implement relevant writing instruction in teaching business writing.

Furthermore, all the teachers in question reported that they did not receive any kind of training before being in charge of ESP courses in the Department of Management. Such a lack of pre-service constitutes a serious problem since they are at a loss as they have to design their own ESP courses. Thus, they do not know how and what to teach which stems from the fact that no syllabus or teaching material is provided by the Department of Management.

3.4. Research Design

Basically, a research design refers to the plan of scientific inquiry (Babbie 1989: 89). In this vein, the present research design is a classroom action research study in which the researcher tries to investigate the cause-effect relationship between adapting the process-genre oriented approach (the independent variable) and the student's writing performance (the dependent variable).

3.4.1. Classroom Action Research as a Methodological Approach

This section describes the working definition of action research methodology, the rationale for choosing this methodology and the specific model of action research used for this study.

3.4.1.1. Definition and Features of Action Research

The method employed in this study is a Classroom Action Research (CAR). It is proposed to investigate the appropriate ways to improve my teaching practices. As stated by Kemmis and McTaggart (1988, as cited in Cohen (2007:5) :

Action research is a form of collective self-reflective enquiry undertaken by participants in social situations in order to improve the rationality and justice of the own social or educational practices, as well as their understanding of these practices and the situations in which these practices are carried out.

In fact, action research is a reflective problem solving process “*in which teachers examine their own educational practices systematically and carefully, using the techniques of research*” Ferrance (2000:1).

3.4.1.2. Rationale for Choosing an Action Research Approach for This Study

The goals of this research work are firstly, to improve the business writing skills of ESP students and secondly to improve the researcher’s teaching practices. These goals are related to the action research design used in this study to improve the researcher’s professional self-development based on an investigation and evaluation of what is happening in real-life, practical situations such as classroom settings (Varasarin 2007: 86).

In addition, Welman, Kruger and Mitchell (2005: 205) illustrated the versatility of action research by stating that the research design is not formally finalised in advance and then followed strictly until the end of the research. Rather, the tentativeness of the action research process is emphasised by explaining that action research is cyclical and the next cycle depends on the outcome of the previous cycle.

Accordingly, action research is a holistic process during which measurement instruments may change in the process of data gathering. In the present research work, the cyclical feature is reflected in the fact that the first cycle took place in the first semester of 2016, followed by critical reflection which led to the second cycle that took place in second semester of 2017).

In the current study, an action research design was applied in order to reveal whether the integrated process-genre based writing instruction contributed to the development of ESP student business writing skills. Basically, the action research cycle consisted of two cycles and several steps. In the first semester of 2016, the researcher implemented the first action research cycle, in which the innovation was implemented (PGA) in one class of third year management students while Cycle 2 was implemented in the second semester of 2017 with the same class and the same innovation (PGA) as a result of the reflective stage in the action research process which considered the effectiveness of the process-genre approach. In this vein, the PGA was implemented in the first and second cycle of the intervention period to determine whether this approach served to improve the business writing skills of ESP students.

3.4.1.1. Steps in Classroom Action Research Plan

In the context of the present study, the aim of classroom action research is to implement the process-genre approach in teaching business writing. This action research consists of four steps in a cycle of research namely planning, acting, observing and reflecting (Kemmis and McTaggart, 1988, as cited in Burns, 2010). The cycle is illustrated as follows:

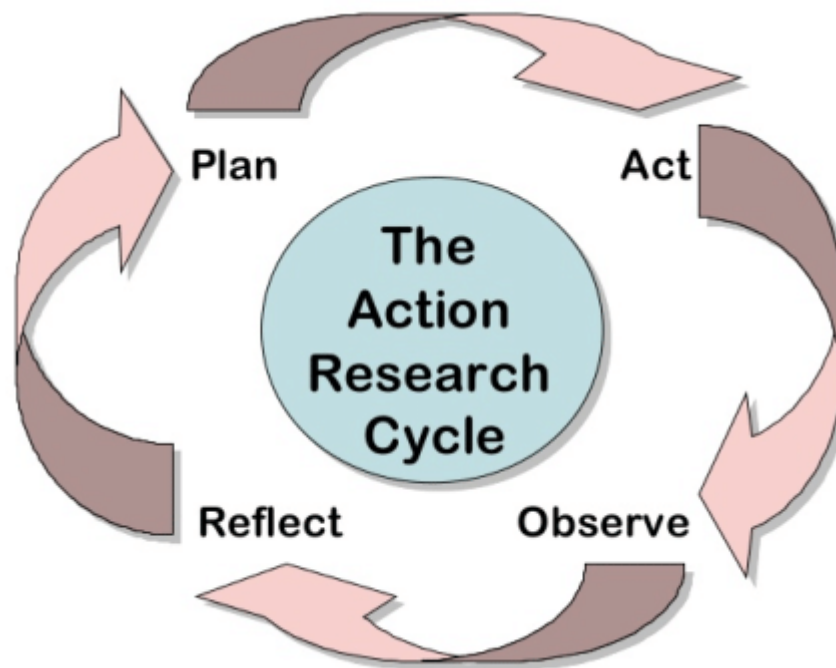


Figure 3.4: Classroom Action Research Cycle

According to this model, action research in ELT involves four main phases in a cycle of research: *Planning*, *Action*, *Observation* and *Reflection*. The end of one cycle of research may open up another cycle if necessary. In the *Planning* phase, researchers identify existing problems or issues in their teaching and learning situations, and develop plans for improvement. After these plans have been carefully considered, deliberate interventions into teaching situations will be put into the *Action* phase over an agreed period of time. In the *Observation* phase, systematic observations of effects of the interventions will be conducted. The research context, participants' actions and reflections will be documented. Researchers then reflect on, evaluate and describe the effects of these actions in order to make sense of what has happened and to understand issues that have been investigated more clearly in the *Reflection* phase. Action researchers can conduct further cycles of action research to improve situations or to share their experience with other teachers/researchers as part of ongoing professional development (Burns, 2010).

The action research of this study closely followed four phases. Due to time limitations, only two cycles were implemented. The stages of these two cycles and action points in each stage used in this study are presented in the following sections.

3.5. Research Procedure

The research procedure was divided into two main stages: CAR's preparation and programme delivery.

3.5.1. CAR's Preparation

Basically, CAR's preparation consisted of the business writing course design and teaching material.

3.5.1.1. Business Writing Course Design

To construct the program, the researcher considered three key aspects in her approach to teaching business writing.

- ✚ Firstly, class practice followed the student-centred approach to give students the opportunity to undertake responsibility for their learning.
- ✚ Secondly, writing approaches were carefully selected and combined to serve in the Algerian context and to fill the gap in the teaching of business writing at the tertiary level as discussed earlier in this chapter. Indeed, the researcher envisaged that the combination of process and genre approaches would help students to practise business writing as a problem solving exercise i.e, contextualise a given genre through a preparatory role-play activity which facilitates discussions and students' examination of the key factors affecting a given genre (i.e. purposes, audience and textual choices) that is using appropriate language that would meet the reader's expectations.
- ✚ Thirdly, in the absence of a previously stable curriculum, the researcher designed the program based on the students' needs and purposes for writing

beyond the writing classroom. Thus, the primary factors in curricular selection are ensuring a balance of text types, to enable them to perform a broad range of social purposes for writing in English in the future, and selection of specific genres based on the students' most immediate professional needs.

3.5.1.2. Teaching Material

As far as 3rd year Management students are concerned, the course syllabus/teaching material was based directly on the content related to the students' future professional life. It was chosen from the results of the needs analysis, which revealed that the three genres that students would practice in the classroom were emails and letters (requests and enquiries, replies). The samples of the material used for the business writing courses were based on authentic written emails and letters collected from foreign companies via internet and they were analysed by the researcher of this study based on Bahatia's (1993), Louhaila and Kankaanranta (2005) and (Flowerdew and Wan, 2006) genre analysis theory.

Furthermore, most of the materials and exercises were prepared by the researcher of this study, while some were adjusted from (Cope and Kalantzis, 1993), Lenka (2005) as well as Louhaila and Kankaanranta (2005). The materials were designed to support each step in teaching with the PGA, which made the students aware of the purpose and structural features of the genres. The structural features consisted of standards of organizational structure and linguistic features (Kim, 2007). That is, the lessons focused on the sequencing of texts or genres and linguistic features of each part of the text. In addition, the materials were also created to make students aware of how to use appropriate language (sociolinguistic knowledge) in different contexts and to use writing strategies to achieve their communicative purposes.

3.5.2. Process-Genre Intervention Phase

During this phase, the programme was delivered according to the planned classroom action research design and the stages of the PGA. For this purpose, various instruments were used to serve the research objectives.

3.5.2.1 Implementation of the Process-Genre Intervention Phase and the CAR's Cycles (1st and 2nd Cycle)

Basically, fifteen weeks of process-genre based instruction was devoted to train 3rd year management students to write a range of business genres: request email, refund request letter as well as reply letter. For this purpose, a CAR was implemented in one class and it consisted of two cycles. In this respect, it is worth mentioning that the whole PGA writing project lasts more than five months.

1st Cycle: Planning

The first two weeks were time for the researcher to conduct the planning stage of cycle 1 (see Table 3.1.): to collect information about the teaching and learning situation as well as participants' expectations. The needs analysis questionnaire with the students and the semi-structured interview with the teaching colleague were conducted.

Accordingly, twenty four questionnaires were administered to 3rd year management students, and all were returned. Basically, all technical terms were explained in Arabic so that they could understand all questions before administering it to them. The latter was collected one week after delivery so that the students had time to respond, especially for the open-ended questions. In the meanwhile, the researcher sent the guiding questions to the teaching colleague two days before the meeting. The interview lasted for one hour and was audio-recorded. The data collected from the students and teaching colleague, especially their expectations, were used to tailor the writing project.

Prior to the implementation of the study (during the first two weeks of teaching), the researcher pre-tested the students in order to evaluate their writing skills. In this pre-test, the students were asked to write a request email. Each student's writing piece was evaluated and results from their samples were kept to be used at a later stage in the study. In this study, the construct of the present test was based on the components of the ESP test (i.e. Target Language Use (TLU), language ability, and background knowledge). Hyland (2007)

Action:

Since the student participants in this study were unfamiliar with the PGA, the researcher therefore, met the students the third week to explain the questions and all technical terms relating to the five stages of process-genre based writing approach. Then, the researcher introduced the first cycle of the PGA project to the class. Accordingly, the action stage lasted about 8 weeks (sessions) including the introductory session.

At the end of the first intervention period which is the first cycle, and to determine the effectiveness of the PGA as a teaching method in terms of student learning, the students needed to complete a post-intervention test to reveal how much they had improved after attending the course in the first cycle. The test lasted one hour and thirty minutes.

Observation :

In the observation phase, an observation of effects of the intervention was conducted through analysing the post-intervention test and assessing the progress of ESP students in writing RE's.

Reflection:

In the reflection phase, the researchers then reflected on, evaluated and described the effects of the actions implemented in this cycle in order to make sense of what has happened and to understand issues that have been investigated more clearly to reflect on the implementation of the PGA on the students' progress in business email writing. In this vein, the results of the post-test data was used to make adjustments in cycle 2.

After the intervention period of cycle one, the teacher wrote a reflection in order to know the weaknesses and strengths and to improve the teaching program of next cycle. Furthermore, the results of cycle 1 from the student's post-intervention test indicated how well the students were engaged in the teaching learning process as a result of the implementation of PGA. Although the students' got better scores in

writing test, however, there were some students who were not active in the classroom and therefore, they got bad marks. Thus, it is necessary to conduct a better programme to handle the weaknesses in the first cycle that will be implemented in the next cycle. Thus, based on the results which had been gathered, the researcher had to improve her teaching practices in order to motivate the students in order to be more focused on business writing tasks.

2nd Cycle: Planning

The second cycle was conducted through the same procedure in cycle 1. However, the researcher designed it with different strategy. In fact, the researcher found that just some students who were active in class. Thus, the researcher revised the lesson plan with different material and offering them a more cooperative learning environment (teacher guidance, group work and peer interaction) in order to improve the quality of their ESP writing by not only learning from the teacher but also from sharing their written products and learning from their peers. In this standard, this stage lasted about three weeks.

Action:

In this stage, the researcher then introduced the second cycle of the PGA project (the adjusted project) to the class. At the end of the action stage, students write the target genre with teacher and peer collaboration following the PGA stages. Accordingly; the action stage lasted about seven weeks (sessions).

At the end of the second CAR cycle, the researcher post-tested the students in order to examine their progress in RRE writing and also to evaluate the impact of the implementation of the process-genre-based instruction in teaching business writing. Furthermore, the participating students filled an attitude scale which consisted of a post-intervention questionnaire to gather information about the students' reflections and attitudes toward the implementation of the PGA in teaching business writing in Cycle (1&2). In this respect, ESP students were asked to express their attitudes towards the teaching method at the end of the second cycle and the entire PGA project. The

form was written in Arabic in order to prevent the language barrier and was verified by a panel of three experts (See Appendix: “J”).

Moreover, a semi-structured interview was also used to cross check the results from the post-intervention test as well as the attitude scale.

Observation :

In the second cycle, an observation of effects of the intervention was also conducted through analysing the second intervention test, the post-intervention questionnaire (attitude scale) as well as the semi-structured interview from the students.

Reflection:

In the second cycle, the researcher again reflected on, evaluated the effects of the actions implemented in this cycle and assessed the impact of PGA as a teaching method on the students’ progress in business email writing as well as analysing and reporting the findings about the entire PGA project . The implementation of the CAR’s Cycles (1st and 2nd Cycle), data collection instruments are summarised the following table.

Action research stages	Instruments	Participants	Data focus
Planning	Needs analysis / pre-intervention questionnaire Semi-structured interview Pre-intervention test	24 students Teaching colleagues	Teaching & learning experiences of EBP writing prior to the implementation of the project. Research question: №01
Action	Introduce the PGA project to the class. Students write the target genre with teacher and peer collaboration following the PGA stages.		
Observation	Post-intervention test	24 students	Results of RE writing test

Cycle1				Research question №2.
	Reflection	-Reflect on the implementation of the PGA on the students' progress in business email writing. -The results of the post-test data is used to make adjustments in cycle 2.		
Planning		Adjust the lesson plan.	24 students	Focusing on students' needs and creating a more motivating environment in the classroom. Research question №1
Action		-Introduce the adjusted project. -Students write the target genre with teacher and peer collaboration following the PGA stages.		
Cycle 2	Observation	Post-intervention test	24 students	Results of RRE writing test Research question №2
		Post-intervention questionnaire & Semi-structured interview	24 students	Reflections on the entire project. Research question №1, 2 & 3
Reflection		-Reflect on the entire project. -Analyse and report findings.		

Table: 3.1: The Sequence of the Project, Instruments and Data Focus

3.5.2.1. Process-Genre Approach Learning Stages

The researcher followed the process-genre writing approach with four stages as mentioned in chapter one: context analysis, text analysis, joint construction, and individual application in order to teach how to write a range of business genres. Basically, the PGA writing project lasted for 22 weeks (the first cycle of the CAR

started in the third week of the first term of 2016, and the second cycle started in the fifteenth week of the second term of 2017).

Basically, the purpose of the business writing course was to prepare ESP students to write business emails that they would need in their future professional life. The major objectives of the implementation of the integrated approach were introduced in the first introductory class and were also enhanced throughout the course.

In fact, the writing process model established by Badger and White (2000), Feez (2002) and Hyland (2007) (five phases of process-genre approach as described in chapter one, section: 2.6.1.2.2.) was used as the framework for developing the present business email writing syllabus. The entire writing project was completed over the course of 22 weeks (one hour and a half for each lesson), the pace depended on the students' level and progress. In this standard, a details description of the lesson plan is shown in chapter five, section 5.6. Indeed, the lesson plan was arranged and developed based on the process- genre based approaches and the course syllabus was based directly on the content related to the student's future professional life i.e, business emails (requests and enquiries, replies). However, the explanation of the teaching method will be described based only on: the refund request letter lesson plan (cycle 2).

- **Description of the refund request letter lesson plan (cycle 2)**

The process of the writing lesson plan (cycle 2) showed the integrated approach in practice and entailed the following tasks: firstly the objectives and goals of the writing course were explained; secondly, the teacher started by brainstorming instructions to help the students generate ideas; and they then used their preferred planning method by mapping or outlining their ideas and finally the class discussion (whole-class, group and pair discussions) were chaired by the teacher and helped the students' ideas to grow into detailed sentences.

In order to effectively accommodate both the students' learning priorities (speaking and listening) and the syllabus goals set by the researcher to teach business writing, the derived lesson plan aimed to attain an optimal balance between genre-

based text production (theoretical explanation and writing tasks) and interactive conversational activities (role-play and discussion) (Kim and Kim, 2005). Throughout the module, the concept of genre was illustrated intermittently but was not made the focal point of instruction.

The potential problems in the ESP genre-based pedagogy were also acknowledged in planning the lessons. It was considered that the foremost measure implemented to compensate for the limitations of traditional ESP genre-based instruction was to incorporate a process-focused approach in which students were encouraged to study both the writer's and reader's mind in a meaningful context (Badger and White, 2000; Feez 2002; Kim and Kim, 2005) as well as going through a few rounds of drafting, editing, and re-drafting and so on.

As Badger and White (2000: 158) suggested, *'in the writing classroom, teachers need to replicate the situation as closely as possible and then provide sufficient support for learners to identify the purpose and other aspects of the social context'*. In this vein, one of the earliest sessions in this course was about pre-writing particularly brainstorming (free writing, listing, and mapping), indeed, the researcher tried to raise student's interest in the overall topic of online shopping in which they were asked to brainstorm the kinds of goods and services they had bought or could buy online (Cope and Kalantzis, 1993).

At the start of the first lesson, for instance, a brainstorming activity was also provided to the students in which they were asked to think about a given situation (a shopping scenario) where they have bought a faulty coffee maker (each group were asked to give or brainstorm the possible reasons why they are unsatisfied with their purchase (i.e. bad quality of the product: the wire sticking out underneath...etc).

During the subsequent seven weeks, several other communicative tasks with real-life simulations were included throughout the business writing course to increase students' interest in the lesson and intrinsic motivation to write an effective refund request email (Yasuda, 2011; McDonough, 2004; Cope and Kalantzis, 1993; Nunan, 1999).

During a telephone role-play in the first lesson, the customer service operator was instructed to persist in not giving an exchange or a refund no matter what the customer said. This exercise was conducted so students who played the role of the customer could experience the genuine emotional frustration of not being able to negotiate their desired solution with the operator (or the company) (Nunan, 1999; McDonough, 2004) and to prompt student's desire to write a refund request email.

To understand the social position of both parties, the students switched the roles and repeated the telephone call. At the end of the role-play, a group discussion was facilitated to explore the students' emotional experiences of playing each role. Furthermore, this phone call role-play also served as the initial check to see if the students correctly comprehended the situation with minimum teacher-fronted instructions. This type of contextualisation process was considered particularly beneficial for novice ESP students, such as those in this research, who may not have been capable of grasping the social context of the target genre through verbal or written explanations alone (Kim and Kim, 2005). The section below briefly describes other specific strategies applied in the lessons.

The following table describes specific procedures that the researcher established for teaching and learning each type of business email (RE, RRL). These actions would be modified after each cycle based on participants' reflections.

PGA Stages	Action Points	
	Teacher/Researcher	Students
Context Exploration	Brainstorming activities : Contextualising writing task. (real life situation). Practising speaking skill through role-playing real life situation. i.e, (Telephone call role-play between a customer and a customer service operator).	Students were asked to work in groups and think about a proposed real life writing situation (faulty coffee maker).

<p>Text Analysis</p>	<p>Text exploration based on model texts.</p> <p>Distributed copies of sample of the target genre and asked students to identify:</p> <ul style="list-style-type: none"> - What are the social purposes of each type of business letter? - Who are the potential readers of each type of business letter? <p>Teacher facilitator</p> <p>What are the typical, structures, vocabulary and grammar of each type of BL?</p> <ul style="list-style-type: none"> - Point out the language features, structures, grammar may be useful. <p>Functional Grammar exercises : prepositional collocations, conditional sentences, modal verbs, Indirect Questions</p>	<p>Students read the sample business letters and worked together to identify:</p> <p>The communicative purposes and potential readers of each type of business email.</p> <p>The macro structure of the example text (organisation of the different parts: opening, body, ending) of each type of business email.</p> <p>Awareness of the different parts (moves) and their sequencing in each type of business email:</p> <p>The students as a group reassembled a ‘jigsaw’ text of each type of business email.</p> <p>The provision of a handout that outlined the sequence of moves and the explanation of the meaning of each move in terms of its communicative purpose.</p> <p>Students’ group discussion :</p> <p>‘What key information was included in each business email?’</p> <p>Make a plan for language features, vocabulary or structures that may be used in drafting stages i.e, Use of compound nouns, useful formulaic units and collocations...etc.</p>
<p>Joint Construction</p>	<p>1. Drafting :</p> <p>Teacher guided students to start writing their first draft making use of the knowledge and awareness gained from the exploration of the example</p>	<p>Students wrote their drafts with teacher guidance.</p>

	<p>texts.</p> <p>2. Feedback : Teacher instructed students to give comments on other writings with regard to content/ ideas, vocabulary, structures</p> <p>3. Revision Teacher asked students to revise and edit their piece of writing based on their peers' comments</p> <p>After that, the teacher held a conference with students to share problems or concerns and to give comments on students' writing pieces.</p> <p>4. Redrafting Teacher asked students to redraft their business emails on the basis of teacher's comments and the conference activity.</p>	<p>- Students gave feedback on other students' drafts focusing on:</p> <p>Do the written ideas make sense? Has the writer's voice been clearly communicated?</p> <p>- What changes (in terms of content, grammar, vocabulary, structures, spellings, punctuation) might improve the quality of the writing?</p> <p>- Revised and edited writings based on their peers' comments.</p> <p>-Students improved their writing by using the teacher comments.</p>
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Table 3.2: Teachers' and Students' Activities in Each Stage of Process-Genre based writing approach

3.6. Data Collection and Research Instruments

Several sets of data were used to address the research questions. To make it clear, the research instruments in accordance with each stage and cycle of the action research are summarised in table 3.1.

A classroom action research design was applied in the study into two phases (1st & 2nd cycle) in order to reveal whether the integrated process-genre based writing instruction contributed to the development of ESP student business writing skills. To answer the research questions in this study, several data were collected to serve this purpose among them an interview which was held with four teachers from the department of Management to examine their current writing teaching methodology in the ESP context and specifically in business writing as well as a pre- and two post-tests (cycle one and cycle two) were also used to measure ESP students' writing performance prior to and also after the program using the multiple traits scoring scale of the Act Workplace (2007) and also a questionnaire which was administered to students at the beginning and also at the end of the program. Furthermore, a post-study interview was also conducted with students to know more about their perceptions and feelings towards the use of process-genre oriented writing activities and the stages that it entails in the ESP writing class. In this vein, the data gathered were treated using percentages and mean differences.

3.6.1. Questionnaire

Rechterich and Chancerel (1980, 59) state that “*questionnaires are structured instruments for the collection of data which translate research hypotheses into questions*”.

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 obtain information that is relatively easy to tabulate and analyze. They 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 attitudes and beliefs.

The questionnaire was written in English then was translated to Arabic to enable the informants better understand and answer the questions. It included different types of questions in order to get more information for both validity and reliability of data collection. In arguing that, Nunan (1992, 143) asserts that *"responses to closed questions are easier to collect and analyze (...). It is also likely that responses to open questions will more accurately reflect what the respondent wants to say"*.

After a number of preliminary considerations, the researcher has finally arrived at the current questionnaire design. In fact, three types of questions were used in three questionnaires (teachers & students' pre questionnaire):

- a. Open questions
- b. Closed questions
- c. Mixed questions

Moreover, Likert scale was used to measure the students' attitudes and perceptions towards the effectiveness of writing activities as well as the course content employed by the teacher during the PGA intervention phase of both cycles (1&2).

□ **Open questions:** The aim behind this type of questions is to allow the informant to express himself freely by providing his points of view and personal judgments.

Example: How can learning English for Business Purposes help you more in your future job?

□ **Closed Questions:** The informant, in this type, has to select an answer from some possibilities.

Example: What types of business writing do you feel you need to study in the EBP class?

- a. Business letters/ Emails (e.g., letters of complaint, cover letters, letters of enquiry)
- b. CV's
- c. Business reports
- d. Other.....

Mixed questions: Mixed questions are in fact a combination of both closed and open questions.

Example: Before writing, did your teacher encourage you to do pre-writing activities in the classroom? -Yes -No If no, why?

The examples of questions are retrieved from the students' pre-intervention questionnaire (See appendix: 'B').

In the current study, the researcher used Likert scale and it is the most commonly used scale, its name refers to its inventor Rensis Likert in 1932. Its popularity due to the fact that it is simple, versatile and reliable (Dörnyei 2003). Likert scales are made up of a series of statements all of which are linked to a particular target.

In this line of thought, McIver and Carmines (1981: 22-23) describe the Likert scale as follows: *“A set of items, composed of approximately an equal number of favorable and unfavorable statements concerning the attitude object, is given to a group of subjects. They are asked to respond to each statement in terms of their own degree of agreement or disagreement.... The specific responses to the items are combined so that individuals with the most favorable attitudes will have the highest scores while individuals with the least favorable (or unfavorable) attitudes will have the lowest scores.*

According to Dörnyei (2003:37): *“the Likert scale expresses either a positive/favorable or a negative/unfavorable attitude towards the object of interest”.*

In a similar vein, participants are asked to indicate the extent to which they *agree* or *disagree* with these items by marking one of the responses ranging from ‘*strongly agree*’ to ‘*strongly disagree*’. Following the scale administration, each response option is given a number for scoring purposes. For example:

<i>Statement</i>	<i>Strongly Agree</i>	<i>Agree</i>	<i>Neither agree nor disagree</i>	<i>Disagree</i>	<i>Strongly Disagree</i>
I am satisfied with my business letter writing level and proud of it.	5	4	3	2	1

The above example is retrieved from the students' post-intervention questionnaire (See appendix: ‘J’).

3.6.1. 1. Pre-Intervention Questionnaire

Since the learners are the center of the concept of ESP, they were considered, in this research, as an integral part of data collection. Hence, to confirm our hypothesis and assumptions, the researcher administered a pre-intervention questionnaire to 3rd year Management students as a main source of information. The use of questionnaire enables the investigator to get objective information about the teaching/learning situation of the ESP course as well as the writing skill.

Indeed, a pre-intervention questionnaire was conducted with 24 Management students from the faculty of Economic, Management and Commerce Sciences prior to the implementation of the writing project that is before the intervention period of Cycle 1. In fact, it is a sort of a needs analysis survey (see appendix: “B”) and the purpose was to establish the students’ needs, wants and their experience in learning business writing as well as the strategies that they use before, while and after writing. In this respect, the questionnaire is composed of 31 questions, including three types of questions: -open questions, closed questions and mixed questions. Moreover, the analysis entails four parts or sections:

- Students' Background information.
- Students' Schooling information.
- Students' Assesptions, Needs and Wants in Learning Business Writing.
- Students' English for Business Purposes Writing Methodlogy.

□ **Section one:Background Information:**

Q1 & Q2: To seek information about the learners as individuals. This section is concerned with students' background information and it is a kind of biodata or collected information about students' gender, ages.

□ **Section Two: Schooling Information:**

Q3...5: Aimed at collecting data about the students' years of learning English and the time allocated to the ESP course.

□ **Section Three Assesptions, Needs and Wants in Learning Business Writing**

:Q6:Aimed at providing information about the degree of importance given to each language skill,

Q7& Q8:Aimed at providing information about whether learning English for business purposes would help the students in their future job and the kind of business genres that they need to study in the ESP class.

Q9 & Q10 & 11: To provide information about the different problems encountered by learners while writing, andthe causes of the difficulties that they encounter in business writing as well as the aspects that they want to pay more attention to in an EBP writing course.

□ **Section Four: English for Business Purposes Writing Methodlogy**

This section encompasses three sub-sections:

A/Before Writing: To provide information about the writing strategies that ESP students use before writing.

B/While Writing: To provide information about the writing strategies that ESP students use while writing.

C/After Writing: To provide information about the writing strategies that ESP students use after writing.

3.6.1.1.1. Administering the Piloting of the Pre-Intervention Questionnaire

Before officially used in the study, the pre-questionnaire was piloted with 24 Management students with the same level of English proficiency (third-year level) to test the reliability of the instrument. To obtain reliable data, the researcher gave careful instructions before students began to answer the pre-questionnaire (Arabic version). When students had difficulty in understanding a certain item in the questionnaire, the researcher tried to make it clearer to them. Furthermore, the participants had one hour to complete this pre-questionnaire.

In this regard, the questionnaire was written in English and translated in Arabic, so that students had the same understanding of each question on it. Students spent about forty minutes to complete the questionnaire. Moreover; the students also were required to answer all the questions in Classical or Dialectal Arabic so that the researcher could exactly understand what they really meant.

3.6.1.1.2. Post-Intervention Questionnaire

Another distinct questionnaire (post-instruction questionnaire), see appendix ('J') was delivered to 3rd year management students from Djillali Liabes University at the end of this investigation in order to evaluate the efficacy of the implementation of process-genre based instruction in teaching business writing in the ESP classroom and also to validate and confirm the post-tests results. The questions for students were again translated into Arabic so as to avoid misunderstanding and the students could find it easy to express their ideas.

After the intervention period, an in-depth data collection was meant for collecting students' feelings about the writing tasks and the PGBI sessions as well as

the course content designed by the teacher. Thus, collecting data at this stage of the study was crucial, since it helped the researcher to assess the students' performance in writing REs and the effectiveness of the integrated approach used during the intervention period (1st & 2nd cycle).

3.6.2. Interview

Interview as a research tool is considered to be one of the most widely used research instruments in an educational research aiming at eliciting verbal information from the subjects under investigation. It consists of collecting data by asking questions and by listening to individuals, recording, filming their responses, or a combination of methods. Moreover, interview is the most suitable instrument for collecting data when the investigator deals with a very limited population. It offers interaction between the interviewer and interviewee and that any difficult or ambiguous question can be made clear immediately.

According to Wallace (1998:151): "*interviews are an appropriate method when there is a need to collect in-depth information on people's opinions, thoughts, experiences, and attitudes...etc*". Therefore, interviews can be used as an elementary research tool that occupies additional role while; combined with other instruments for the rationale of cross-checking the results.

Gubrium, J.F & Holstein, J.A. (2001) speaks of the following advantages of interviews:

Advantages:

- ✓ Collect complete information with greater understanding. In other words, interviewer can obtain more meaningful information because s/he can rephrase questions that are not clear to respondents, probe for additional relevant information.

- ✓ It is more personal, as compared to questionnaires, allowing us to have higher response rates.
- ✓ It allows more control over the order and flow of questions.
- ✓ We can introduce necessary changes in the interview schedule based on initial results (which is not possible in the case of a questionnaire study/survey).

Disadvantages:

- ✓ Data analysis—especially when there is a lot of qualitative data.
- ✓ Interviewing can be tiresome for large numbers of participants.
- ✓ Risk of bias is high due to fatigue and to becoming too involved with interviewees.

Interviews can be designed differently depending on the needs being addressed and the information. They can be grouped into three types:

▪ Structured Interviews:

In structured interviews the questions as well as their order is already scheduled. In stating a similar point of view, Dornyei (2007) indicates that in such an interview: *“the agenda is totally predetermined by the researcher, who works through a list of set questions in a predetermined order.”*

▪ Semi-Structured Interviews:

It includes a number of planned questions, but the interviewer has more freedom to modify the wording and order of questions.

▪ Unstructured Interview:

In an unstructured interview, there are no specific guidelines, restrictions, predetermined questions, or list of options. A few broad questions are asked to engage the respondent in an open, informal, and spontaneous discussion.

The choice of one specific kind of interview is determined by some elements such as:

- The levels of formality,
- the flexibility,
- and the role of the interviewer.

In this vein, the following table summarises the strengths and weaknesses of each type:

Type of Interview	advantages	disadvantages
Interviews in general	<ul style="list-style-type: none"> • Opinionated answers • Can be recorded for further used • Allows for a lot of qualitative data. 	<ul style="list-style-type: none"> • Not generalizable • Note taking may miss vital information.
Unstructured interviews	<ul style="list-style-type: none"> • Allows for more information and opinions • Going off on tangents may lead to you getting vital information you didn't consider asking. 	<ul style="list-style-type: none"> • Less valid • Not all information you may have needed to be answered is. • Hard to compare if different questions are asked.
Semi-structured interviews	<ul style="list-style-type: none"> • Important questions wont be forgotten. • You may come across more question to ask in further interviews. 	<ul style="list-style-type: none"> • Irrelevant data.
Structured interviews	<ul style="list-style-type: none"> • You collect only the information you require. • The risk of the interviewee, or even the interviewer is minimised. 	<ul style="list-style-type: none"> • More quantitative • No as valid.

Table 3.3: Strengths and Weaknesses of Different Types of Interviews (Patton 1980:206)

Whether a researcher is conducting a structured or unstructured interview, the development of the questions you ask takes into consideration:

- the focus of your inquiry (research question)
- what you want to learn from the person you're speaking with

- how much time you have and the kind of access you have
- how much you already know about your question, and how to manage this knowledge

All interview guides are developed iteratively that is questions are developed, tested, and then refined based on what one learns from asking people these questions. For instance, when conducting semi-structured or unstructured interviews, the interviewer develops a *'loose' guide*, with general questions designed to open up conversation about the topic. Often, this includes a series of follow-up questions or probes, prepared in advance, in order to elicit certain types of information from the informant.

It is important, however, to recognize that the interviewer must be a good listener to what the interviewee is saying. Thus; silence on the part of the interviewer is golden and can give the interviewee time to think and speak.

3.6.2.1. Semi-Structured Interview

The researcher opted for the use of semi-structured interview for its possibility of using ready-made questions, and at the same time giving the interviewees freedom to express themselves. In fact, the researcher decided to conduct a semi-structured interview with ESP teachers in the pre-intervention phase (see Appendix: 'A') and with third-year Management students in the post-intervention phase (see Appendix: 'I'), because *degrees of freedom* added to a certain amount of *control* elicited the best cooperation, and the kind of flexibility the researcher was seeking while attempting to get as much in-depth information as possible (Wallace, 1998). Moreover, semi-structured interviews are an effective method for providing reliable, comparable qualitative data with different participants as well as the depth of discussion that latter allow can deliver new ways of seeing and understanding the topic at hand.

A semi-structured interview has been referred to as a *'conversation with a purpose'* (Burgess, 1984), the characteristics of which include:

- The interviewer and respondents engage in a formal interview.
- The interviewer develops and uses an interview guide. This is a list of openended questions and topics that need to be covered during the conversation, usually in a particular order.
- The open ended nature of the question defines the topic under investigation but provides opportunities for both interviewer and interviewee to discuss some topics in more detail. It often includes prompts to help the interviewee to answer.
- The interviewer follows the guide, but is able to follow relevant lines of enquiry in the conversation that may stray from the guide when they feel this is appropriate.

Furthermore, the semi-structured interview is discussed by Mackay (1978) as a strongly favored method of gathering data: *“Firstly, since the gatherer is asking the questions, none of them will be left unanswered as frequently happens in questionnaires. Secondly, the gatherer can clarify any misunderstanding which may crop up in the interpretation of the question. Thirdly, and perhaps most advantageously, the gatherer can follow up any avenue of interest which arises during the question and answer session but which had not been foreseen during the designing of the semi-structured interview.”* (as cited in Dudley -Evans & St John, 1998, 34).

Characteristics of Semi-structured interviews

- The interviewer and respondents engage in a formal interview.
- The interviewer develops and uses an 'interview guide.' This is a list of questions and topics that need to be covered during the conversation, usually in a particular order.

- The interviewer follows the guide, but is able to follow topical trajectories in the conversation that may stray from the guide when he or she feels this is appropriate.

The flexible structure of the interview allows the researcher to prompt or encourage the interviewee if they are looking for more information or find what they are saying interesting. This method gives the researcher the freedom to probe the interviewee to elaborate or to follow a new line of inquiry introduced by what the interviewee is saying. Semi-structured interviews also allow informants the freedom to express their views in their own terms.

Some practical suggestions for undertaking a semi-structured interview:

Before the interview	Prepare and familiarise yourself with the interview guide Prepare verbal and written information about the research and consent
Setting	Consider the setting which you will use for the interview. It should be comfortable and quiet to help you to develop a rapport with the person that you are interviewing.
Collecting data	Consider how you will capture what is said during the interview, for example, whether you will use any recording equipment, or whether you will need someone to take notes for you.
Role of the Interviewer	Start by providing a brief explanation of the study that enables the participant to be informed about and consent to take part in the research. Introduce the topic(s) Keep the interview on track, and to time Be sensitive to body language and non-verbal cues Provide prompts to help your interviewee to answer Ensure that key points are captured from the interview.
After the interview	Consider if there is a need to provide a debrief to the interviewee following the interview

Table 3.4: Practical Suggestions for Undertaking a Semi-structured Interview

3.6.2.1.1. Teachers' Semi-Structured Interview

The semi-structured interview has been conducted with 4 teachers involved in the situation under study. Through this interview, the very objectives of the data collected were to have an idea about:

- Teachers' General Information.
- Teaching English for Business Purposes.
- Teaching Writing for Business Purposes.
- EBP Writing Methodology (a.Pre-writing/ b.While & c.After writing)
- Teachers' Further Suggestions.

On the whole, the interview included 23 questions grouped under five sections. The interview questions were somewhat similar to the questions in the questionnaire in terms of the topics.

Section One : Teachers' General Information

Questions 1 to 5: sought general information about the teachers, their status in the department of management, their qualifications and teaching experience.

Section Two: Teaching English for Business Purposes

Questions 6: intended to know whether the teachers at the department of Management feel comfortable when teaching EBP.

Questions 7 & 8: intended to know the content that ESP teachers taught in their ESP courses and whether the latter meets the student's needs.

Section Three: Teaching Writing for Business Purposes

Question 9: intended to know the teachers' most practised skill in their class.

Question 10: intended to know the students' attitudes towards learning the writing skill in general.

Question 11 & 12: intended to know whether the teachers taught business writing or not, the types of business writing that they actually taught in their ESP writing classes and the procedures they relied on while teaching business writing.

Question 13: sought information about the main problems that the students encountered in business writing.

Section Four: EBP Writing Methodology

Question 14: intended to know the approaches that teachers used to teach writing in their ESP classes.

Question 15: intended to know the way a teacher might use an eclectic approach / incorporate more than an approach to teach the writing skill in an EBP class.

Question 16: intended to know the way teaching writing in an EBP class might support the development of other skills.

A/ Pre-writing

Question 17 & 18: intended to know whether the teachers design writing tasks which require the provision model texts and the kind of writing tasks that they provide to their EBP students based on these model-texts.

B/ While Writing & After Writing

Question 19: intended to know whether teachers helped their students when they write.

Question 20: intended to sought information about the ways that teachers gave feedback on their students' writing .

Question 21 & 22: intended to sought information about the ways teachers helped their students to edit their work and the ways they encouraged their students to peer-edit each other's work.

Section Five: Teachers' Further Suggestions

Question 22 invited the informants to give some suggestions to make business letter writing more effective for ESP students.

The main objective of the data collected through the interviews was to have an idea about the teachers' current writing methodologies in their classes with the purpose of implementing relevant writing instruction in the ESP context and specifically in teaching business letter writing to ESP students as well as to identify perspectives in their practices that might have relevance to the integration of the process-genre based approach in teaching business writing.

3.6.2.1.2 Students' Semi-Structured Interview

Following the post-intervention test, and in spite of its significance as a practical tool for data collection, a semi-structured interview as an additional research tool was also used which in order to reach a complementary results and conclusions. Hence, for the aim of cross-checking the the results of of data analysis and to support the research findings, the test was combined with the use of a semi-structured interview as a supplementary tool and it was held with twenty-four informants in the final evaluation stage.

Indeed, its primary goal is to highlight the usefulness of the teaching method and unveil the students' insight for the intervention period (1st & 2nd cycle) as well as to obtain feedback from the subjects as to how they perceived the teaching and learning of business writing through process-genre-based approach.

In other words, the learners' semi structured interview aimed to elicit in depth data about:

- The students' attitudes and thoughts towards the effectiveness of process-genre based approach as a a new way of teaching business writing in the first and second cycle of the intervention phase in general and the use of writing

activities (genre-awareness activities, brainstorming activities, language tasks, feedback sessions) in particular.

- The students' suggestions to enhance the teaching of business writing in the ESP classroom.

Twenty-four learners at the faculty of Management and Economics Sciences were interviewed. This research tool was conducted using the language suitable to interviewees that is dialectal Arabic, French and even English were used to create a relaxed environment and provide them with the appropriate means to express themselves freely.

3.6.3. Tests

One of the methods employed to collect data in research methodology is a test. In this vein, Seliger and Shohamy (1989: 176) define a test in the following words:

A test is a procedure used to collect data on subject's ability or knowledge of certain disciplines. (...) tests are generally used to collect data about the subject's ability in and knowledge in areas such as vocabulary, grammar, reading, metalinguistic awareness, and general proficiency.

Indeed, Brown (1994) points out the fact that in an ESP context, tests can be gathered under five main ranges. To sum it up, the table below provides a brief overview of the type, the aim and the time for the administration of each kind:

Types of Tests	Definition
Placement test	It is mainly undergone at the beginning of the ESP course or the academic career of the learner. It aims to decide upon the language classes the students are likely to attend based on their current language ability (Hutchinson and Waters, 1987) Jordan (1997:86) writes “ ... is concerned with the students’ present language ability, it will probably be general and / or wide in order to give an overall assessment of their level”
Diagnostic test	This second type is fundamentally used to identify the learners’ set of weaknesses to offer remedies during the language course (Jordan, 1997).
Progress test	It is one of the most applied tests in ESP context; it is designed to assess their knowledge with reference to a specific syllabus they have already been exposed to. Learners, in this case, should be faced with familiar texts and tasks (Jordan, 1997).
Proficiency test	The fourth type aims to find out about the students’ ability to perform the language tasks. It is used to assess “... the suitability of students for specific courses, from the point of view of their control of the language” Jordon (1997:88).
Achievement test	In ESP context and at the end of the course a second test is administered for the sake of assessing whether the learners achieved what their teachers have already outlined. In this end, Jordan (1997:87) highlights its significance arguing that “the final test of an EAP course may reflect the language needs of the target situation and contain a simulation of study skills in use.”

Table 3.5: A Brief Summary of Test Types

3.6.1. Tests Design and Piloting

In this study, the construct of the present test was based on the components of the ESP test (i.e. Target Language Use (TLU), language ability, and background knowledge) Hyland (2007). In fact, when devising an ESP test, one should aim at creating good and dependable measures of language ability which need to:

- be as authentic as possible,
- provide accurate and reliable measures of language ability,
- have beneficial effects,
- be practical and economical in terms of administration, time, money and personnel.

Dudley-Evans and St. John (1998) identify *authenticity of task*, *reliability*, *validity*, *practicality*, *convenience*, *interpretability* and *heterogeneity* as the most important factors affecting the quality of a test in a positive or negative way:

- ✓ **Authenticity:** In the ESP testing situation, authenticity of task refers to the similarity of the test task to the target language use situation, the more authentic a text or task is, the more probable it is for the test taker to carry out the test task in the same way, as he/she would perform it in the actual target situation. Thus, authentic texts and tasks are representative of the specific language use situation or similar to the tasks a test taker actually performs in his/her work.
- ✓ **Validity:** As one of the key-terms in research methodology refers to the idea that the test should measure what is expected to measure. To meet this end, it should reflect exactly the purpose for which it is originally developed. If the test, for instance, is designed to measure students' reading comprehension, it should achieve this purpose, as a logical result, no previous knowledge of the subject is tested unless it is marked that all the respondents share the same background knowledge before the administration of the test (Harmer, 2001).

- ✓ **Reliability:** refers to the idea that the same test takers obtain similar scores on the same test. In doing so, the tester has to use clear instructions and establish an adequate atmosphere. It is also argued that it should be scored by more than one tester to avoid subjectivity (Harmer, 2001).
- ✓ **Practicality:** The practicality attribute of a test as instrument can be estimated regarding its economy, convenience and interpretability. From the operational point of view, the measuring instrument needs to be practical. In other words, it should be economical, convenient and interpreted.
- ✓ **Convenience:** suggests that the measuring instrument should be easily manageable. For this purpose, one should pay proper attention to the layout of the measuring instrument. For example, a test with clear instructions is more effective than that which lacks these features.
- ✓ **Interpretability:** Interpretability consideration is especially important when persons other than the designers of the test are to interpret the results. In order to be interpretable, the measuring instrument must be supplemented by the following:
 1. Detailed instructions for administering the test,
 2. Scoring keys,
 3. Evidence about the reliability, and
 4. Guides for using the test and interpreting results.
- ✓ **Heterogeneity:** taking into consideration that learners come from different learning environments, have different learning styles, strategies, language abilities, the test, therefore, should be designed within their reach. In other words, it should meet i the learners' high and low levels of language proficiency.

Bearing in mind the importance of piloting the research instruments as it provides an “...*opportunity to resolve any thing that is confusing about the instructions, questions, or statements*” Patrica and Cathy (2008:83), the writing tests tasks were also piloted before its administration.

To measure the quality of the participants’ written texts before and after the investigation, the researcher designed a pre-test and post-tests (1st & 2nd cycle) (see appendix: “C” & “E”). The test types selected for this study are popular kinds of writing test similar to those which are often used in classroom settings such as examination terms. Therefore, the students are supposed to be familiar with the test format.

After designing the pre-test, the reseracher tested it before using it in the present study. The pre-test was piloted to ensure the validity of this instrument and to provide feedback as about the following elements: the clarity, level of difficulty, and allotted time. In fact, twenty-four participants got involved in the pilot test; these participants were of the same level of English proficiency (third-year Management students) as those in the official study. As a result, it should be noted that the tasks’ content have been have modified to suit our learners’ level of language proficiency. After improving the test draft based on the instructors’ (foreign language specialists) suggestions, the researcher delivered the revised draft to the participants to validate the instrument. It is worth mentioning that in this study, the construct of the present test was based on the components of the ESP test (i.e. Target Language Use (TLU), language ability, and background knowledge) (Douglas, 2000; Hyland, 2007).

Moreover, the post-test writing tasks were also piloted after each intervention phase of the first and second cycle in order to ensure its validity before administering it to the target group. In fact, both tests lasted one hour and thirty minutes that is the participants had 90 minutes to work on the writing task and they were respectively: request email and a refund request email.

To ensure the reliability of the grading, inter-rater reliability had to be considered since there were two raters that marked this test (Alderson, et al., 1995). The reliability of the two raters was assessed by correlating the marks given by two or

more raters for the same students. Accordingly; each test paper was graded by two different graders: two ESP teachers from the Department of Management and the researcher herself. Each grader marked the papers on their own marking sheet based on the analytic marking scale adapted from the Act Workplace used to score business letter documents (2007). (See appendix: “C” & “E”). It was observed that the grading scores among the three graders were consistent. Furthermore, the scores from the pre and post-test (1st& 2nd cycle) instruments were compared through an inferential statistic significance test (t-test).

To score the pre-test and the post-test, the researcher used an analytic marking scale with specific evaluation criteria adapted from the Act Workplace (2007) used to score business letter documents (2007). The main reason for the choice of this analytic marking scale instead of a holistic scale is that it provides more useful diagnostic information about students’ writing abilities.

3.6.3.2. The Pre-Intervention Test

In the current study, a pre-intervention test was conducted at the beginning of the semester to assess the students’ proficiency level and it was a kind of a diagnostic test which was carried out with a group of twenty-four students who took part in the present research work. According to (Harmer, 2001:189):

“diagnostic tests are designed to assess students’ linguistic knowledge (knowledge of and about the language) and language skills (listening, speaking, reading and writing) before a course is begun.”

Generally speaking, diagnostic tests are given to the students before starting any ESP course, thus revealing their levels of ability and their possible deficiencies. As a result, the researcher used a diagnostic test to measure students’ level of proficiency in the English language as well as to determine students’ difficulties, gaps in their knowledge, and skill deficiencies in request email writing. The pre-test was also an opportunity for ESP students to have a look at the genre they were going to study

beforehand. It was also designed to check how well students performed on their writing skills before learning with the process-genre-based approach. The participants had 90 minutes to work on the pre-writing test.

After the administration of the pre-questionnaire in the preparatory week, the pre-test was delivered to participants. The pre-test was administered to check the participants' level in writing business e-mail (request e-mail). Accordingly, to determine the effectiveness of the PGA as a teaching method in terms of students' progress in business writing, the students needed to complete the pre-test (during the first week of teaching) and post-tests to reveal how much they had improved after attending the course in both first and second cycle.

In the pre-intervention test, students were asked to write a request email in response to a real-life situation; no feedback was given to the students on the pre-test. During the intervention period (1st & 2nd cycle), the students were encouraged to work collaboratively on a series of writing tasks that aimed to heighten their awareness of the target genre. Their responses to these tasks were discussed in class and appropriate feedback was given. Furthermore, students wrote their drafts with teacher guidance.

3.6.3.3. The Post-Intervention Test

In the post-intervention phase, a post-test was also conducted at the end of each cycle of the CAR (1st & 2nd cycle) and it was a kind of an achievement test used to examine the students' progress in business Email writing and also to evaluate the impact of process-genre based instruction on their writing. It is worth mentioning that only 24 students were taken as the subjects of this investigation due to their regular presences during the research implementation.

An achievement test, also referred to as attainment or summative test, are devised to measure how much of a language someone has learned with reference to a particular course of study or programme of instruction, e.g. end-of-year tests designed to show mastery of a language. An achievement test might be a listening

comprehension test based on a particular set of situational dialogues in a textbook. The test has a two-fold objective:

- 1) To help the teachers judge the success of their teaching.
- 2) To identify the progress of their learners.

In more practical and pedagogical terms, Brown (1994, 259) defines an achievement test as: "*tests that are limited to particular material covered in a curriculum within a particular time frame*". In other words, they are designed primarily to measure individual progress rather than as a means of motivating or reinforcing language. In the same vein, Richards and Schmidt (2002: 7) state that achievement test is:

“Designed to measure how much of a language learners have successfully learned with specific reference to a particular course, textbook, or programme of instruction”.

Actually, the post-intervention tests (1st & 2nd cycle) were similar in format, instruction, length, level of difficulty, and allotted time. However, the specific writing topics between the two tests were different although they belong to the same genre which is writing a request email. Accordingly, the first post-test was concerned with writing a request email while the second post test was concerned with writing a refund request email. For this reason, the researcher assumed that the participants would have no trouble.

3.6.3.4. Pre and Post-Intervention Tests’ Assessment Criteria

In this research work, a triangulated means of data collection was emphasized. For the quantitative perspective, the researcher gathered the data to answer the research questions of this study by using test scores from the participants’ pre and post-tests (1st & 2nd cycle). In other words, the participants’ writing tasks (request email & refund request email) were assessed in terms of the scoring procedure based on an analytic scoring rubric from the Act Workplace (2007). On the other hand, the

researcher used another technique of data collection which is the rhetorical or move-analysis of the participants' writing tasks (the pre-test and post-tests) based on Louhaila and Kankaanranta (2005) and Bhatia (1993) frameworks of business e-mails & request letters

3.6.3.4.1. Analytic Scoring Rubric

One of the first decisions to be made in determining a system for scoring is what type of scoring will be used: that is, should a single score be given to each script, or will each script be scored on several different features? This issue has been the subject of a great deal of research and discussion over the past three decades. In the composition literature, three main types of scoring are discussed: primary trait, holistic, and analytic scoring. However, for the purpose of the present study, the researcher opted for an analytic scoring.

Weigle (2002) states, in analytic scoring, that, rather than given a single score, scripts are rated on several aspects of writing such as content, organisation, cohesion, register, vocabulary, grammar, or mechanics, depending on the assessment purpose. Thus, analytic scoring schemes provide more details about a test taker's performance in different aspects of writing and are consequently preferred over holistic schemes by many writing specialists.

According to Weigle (2002), the analytic scoring provides more useful diagnostic information about students' writing abilities, which sets as its primary advantage over a holistic scheme among all others. In some research, it is more useful in rater training because inexperienced raters can more easily understand and apply the criteria in separate scales. It is also useful for second-language learners who are more likely to show a marked or uneven profile across different aspects of writing. It can be more reliable than holistic scoring and the reliability tends to be improved by the scoring scheme in which multiple scores are given individually. However, as the major disadvantage, it takes longer time than holistic scoring since the readers are required to make more than one decision for every script.

As far as business writing is concerned, the researcher adapted an analytic scoring rubric from the Act Workplace (2007) because it gives sufficient details in assessing ESP students writing ability to write business documents such as: business reports, memo, business emails, advertisements, and sales letters...etc. The researcher revised the assessment criteria to be used in this study to assess the JAL writing scripts of the students and they were also proofed by two writing teachers in order to ensure its validity. The assessment criteria consists of five categories: language appropriateness, sentence structures, content, organization, and grammar and mechanics (see Appendix 'k').

The Act Workplace (2007) gives an example of a rating scale for business writing as follows:

Score 5: A paper at this highest level has well-developed ideas elaborated with relevant supporting examples and specific details. The organization is smooth and maintains clear and consistent focus from beginning to end. Transitions are varied and effective, creating a seamless flow of ideas. Sentences are varied in length and complexity. Word choice is precise and varied. The style and tone are appropriate for a business setting. Minor and/or infrequent errors in grammar and/or mechanics, if present, do not interfere with communication.

Score 4: A paper at this level has most of the ideas well developed with relevant supporting examples and details. The writing is organized and maintains consistent focus. Transitions are effective, if not especially varied. Sentences are generally varied in length and complexity. Word choice shows some precision and variety. The style and tone are consistent with standard business English. Relatively minor and/or infrequent errors in grammar and/or mechanics do not interfere with communication.

Score 3: A paper at this level has adequate development of ideas but is limited in depth and thoroughness. Supporting examples tend to be general and details are relevant, but they may be repetitive. The writing is generally organized but may have minor lapses in focus. Transitions are simple. Sentences are usually correct, with some

variety and complexity attempted. Word choice is generally clear and correct but may be repetitive and/or informal. The style and tone are consistent with standard business English but may be overly casual. Some errors in grammar and mechanics are apparent but do not interfere with communication. Basic spelling is correct.

Score 2: A paper at this level has thinly developed ideas that are not expanded and may be presented as a list. Although some organization is evident, the focus is unclear and/or inconsistent. Few or no transitions are used. Sentences are often simple or repetitive, with some noticeable errors in construction. Word choice is limited, often repetitive, and sometimes incorrect. The style and tone may be inconsistent with standard business English. Significant errors in grammar and/or mechanics interfere with communication.

Score 1: A paper at this level has little or no development or support. Any development is extremely simple and/or repetitive. No organization is evident. Sentences lack variety, and construction errors seriously impede understanding. Word choice is poor and interferes with communication. The style and tone are inconsistent with standard business English. Errors in grammar and mechanics are frequent, severe, and seriously interfere with communication.

Score 0: Off-topic, offensive or strongly inappropriate language (may include profanity and/or threats), or written in a language other than English. It may be blank or too brief to evaluate.

3.6.3.4.2. Move Analysis

Basically, move analysis is a subset of genre analysis that examines discourse by concentrating on its organization (Connor et al., 2007). In fact, a move in a text is referred to as “a section of a text that performs a specific communicative function (Connor et al., 2007:23). Thus, it is a top-down approach to investigate the discourse structure of a genre (Biber et al., 2007).

Connor et al. (2007: 24) states the relationship between move analysis, genre analysis, and discourse analysis as follows:

Researchers involved in the analysis of text as genre further relate discourse structures to the communicative functions of texts, resulting in the current approach of doing genre analysis using rhetorical moves.

According to Swales (1990), a text can be analysed based on a rhetorical move, a unit of analysis. In this vein, in order to identify the presence of the moves as well as the organizational structure of request email, each of the students writing scripts of the pre and post-intervention tests (cycle1&2) were analysed following the model proposed by Louhaila and Kankaanranta (2005) and Bhatia (1993) frameworks of business e-mails & request letters.

3.7. Data Analysis

The research used a mixed-method approach, employing both qualitative and quantitative techniques. Ivankova et al. (2006) indicate that the application of a mixed method approach improves the reliability of research in the sense that it helps in measuring the degree to which the research instruments yield consistent results after repeated administration. Furthermore, the use of different instruments to collect data about specific information increases research reliability.

Creswell and Plano Clark (2007: 4) state that:

Mixed methods research is an approach to inquiry that combines or associates both qualitative and quantitative forms. It involves philosophical assumption, the use of qualitative and quantitative approaches, and the mixing of both approaches in a study. Thus, it is more than simply collecting and analysing both kinds of data; it also involves the use of both approaches in tandem so that the overall

strength of a study is greater than either qualitative or quantitative research.

1.7.1. A Mixed-method Approach

The choice of a mixed-method approach was influenced by different concerns. Firstly, in agreement with (Creswell, 2007: 87), the reason behind embracing such an approach was that, *“quantitative data and their subsequent analysis provide a general understanding of the research problem while the qualitative data and their analysis refine and explain those statistical results by exploring participants’ views in more depth”*

Secondly, a mixed-method approach was one that could provide the best answer to the research questions, bearing in mind the richness and complexity of the study. Generally, a quantitative approach could test the impact of the eclectic approach to teaching business writing, while a qualitative approach was considered useful to test how effective the integrated approach was and to measure the correlation between students’ perception of the PGA stages as well as the course content and their performance.

Thirdly, it has been perceived that integrating research methods strengthens the quality of research. In this vein, many authors call for a combination of research methods to improve research quality and gain more insights and understanding of a research problem (Cohen et al., 2007).

Finally, the use of a mixed-method approach which involves both quantitative and qualitative approaches allowed triangulation of the data collected in that it allowed the researcher to compensate for any deficiencies that might occur during the data collection.

The rationale for adopting a qualitative approach in this research was that it enables the researcher to decipher information that cannot be obtained using quantitative methods, particularly in regard to data related to social perception,

behaviour and belief or a research process that results in textual data. In this study, issues such as the perception of the impact of the integrated approach in teaching business writing and the stages that it entails such as: pre-writing stage (awareness of audience, writing purpose and schematic structure), planning stage as well as drafting stage: (revision and feedback) on students' writing performance were deciphered through a qualitative rather than a quantitative approach. Moreover, a quantitative approach was also used to obtain numerical data concerning the students' performance in writing business emails before and after the intervention phases (cycle1&2).

The aim of this study was to evaluate the teaching method and materials prepared according to the process-genre approach by testing whether the participants would improve their ability to texture their writing after the intervention period of the first and second cycle.

3.8. Conclusion

After stating the research questions of the present study, it was necessary for the researcher to select appropriate research methods and procedures of data collection to provide tentative answers to them. Indeed, the main aim of data collection was to evaluate the teaching method and the writing activities prepared according to the process-genre approach by testing whether the participants would improve their ability to write a range of business genres after the implementation of the intervention period of the first and second cycle.

A classroom Action Research was therefore used as the research design in the present study. Furthermore, students' pre and post writing tests (cycle1&2), questionnaires and interviews were used as the data collection in this work. Thus, the findings will be discussed in the next chapter which strives to analyse the data collected using mixed methods approach obtained by means of triangulation which combines both quantitative and qualitative components for answering the research questions.

CHAPTER FOUR**Data Analysis and Finding**

4.1. INTRODUCTION.....	145
4.2. DATA COLLECTION PROCEDURES	145
4.3. RESULTS AND DISCUSSION	145
4.3.1. The Pre-Intervention Phase Results	146
4.3.1.1. The Pre-Intervention Test Results	146
4.3.1.2. The Move Analysis of the Pre-Intervention Test Results	150
4.3.1.3. Results and Interpretation of Students' Pre-Intervention Questionnaire	155
4.3.1.4. Results and Interpretation of Teacher's Semi-Structured Interview.....	167
4.3.2. The Post-Intervention Phase Results.....	176
4.3.2.1. The Post-Intervention Test Results (Cycle 1).....	176
4.3.2.2. The move Analysis of the Post-Intervention Test (Cycle1).....	179
4.3.2.3. Comparison between Pre- and Post-Intervention Tests' Results (Cycle1)	184
4.3.2.4. The Post-Intervention Test Results (Cycle 2).....	190
4.3.2.5. The Move-Analysis of the Post-Intervention Test (Cycle2)	193
4.3.2.6. Comparison between Post-Intervention results (Cycle1 & Cycle 2) ..	197
4.3.2.7. Results and Interpretation of Post-Intervention Questionnaire	204
4.3.2.8. Results and Interpretation of Students' Semi-Structured Interview ...	212
4.4. DISCUSSION OF THE MAIN FINDINGS	220
4.5. CONCLUSION	222

4.1. Introduction

This chapter is devoted to report and discuss the findings obtained from different data collection instruments, namely tests, two questionnaires (students) and two interviews (students, teachers). In this research work, there were both quantitative and qualitative data analyses. A total response of the quantitative approach was performed using descriptive statistical procedures, while the qualitative counterpart was provided in a descriptive summary. The data were analysed both qualitatively and quantitatively. The first point to be examined is the description of the results of data collection used in the pre-intervention phase and the post-intervention phases which encompasses the first and the second cycle. Each phase will be discussed separately to measure the students' performance in business writing. The second point is the comparison between the results obtained from each phase of data collection and finally, the last point is the verification of the research hypotheses raised in this study.

4.2. Data Collection Procedures

The research instruments used in the current study and described in chapter two enabled the researcher to collect data on three distinct phases:

1. Before the intervention period, i.e. the preliminary / pre-intervention phase.
2. The post-intervention phase (cycle1).
3. The post-intervention phase (cycle2).

4.3. RESULTS AND DISCUSSION

In this section, the results of each phase will be presented and discussed. In this standard, it is worth mentioning at this level that data collected by the instruments (described earlier in chapter two, section: 3.6.) and through the procedures described above center on the following points:

1. Investigating whether the integration of process genre approach and the steps it entails in teaching business writing would help ESP teacher in meeting ESP students' needs and expectations in writing a range of business genres.
2. Investigating the changes that could be observed in students' writing pieces as a result of their exposure to the integrated approach to teaching business writing (process genre-approach).
3. Investigating ESP students' attitudes towards the use of process-genre approach in teaching business writing.

4.3.1. The Pre-Intervention Phase Results

This phase includes the three diagnostic steps: the pre-intervention test, the students' pre-intervention questionnaire and the teachers' interview.

4.3.1.1. The Pre-Intervention Test Results

In an attempt to assess the students' proficiency level in writing business emails, a group of 24 third year management students were submitted to a kind of a diagnostic test which is a RE writing task in the beginning of this investigation. In this respect, the students' writing pieces were graded based on the multiple traits scoring scale of The Act Workplace (2007) used to score business letter documents and which was based on the following five sub-scales: language appropriateness, sentence structures, content, organization, grammar and mechanics. Each criterion was assigned 04 points and hence, the total score of the task was 20 points (see appendix: "K").

For the quantitative analysis of pre-intervention test, the researcher calculated the mean, the mode, and the standard deviation of the group. From a statistical point of view, the mean (\bar{X}) can be defined as the average of a set of scores which is obtained by adding the individual scores together and dividing by the total number of scores, while the mode is the most frequently occurring score. The standard deviation, on the other hand, is the most important measure of dispersion, it indicates how the students'

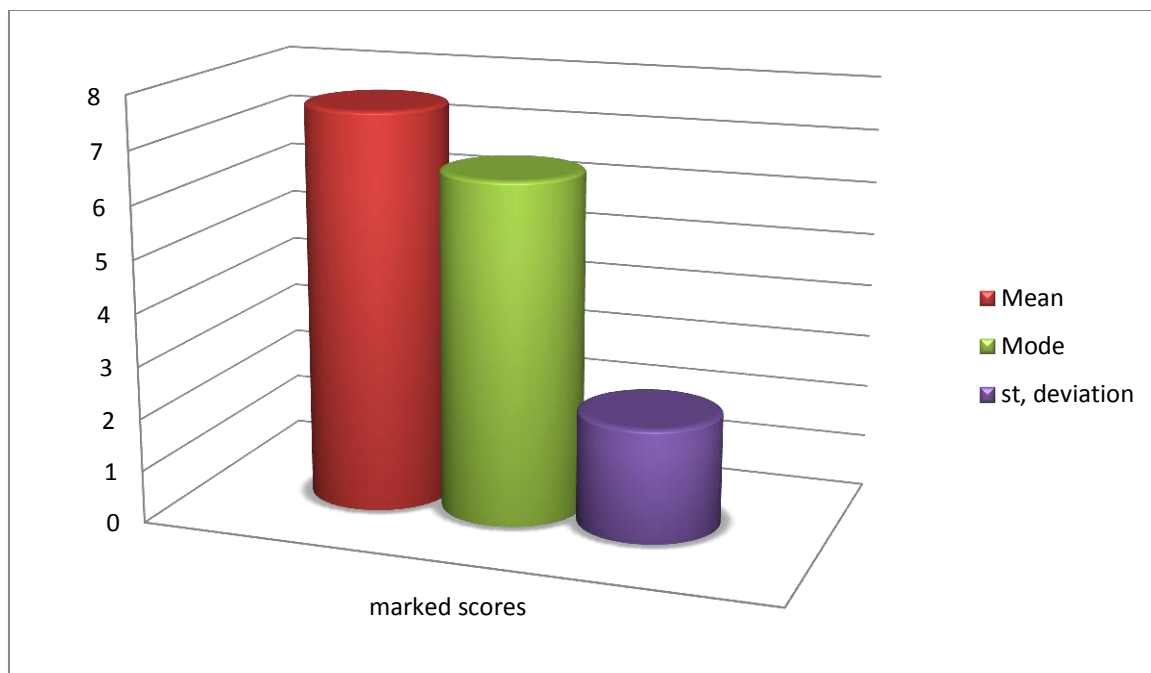
mean are spread around the mean of the group. In other words, S.D appears to put into question the homogeneity and heterogeneity of the group, i.e., the lower the standard deviation, the closer the students' means to the group's mean, the more homogeneous the group is.

After carrying out the statistical calculations, it was found that the group scored 7,60 out of twenty, therefore, they had a very low mean. As for the mode score, the most frequently recorded score was 6,5 while S.D was 2,17 , this may be observed and understood through the following table:

Out of twenty four	N	Mean	Mode	Std. Deviation
Marked Scores (Pre-intervention Phase)	24	7,60	6,5	2,17

Table 4.1: The Pre-Intervention Test Results

The findings of the pre-writing test are displayed in the following bar-graph:



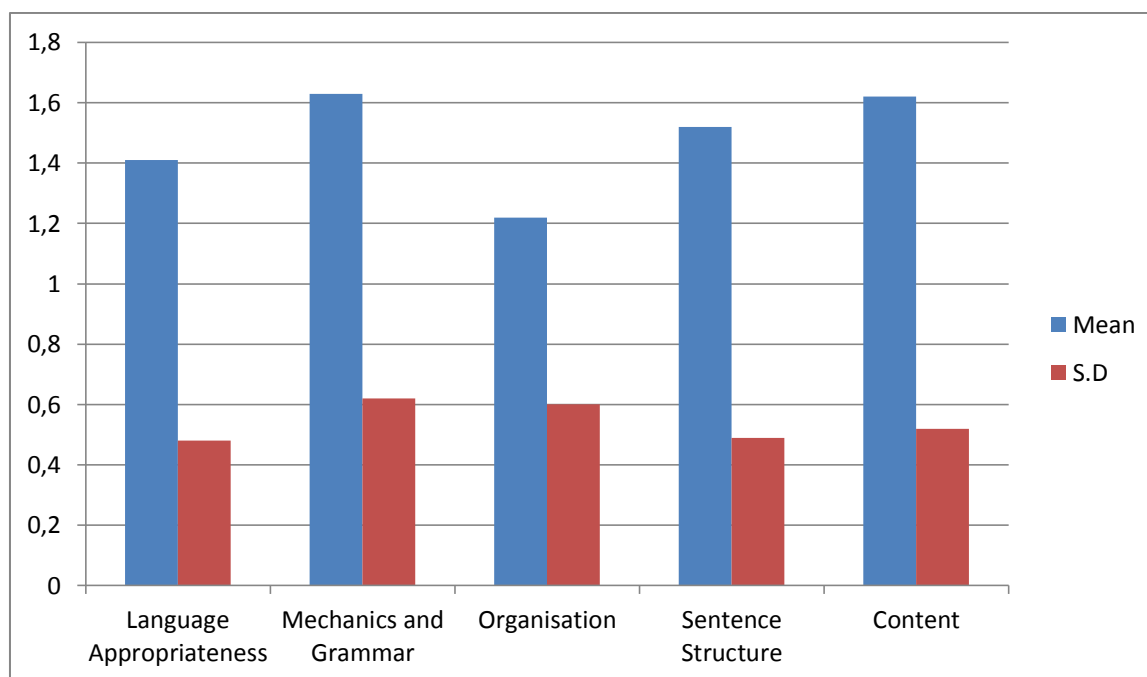
Bar-Graph 4.1: The Pre-Intervention Test Results

To sum up, it can be stated that the majority of the subjects were not very successful in their RE writing test. In the final score, only (03) students out of 24 i.e. (12, 5%) managed to get marks above 10 out of 20, and which varied between 11 and 12 out of 20. The Average result showed that one student received an average mark in the pre-intervention test whereas 20 out of 24 students (83, 33%) of the subjects failed to reach the average (their marks were below 10 out of 20), and the latter varied between 03 and 09 out of 20. Moreover, the students' weaknesses and difficulties differed from one criterion to another; the following table clarifies better the results obtained by the students in the pre-test:

Scores Out of twenty four	Pre-test	
	Mean	S.D
Language Appropriateness	1,41	0, 48
Mechanics and Grammar	1,63	0, 62
Organisation	1,22	0, 60
Sentence Structure	1,52	0, 49
Content	1,62	0, 52

Table 4.2: The Pre-Test Results obtained in Each Criterion

The pre-test result obtained in each criterion is shown in the following bar graph:



Bar-Graph 4.2: The Pre-Test Results obtained in Each Criterion

In the above graph, one may observe that the mean scores for language appropriateness (1,41) and organization (1,22) were low in comparison with the other criterion such as: grammar and mechanics (1,63), sentence structure (1,52) and content (1,62).

After tabulating the results of the pre-intervention phase, the researcher then tried to analyse the pre-test results in order to know the students' initial level in business email writing. In fact, the analysis of the pre-intervention writing test showed that there were a lot of problem areas such as: choosing appropriate vocabulary, organizing the structure properly depending on the topic or the purpose of writing, following correct grammar rules, and integrating ideas. These difficulties can be summarized as follows:

- Grammar errors such as: (tenses, word order, prepositions and articles misused...etc),
- Limited repertoire concerning standard phrases and formulaic expressions commonly used in business emails,
- Incorrect capitalization, punctuation, and spelling.

- Lack knowledge of organizing the structure properly depending on the purpose of writing,
- Irrelevant choice of vocabulary as well as mixture of informal and formal style,
- Overuse of French constructions and a lot of borrowed words taken from French...etc.
- Difficulties in transferring their ideas from their native language (Arabic) into the target language (English).

4.3.1.2. The Move Analysis of the Pre-Intervention Test Results

In this study, a genre analysis method was also used in analysing extracts of the students' pre and post intervention writing tests (cycle 1 & 2). Each RE from the pre-writing test was split into sentences or clauses in order to identify the presence of the moves in it. Moreover, the presence of a particular move was highlighted using genre-based analysis of Louhaila and Kankaanranta's framework of business e-mails (2005) mainly the 'framing moves' consisting of four moves: identifying the subject, salutation, ending politely and signature and Bhatia's framework of request letters move-step template (1993) mainly 'content moves' consisting of four moves: establishing confidence, enquiring about trade, soliciting response. In this standard, a RE sample together with move-structure analysis is demonstrated in the second chapter (see section :2.4.2.1).

As far as the first move is concerned, three students out of 24 (12,50%) identified the subject of their e-mails as in the examples below (with the original mistakes):

'Subject: Get information on electronic machines

To: Apple company apple@yahoo.fr

cc: -

object: request about a price'

Based on the data analysis, the findings showed that seven students out of 24 (26,16%) began their RE's with an opening salutation as illustrated in the following examples taken from the students' samples of the pre-intervention test :

'Hello Sir! The CEO (Washmach Company)'

'Dear Manager of Washmach company'

As for move 3 establishing confidence (Step 3A), only three students out of twenty four (12,50%) introduced their business or themselves to their business partners. As in the following examples (with the original mistakes uncorrected):

'May I introduce my self. I am a man, I have 23 years, I work in the enterprise of Import company (the electro machines) situated in Algeria.'

'Hi I am amina, the Purshasing Manager,'

With regard to move 3 (Step 3B establishing credentials), none of the students tried to attract the the reader's attention about the advantages of doing business with them.

As for move 3 (Step 3C acknowledging source of contact), only six students out of 24 (08,33%) mentioned how they got the contact of their business partners. The following is an excerpt taken from the students' samples of the pre-intervention test (with the original mistakes uncorrected):

'I have visited your flormar Shop and I liked your products'

'I see your Washing Machines in your Website.'

With regard to move 4 enquiring about trade (Step 4A), only three students out of 24 (12,50%) expressed their appreciation or interest to do business or trade with their business partners as it is illustrated in the following example (with the original mistakes uncorrected):

'We want to have a deal with in this business, we want to purschase good products (quality products).'

'It's fantastic to talk business with you Mr.I liked their products (washing machines).'

With regard to move 4 enquiring about trade (Step 4B), six students out of twenty four (25%) asked for trade by making a formal request as it is illustrated in the following examples taken from the students' samples of the pre-intervention test:(with the original mistakes uncorrected):

'I interested to make a business with you, so can you send me the washing machines catalogues, price lists.'

'I was wondering if you can send me Mac's prices catalogue, am so interested in buying one, and also if you can tell me if there is any discount in this moment.'

'I need to inform you about my curiosity to buy your products (good qualité), it's very good to have business with you Sir.'

The next move is soliciting response (Move 5). The findings showed that only three students out of 24 (12,50%) took the initiative to solicit response from their business partner. In fact, they expressed their expectation of reply by providing a telephone number. The following is an excerpt taken from the from the students' samples of the pre-intervention test: (with the original mistakes uncorrected):

'Waiting for your reply on this address, or you can call me on this number 0615332060'

'Give me the answer soon, Please! My number: 05-19-12-60.'

'Hope to hear from you soon'

Lastly, move 6 ending politely was mixed with move 7 (signature), since the students ended their RE's using their signature or the expressions 'yours sincerely'. However, in Bhatia's model, this function is completely separate and uses the above-mentioned formulaic expression and followed by the signature. The findings indicated that 12 students out of 24 (50%) ended their emails politely and only 6 students out of

24 (25%) used their signature as illustrated in the following excerpts (with the original mistakes uncorrected):

'Many thanks for your assistance.'

'Thanks for cooperating with us.'

'Have nice day!'

'Thank you'

'purchasing manager'

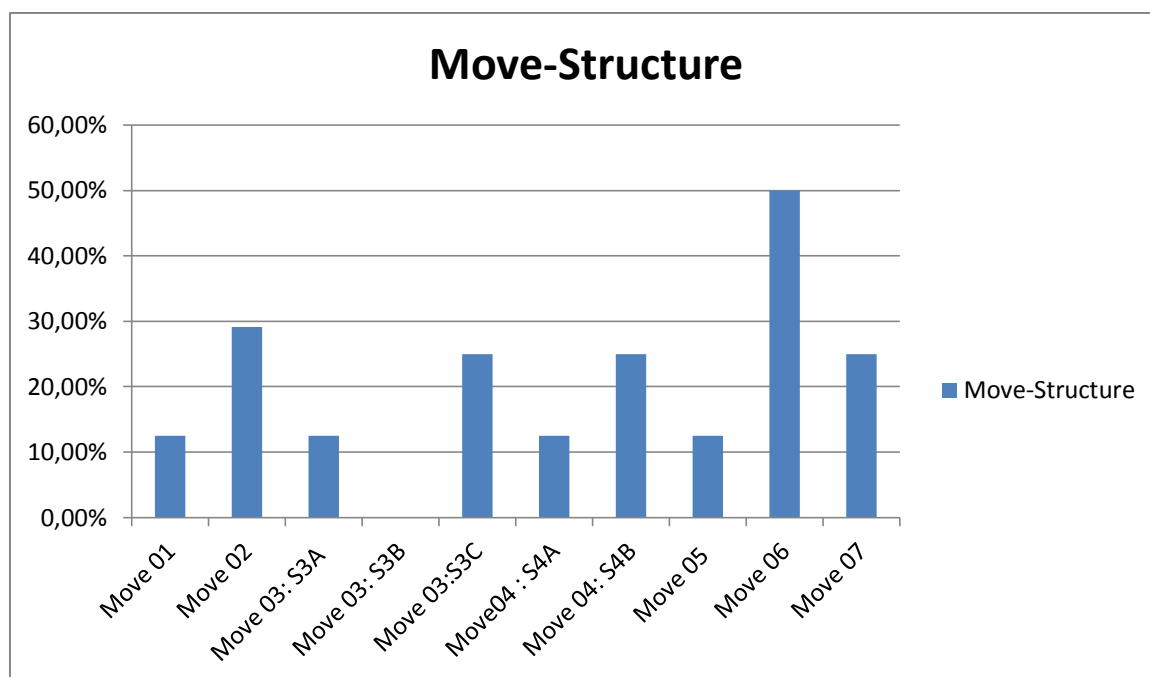
'All my respect!'

The results obtained concerning the frequency and percentage of the RE moves in the pre-test is illustrated in the following table:

Move-Structure	N^o of students out of 24	Percentage
Move 01	3	(12,50%)
Move 02	7	(29,16%)
Move 03: S3A	3	(12,50%)
Move 03: S3B	0	(00,00%)
Move 03:S3C	6	(25%)
Move04 : S4A	3	(12,50%)
Move 04: S4B	6	(25%)
Move 05	3	(12,50%)
Move 06	12	(50%)
Move 07	6	(25%)

Table 4.3: The Presence of RE Moves in the Pre-Test

The following bar-graph sums up the results:



Bar-Graph 4.3: The Presence of RE Moves in the Pre-Test

On the whole, it can be said that the majority of the students were not able to write an appropriate RE with regard to its organisational structure and linguistic features. Indeed, the overall findings of the pre-test indicated that the majority of the students adopted a minimum of two or less than three moves and a maximum of four moves out of the six prescribed moves advocated or suggested by Louhaila and Kankaanranta's framework of business e-mails (2005) and Bhatia's framework of request letters move-step template. Furthermore, the order of moves do not follow Bhatia's template. Put it differently, the organizational structure of request emails adopted by the students was not adequate and it did not fulfill to a large extent, the linguistic requirements of a formal business Email. Furthermore, the main communicative purpose of request email which is enquiring about trade which is essential for a text to belong to the genre of RE, was missing from the majority of the students' REs. Hence, the latter did not live up to one of the most important criteria of the genre.

Moreover, most of the students produced informal Emails, using a number of conversational expressions (*e.g.* 'Nice to meet you', 'Thank you for listening to me'...etc).

Consequently, one can conclude that the majority of the students were not properly equipped to write effective request emails in English before the intervention period. Taking into account all these problems, one may conclude that students' lack of genre knowledge calls for a purposeful intervention by the teacher.

4.3.1.3. Results and Interpretation of Students' Pre-Intervention Questionnaire

Following the pre-intervention test, the researcher administered a questionnaire to 24 third-year management students in order to investigate thirty-two points which will be discussed as follows:

Section 1&2: Background & Schooling Information:

The first five questions were asked to collect some general information about the students who participated in this study, their age as well as how many years they have been studying English. All these information helped the researcher to identify their profile as described in chapter two (section: 3.3.1.Students' Profile).

Section Three: Students' Assesptions, Needs and Wants in Learning Writing for Business Purposes

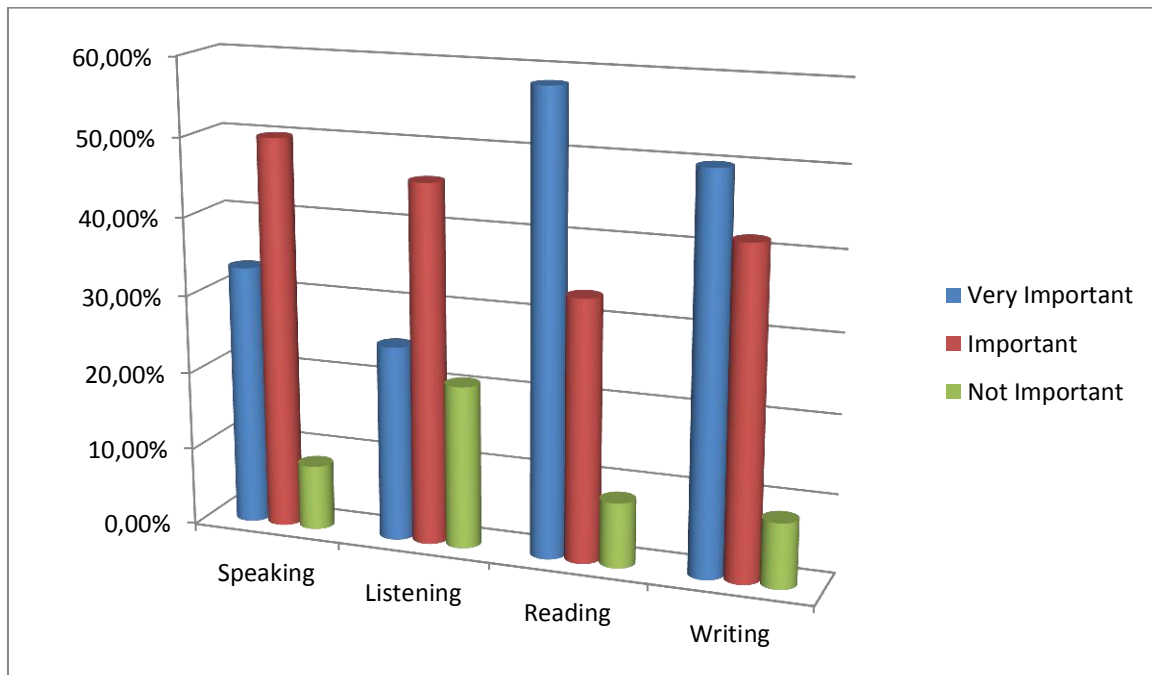
Question 6: Rank the following language skills in terms of their importance regarding your future professional life.

The sixth question aimed at identifying the students' perception of the four skills in terms of their importance and in this standard, it was revealed from the following table that third-year Management students ranked the reading and the writing skills as very important, as they recorded respectively (58,33% and 50%). They ranked also the speaking and the listening skills as important, as they recorded respectively (50% and 45,83%).

Language Skill	Very Important		Important		Not Important	
	N	P	N	P	N	P
Speaking	8	33,33%	12	50%	2	8,33%
Listening	6	25%	11	45,83%	5	20,83%
Reading	14	58,33%	8	33,33%	2	8,33%
Writing	12	50%	10	41,66%	2	8,33%

Table 4.4: Students’ Perceptions of the Four Skills in Terms of Importance

The following bar-graph sheds light on the students’ perceptions of the four skills in terms of their importance:



Bar-Graph 4.4: Students’ Perceptions of the Four Skills in Terms of Importance

Question 7: How can learning English for business purposes help you more in your future job?

The seventh question was asked to investigate whether learning English for Business Purposes would help students in their future job. In this vein, students gave different answers. Some of them argued that learning English for Business Purposes would help them to better communicate in future workplaces. They stated that the business world urges communication whether via writing or speaking. Others reported that they are not sure that learning English for Business Purposes would help them in

their future job. They argued that though English is said to be the language of business, most enterprises and companies in Algeria still use French language whether to communicate or to write their documents. Some students stated that learning English would increase their chances to travel abroad and make businesses there. They thought that being competent to speak English well may facilitate the task of communicating with English people and hence, their chances to get a job would increase.

Question 8 : Do you write in English? - Yes - No

If yes, are the genres/text-types that you write related to your area of specialism (English for business purposes)?

Responses to question eight of the questionnaire showed that (10) 41, 66% of the respondents said that they actually write in English while (14) 58, 33% said that they do not. The second question is only addressed to the respondents who answered "Yes" in the first question; it was an attempt at finding out the nature of texts that they wrote in English. In this respect, most of the subjects reported that they do not write for English for business purposes. However, they usually write Internet messages, E-mails, Chat and poems in English.

Question 9 :What types of business writing do you feel you need to study in the EBP class?

The ninth question was an attempt to know the kind of business writing that the students thought they need to learn. This question proposes three possible options of the kind of business writing that the students would like to learn in their ESP classes. Accordingly, more than half of the respondents (15 students out of 24 i.e. 62, 5%) said that they might need to learn business letters and emails, (6 students out of 24 i.e. 25%) liked C.Vs and (3 students out of 24 i.e. 12, 5%) preferred business reports.

Question 10: What aspects of business writing do you find most difficult?

Question ten was an attempt to identify the problems that the students encountered in business writing. The students thought they almost had all the problems

listed in the questionnaire. Nevertheless, twenty-four students out of 24 i.e. (100%) answered that the troubles they faced in writing business genres were business vocabulary and formulaic expression as well as grammar errors. Seventeen students out of 24 (70, 83%) said the format (different parts of a business genres and their intended purposes). Sixteen students out of 24 (66, 66%) reported using appropriate degree of formality and the purpose of writing these genres whereas fifteen students out of 24 said awareness of the reader (audience).

Question 11: What do you think are the causes of the difficulties that you encounter in writing in general and specifically in business writing?

Question eleven was asked to investigate the causes of the difficulties that ESP students encounter in business writing. In this standard, the majority of the students said that the causes may be related to the lack of background knowledge of formal business writing documents, other students said that it is due to their own negative attitudes while three students thought that little writing practice and insufficient time allotted to the English module within the curriculum were the causes of their difficulties and poor level in writing. Finally, two students claimed that poor writing methodology was the main reason behind their difficulties.

Question 12: Which of the following aspects do you want your teacher to pay more attention to in an EBP writing course?

Question twelve was an attempt to identify the major aspects that students would need to pay more attention to in an EBP writing course. Twenty-four students i.e. (100%) said business vocabulary and using appropriate business-writing conventions and language features (useful formulaic expressions and collocations) and specific grammatical structures (tense, preposition- conjunction-modal-prepositional Collocations...etc) and punctuation marker, while (66, 66%) 16 students out of 24 preferred to devote more time to aspects such as: organization of the different parts of a business letter/genre/organisational structure/ (opening, body, ending...etc) while 12 students out of 24 thought they need more practice in using appropriate degree of

formality and business style (conditional sentences, modal verbs, imperatives, indirect questions) as well as context analysis (content, purpose, audience). Only ten students out of 24 chose to pay more attention to aspects such as: sentence-structure (simple-complex).

Section Four: English for Business Purposes Writing Methodology

A/ Before Writing

Question 13: Before writing, did your teacher encourage you to do pre-writing activities in the classroom? Yes No If no, why?

Question thirteen was an attempt to know whether the students do any pre-writing activities in the classroom. Unfortunately, all the students (24 out of 24) stated that pre-writing tasks had often been neglected. As one of the respondents reflected on this topic:

“Before whenever I wrote, I did not do any pre-writing activities.”

“Whenever I wrote, we did not do any pre-writing activities; our teachers did not identify the purpose of the writing task. I just wrote whatever came into my mind. One of the examples of my way of writing was about listing ideas: I did not often use the internet or references as sources to gather new ideas. Neither did I consult other students in the class. Mostly I used ideas suggested by the teachers. So I felt that the content of my writing was limited”.

Question 14: If the ESP teacher asks you to write a business genre (i.e, business e-mail), do you use some strategies that help you to plan for the writing assignment?

-Yes -No -Sometimes

Question fourteen was asked to investigate whether the students use any strategies that help them to plan for the writing assignment. In fact, responses to this question showed that (10 out of 24) 41, 66% of the respondents said that they actually use some strategies before writing, while (14 out of 24) 58, 33% said that they do not.

Question 15: If yes, which of the following strategies do you engage in before producing your piece of text?

Question fifteen is only addressed to the respondents who answered "Yes" in the previous question; it was an attempt at finding out the strategies that the students engage in before producing their piece of text. In this standard, 10 students said making an outline, 3 students stated that they use brainstorming, mind mapping and taking notes before writing while only 2 students said that they prepare themselves for the writing assignment before the class. One of the students who used mind maps and outlines, also expressed the benefits of organising ideas and indicated that from the organised ideas she can engage with the topic in more depth and she expressed herself more:

“and because we now write down our ideas as mind maps or make an outline it is much easier to extend the ideas and express my self more and more.”

Question 16: Before beginning to write, do you review your class notes, and task requirements (purpose, audience, tone...etc)?

Students' preparations before the writing lesson may vary according to their researching preferences. Some searched the Internet, some read class notes others engaged in discussions (with the teacher or peers) or brainstorming sessions.

Question 17 : In relation to the previous question, do you consider (the audience to be addressed) who is your audience before writing such genres?

- Yes - No

Question seventeen was an attempt to know whether students consider their audience when writing business genres. The results of the questionnaire show that eleven students (45,83%) knew their audience when writing a business genre while thirteen students (54,16%) stated that they did not know the addressed audience.

We can notice from these results that a considerable number of students do not know their addressee in writing business genres or they were not fully aware of the reasons why readers should be considered before the intervention phase . This makes

us assume that students should be made aware that business genres have different audiences and that one genre may be addressed to more than one kind of audience. Accordingly, students' ability to write will be improved once they know who their audiences are.

Question 18: Do you consider the communicative purpose before writing such genres?

- Yes - No

Question eighteen was an attempt to know whether students consider the communicative purpose in writing business genres. Eleven students said that they did not know the communicative purpose of the business genre they used to write whereas thirteen students reported that they knew the communicative purpose when writing business genres. This leads us to say that a considerable number of students lack knowledge of the communicative purpose behind writing such genres.

Question 19 : Does your teacher provide you with model texts of these genres in order to discuss the language features as well as their overall structure ?

- Yes - No

Question nineteen was asked to raise the point, whether the students were provided with model-texts of business genres. Accordingly, sixteen students (66,66%) answered that their teacher did not provide them with model texts of business genres while only eight students (33,33%) stated that they received model texts from their teacher.

These results indicate that the majority of students were not provided with model texts which may facilitate the task of writing for them. As a first step in performing writing tasks, students need to be guided with model texts to imitate them. In their progress to write, students may analyze the provided model to see what the distinctive features of such a model are. Then, at an advanced step, this support may just be withdrawn and more autonomy is given to students to produce their own texts.

Question 20: If yes, do you think you that these models would help you to write in a better way?

- Yes - No

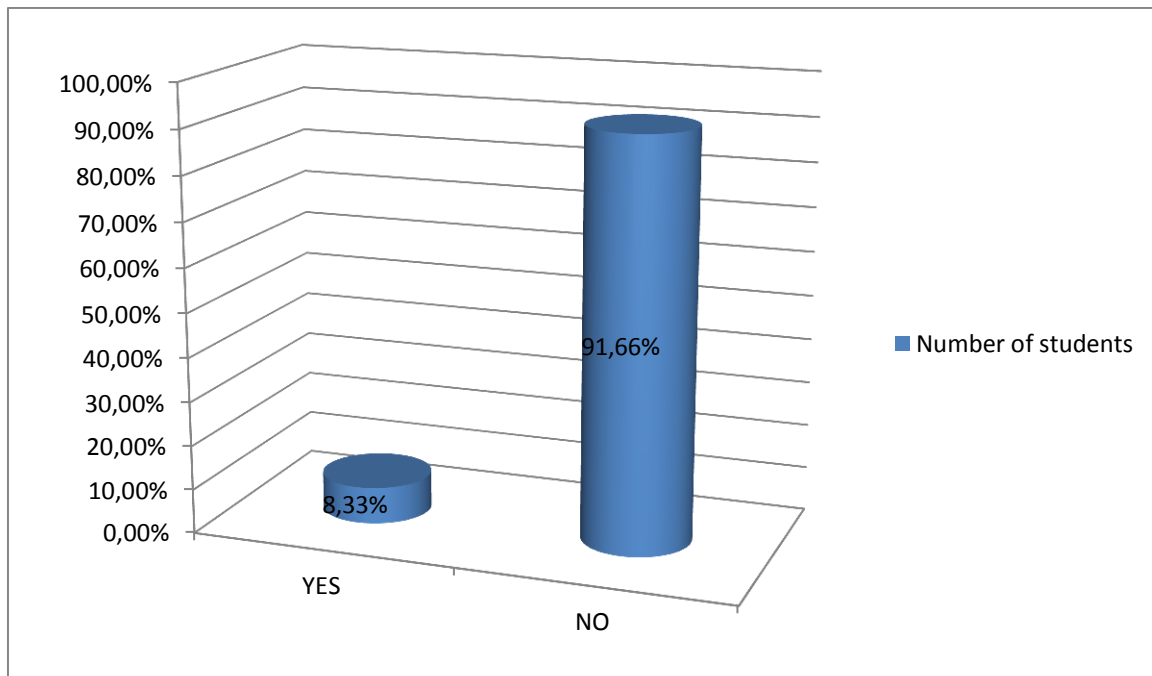
Question twenty is only addressed to the respondents who answered "Yes" in the previous question; it was an attempt at finding out whether these models would help them to write in a better way the target genres. The results speak loudly that the majority of students (20 out of 24) would write in a better way in case their teacher provided them with model texts. The rest four students believed that they would not write in a better way even though their teacher provided them with a model text.

These results may support our assumption that being supported with model texts, students would feel more confident to produce their own texts. This makes us more confident to advocate the genre approach to teaching writing as it urges explicit teaching of textual features (contextual, linguistic and generic features) and the importance of having students analyse model texts to gain control of a given genre.

Question 21: Can you vary the way you go about writing depending on the situation, the topic, the audience, the type of writing, the purpose and so on? - Yes - No

Question twenty one was an attempt to know whether students are able to write texts depending on the situation, the topic, the audience, the purpose of writing and so on.

The results show that twenty-two students were unable to vary the way they write depending on the situation, the topic, the audience, and the purpose of writing. Only two students declared their ability to do so. The bar-graph below presents a synopsis of the results:



Bar-Graph 4.5: Students' Ability to Write Depending on the Topic, the Audience, and the Purpose

From these results, we recognize that there is a felt need to adapt the process-genre approach to teaching writing since the situation, the audience, and the purpose of writing are the fundamental principles of such an approach. Thus, the proposed approach would provide a way to students to vary their writing for business purposes.

B/ While Writing& After Writing:

Question 22& 23: How many times do you have to re-draft your writing? Does your teacher ask you to hand in a second draft? if no why?

Question twenty two and twenty three were asked to raise the point, whether their teacher ask them to hand in a second draft. Indeed, 6 students claimed that they actually re-write or re-draft their work (25%), while 18 students (75%) said they do not. From the results, it appears that once feedback has been received, very little or no further action is taken by either the teacher or the students that is the latter are not generally required to re-draft their work (75%) as oppoed to (25%) who said that their teacher actually asks them to hand in a second draft.

Question 24 : Do you revise your writing? -Yes -No - sometimes

Question twenty four was asked to raise the point, whether the students revise their writing. All the students claimed that they actually revise their work think it is important to revise what they have written. Such a finding is important because this is what students are encouraged to do when adopting the process approach which views writing as a recursive activity where writers can move forward and backward.

Question 25: What were your main reasons for revising your last piece of text?

Question twenty five was an attempt to identify the major aspects that students pay more attention while revising their last piece of text. Twenty-four students i.e. (100%) said correcting errors, while (66, 66%) 16 students out of 24 said improving clarity and rearranging the text while 12 students out of 24 stated improving style and reducing length. Only ten students out of 24 chose developing content.

Question 26 & 27: Do you edit your writing? -Yes -No

27. If yes? Which aspects do you focus on?

Question twenty six and twenty seven were asked to raise the point, whether the students edited their writing and which aspects they focused on. Six students claimed that they actually edited their work (25%). In fact, when editing, they focus more on correcting grammatical mistakes and spelling, while 18 students (75%) said they did not.

Question 28: Do you compare you own writing with your classmates?

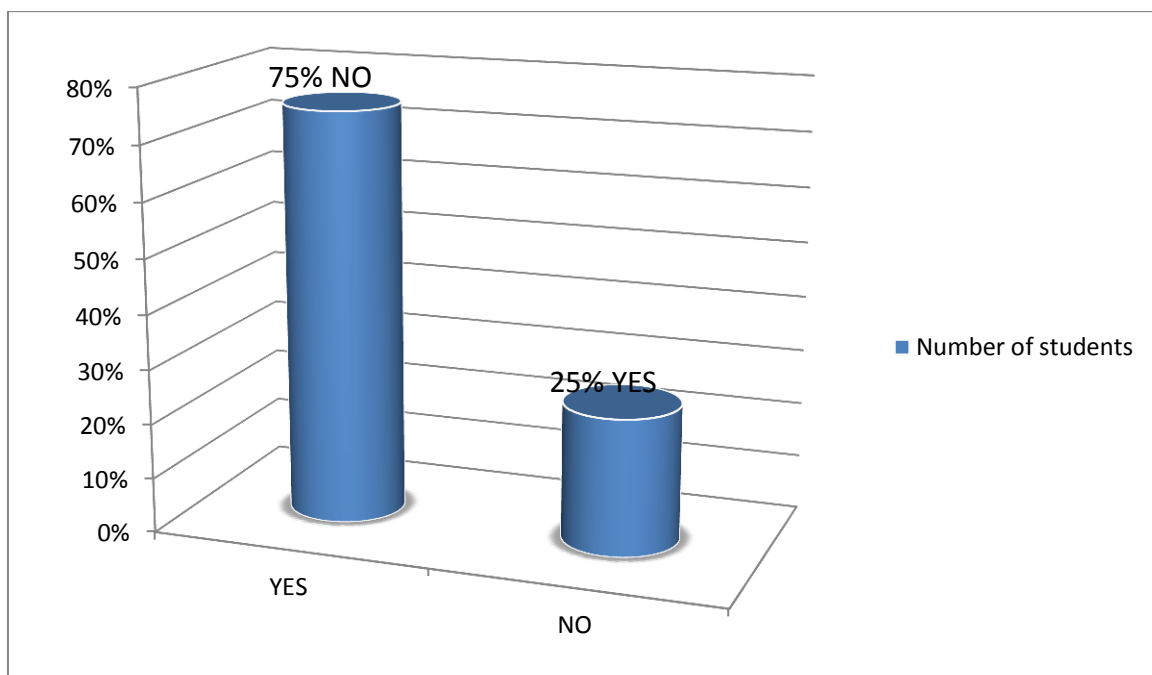
Question twenty eight was asked to raise the point whether the students compare their own writing with their classmates. In this standard, the results showed that seven students (29, 16%) shared with friends a draft they had written. Seventeen students (70, 83%) reported that they did not share their writing with friends. The results indicate that some students do not trust other friends to correct their mistakes or maybe they dare not share their drafts because they do not want their classmates to recognize their mistakes. In this instance, we strongly believe that it is the role of the

teacher to encourage their students to think, pair, and share their drafts with their classmates.

Question 29 : Does your teacher provide you with feedback once you have finished writing your draft?

- Yes- No - Sometimes

Question twenty nine was asked to raise the point, whether the students receive feedback once they finish their drafts. In fact, 16 students (75%) declared that they did not receive feedback once they finished their drafts as opposed to 8 students (25%) students who stated that they received feedback when they finished writing. The results show that the majority of students' drafts are not evaluated. This may be considered as an important cause of students' low level in writing. In fact, evaluation should be an ongoing process during the act of writing. It helps students recognize their mistakes so that to avoid them in their writing. Once again, we do believe that the teacher has an important role in providing students with feedback during the whole process of writing. The following bar-graph presents an overview of the results:



Bar-Graph 4.6: Students' Receipt of Feedback

Question 30: If yes, what kind of feedback do you receive from your teacher?

Question thirty is only addressed to the respondents who answered "Yes" in the previous question; it was an attempt at finding out the kind of feedback that they received from their teachers. In this respect, (66, 66%) 16 students out of 24 reported that their teacher gave marginal written comments that is to say; he often wrote comments in the margin or between lines while 12 students out of 24 claimed that their teacher sometimes held a sort of a conversation or a conference with them to discuss their mistakes. Finally, ten students out of 24 said that their teacher underline their errors without correcting them.

Question 31: In doing so, does he/she give remarks/ write comments/correct your mistakes regarding:

Question thirty one was an attempt to identify the major aspects that their teacher focus on when giving feedback. The results show that all the students reported that spelling was the major area that their teacher focused on when giving feedback. Nineteen students declared that their teacher focused more on correcting their grammar mistakes. Only two students said that their teacher focused on punctuation and style when evaluating their drafts.

On the whole, evaluation should include a variety of English language areas. i.e, spelling, grammar, punctuation organisation, content and style are important perspectives that students should regard while writing. Therefore, the teacher should make his students aware that their writings are to be read and evaluated by readers.

Question 32: Does teacher's feedback help you learn from your mistakes so that you would produce better texts? - Yes - No

Question thirty two is only addressed to the respondents who answered "Yes" in the first two question and it was asked to raise the point, whether the teacher's feedback help the students to produce better texts. In this respect, six students reported that the teacher's feedback helped them to produce better texts while two students said that such feedback did not help them to improve their writing. From these results, one

can understand that the teacher's feedback is of paramount importance to students in helping them to develop their writing.

4.3.1.4. Results and Interpretation of Teachers' Structured Interview

A semi-structured interview has been conducted with a sample of four English language teachers who have taught at the Department of Management at Djillali Liabes University- Sidi Bel Abbas. The teachers have been invited to answer as freely as possible the intended questions that were asked during the interview (see appendix 'A'). The interview includes five sections. This has resulted in twenty three questions as what follows:

Section One: Background Information :

The first four questions addressed to ESP teachers helped the researcher to draw their profile. All the respondents said that they are part-time teachers and they all hold a master degree. Moreover, all of the informants reported that they have not received any type of training in teaching ESP. This leads to an important conclusion that the existent problems of ESP teaching may be related to a large extent to the lack of teachers' training in ESP. Consequently, teachers in the department of Management would not be able to tackle the ESP course with confidence.

On what concern the informants' language teaching experience at the department of management, two respondents reported that they have been teaching ESP for ten years. The rest two teachers are less experienced in this field, as they have been teaching ESP for only three years.

Section Two: Teaching English for Business Purposes

Question Six :As a language teacher, do you feel comfortable when teaching EBP?
Please say why?

All the teachers reported that they do not feel comfortable when teaching BE because they are not trained to teach EBP to students to achieve the required results.

Furthermore, as General English teacher, they find themselves having to teach with texts whose content they know little or nothing about.

Question Seven :Do you think the content of ESP courses meets the student's needs?

Basically, all the teachers viewed that the content of their ESP courses is appropriate to meet their students' needs because it is about their speciality. Furthermore, one of them stated that he had acquired knowledge in EBP through exhaustive reading whether from books or from the Internet.

Question Eight :What do you teach in your EBP classes?

All the interviewees said that they assigned students texts that are related to their specialism with questions based on them and then, they devise some vocabulary and grammar activities that are relevant to the assigned text. They furthermore added that this procedure has not been changed for many years. He said that the students are used to it and feel more confident with this method. Moreover, one of the teachers said that he generally uses a course book for Business English courses at the Department of Management entitled: *English for Business and Management*. He said that this course book was not provided by the institution but he selected and adapted it as he thought it was appropriate for ESP courses.

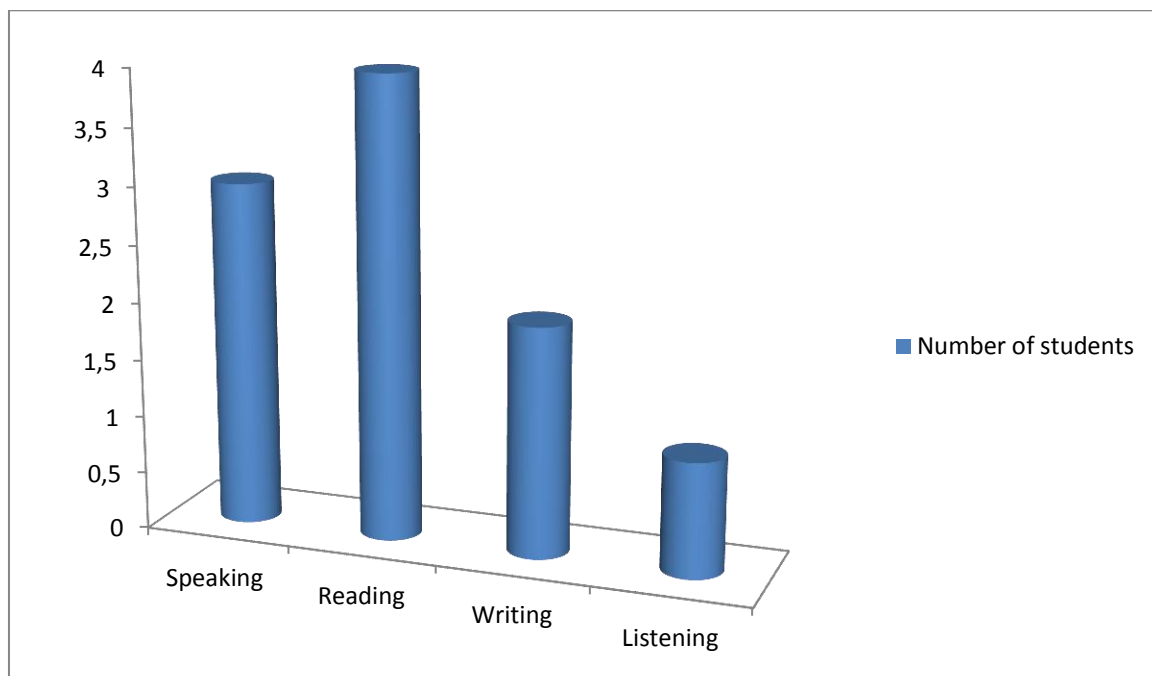
Section Three : Teaching Writing for Business Purposes

Question Nine :Which skill do you devote more time in your EBP class? Why?

All the teachers agreed on the fact that all the four skills are complementary to each other.

However, it appears from the above table that the reading and speaking skills have been emphasised more than the writing and listening skills in the English sessions. One of the teachers complained about the lack of teaching materials such as: audio-visual aids which is the main reason that prevent him from teaching the listening skill, while another teacher reported that students are generally very weak in writing

that's why he tends to avoid teaching such a skill. Another teacher reported that speaking skill is very important in relation to Management students' future professional life. This is because of its significant role in the field of business which relies mainly on direct contact. Concerning the other skills, the respondents agreed that they are needed to a certain extent especially business writing which is a skill that must be learned to ensure that management students are well prepared for the demands at the workplace. One of the teachers added that a good command of English business letter contributes to the students' career prospects.



Bar-Graph 4.7: Teachers' Opinions about the Most practised Skill

Accordingly, teachers' answers to this question reflected their negative points of view towards teaching writing and their reasons for such view may be deduced to the fact that writing is the most difficult skill to master for foreign or second-language learners. The difficulty is due not only to the need to generate and organize ideas using an appropriate choice of vocabulary, sentence, and paragraph organization but also to turn such ideas into a readable text (Richards & Renandya, 2002). It is also time-consuming and it requires a certain willingness from the students themselves to learn such a skill.

Question Ten: What are your students' attitudes towards learning the writing skill?

The teachers described their students' attitudes to learning writing as negative. On what concern teachers' opinion about Management students' writing performance. All the respondents i.e. (100%) evaluated their students' writing performance to be weak and they believed that in general students are reluctant to writing, and gave the following reasons as expressed in their answers:

“Students are not generally motivated to generate any kind of writing, owing to their poor level in the skill”.

“Students show no willingness to write because of their negative attitudes and lack of confidence”.

Question Eleven : Do you teach writing for business purposes in your class? If yes? What text types or genres do you teach?

Question eleven of teachers' interview was an attempt to know whether the informants taught business writing in their ESP classes or not. Only three teachers out of five (i.e. 75 %) admitted that they actually taught business writing in their ESP classes. As for the second question, it is only addressed to the teachers who answered "Yes" in the first question; it was concerned with finding out the types of business writing that the teachers taught in their ESP classes. In this regard, respondents in general reported that they taught: business letters such as letters of application, letters for banks, and letters for business partners like: wholesalers and retailers. In addition to other kind of business texts such as: offers and goods, services and ordering, dispatching and receiving, claims and complaints...etc.

Question Twelve: Do you explain to your EBP students how to write these genres? if yes, please say how do you proceed?

Teachers were then asked through question twelve of the interview about the procedures they relied on while teaching business writing. Only two teachers out of four i.e. (40%) responded to this question. In this regard, respondents in general

reported using the following steps in teaching business letter writing; the first one said that he generally proceeds by teaching them the structure of business letters, presenting a typical one and then asking the learners to write their own letters. While another teacher reported that he proceeds by studying a sample-text, the structure of the letter 'block one' and 'formal ending'. Then, asking the students to write their own letters using a specific situation and finally, correcting the mistakes of all kinds: structural, spelling or the language itself.

Question Thirteen: What do you think are the main problems that ESP students face when they compose a text related to their specialism?

When asked through question thirteen of the interview about the main problems that their students encountered in business writing, four teachers out of four i.e. (100%) said that their students generally lack knowledge of relevant vocabulary and formulaic expressions, three out of four teachers i.e. (80%) mentioned that grammar errors and unawareness of structural organization (opening-body-closing structure) were very common serious problems in their writing, two out of three teachers (60%) reported that their students faced difficulties in the use of appropriate business style and sentence structure. However, only one teacher claimed that her students had problems concerning the development of ideas. It can be noticed that all the teachers agreed that in general the students' difficulties in writing business letters are partly due to their unsatisfactory linguistic level.

Section Four : EBP Writing Methodology

Question Fourteen: What approaches do you use in teaching writing especially for business purposes?

When asked through question ten of the interview about the approach that they used to teach writing in their ESP classes. All the teachers reported that they focused more on the explanation of grammar rules and translation of sentences in their ESP classes. One of the interviewee reported that he had no background knowledge on the different approaches to teaching writing but after an explanation from the investigator, he could say that since he focused on correctness and as he saw writing as a final

product "*the approach is the product one*". However, the rest of the teachers claimed that their choice of the method of instruction is not theoretically motivated; they just use whatever they view '*appropriate*'. Some instructors said that students can do their writing at home, or in class; others said students start writing in class, and if they do not finish, they can complete the job at home.

Moreover, the teachers' responses to this question indicated that they had their students read a given text in English, highlighting good words that might be useful in future writing tasks, explaining their usage, making sentences with them and having the students translate the latter into Arabic/French. However, two teachers also indicated that they sometimes analyzed good sample writing in class with their students i.e. business letter, discussing the format, telling the students the strengths and weaknesses for them to imitate the style of writing or good sentence patterns. On the whole, it can be stated that grammar and vocabulary explanations had always been the foci of writing instruction of these teachers.

Accordingly, respondents in general argued that their students had a very poor level in English that's why they emphasized that at initial stage, the students needed grammatical knowledge to write correct sentences. Then they should be taught some vocabulary by showing the translation and then explaining how the words could be used in a sentence.

Question Fifteen: Describe how a teacher might use an eclectic approach or incorporate more than an approach to teach the writing skill in an EBP class?

Only one teacher answered this question and he reported that the use of an eclectic method or a flexible incorporation of existing writing approaches may be the best way to suit the students' specific needs in the classroom. He furthermore claimed that text generated through the incorporation of an eclectic approach such as process-genre based approach can provide starting points for going through stages of drafting, revising, editing, and publishing and analyses of different type of texts for example,

different business letters, CVs, business reports...etc can provide background for the pre-writing stage.

Question Sixteen: Do you think that teaching writing in an EBP class might support the development of other skills? If yes, please describe how?

All the teachers agreed that teaching writing in an EBP class might support the development of other skills such as the reading and the speaking skills. One of the interviewees said that students can role-play a real-life writing task through practising the speaking skill. Another teacher claimed that students may begin a writing task by reading a model text such as a business letter in order to guide the students to analyse its format that is its different part as well as the language features that characterise the types of business documents. Finally, he also reported that multiple drafts and peer-editing creates an opportunity for reading as well.

A/ Pre-writing

Question Seventeen: Do you design writing tasks which require the provision of model texts?

Question seventeen of teachers' interview was an attempt to know whether the teachers tried to design writing tasks which require the provision of model texts, only two respondents (two teachers out of four i.e. 50%) said they did whereas the other teachers i.e. (two teachers out of four i.e. 50%) said that they did nothing to raise their students awareness of the target genre because they just helped them build sentences or rewrite ones. They ignored writing a whole text. Furthermore, one of the interviewee reported that he rarely provided model texts because he focused more on giving vocabulary related to Business English.

Question Eighteen: If yes, what kind of writing tasks do you provide to your EBP students based on these model-texts?

Question eighteen is only addressed to the respondents who answered "Yes" in the previous question; it was an attempt at finding out what the kind of writing tasks

that they provide to their EBP students based on these model-texts. As mentioned earlier, only two respondents said that they do actually devise writing tasks that requires the provision of model texts but when asked how they did it, only one teacher who gave adequate answers saying that she sometimes presented a model text of a business letter to their students, asking them to analyse its different parts as well as the style and then providing some vocabulary and grammar exercises...etc.

B/ While Writing & After Writing

Question Nineteen: Do you help your students when they write?

All the teachers reported that they do actually help their students when they write. They emphasised that walking around and helping students while writing is essential in guiding them through all the writing process and raising their awareness of audience consideration.

Question Twenty: Do you give feedback on students' writings? If Yes, in what way?

Teachers' answers to question twenty showed that most of them (three teachers out of four i.e. 75%) said that they did not give feedback on their students' writings because they thought that it was time-consuming and demanded more effort. Only one teacher (25%) reported that he tried to give feedback on his students' writings but not usually and he focused more on the usage. That is to say, on grammar and spelling mistakes.

The second question is only addressed to the respondents who answered "Yes" in the previous question; it was an attempt at finding out how they actually gave feedback to their students. In this respect, only one teacher claimed that he actually gave marginal written comments that is to say, he often wrote comments in the margin or between lines or sometimes held a conference with his students to discuss their mistakes, he also indicated that the latter was a good way to promote communication between teachers and students. He also mentioned that writing a summary in a form of a letter of their students' weaknesses in writing is more appropriate because of time constraints and big size class.

Question Twenty One: Do you help your students edit their work? If yes, in what way?

Only one teacher said that he helped his students edit their work. He furthermore stated that teacher can use the editing step to inform the instruction. i.e, students errors can be used to generate mini-lessons in punctuation or grammar and the ultimate goal is to help students learn effective self-editing.

Question Twenty Two: Do you encourage your students to peer-edit their works?

Only two respondents (two out of four i.e. 50 %) said they did whereas the other teachers (two out of four i.e. 50 %) said that they did not encourage their students to peer-edit their works. The second question is only addressed to the respondents who answered "Yes" in the previous question; it was an attempt at finding the ways teacher encourage their students to peer-edit their works. In this respect, only one teacher answered this question and he said that most students need a second pair of eyes which is peer editing in that it works very well with English language learners, because it allows for negotiation and reinforces classroom instruction.

Section Five :Teachers' Further Suggestions

Question Twenty Three: What can you add concerning the ways to improve the teaching of business writing skill at the department of Management?

The last question of the interview was left to teachers' further suggestions concerning how to make business writing classes more effective for ESP students. In this regard, the respondents proposed the following suggestions:

- Devoting sufficient teaching time for business writing classroom practice.
- Choosing the best approaches to teach writing in general and business writing in particular and making researches about update related-business material aiming to motivate the students.
- Raising students' awareness of the importance of business writing in relation to their future professional life.

- Providing the students with extra lectures to enable them to improve their level in business writing and encouraging them to read more business-related documents in English.

4.3.2. The Post-Intervention Phase Results

In this section, the results of the RE writing post-tests of the first and second cycle conducted with the same group who took the pre-test before intervention phase will be presented and discussed to see the effect of PGA on the students' writing performance. It is worth mentioning that the difference between the pre and post-test results of the first cycle and the difference between the post-tests (cycle1) and (cycle2) results were used to infer the participants' writing improvement. Moreover, this section will also include the results of the post-intervention questionnaire and a semi-structured interview administered to the same group at the end of the intervention period of cycle 2.

4.3.2.1. The Post-Intervention Test Results (Cycle 1)

After the first intervention phase (cycle1), the students were submitted to another writing test which is an achievement test in order to evaluate the impact of the implementation of the process-genre-based approach on third year Management students' performance in request email writing and to know whether the PGA sessions helped them write the post-test better.

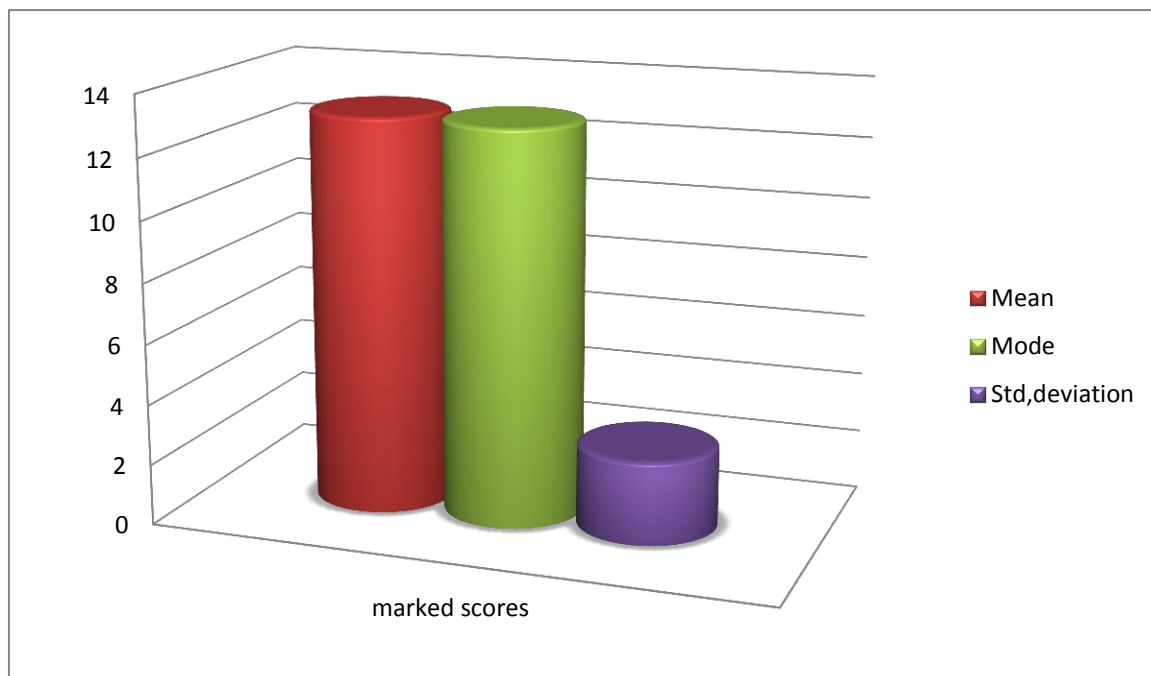
For the quantitative analysis of the post-test (cycle1), the researcher again calculated the mean, the mode, and the standard deviation of the group. These are presented in the following table:

After carrying out the statistical calculations, it was found that the group scored 13, 08 out of twenty. As for the mode score, the most frequently recorded score was 13 while S.D was 2, 74, this may be observed and understood the following through table:

Out of twenty four	N	Mean	Mode	Std.Deviation
Marked Scores (Post-Intervention Phase: Cycle1)	24	13,08	13	2,74

Table 4.5: The Post-Intervention Test Results (Cycle 1)

The following bar-graph better clarifies the results:



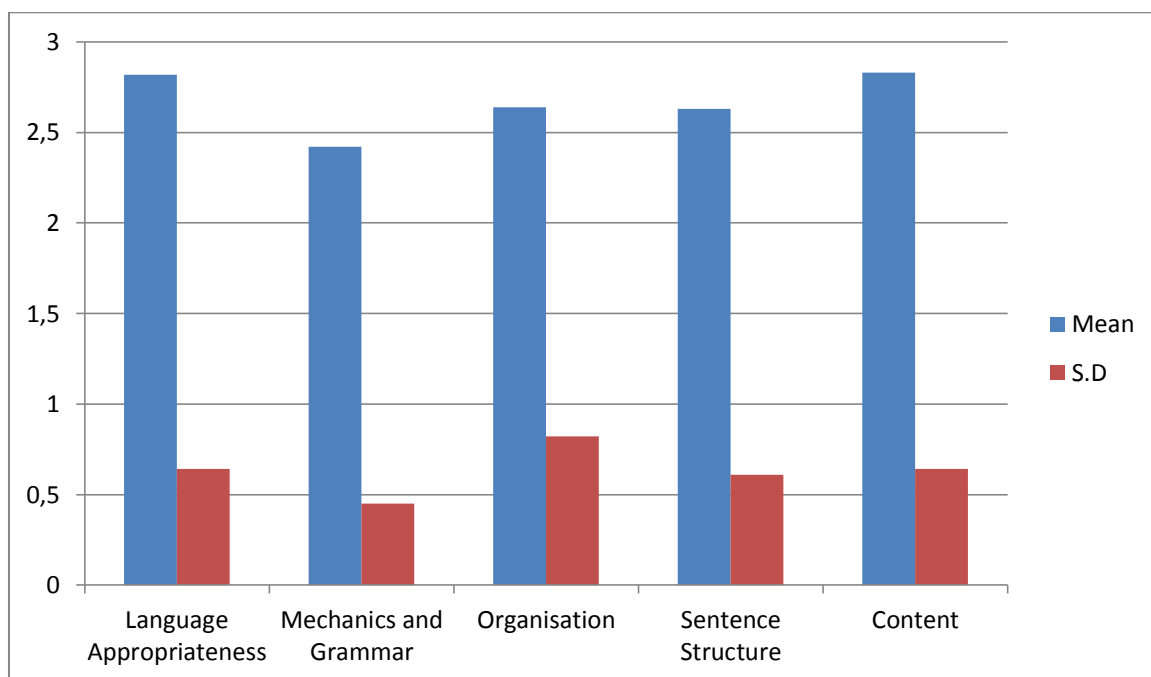
Bar-Graph 4.7: The Post-Intervention Test Results (Cycle 1)

On the whole, it can be stated that the majority of the subjects were successful in their RE writing test. In the final score, 19 students out of 24 i.e. (79, 16%) managed to get marks above 10 out of 20, and which varied between 17 and 11 out of 20. The average results showed that no marks were recorded in this category and 5 students out of 24 (20, 83%) failed to reach the average (their marks were below 10 out of 20), and the latter varied between 08 and 09, 5 out of 20. These results indicate that the PGA sessions helped the students to get better scores in their writing test. In this vein, the following table clarifies better the results obtained by the students in in each criterion in the post-intervention test of the the first cycle:

Scores Out of twenty four	Post-test	
	Mean	SD
Language Appropriateness	2,82	0, 64
Mechanics and Grammar	2,42	0, 45
Organisation	2,64	0, 82
Sentence Structure	2,63	0, 61
Content	2,83	0, 64

**Table 4.6: The Post-Test Results obtained
in Each Criterion (Cycle 1)**

The post-test results obtained in each criterion is shown in the following bar-graph:



**Bar-Graph 4.8: The Post-Test Results obtained
in Each Criterion (Cycle 1)**

In the above graph, one may observe that there is an improvement in the mean scores obtained in language appropriateness (2,82) and content (2,83) in comparison with the other criterion such as : organisation (2,64), grammar and mechanics (2,42) and sentence structure (2,63).

4.3.2.2. The move Analysis of the Post-Intervention Test (Cycle1)

On the other hand, the qualitative analysis of the post-intervention test (cycle 1) showed that 14 students out of twenty four (58, 33%) identified the subject of their e-mails compared to (12, 50%) in the pre-test and therefore, they were aware of the necessity of mentioning the subject heading in order to make it clear for their recipient to know what the message is about. As illustrated in the following extract:

'From: Samir Bentaleb, The Purchasing Manager

To: Mr Edward Johnson, The Sales Manager

Subject: Enquiry about construction marterial

January 19, 2016'

As for (move 2), the findings showed that almost all the students 17 students out of 24 (70,83%) began their RE's with an opening salutation compared to (29,16%) in the pre-test, as illustrated in the following example taken from the students' samples of the post-intervention test (cycle1):

'Dear Mr Edward,'

As for move 3 establishing confidence (Step 3A), the data showed that 13 students out of 24 (54, 16%) introduced their business or themselves to their business partners compared to (12,50%) in the pre-test. In the following, excerpts from the students' samples of the post-intervention test are given below (with the original mistakes uncorrected):

'I am pleased to introduce my company, we are Algerian company specialized in the business of construction material and which is colled (SAMC) and the field of exporting and selling construction material.'

'I am glad to introduce my company. We are an Algerian Import company that deals with construction and building material.'

With regard to move 3 (Step 3B establishing credentials), 12 students out of twenty four (50%) tried to attract the the reader's attention about the advantages of doing business with them compared to (0,00%) in the pre-test.As in the following example (with the original mistakes uncorrected):

'Our company is one of the most biggest company in North Africa.'

As for move 3 (Step 3C), the findings showed that 13 students out of 24 (54,16%) acknowledged or mentioned how they got the contact of their business partners compared to (25%) in the pre-test. The following is an excerpt taken from the students' samples of the post-intervention test (with the original mistakes uncorrected):

'I recently heard about your company from a website I found on google ([http: /www.acronelc.com](http://www.acronelc.com)), and I checked your Adress Email to contact you about your products.'

'With reference to your company's website, which I found through google'

As for move 4 enquiring about trade (Step 4A), 14 students out of twenty four (58,33%) expressed their appreciation or interest or desire to do business or trade with their business partner in the post- instruction test compared to (12,50%) in the pre-test.

As in the following examples:

'I am writing to inform you that we are interested in your construction material.'

'We are seriously interested to make a deal with your company to purchase some of your products.'

'I would appreciate an opportunity to do business with you.'

As far as move 4 enquiring about trade (Step 4B) is concerned, 15 out of 24 (62,5%) asked for trade by making a formal request compared to (25%) in the pre-test. As in the following examples (with the original mistakes uncorrected):

'In this regard, I would like to inform you that I am interested in obtaining information concerning your organization. It will be very kind of you if you send me a brochure of your latest construction material as well as two copies of your last annual report and third quarter earnings.'

'I am emailing to request information concerning your organization, could you please send me some information about your products such as: price and quality of your products, and the variety and your different products. Please give me some information about (cement, crane, Materials of personal equipment and all the things in a list. We are interested to negotiate with you and make a deal with your company, we know that your company is an important in this speciality.'

As for move 5 soliciting response, 14 students out of 24 (58,33%) adopted this move in their post-intervention writing test compared to (12,50%) in the pre-test. Hence, it can be stated that almost the majority of the students realized the importance of signaling to the potential business partner their enthusiasm in doing business with them and took the initiative to solicit response or expectation of reply by providing a telephone number or an e-mail address to the recipient. The following is an excerpt taken from the students' samples of the post-intervention test (with the original mistakes uncorrected):

'I have attached a mailing address for your convenience. I thank you in advance for your assistance. If you any further questions or special requirements, please do not hesitate to contact me at: +213 80 44 30.'

'We wish to receive your reply, please give me an answer on my E-mail:

Samir.Ben@.com

As far as move 6 ending politely is concerned, it can be noticed that almost the majority of the students that is 18 out of 24 (75%) ended their emails politely in the post-test compared to (50%) in the pre-test. Therefore, all of them were able to create a good impact and at the same time goodwill in the prospective business partner's mind. As in the following examples:

'I look forward to receiving your reply.'

'Yours sincerely,'

Finally, almost the majority of the students that is 18 out of 24 (75%) used their signature compared to (25%) in the pre-test as illustrated in the following excerpts (with the original mistakes uncorrected):

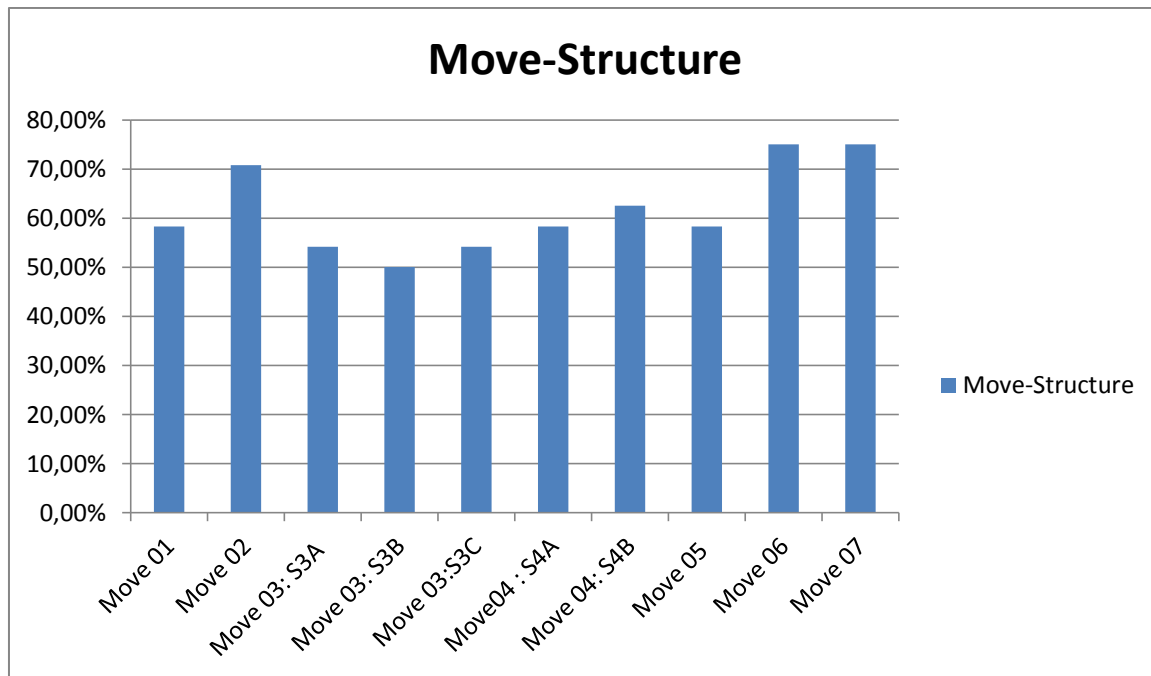
*'Samir Bentaleb
The Purchasing Manager'*

The following table represents the frequency and percentage of occurrence of the RE moves in the post-test: (1st Cycle)

Move-Structure	N^o of students out of 24	Percentage
Move 01	14	(58,33%)
Move 02	17	(70,83%)
Move 03: S3A	13	(54,16%)
Move 03: S3B	12	(50%)
Move 03:S3C	13	(54,16%)
Move04 : S4A	14	(58,33%)
Move 04: S4B	15	(62 ,50%)
Move 05	14	(58,33%)
Move 06	18	(75%)
Move 07	18	(75%)

Table 4.7: The Presence of RE Moves in the Post-Test (1st Cycle)

The following bar-graph sums up the results:



Bar-Graph 4.9: The Presence of RE Moves in the Post-Test (1st Cycle)

The analysis of the post-test (cycle1) revealed that most of the students improved their writing in some aspect or another despite their limited linguistic proficiency in that they wrote more effective request emails, with more acceptable discourse structure by including more obligatory and optional moves, and made use of the lexico-grammatical features associated with the genre. Furthermore, the degree of formality increased in their RE post test (cycle1) with applications of various formulaic phrases (*e.g.* 'I look forward to hearing from you') (see Appendix: "F"). Some students also used more formal language by omitting the contraction of words from their emails (*e.g.* changing 'I don't' to 'I do not') (Henry, 2007).

○ **Reflecting**

After the intervention period of cycle one, the teacher wrote a reflection in order to know the weaknesses as well as the strengths of this cycle in order to improve the teaching programme of the next cycle.

The results of cycle 1 from the student's post-intervention test indicated how well the students were engaged in the teaching learning process as a result of the

implementation of PGA. Although the students' got better scores in writing test, however, there were some students who were not active in the classroom and therefore, they got bad marks. Thus, it is necessary to conduct a better programme to handle the weaknesses in the first cycle that will be implemented in the next cycle. Thus, based on the results which had been gathered, the researcher had to improve her teaching practices in order to motivate the students in order to be more focused on business writing tasks.

- **Modification of Strategy**

The second cycle was conducted through the same procedure in cycle 1. However, the researcher designed it with different strategy. In fact, the researcher found that just some students who were active in class. Thus, the researcher revised the lesson plan with different material and offering them a more cooperative learning environment (teacher guidance, group work and peer interaction) in order to improve the quality of their ESP writing by not only learning from the teacher but also from sharing their written products and learning from their peers.

4.3.2.3. Comparison between Pre- and Post-Intervention Tests' Results (Cycle1)

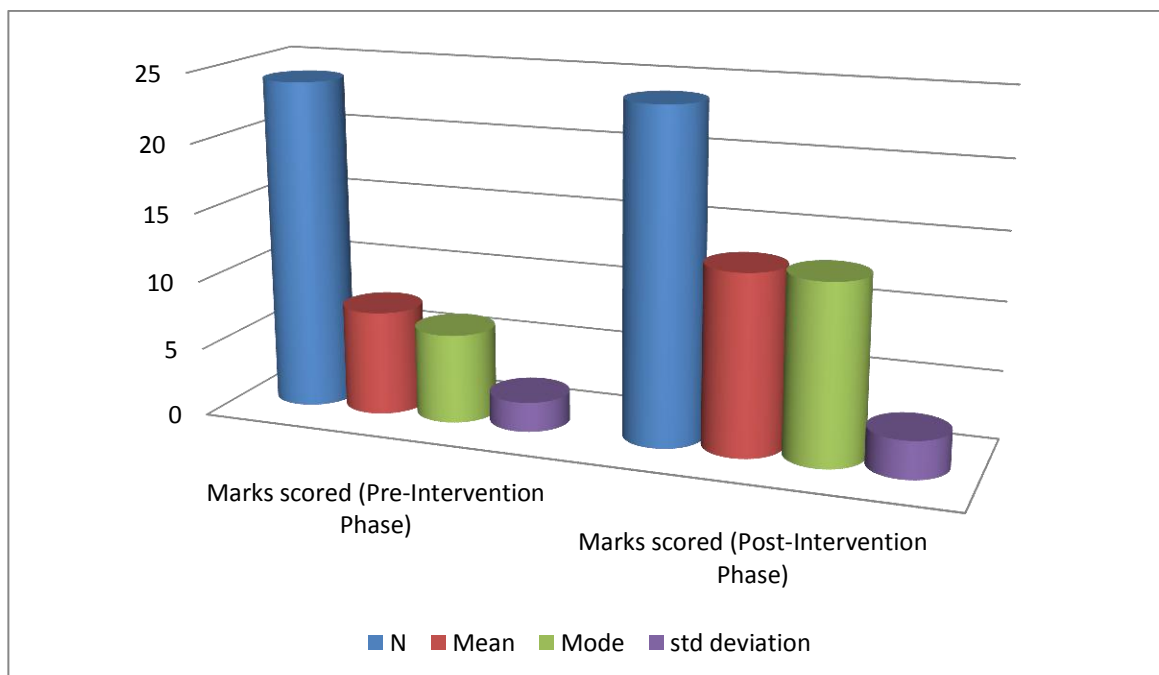
One of the aims of this study was to determine whether the intervention period of cycle one had any effect on the business writing skills of the students as well as to determine if the implementation of the process-genre approach in the ESP class would be beneficial with regard to improvement of ESP students' business writing skills.

For the quantitative analysis of pre and post-intervention test (cycle1), the researcher calculated the mean, the mode, and the standard deviation of the group. In this standard, the following table provides a detailed comparison between the pre-intervention results with the post-intervention results of the first cycle.

Time of Assessment	N	Mean	Mode	Std. Deviation
Marks scored (Pre-Intervention Phase)	24	7,60	6,5	2,17
Marks scored (Post-Intervention Phase: 1 st cycle)	24	13,08	13	2,74

Table 4.8: Comparison between the Pre and Post-Intervention (Cycle1) Tests' Results

The table above shows that a mean score of 7, 60 and 13, 08 was observed for pre- and post- intervention tests respectively. This resulted in a difference of 5,48 in mean scores. In this standard, the following bar-graph better clarifies the results:



Bar-Graph 4.10: Comparison between the Pre and Post-Intervention (Cycle1) Tests' Results

The first step was to suppose that the null hypothesis: $H_0: X_1 = X_2$. i.e. that is, the means will be equal before and after the PGA period. Moreover, the obtained results have been put with 5% error margin (i.e., $\alpha = 0,05$), hence, $t_{\alpha} = 2,06$.

In order to determine if the difference in mean scores was significant, a t-test was used, and calculated. As shown in the table above, ESP students managed to improve their business email writing skills as a result of the first cycle of process-genre approach intervention. This is evidenced by a $t = -7,77$ that it is not part of the critical area located between $[-2,06, +2,06]$, allowing the rejection of the null hypothesis which states that the mean scores are the same.

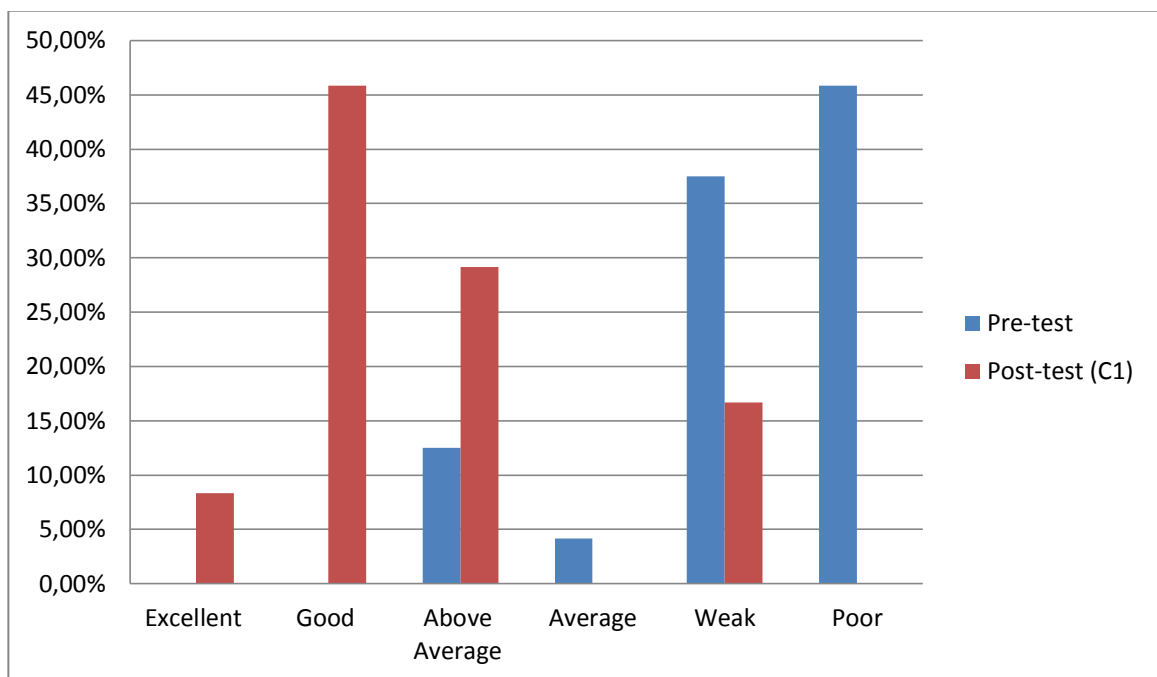
For the purpose to compare the pre-intervention results with the post-intervention results of the first cycle, the students' marks were grouped into categories in order to assess their improvement in writing request emails. The following table sums up the results.

Scores Category	Pre-test		Post-test (C1)	
	N/24	P%	N/24	P%
Excellent	0	0,00%	2	8,33%
Good	0	0,00%	11	45,83%
Above Average	3	12,50%	7	29,16%
Average	1	4,16%	0	0,00%
Weak	9	37,50%	4	16,66%
Poor	11	45,83%	0	0,00%

Table 4.9: Comparison between the Pre and the Post-intervention (cycle1) Tests Results in Each Category

The comparison between the pre and the post-intervention (cycle1) tests results as illustrated in the above table shows that the post-intervention marks of the first cycle were better than the pre-intervention marks in that no marks were recorded in the Excellent results category compared to 2 students out of 24 who received an Excellent score in the in post-intervention test. The good result category showed the highest

increase in that no good results were recorded in pre-intervention period whereas 11 students managed to receive good marks in the post-intervention test. The Above Average results showed an increase from 3 students in pre-intervention period to 7 students in post-intervention test. The Average results showed that one student received an average mark in the pre-intervention test while no marks were recorded in the Average category in the post-intervention period. The Weak results decreased from 9 students to 4 students and the Poor category showed the highest decrease in that there were no Poor results recorded for post-intervention period as opposed to 11 students in the pre-intervention results. These results are an indication that the process-genre approach approach has been useful in improving business email writing skills of most of ESP students. In this respect, the following bar-graph sums up the results:



Bar-Graph 4.11: Comparison between the Pre and the Post-intervention (cycle1) Tests Results in Each Category

On the whole, the above bar-graph shows that ESP students managed to improve their business writing skills even though (16,66%) or 4 students out of 24, still has poor results.

Now, a comparison between students' scores obtained in the pre-test and their scores in post-test (cycle1) in each criterion will be discussed and illustrated as follows:

Scores Out of twenty four	Pre-test		Post-test	
	Mean	S.D	Mean	SD
Language Appropriateness	1,41	0, 48	2,82	0, 64
Mechanics and Grammar	1,63	0, 62	2,42	0, 45
Organisation	1,22	0, 60	2,64	0, 82
Sentence Structure	1,52	0, 49	2,63	0, 61
Content	1,62	0, 52	2,83	0, 64

Table 4.10: The Pre and Post-Test Results (Cycle 1)

Obtained in Each Criterion

According to table 4.10, the mean of the post-test (2,82) for language appropriateness was higher than that of the pre-test (1,41). Hence, it can be stated that the students enhanced the appropriateness in using the language for business email writing after the intervention period of cycle1.

As shown in table 4.10, the mean of the post-test (2,42) for grammar and mechanics was higher than that of the pre-test (1,63). Hence, the results indicated that the students enhanced their grammar and mechanics after implementing process-genre-based instruction to teach business writing.

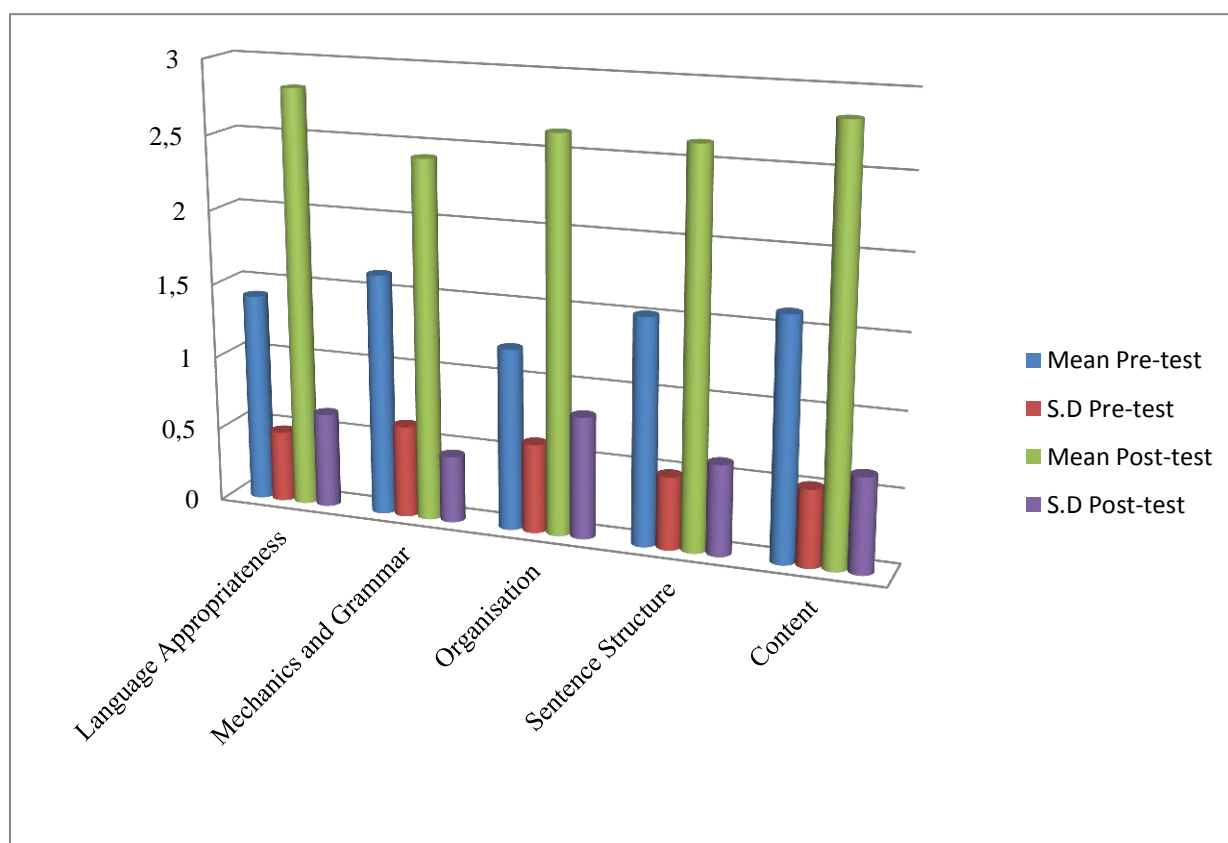
According to table 4.10, the mean of the post-test (2,64) for organization was higher than that of the pre-test (1,22). Hence, one may conclude that the students improved their ability in organizing their writing after the intervention period of cycle1.

As can be seen in table 4.10, the mean of the post-test (2,63) for sentence structure was higher than that of the pre-test (1,52). It meant that the students

improved their ability in writing sentences correctly after the intervention period of cycle1.

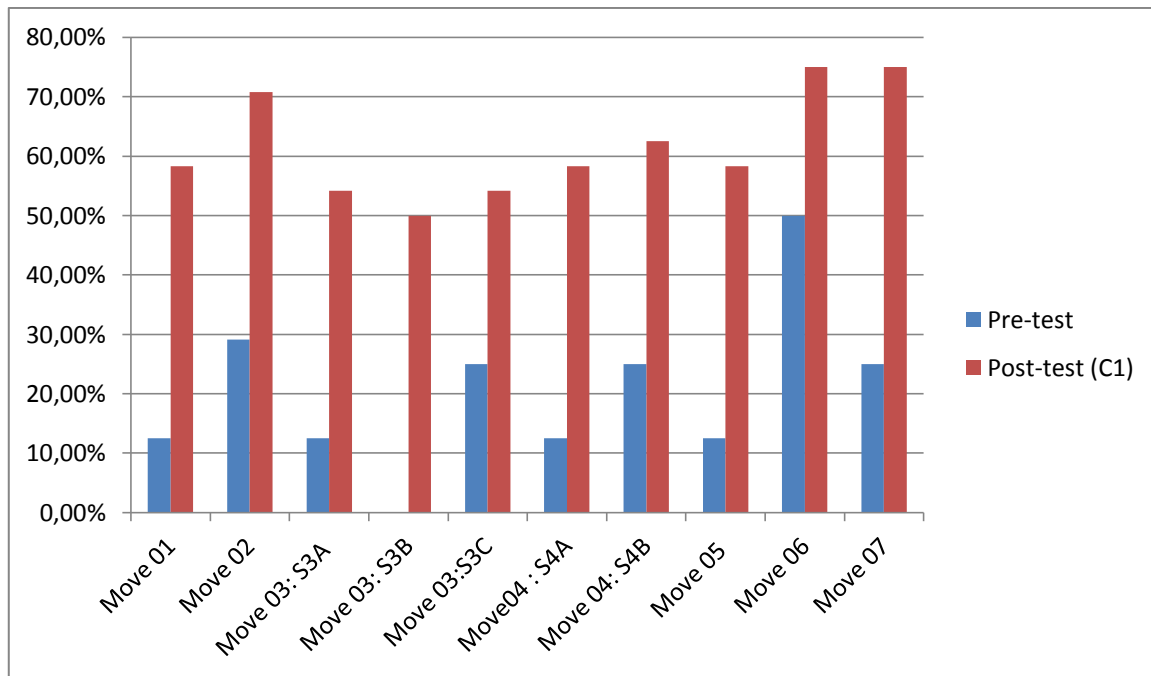
As shown in table 4.10, the mean of the post-test (2,83) for content was higher than that of the pre-test (1,62). Hence, it showed that the students enhanced their ability to think and show their ideas after implementing process-genre-based instruction to teach business writing.

The following bar-graph sums up the results:



Bar-Graph 4.12: The Pre and Post-Test Results (Cycle 1) Obtained in Each Criterion

Now, a comparison between the pre and post-test (Cycle1) results regarding the occurrence of RE's moves in the students' writing pieces before and after the first intervention phases is illustrated in the following bar-graphs:



**Bar-Graph 4.13: The Presence of RE Moves
in the Pre and Post-Test (Cycle1)**

As show in the above bar-graph, with low-level awareness of the genre of request email in the pre-test, the students have grown to be confident writers in the post-writing test. In other words, their writing reflects the generic structures and linguistic features of the target genre, after having been exposed to the first cycle of the PGA over a period of eight weeks.

4.3.2.4. The Post-Intervention Test Results (Cycle 2)

After the second intervention phase (cycle2), the students were submitted to another writing test which is an achievement test in order to evaluate the impact of the implementation of the process-genre-based approach on third year management students' performance in request email writing and to know whether the PGA sessions made any progress in improving their email writing skills.

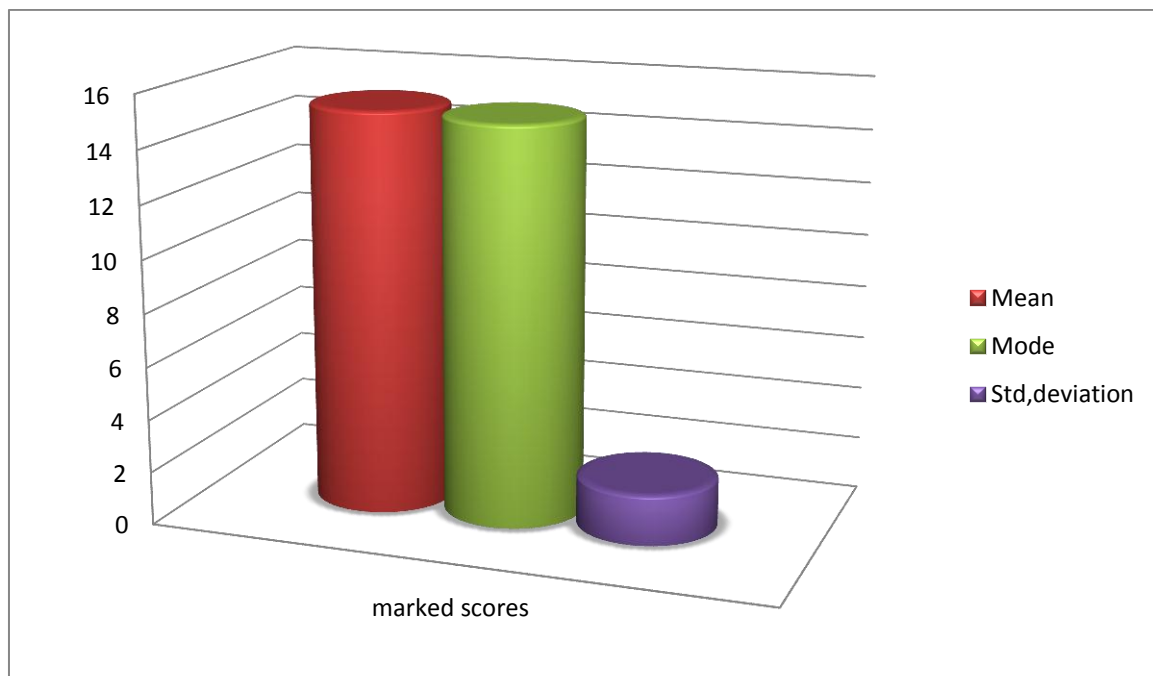
For the quantitative analysis of the post-test (cycle2), the researcher again calculated the mean, the mode, and the standard deviation of the group. These are presented in the following table:

Out of twenty four	N	Mean	Mode	Std.Deviation
Marked Scores (Post-Intervention: Cycle 2)	24	15,18	15	1,91

**Table 4.11: The Post-Intervention
Test Results (Cycle 2)**

After carrying out the statistical calculations, it was found that the group scored 15,18 out of twenty. As for the mode score, the most frequently recorded score was 15 while S.D was 1,91, this may be observed and understood through the following table:

The following bar-graph better clarifies the results:



Bar-Graph 4.14: The Post-Intervention Test Results (Cycle 2)

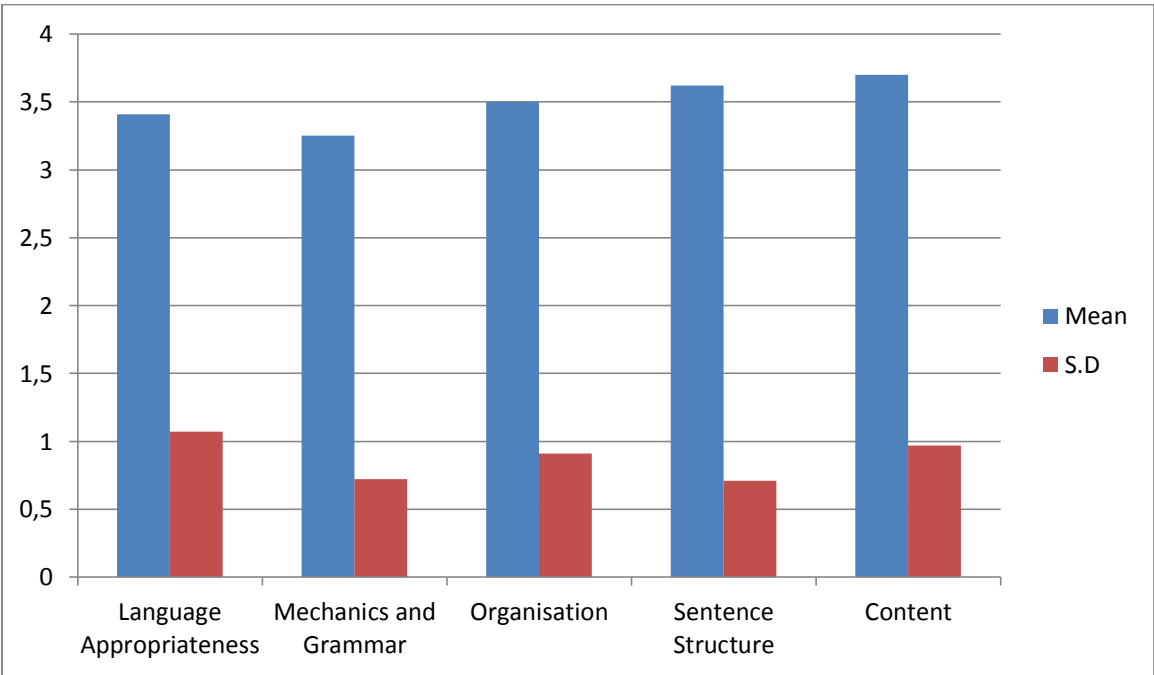
On the whole, it can be stated that the majority of the subjects were very successful in their RE writing test. In the final score, 24 students out of 24 i.e. (100%) managed to get marks above 10 out of 20, and which varied between 19 and 11,5 out of 20 while no marks were recorded in the average category and moreover, no marks were recorded in the weak category (no marks below 10 out of 20). These results again

indicate that the PGA sessions helped the students to make more improvement in writing request emails. In this vein, the following table clarifies better the results obtained by the students in each criterion in the post-intervention test of the second cycle:

Scores Out of twenty	Post-test (Cycle2)	
	Mean	S.D
Language Appropriateness	3,41	1,07
Mechanics and Grammar	3,25	0,72
Organisation	3,5	0,91
Sentence Structure	3,62	0,71
Content	3,7	0,97

Table 4.12: The Post-test Results obtained in Each Criterion (Cycle 2)

The post-test results obtained in each criterion is shown in the following bar graph:



Bar-Graph 4.15: The Post-test Results obtained in Each Criterion (Cycle 2)

In the above graph, one may observe that there is an improvement in the mean scores obtained in content (3,7) and sentence structure (3,62) in comparison with the other criterion such as : organisation (3,5), language appropriateness (3,41) and grammar & mechanics (3,25).

4.3.2.5. The Move-Analysis of the Post-Intervention Test (Cycle2)

The move-analysis of the post-intervention test (cycle 2) showed that 18 students out of twenty four (75%) mentioned identified the subject of their e-mails compared to (58,33%) in the post-intervention test (cycle 1) . As illustrated in the following extract:

*'From: Sarah Batoul, the customer
To: Rebecca Crab, the director of e-Appliance Center
Subject: Complaint about a faulty product*

April 21, 2012'

As for (move 2), the findings showed that all the students 24 students out of 24 (100%) began their RE's with an opening salutation compared to (70,83%) in cycle one, as illustrated in the following example taken from the students' samples of the post-intervention test (cycle2):

'Dear Ms. Crab,'

As for move 3 introducing the request (Step 3A), the data showed that almost the majority of the students that is 20 students out of 24 (83, 33%) provided the details related to the purchase of the product including the receipt that authenticates the purchase compared to (54,16%) in cycle one. As illustrated in the following extracts:

'Recently, I purchased a BARAN Coffee maker from your website and I paid \$179.00 for it by credit card on the 15th of April this year. In this respect, I have enclosed a copy of my receipt for your information.'

'On the 15th of April 2012, I ordered a BARAN Coffee Maker from your online store e-Appliance Center and paid \$179.00 by credit card'

As for move 3 (Step 3B), the data showed that 21 students out of 24 (87,5%) described the product's defect/s compared to (50%) in cycle one. The following is an excerpt taken from the from the students' samples of the post-intervention test (cycle2) (with the original mistakes uncorrected):

'In fact, I received it this morning but regrettably, the new coffee maker was already broken. When I plugged it in, it did not work.'

'I received the BARAN this morning. I found that there was a wire sticking out underneath, therefore, it did not work.'

With regard to move 3 (Step 3C): (Previous attempt to rectify the problem), the findings showed that 18 students out of 24 (75%) mentioned this step in their REs compared to (54,16%) in cycle one as illustrated in the followig excerpts (with the original mistakes uncorrected):

'So I contacted your company customer servive department in order to get a new replacement coffee maker or get a refund. Unfortunately, your company refused.'

'At once, I called your shop on the phone and spoke to Roger Ramjet in the customer service department. I explained him about the coffee maker's defects and I told him that I would prefer to get a new replacement BARAN coffee maker or get a refund. But he told me that he could not both them. He said only that there was a model change over it on \$279.00.'

As for move 4 requesting the refund (Step 4A), the majority of the students that is 21 out of 24 (87,5%) adopted a legal stance to the resolution of the complaint in their REs compared to (58,33%) in cycle one as illustrated in the followig excerpts (with the original mistakes uncorrected):

'I explained to the sales assistant that I do not pay anymore for a coffee maker. I believe that it is my right to request a refund for a faulty product.'

'I wanted to buy this coffee maker for my mother's birthday. She was waiting for it. But the dream faded away. I think that "trust" is the most important thing in business. If you are in my situation, you do not want to look at your mother's sad face, do you? So please change your company policy. I trust you.'

As far as move 4 requesting the refund (Step 4B) is concerned, the majority of the students that is 23 out of 24 (95,83%) requested a refund for the faulty product that they purchased compared to (62 ,50%) in cycle one as illustrated in the following excerpt:

'I am returning the appliance and expect a full refund of \$179.00.'

'I would like to buy other things in the future from your shop. So I would like a full refund this time.'

As for move 5 soliciting response, almost all the majority of the students 20 students out of 24(83,33%), firmly requested a response from the reader within a specific time frame and directly solicited action from the reader compared to (58,33%) in cycle one. The following is an excerpt taken from the students' samples of the post-intervention test: (with the original mistakes uncorrected):

'Please contact me within the next two weeks to pay directly into my bank account. I can be reached at 011-81-854-88-1111. Alternatively, you can e-mail me on sarahbatoul@gmail.com. I will be waiting for your reply.'

'Please contact me within the next week to arrange a convenient time for me to return the appliance and collect my refund. I can be reached on the phone number below. Otherwise you can e-mail me on aichanaoum@gmail.com.'

As far as move 6 ending politely is concerned, it can be noticed that all the students (100%) ended their emails politely compared to (75%) in cycle one as in the following examples:

'I look forward to hearing from you'

'Yours sincerely,'

Finally, all the students (100%) used their signature compared to (75%) in cycle one as illustrated in the following excerpts (with the original mistakes uncorrected):

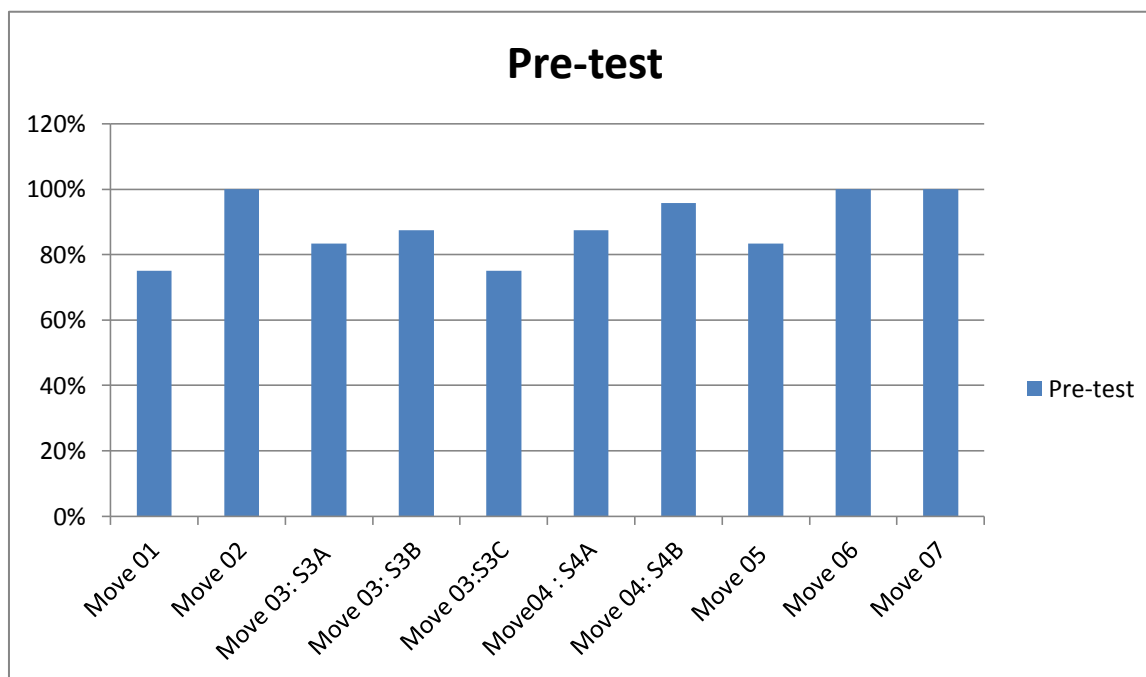
'Sarah Batoul'

'Aicha Naoum'

The following table represents the frequency and percentage of occurrence of the RE moves in the post-test:

Move-Structure	Nº of students out of 24	Percentage
Move 01	18	(75%)
Move 02	24	100%
Move 03: S3A	20	(83,33%)
Move 03: S3B	21	(87,5%)
Move 03:S3C	18	(75%)
Move04 : S4A	21	(87,5%)
Move 04: S4B	23	(95,83%)
Move 05	20	(83,33%)
Move 06	24	100%
Move 07	24	100%

Table 4.13: The Presence of RE Moves in the Post-Test (Cycle2)



Bar-Graph 4.16: The Presence of RE Moves in the Post-Test (Cycle2)

The result of the current analysis of the post- intervention test (cycle 2) using genre analysis revealed that all the students had produced more coherent and comprehensive emails through exploiting the genre knowledge that they gained during the PGA sessions. The improvement in understanding of business email protocol and the ability to produce the latter independently was clearly reflected in their writing pieces of the post-intervention test of cycle 2. In fact, all of the students managed to write more formal emails using a standard format with the key moves included; they also adopted a range of formulaic expressions and positive politeness strategies in their emails.

4.3.2.6. Comparison between Post-Intervention Tests results (Cycle1 & Cycle 2)

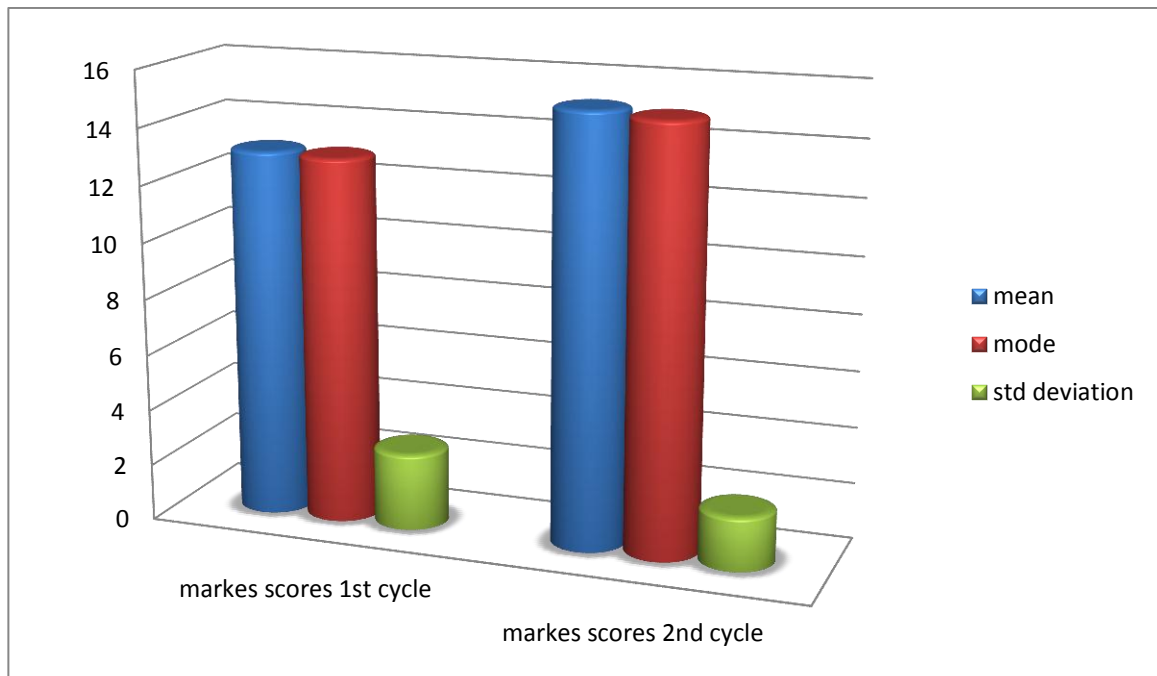
As it was mentioned in the previous section, the researcher found that just some students who were active in class. Thus, the researcher revised the lesson plan with different material through the implementation of the same stages of the PGA as in cycle one. As a result, a second cycle was implemented in the second semester of 2017 in order to improve ESP students' business writing skills as well as the the researcher's teaching practices.

For the purpose to compare the post-intervention results of the first cycle with the post-intervention results of the second cycle, an independent samples t-test was conducted. The following table provides a comparison between the post-intervention results of cycle 1 with the post-intervention results of cycle 2.

	N	Mean	Mode	Std. Deviation
Marks scored Post-Intervention (^{1st} cycle)	24	13,08	13	2,74
Marks scored Post-Intervention (^{2nd} cycle)	24	15,18	15	1,91

Table 4.14: Comparison between Post-Intervention Tests Results (Cycle 1 & 2)

The table above shows that the mean score of post-intervention test of cycle one results was 13,08 whereas the mean score of post-intervention test of cycle two results was 15,18. Therefore, there was a significant difference of 2,1 in mean scores. This means that the second intervention cycle was successful in improving the performance of ESP students in business writing skills. In this vein, the following bar-graph shows a comparison between the first and second cycle post-intervention results.



**Bar-Graph 4.17: Comparison between Post-Intervention Tests Results
(Cycle 1 & 2)**

In addition, the researcher conducted the paired-samples *t*-tests in order to compare the results (also known as matched *t*-tests); this statistical procedure is used when the same participants are measured more than once. That is, this procedure examines the different results obtained from the same group (Dörnyei, 2007). In this respect, scores from the post-tests (cycle 1 & 2 of the PGA) of the same participants were compared and statistically analysed by using match-paired *t*-test in order to find a significant difference between them.

The first step was to suppose that the null hypothesis: $H_0: X_1 = X_2$. i.e. that is, the means will be equal before and after the PGBA period. Moreover, the obtained results have been put with 5% error margin. Moreover, the obtained results have been put with 5% error margin (i.e., $\alpha = 0, 05$), hence, $t_{\alpha} = 2, 06$.

In a bid to establish whether the interventions of the first cycle and second cycle of the PGA) were effective in improving the students' performance in business email writing, a *t*-test for the equality of means was performed. The null hypothesis was that the interventions had no effect on the business writing abilities of students. It was shown at the 5% significance level that there was a significant improvement in the

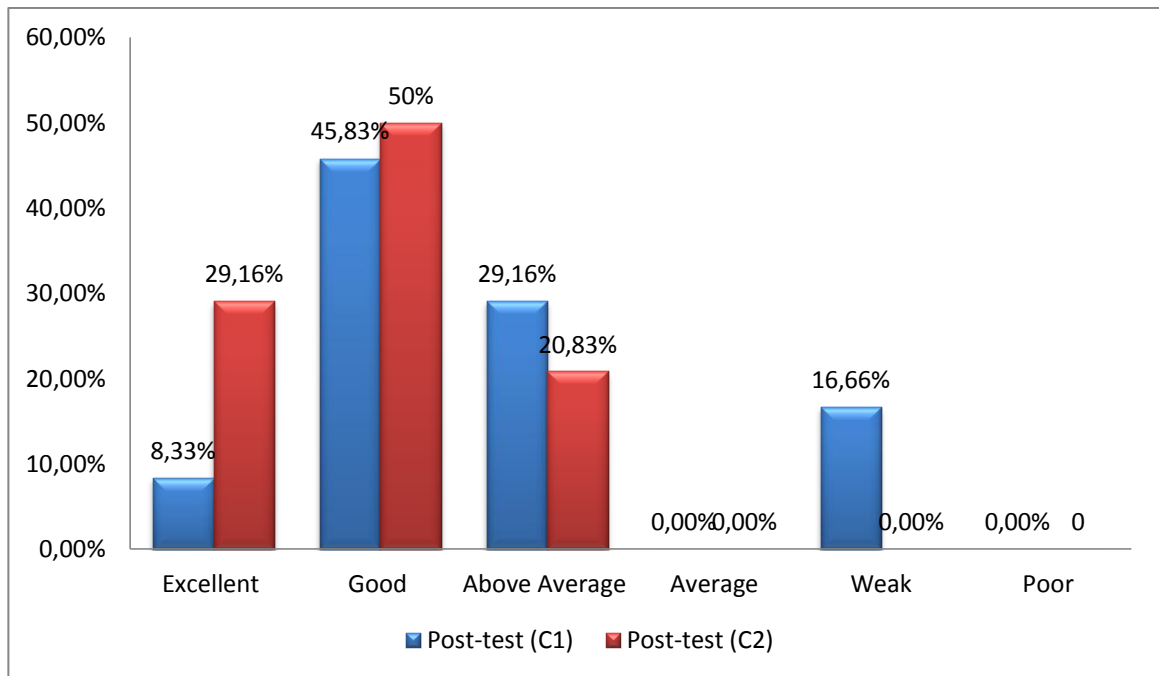
performance of the students as a result of the interventions. This conclusion was reached since $t = -6,72$ one can conclude that it is not part of the critical area located between $[-2,06, +2,06]$. The null hypothesis $H_0: X_1 = X_2$ which states that there is no difference between the mean of the post tests (cycle 1 & 2) was rejected and $H_0: X_1 \neq X_2$ was accepted. Moreover, the post-intervention mean of the second cycle was higher than the post-intervention mean of the first cycle; this implies that there was an improvement regarding the students' performance in business email writing. This means that the two interventions (1st cycle & 2nd cycle) had a positive effect on the business writing abilities of ESP students. The following graph illustrates the differences in pre- and post-intervention results.

For the purpose to compare the post-intervention results of the first cycle with the post-intervention results of the second cycle, the students' marks were grouped into categories in order to assess their improvement in writing request emails. The following table sums up the results.

Scores Category	Post-test (C1)		Post-test (C2)	
	N/24	P%	N/24	P%
Excellent	2	8,33%	7	29,16%
Good	11	45,83%	12	50%
Above Average	7	29,16%	5	20,83%
Average	0	0,00%	0	0,00%
Weak	4	16,66%	0	0,00%
Poor	0	0,00%	0	0,00%

Table 4.15: Comparison between Post-intervention (cycle1 & 2)

Tests Results in Each Category



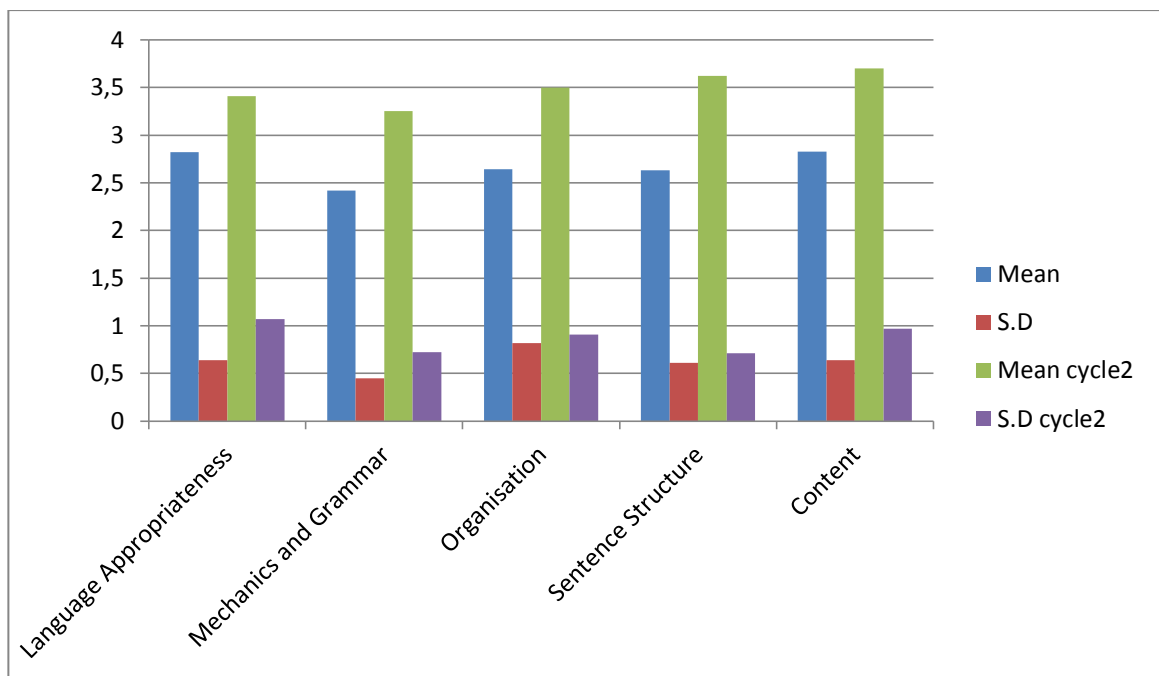
Bar-Graph 4.18: Comparison between Post-intervention (cycle1 & 2) Tests Results in Each Category

The comparison between the first and second cycle post-intervention results as shown in the above table indicates that only two students (8,33%) achieved Excellent marks in the first cycle compared to 7 students (29,16%) in the second cycle and 11 students (45,83%) who managed to receive Good marks in cycle one compared to 12 students (50%) who managed to have Good marks in cycle two. Above Average marks percentage in cycle two decreased to 5 students (20,83%) compared to 7 students (29,16%) in cycle 1. No marks recorded in the Average category in neither cycle one and cycle two. No marks were recorded in the Weak category in cycle two compared to 4 students (16,66%) in cycle one. Finally, no marks were recorded in the Poor category in both cycles of the post-intervention results. Accordingly, the steady post-intervention increase from Above Average to good to Excellent shows a beneficial and positive improvement in ESP students’ performance from the first to the second cycle of the post-intervention period as a result of the implementation of process-genre approach in teaching business writing skills. In this respect, the following bar-graph sums up the results:

Now, a comparison between students’ scores obtained in the in post-test (cycle 1&2) in each criterion is illustrated as follows:

Scores Out of twenty	Post-test (Cycle1)		Post-test (Cycle2)	
	Mean	S.D	Mean	S.D
Language Appropriateness	2,82	0, 64	3,41	1,07
Mechanics and Grammar	2,42	0, 45	3,25	0, 72
Organisation	2,64	0, 82	3,5	0, 91
Sentence Structure	2,63	0, 61	3,62	0, 71
Content	2,83	0, 64	3,7	0, 97

**Table 4. 16: Post-intervention Tests Results (Cycle 1 & 2)
Obtained in Each Criterion**



**Bar-Graph 4.19: Post-intervention Tests Results (Cycle 1 & 2)
Obtained in Each Criterion**

According to table 4. 21, the mean of the post-test (cycle 2) (3,41) for language appropriateness was higher than that of the post-test (2,82)(cycle 1). Hence, it can be stated that the students enhanced the appropriateness in using the language for request email writing in the second cycle.

As shown in table 4.21, the mean of the post-test (cycle 2) (3,25) for grammar and mechanics was higher than that of the post-test (2,42) (cycle 1). Hence, the results indicated that the students enhanced their grammar and mechanics in RE writing in the second cycle.

According to table 4.21, the mean of the post-test (cycle 2) (3,5) for organization was higher than that of the post-test (2,64)(cycle 1). Hence, one may conclude that the students improved their ability in organizing their writing in the second cycle.

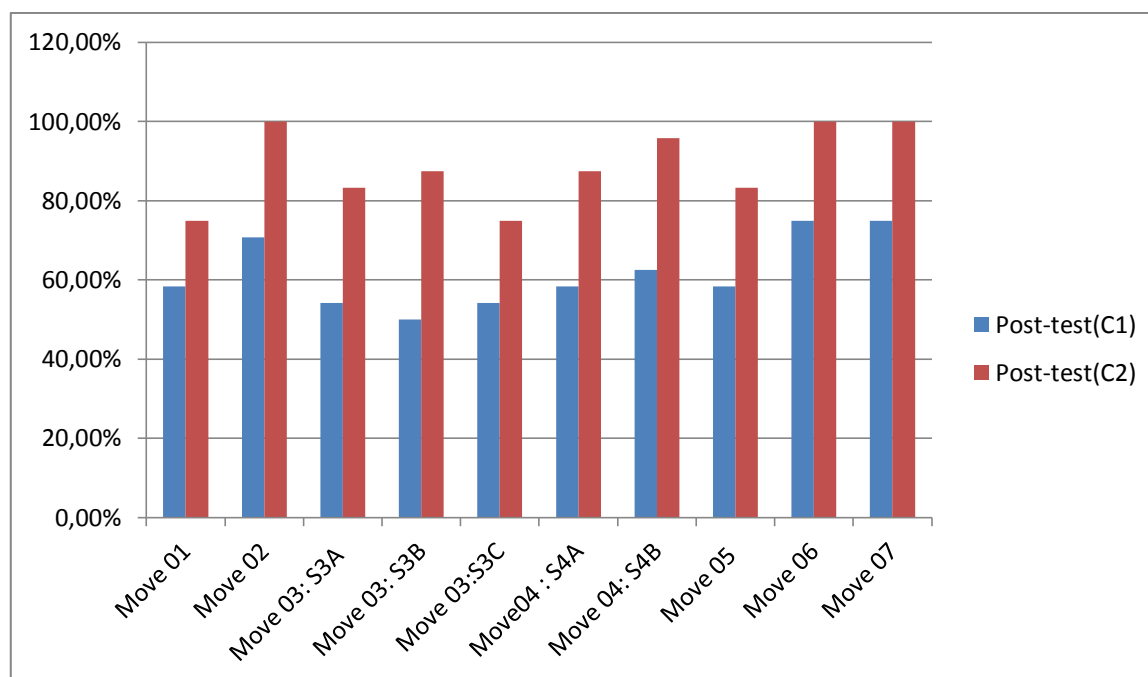
As can be seen in table 4.21, the mean of the post-test (cycle 2) (3,62) for sentence structure was higher than that of the post-test (2,63) (cycle 1). It meant that the students improved their ability in writing sentences correctly in the second cycle.

As shown in table 4.21, the mean of the post-test (cycle 2) (3,7) for content was higher than that of the post-test (2,83) (cycle 1). Hence, it showed that the students enhanced their ability to think and show their ideas in the second cycle.

Therefore, the results of the current study indicate a considerable positive impact on the results of business letter writing abilities of ESP students who were instructed using the process genre approach in the second cycle.

The conclusion of these findings is that there was a distinct improvement in post-intervention period results of both cycles added together. Thus, the overall results presented above indicate that most students of (1st& 2nd term) benefited from the interventions in terms of achieving better marks for their business email writing pieces, even if all did not get Good or Excellent results.

Now, a comparison between the post-test (Cycle1) and post-test (cycle2) results regarding the occurrence of RE moves in the students' writing pieces after the first and the second intervention phases is illustrated in the following bar-graph:



Bar-Graph 4.20 The Presence of RE Moves in the Post-Test (Cycle 1 & 2)

The analysis of the post-intervention test of cycle 2 revealed that almost all the students improved their writing in some aspect or another despite their limited linguistic proficiency. The analysis of the latter showed that after using the process-genre-based approaches in teaching business writing, the majority of students wrote more effective request refund emails, with more acceptable discourse structure by including more obligatory and optional moves, and made use of the lexicogrammatical features associated with the genre. In addition, the group responded very favourably to this approach to language learning. This approach would seem ideally suited for a typical ESP situation where classroom time is often limited.

4.3.2.7. Results and Interpretation of Post-Intervention Questionnaire

This section proceeds in presenting the views of the student participants in the implementation of the PGA. In fact, it is divided into five parts based on the main categories of the questionnaire which covered five areas: writing and language abilities; business emails/letters writing abilities, genre situation & purpose, feedback and writing processes (planning, drafting and revising).

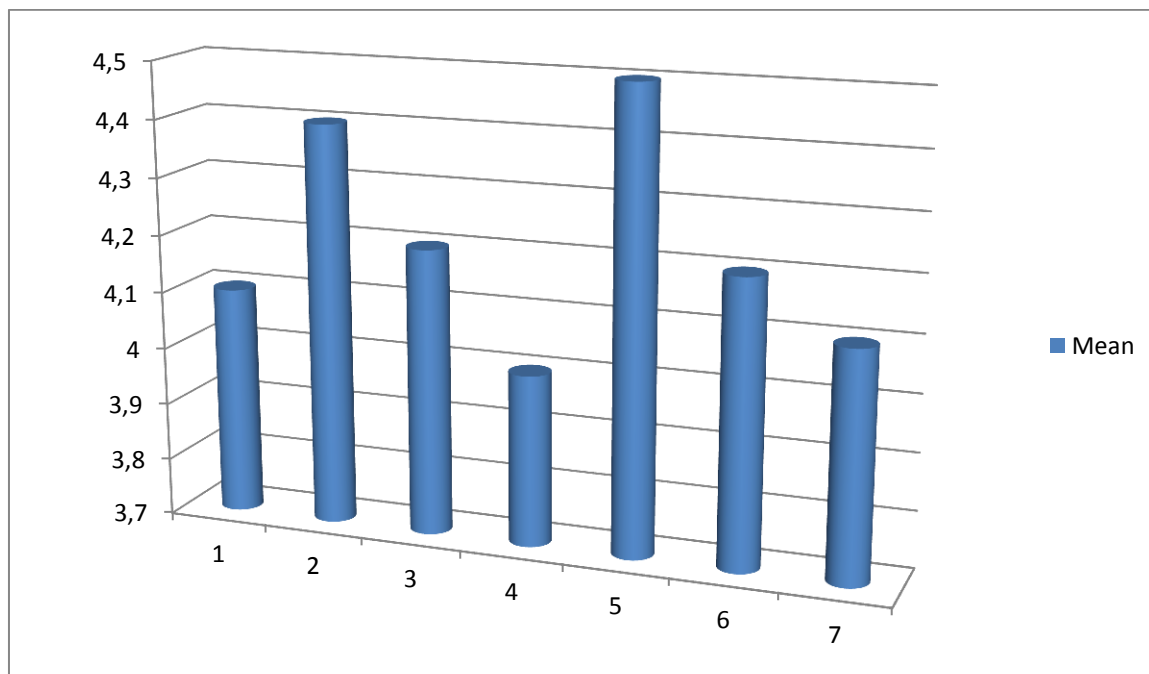
Data presented in the tables below show the percentages and mean scores of the five point Likert-scale (Strongly Disagree (SD) = 1, Disagree (D) = 2, Not Sure (NS) = 3, Agree (A) = 4, Strongly Agree (SA) = 5). This means that the least mean score should go towards 1, whereas the highest should go towards 5.

○ **Writing and Language Abilities:**

The first section in the questionnaire is dedicated to obtain participants' views on whether the course content and activities helped them to improve their writing abilities. To find out participants' views in this regard, seven items were included, the latter were based on the writing activities practised in class. These involve sentence structure (Conditional sentences, modal verbs, imperatives, indirect questions), paragraph structure (Move/sub-move activities), word selection (Compound nouns, useful formulaic units and collocations...etc), capitalization, punctuation, grammatical issues such as: conjunctions, tenses, prepositional collocations, and style...etc. The results are presented in the following table:

No.	The Business Writing course has helped me to:	Mean
1	Pay more attention to the structure of my sentences.	4,1
2	Write better-structured paragraphs (opening, body, ending...etc).	4,4
3	Use of compound nouns, useful formulaic units and collocations...etc	4,2
4	Consider grammatical issues such as: (conjunctions, tenses, prepositional collocations)	4
5	Use punctuation markers in my writing.	4,5
6	Practically improve the style of my writing (conditional sentences, modal verbs, imperatives, indirect questions)	4,2
7	Use English style and avoid Arabic & French style.	4.1

Table 4. 17: Writing Abilities



Bar-Graph 4.21: Writing Abilities

As can be seen in the above bar-graph, the percentages and mean scores demonstrated that the majority of students find these lessons helpful in their learning of business writing. These items were suggested by Assaggaf (2010) to help ESP learners get prepared before they embark on learning to write about the specific genre needed in their specific context. Even though the result shows similar high mean scores, the item concerning grammatical issues such as tenses received the least mean of 4. This may be referred to the grammatical complexity that ESP learners face when writing tenses, as approved by Al-Quyadi (2016).

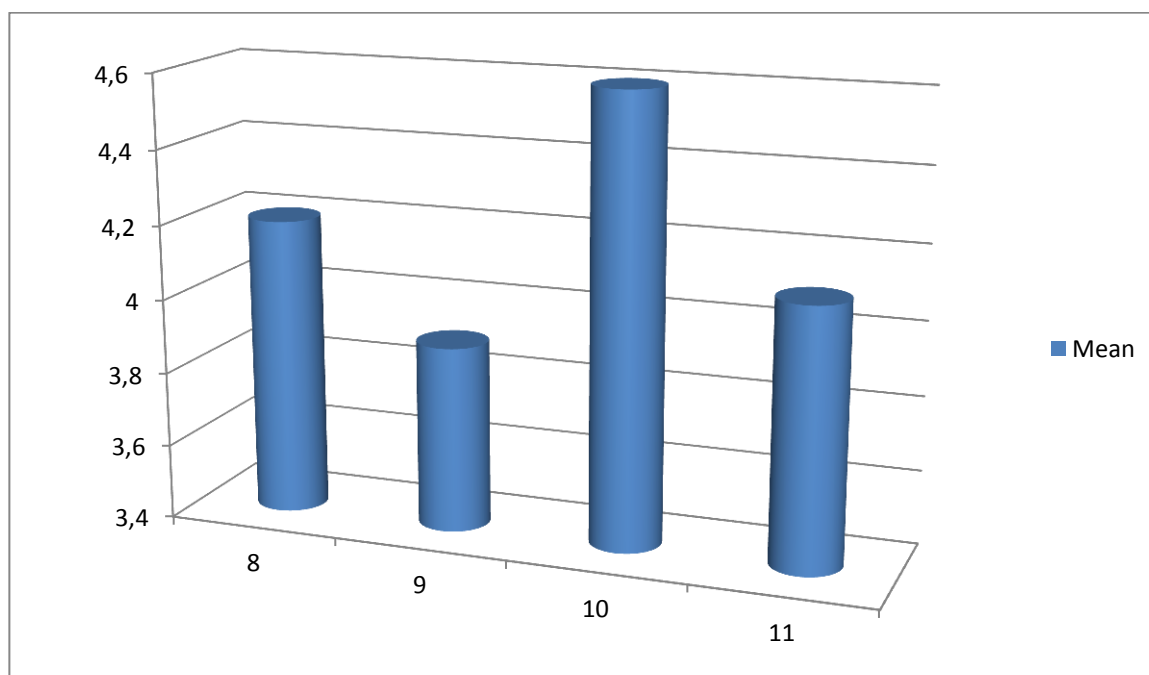
○ **Business Emails/Letters Writing**

The second section in the questionnaire was intended to find out participants' views in relation to business emails/letters writing abilities. Data shown in table below disclose positive attitudes towards writing business emails/letters based on the PGA implementation. With the exception of item no. 9 about writing good business emails/letters, the percentages and mean scores for most items were relatively high, which would indicate a favourable attitude towards knowledge of writing business

emails. This finding appears to be in agreement with what Pujianto et al. (2014) have found regarding genre knowledge.

No	Questionnaire item	Mean
8	I have now good command of business emails/letters.	4,2
9	I know now how to write good business emails/letters.	3,9
10	Writing business emails have been an interesting experience.	4,6
11	I am satisfied with my business emails/letters writing level.	4,1

Table 4.18: Business Emails/Letters Writing



Bar-Graph 4.22: Business Emails/Letters Writing

On the other hand, students' responses concerning writing business emails/letters ranged between "Not sure" and "Agree". In spite of the participants' consent that they gained good knowledge of business writing documents mainly business emails/letters such as: request/replies emails, they appeared to be unclear about their abilities of the actual writing of the latter. This can be attributed to the difficulty that ESP learners encounter in writing, even when they are equipped with the

necessary knowledge. Indeed, having knowledge about something does not mean that one can skillfully perform it. This indicates that ESP learners need to practise more in order to be competent in writing any particular text or genre type.

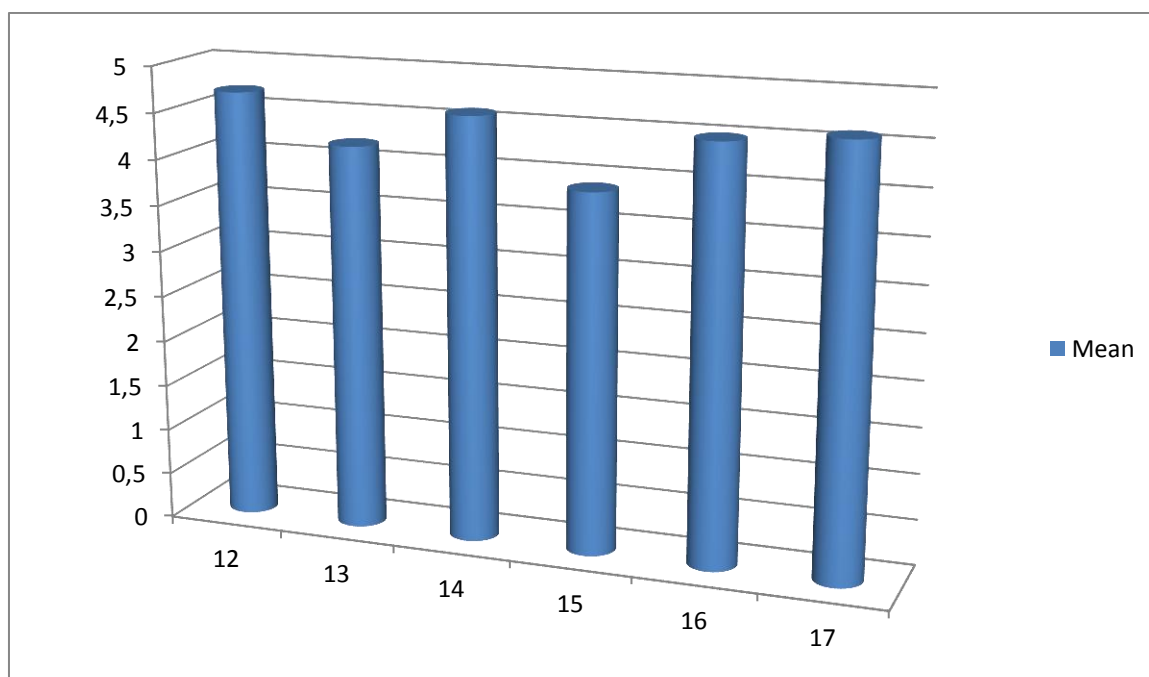
○ **Genre Situation & Purpose**

This section is intended to find out ESP students' perception about the methods and procedures undertaken to familiarise them with the purpose and situation of the genre they learn to write, i.e. request email. As explained in the previous section, these included acquainting students with business emails/letters and with the specific purpose of writing these business documents.

As shown in the table below, the percentages and mean scores disclose highly positive responses. This indicates that the participants agree that they were able to figure out the specific objective of writing RRE/RE.

No	Questionnaire item	Mean
12	I have seen I have seen model-texts of business emails/letters in this course.	4,7
13	The samples I saw could help me write my own business email.	4,2
14	I learned much about the kind of business emails/letters that I would need to write in the future.	4,6
15	I can clearly see the link between the course content and the final writing task.	3,9
16	I have a clear purpose for writing.	4,5
17	I am aware of the reader's expectation	4,6

Table 4.19: Genre Situation & Purpose



Bar-Graph 4.23: Genre Situation & Purpose

Basically, the responses above lay emphasis on what has been stated about the endeavours made to familiarise ESP learners with a range of business emails/letters. This matches with Kim & Kim (2005), who emphasise that PGA helps learners fully understand the features of the target genre.

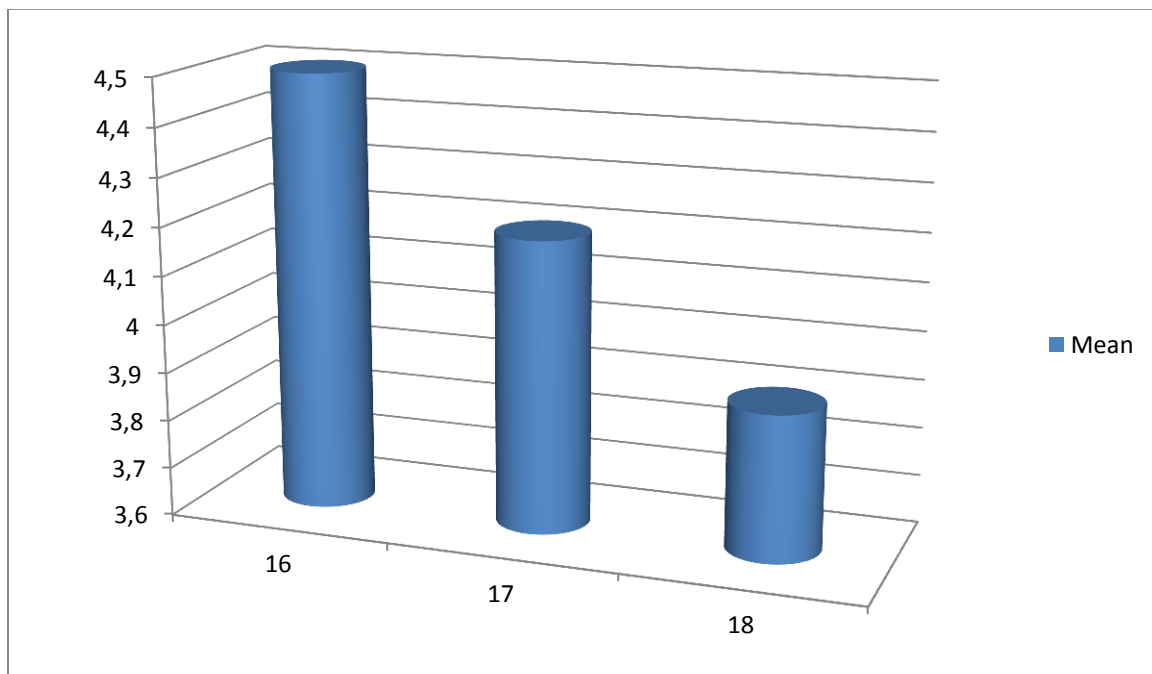
In terms of genre situation and purpose, the participants also improved their writing. There was a significant change in having a clear purpose for writing and writing with an awareness of the reader.

○ **Feedback**

As an important component in the PGA, obtaining feedback has gained a special attention in the implementation of the approach in this course, and hence it was reflected in the questionnaire. As can be seen in the following table, most mean scores in all items are high. This indicates that the participants agree on the fact the course encouraged them to get more feedback from their teacher as well as their classmates and hence; the latter helped them in writing their business emails.

No	Questionnaire item	Mean
16	The course encouraged me to show my writing to others.	4,5
17	The course encouraged me to get more feedback from my teacher (correction of my writing).	4,2
18	The course encouraged me to get more feedback from my classmates and other friends.	3,9

Table 4.20: Feedback



Bar-Graph 4.24: Feedback

This result is in agreement with Pujianto et al. (2014), who found positive responses from the participants regarding feedback in writing business documents at the university level.

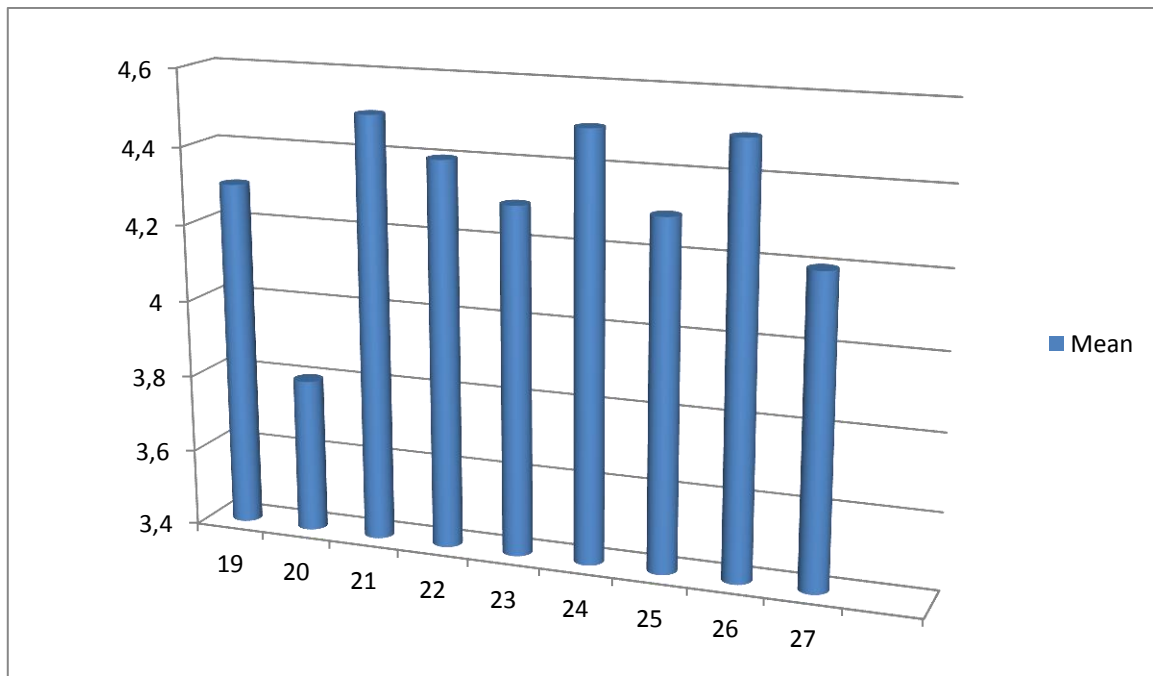
○ **Writing Processes (Planning, Drafting and Revising)**

This section is intended to show the views of the participants with regard to the writing processes. Data shown in table below cover the role of the course in enhancing the processes of planning, drafting and revising. The questionnaire items shown below cover these three processes, which make an important component in the PGA.

As explained previously, the course introduced all these issues of planning (brainstorming such as: listing), drafting and revising. Specifically, the results below demonstrate that drafting has gained the highest mean score (4,5), whereas brainstorming, which is a planning strategy, has gained the least (3,8). Mean scores for items 25-26, show that the participants were more confident about the revising process and that they benefited a lot from it in this course (4,3 / 4,5).

No	Questionnaire item	Mean
19	I have planned well for my writing.	4,3
20	I have used brainstorming as a planning strategy in my writing.	3,8
21	I have used more than one draft in writing the tasks for this course.	4,5
22	Drafting has helped me improve my writing.	4,4
23	I have edited (revising and reviewing) my writing in this course.	4,3
24	Peer-evaluation helped me to edit my draft.	4,5
25	The use of correcting symbols helped me to improve my business email writing process.	4,3
26	Revising and editing my written work helped me improve my writing.	4,5
27	After working hard in my writing I like to show my final writing to others (teacher, classmates... etc.)	4,2

Table 4.21: Writing Processes (Planning, Drafting and Revising)



Bar-Graph 4.25: Writing Processes (Planning, Drafting and Revising)

Basically, the results that are shown in the above bar-graph matches Pujianto et al. (2014) findings concerning the use of planning, drafting and revising in the writing process. In fact, he found positive responses from the participants regarding the writing processes when using the PGA in writing business documents mainly business letters and reports at university level.

4.3.2.8. Results and Interpretation of Students' Semi-Structured Interview

Following the post-intervention test, a learners' semi-structured interview was held with twenty-four informants in the final evaluation stage and it was used as a supplementary tool in order to triangulate the results of data analysis and to support the research findings. In fact, it aims to highlight the usefulness of the teaching method and unveil the students' insight for the intervention period (1st&2nd cycle) writing activities (genre-awareness activities, brainstorming activities, language tasks, feedback sessions) as well as to obtain feedback from the subjects as to how they perceived the teaching and learning of business writing through process-genre-based approach.

Question One : Did the writing activities you did in the classroom help you to have more interest in completing the writing task ? if yes, why?

Through the first question, the researcher sought to know whether writing activities they did in the classroom helped the students to have more interest in completing the writing tasks. Nineteen students i.e. (79,16% i.e, 19 students out of 24) thought that writing activities such as (business content knowledge, group simulation, group discussion, genre-awareness sessions, language function exercises) were of great help for them in completing the writing tasks. Indeed, they claimed that writing activities enhanced their awareness of the target-genre and gave them more insights on how to modify and blend their choices of words and also empowered them to understand the move-structure of the business genres practiced in the classroom such as refund request/ reply letters through the identification of the moves and the strategies which helped them in the ordering and reordering of the text. As evidenced by some of the given responses:

'I really liked the way we worked in the classroom because we did several exercises with business Emails such as complaint and request Emails. I think that this way of working helps the students a lot because we can practice writing and clarify our ideas with the help of the teacher'

" I wanted to learn more about how genres are structured and how they can be useful in my future professional life especially writing different business Emails and these sessions helped me a lot"

"I remember the teacher's lecture about the moves/sub-moves of the request letter. The move-structures are deeply rooted in my head."

The majority of the students (19 out of 24 i.e, 79,16%) reported that the formulaic expressions & collocation section was the most helpful component. Among the skills and language features emphasized in the class, twenty-four students (i.e, 100%) liked the moves and sub-move lectures and activities, as they found the steps involved in a letter were more organized and easily followed using the move-structure

template. Moreover, the students indicated that awareness and knowledge of genre structure, despite being more boring than other activities at first impression, has helped them to enhance writing abilities. To some extent, there was an analogy with driving, as one of the students pointed out that: *“Move’ recognition, is like signposts. It will be easier for a driver to follow directions and judge distances when a road is well signposted.”*

Learners seem to be very productive at reflecting upon genre-based knowledge and strategies to meet specific rhetorical purposes or achieve particular rhetorical actions within a genre (subgenre). Learners seem to be aware of the rhetorical (structural) functions (and purposes) associated with each of the genres practiced in the ESP class. Such awareness is illustrated as follows:

“In each genre analysis stage, I learnt some new vocabulary and structures”.

“Reading the instructor’s real e-mails was amusing to me. The writing activities were also fun and new. I had never heard about move/step analysis in writing before. I liked studying with my friends in a group to find moves and steps in an e-mail.”

“It is the first time that I have had fun time in a writing activity. I think it was because this was real writing. I am curious about what is coming next.”

Negative comments about this section implied *“insufficient syntax explanation”*. They thought also that too little time had been spent on grammar. Perhaps the teacher-researcher should take the blame because of her failure to acknowledge the students’ specific needs for the explanation of sentence structure and some grammatical points. This also reveals that how the syllabus in this regard may be modified for the next courses.

Question Two: Did awareness of the relationship between readers and writers as well as the communicative purpose help you to use appropriate language? if yes, why?

For question two of the interview, the researcher sought to know whether awareness of relationship between readers and writers as well as the communicative purpose helped the students to use appropriate language.

A/considering the reader-writer relationship

Following the application of the integrated approach in teaching business writing, a positive change was noted in the attitude of ESP students who had not been previously exposed to the notion of genre analysis that is analysing a given genre in terms of its social context (considering the reader-writer relationship). The overall response to this question was positive as (75% i.e, 18 students out of 24) of the participants expressed their satisfaction with raising awareness activities of a specific audience of a particular business genre. Accordingly, the students showed their eagerness to attract the attention of their readership, as evidenced by some of the given responses:

'Before, we did not think of the reader but our teacher changes our way of thinking about writing. And she made us aware of the reader's writer connection'.

'I felt at ease when we practised in pairs the analysis of the social context which is important in order to identify the setting, participants, purpose for writing'

'I think group work has reduced my class tension and panic and I found that group simulation very interesting especially in role playing a given situation and discussing about the audience and reader's expectations, it was an amusing experience to apply these concepts in a writing task and relating it to real life experience, this gave a real sense to my writing .

B/ The Purpose of Writing

During the study, identifying the purpose before writing in the preparation phase was emphasised to stress the importance of the concept of genre before starting to write. In this standard, 79,16% of the students i.e (19 students out of 24) expressed

their satisfaction with raising awareness activities of the communicative purpose of a particular business genre. Moreover, some interviewees indicated that their negative attitudes towards writing before the use of the integrated approach had changed after the implementation of the PGA. As evidenced by the following response:

"Our teacher previously, did not say anything about the goals and objectives of the essay to be written in class and how important they are. But now my teacher always discusses the aims of writing a given genre before we start planning. If she does not, I will do it automatically. I think I can't write without a purpose or a goal. No one can! The goals help me to express more and have more ideas about the subject."

Still on the same topic, this respondent indicated that she felt for the first time that she was learning to write and especially in an ESP context (writing for professional purposes). This occurred during the interview:

'I can't write something if I don't have a goal for writing it. Our previous teacher didn't teach us about the importance of being prepared to write for a given purpose or audience related to a particular genre. Before, we didn't write at all. And if it happened to us to write, it was not writing but actually it was copying and summarizing a text.'

In connection with this, one of the interviewees specified the following:

"I can not write without setting goals and purpose. My writing then will be vague"

On the whole, the students expressed understanding of the critical role that identifying the communicative purpose has in writing as they indicated that setting goals and purpose for writing helped them to:

- Generate ideas;
- Writing clearly (clear purpose and intent including all the information the reader needs to have).
- Writing consisely: Avoid writing vague.

- Considering appropriate tone in writing (making decisions on styles based on expected audience);

Based on the interviewees' positive comments, it is possible to create a sound differentiation in the period before the implementation of the integrated approach in teaching business writing skills, as several of the interviewees strongly indicated that the emphasis on setting goals of writing (purpose, audience and the reader's requirements) in the preparation phase is of paramount importance.

Question Three: Did brainstorming activities (problem-solving, simulation and role-playing) help you to analyse real-life situations (writing tasks) and hence activating your background knowledge about the target genre?

Through the third question, the researcher sought to know whether brainstorming activities (problem-solving, simulation, role-playing) helped the students to analyse real-life situations and hence activating their background knowledge about the target genre. Interviewees' answers to this question expressed a very positive feedback as the majority of the participants (83,33% i.e, 20 students out of 24) expressed their satisfaction with the brainstorming activities which increased their interest in the lesson as well as their intrinsic motivation to write an effective refund request email.

Question Four : Did the teaching method of analysing samples of written texts help you to write your REs? if yes, why?

Through the fourth question, the researcher sought to know whether the teaching method of analysing samples of written texts helped the students to write their REs. Seventeen students i.e. (70,83%i.e, 17 students out of 24) thought that analysing sample-texts helped them to write more effective REs in English. In this respect, all the students said that they had a very poor linguistic repertoire in English, consequently, they found that the use of model-texts was of great relief for them in the sense that direct exposure to sample-texts made them more aware of the defining characteristics and features of the genre of RE, they also claimed that modeling

sessions enhanced their awareness of the target-genre and gave them more insights on how to modify and blend their choices of words. Furthermore, they reported that analysing models of the target genre decreased their anxiety towards writing and hence helped them to develop the confidence needed to write more effective business emails/letters in English.

Introducing students to the model of the target genre gave the chance to the students to practice reading skill and collecting new vocabulary, adjectives, expressions, phrases and styles. In connection with this, one of the students specified the following:

“The more I read, the more I will enrich my vocabulary with new words, and structures. I usually write down new adjectives, phrases and expressions I like when reading. And I use them in my writing.”

‘First, it was challenging to write a request Email with correct format and appropriate language. However, as we practiced and analysed samples, I changed my mind and found it easier’

Nevertheless, 5 students out of 24 (20,83%) confessed that the sample-texts were to some extent difficult to be understood and analysed, whereas three students out of 24 (12, 5%) said that analysing samples of model texts did not help them to write their REs and the reason behind this was the fact that they were not really interested because of their lack of motivation; they also added that their major-related courses was already too tight, so they could not devote more time to learn English. Accordingly, one may conclude that model-texts and activities were somehow appropriate to the students’ background knowledge, linguistic ability and motivation.

Question Five: Did multiple drafting could improve the students’ writing pieces? if yes, why?

Through the fifth question, the researcher sought to know whether multiple drafting could improve the students’ writing pieces. In this respect, 18 students out of

24 (i.e, 75%) highlighted that the multiple drafts improved their writing. Below are their reflections:

“The drafting stage was effective to my writing: I had the chance to practise writing and look at what I wrote and re-wrote it until I felt satisfied.”

“In the drafting stage, I did not have only one draft but also revised drafts. The improvement between these drafts could be seen.”

One of those who reported the lack of interest on the multiple drafting stage, she reported that she found it too difficult to re-write her draft because for her it is a time-consuming activity.

Question Six :Did the constant and continuum contact with the teacher and peers at each stage of the writing process reduce your procrastination and reluctance towards writing tasks ? if yes, why?

Students’ perceptions about the teacher and peer feedback sessions gained a considerable support as (70,83% i.e, 17 students out of 24) of the participants found that teacher scaffolding and peers support at each stage of the writing process reduced their procrastination and reluctance towards writing tasks. In fact, some students showed their interest in finding out their peers’ mistakes. They were excited to see that other groups ended up with rewriting due to many errors spotted. Indeed, they did not complain about embarrassing peer correcting and furthermore, they did not feel that they were not qualified to comment on the peer emails or letters. Below are participants’ reflections:

“Peer feedback offers us a less embarrassing atmosphere to complete our writing task.”

“The peer feedback helped me to improve my email writing and thus to produce fewer errors in the 2nd draft to be submitted to my teacher.”

Nevertheless, the remaining students expressed their dissatisfaction towards peer-editing feedback. Below are participants' reflections:

"Most of the stages were effective to me. However, the feedback stage was not very effective because some peers' comments were not suitable to my writing."

"The feedback stages were not very effective because we did not know how to comment on the other students' writing. Likewise, we did not find out the mistakes or errors to help our peers to improve their writing."

"The feedback stage was not very effective because the members in my group did not give many useful comments or suggestions."

From the reflections above, although the students highlighted the importance of sharing new knowledge through peers' comments, they were not satisfied with the quality of these comments. Hence, although the effect of this type of feedback was not enormous, it was nevertheless significant in helping the students to improve their performance in business emails writing.

Question Seven: Could you tell me more about your feelings or reactions about the course and the teaching method?

For the last question of the interview, the students were invited to express their overall feelings or reactions about the course and the teaching learning cycle and its stages during the intervention period (the first and second cycle). All those interviewed (100% i.e, 24 students out of 24) shared the view that the course content and the teaching method used by the researcher increased their confidence and security towards writing tasks and therefore, it enhanced their business writing skills.

4.4. Discussion of the Main Findings

In the light of the findings and conclusions collected from different sources using a number of research tools that were submitted in the three data gathering

phases, results revealed a positive effect of the integration of PGA in teaching business writing.

This chapter exposed the practical phase of this research work, it attempted to answer the research questions using different research methodologies. In fact, the first question sought to know whether the integration of process-genre approach and the steps it entails in teaching business writing would help ESP teacher in meeting ESP students' needs and expectations in an EBP writing class. Data analysis of different research instruments in the pre and post-intervention phases (first and second cycle) revealed that the PGA was effective in helping the researcher meeting the students' needs and their expectations in writing a range of business genres and hence enhancing their writing abilities. In fact, the flexible incorporation of process-genre approach helped the researcher to make sensible choices on which phase of writing to mainly focus on in light of learners' specific needs in real classroom; thus, helping ESP students to have appropriate input of genre knowledge and skills and to find meaning and purpose in interactive genre-based writing activities with peer review and teacher guidance.

The second research question intended to examine the changes that could be observed in the students' writing pieces as a result of their exposure to the integrated approach to teaching business writing (a process-genre approach). To find the answer to this question, a pre-intervention test and post-intervention tests (1&2 cycle) were used. The results of pre-intervention test was compared to the results of post-intervention tests (1st& 2nd cycle) and it was found that the students' writing achievement scores from the post-test in both the first and second cycle were significantly higher than those obtained from the pre-intervention test. This may mean that the PGA was effective as a method of teaching business writing. On the whole, one may say that the two interventions period (1st& 2nd cycle) had a positive effect on the business writing abilities of ESP students. Thus, the results of the present study clearly show that the first and second intervention cycles were collectively instrumental in improving students' business letter/email writing skills.

On what concern the third question of the present study, and which attempted to examine whether implementing a process-genre approach and the stages it entails in an EBP writing class would reduce third-year management students' negative attitudes towards business writing. To find answer to this question, a students' pre-intervention and post-intervention questionnaires as well as a semi-structured interview held with third-year Management students were used. In this vein, the majority of the participants expressed their satisfaction towards the integration of PGA in teaching business writing as evidenced in their positive reflections. In fact, ESP students reported that the teaching methodology as well as the writing activities that were used in the ESP class gave them more confidence and security in their own abilities to produce independent writing pieces. In particular, they found the use of model-texts and the technique of genre analysis such as the analysis of move-structure very helpful in knowing how to go about written texts of similar genres. Some have also reported that specific learning stages in the PGA such as the provision of teacher scaffolding and peers support reduced their anxiety and enhanced their motivation to improve their business writing skills. They also expressed much satisfaction towards the variety of writing tasks and activities that they found very helpful and suitable to their level and background knowledge.

As a conclusion, these findings come to confirm the three stated hypotheses of the current study, and indicate that the implementation of process-genre based approach is highly recommended in teaching business writing.

4.5. Conclusion

The findings gathered in this chapter confirmed the set hypotheses in that the results of the first and second intervention cycles proved the positive effect of the PGA on the business writing abilities of third-year Management students.

This study tried to examine the feasibility of integrating a process-genre approach in teaching business writing and its effect on ESP students' writing performance. In fact, their writing pieces of the pre and post-tests (1st and 2nd cycle)

were analysed quantitatively and qualitatively. Both analyses indicated that the majority of the students in one aspect or another improved significantly their performance in the assigned genres. Furthermore, their responses to the post-intervention questionnaire as well as the semi-structured interview proved that they were satisfied with and had positive attitudes towards the writing activities practised in the classroom.

CHAPTER FIVE

Pedagogical Implications and Practical Suggestions

5.1. INTRODUCTION.....	227
5.2. PROCESS-GENRE BASED WRITING APPROACH: IMPLICATIONS FOR INSTRUCTIONAL PRACTICE	227
5.2.1. Teacher Scaffolding	228
5.2.1.1. Genre and Context Awareness.....	229
5.2.1.1.1. Role-play of field/tenor/mode	230
5.2.1.2. Genre and Discourse Awareness	232
5.2.1.2.1. Reordering of Jumbled Texts	232
5.2.1.2.2. Identifying the Absent Moves and Steps	233
5.2.1.2.3. Analysing Text.....	233
5.2.1.2.4. Self-Discovery of the Move-Structure.....	233
5.2.1.3. Genre and Language Awareness.....	233
5.2.1.3.1. Collocations	233
5.2.1.3.1.1. Identification of Formulaic Chunks/Collocations	234
5.2.1.3.2. Functional View of Grammar.....	235
5.2.1.3.2. 1. Using Indirect Questions.....	235
5.2.1.3.2.2. Prepositional Collocations	236
5.2.1.3.2.3. Modal Verbs	236
5.2.1.3.2.4. Formal/Informal TextP.....	237
5.2.1.4. Teachers' Feedback.....	237
5.2.1.4.1. Oral feedback: Check ins' & Conferencing	239
5.2.1.4.2. Written Feedback: Teacher's Written Comments.....	240

5.2.2. Collaboration & Peer Interaction.....	241
5.2.2.1. Peer Feedback.....	241
5.2.2.2. Self-feedback	245
5.2.3. Modeling	245
5.3. ESP TEACHERS AND LEARNERS' ROLES IN WRITING THROUGH THE USE OF PGA	247
5.3.1. ESP Teachers' Roles.....	247
5.3.1.1. Teachers as Audience.....	247
5.3.1.2. Teachers as Assistant	248
5.3.1.3. Teacher as Evaluator	249
5.3.1.4. Teacher as Examiner	249
5.3.2. ESP Students' Active Roles	251
5.3.2.1. Students-Writers as Planners	251
5.3.2.2. Students-Writers as Builders.....	251
5.3.2.3. Students-Writers as Reviewers	252
5.4. COOPERATIVE LEARNING : A SUPPLEMENT TO – PROCESS-GENRE BASED APPROACH TO TEACHING BUSINESS WRITING	253
5.4.1. Integrating Cooperative Learning Activities into the Teaching /Learning Cycle of PGA.....	254
5.5. BENEFITS OF INTEGRATING THE PGA INTO THE TEACHING OF BUSINESS WRITING.....	259
5.5.1. Develops students' cognitive skills	260
5.5.2. Promotes Active Learning.....	260
5.5.3. Promotes a Deep Approach to Learning	260
5.5.4. Towards Learner- Centeredness	261
5.5.5. Integrate Language Skills	261
5.5.6. Facilitate Negotiated Interaction	262

5.5.7. Maximize Learning Opportunities	263
5.5.8. Ensure Social Relevance	263
5.6. A Proposed Process-Genre Based Lesson Plan (Cycle 1&2)	264
5.7. CONCLUSION	299

5.1. Introduction

Drawing on the theoretical aspects reviewed on chapter two and findings of the present study discussed in chapter four, a set of pedagogical implications are provided to ESP teachers who wish to build an enjoyable relaxing classroom environment where both students and teachers are actively involved.

In this chapter, the following points are tackled including: implications for instructional practice, ESP teacher and learner' roles, teaching techniques related to the incorporation of cooperative learning activities into the teaching/learning cycle of PGA, benefits of integrating the PGA into the teaching of business writing. Finally, a process-genre-based writing lesson plan is proposed and designed along with suggested teaching tasks and materials.

5.2. Process-Genre Based Writing Approach: Implications for Instructional Practice

The findings of recent research on writing instruction have indicated that there is a need for teachers of the writing skill to integrate both process and genre-oriented knowledge in their instruction. Both are important in writing instruction and practice because it is necessary to create a balance between focus on linguistic form and knowledge of the context in which writing happens as prescribed by the genre-oriented approach and focus on cognitive processing, as prescribed by the process-oriented approach. The process-genre-based approach thus integrates the strength of the process approach as well as the genre-based approach. Planning, drafting, conferencing, editing and peer review are components of the process approach to teaching writing whereas understanding and considering the purpose, audience and context on the other hand, are principle elements in the genre approach.

Badger and White (2000) argue that the development of writing varies between different groups of learners as they are in different stages of their writing development. Some learners are skilled enough of how to write different genres. They need little or no input. Others may lack knowledge about how certain genres are written and hence,

a kind of input should be provided in order to be aware of the distinctive features of a specific genre. This is in line with Krashen's notion of the Input Hypotheses (1985), Long's interactional modifications (1989) and Swain's (1995) negotiation of meaning. Hence, input and interaction through feedback play important roles in the writing process (Myles, 2002). The input may be obtained from three potential sources: teachers, other learners as peers, or the model text itself. Teachers may provide input in terms of instruction (implicit instruction of the target genre), other learners may do the same in the less threatening context, for example: group work. The following figure illustrates the possible input in a process-genre model of teaching writing:

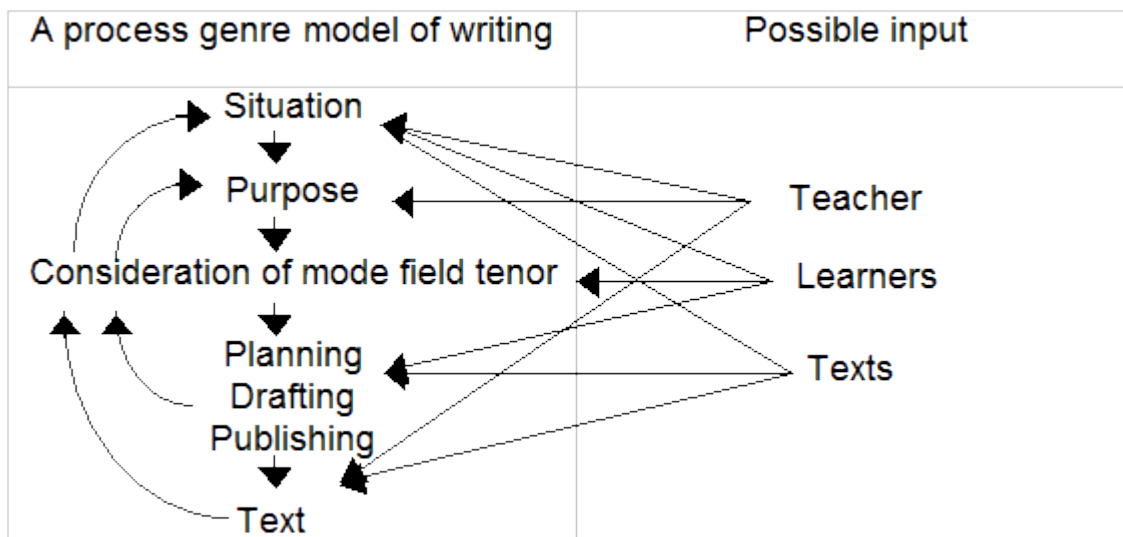


Figure 5.1: Possible Inputs in a Process- Genre Model of teaching Writing (Badger & White, 2000, 159)

5.2.1. Teacher Scaffolding

Learners vary in terms of their knowledge of a particular genre. Learners who know a lot will need little or no input at all. In the case of learners who lack knowledge of the organisation of the text and the language conventionally used for a particular audience, would need some assistance and 'input'. Therefore, it is the task of the teacher to assist and initiate the students into the genres that they will face in their studies or professions. For instance: teachers may provide input at the beginning of the lesson when a text of a particular genre is being introduced. For example teachers may

explain the differences between the external and internal proposals. (Internal proposal is meant for recipients inside the writer's organisation while the external proposal is directed to clients outside the organisation - the audience and the purpose of writing determines the structure, the organisation, the tone and the choice of words).

In this line of thoughts, scaffolding takes many forms but typically includes explicit instruction of:

- Context awareness , discourse and language awareness.
- Templates or writing frames.
- Feedback.

5.2.1.1. Genre and Context Awareness

In genre and context awareness, students are asked to focus mainly on the purpose of the communication and the people involved. Whether to use more formal or less formal language depends on the audience. Genre and context awareness activities make students aware that we write in different ways to achieve different purposes. Millar (2011) suggests that context awareness can be taught to students through activities which may ask them to make possible combinations between text type, audience, and purpose. Teachers, by the end of the activity, point out to students that by noticing how genres vary, both in their L1 and in English, they will learn more about language and how to use it appropriately.

Example: an effective request Email is one that is written appropriate to its purpose and audience. Thus, three parameters or contextual features that shape the content of a given genre:

- **Purpose :** The reason the writer composes the request Email .
- **Tone :**the writer's attitude towards the reader and the subject of the message.
- **Audience :**The individual or group whom the writer intends to address.

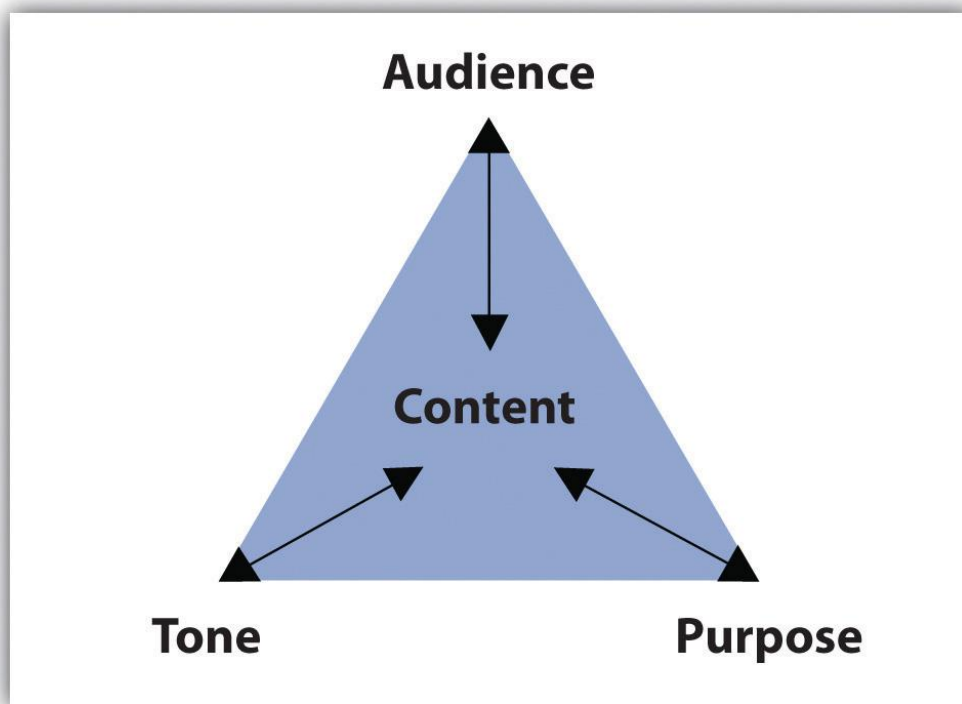


Figure 5.2: Contextual Parameters Affecting Genre

One of the activities which can be used by ESP teachers to raise students' awareness of the contextual parameters affecting a given genre is:

5.2.1.1.1. Role-play of Field/Tenor/Mode

Role-plays are important in the communicative approach because they give learners an opportunity to practise communicating in different social contexts and different social roles. A role-play is a highly flexible learning activity, which has a wide scope for variation and imagination. Thus, role play can improve learners' speaking skills in any situation, and helps learners to interact between them.

In fact, role plays can be integrated in the teaching of business writing. In this case, the students can role-play a given real-life situation related to a given writing task, for example: telephone role-play between a customer and customer service operator focusing on variation of field, mode, tenor:

Field: what the text is about,

Tenor: the relation between text producer and text recipient,

Mode: the type and purpose of the text: written to be read, written to be spoken, (Flowerdew, 1993).

A more prominent genre awareness-based activity is that of context analysis. This activity uses a set of questions to uncover the different features of different genres of writing with respect to content, rhetorical structure, language style, and purpose. The set of questions (listed below) are adapted and simplified from Paltridge (2002: 87):

- **Purpose, audience:**

In this regard, some questions you need to keep in mind include:

Who is the text written for?

How is it relevant to them?

Why has the text been written?

Why should they read the text?

What will the audience do with the information?

What are the topics covered?

- **Reader's requirements :**

What does the reader want to know?

What does the reader know about the topic already?

What specific requirements or limitations are there?

How much detail is required?

When is the document required?

Therefore, the purpose of the above activity is to raise ESP students' awareness of contextual constraints on writing and different requirements for different genres of writing. This knowledge is important as they will not only know how one genre of writing is written in a certain way, but also why it is written in that way.

5.2.1.2. Genre and Discourse Awareness

The very focus in discourse awareness is on how genres are structured in different ways, using different moves to achieve the communicative purpose (Millar, 2011). Raising such awareness could be via comparing a number of authentic texts from the same genre, and discovering what they have in common in terms of structure. Hereby, Millar (2011) suggests activities which present texts with: missing parts and having students discuss what is wrong and why; or scrambling up texts and having students put them in the correct order. By the end of the activity, teachers remind students of how genres are organised and learning different discourse patterns (e.g. problem/solution) will help them to become better writers. In this respect, the genre awareness-based exercises or tasks in this case play an important role in reinforcing students' understanding of generic structures of the target genre. For this purpose, a range of genre-based activity types or tasks are proposed:

5.2.1.2.1. Reordering of Jumbled Texts

One common type of genre awareness-based exercise is to have groups of students reconstruct a text from a set of jumbled paragraphs by identifying the salient move-structures, just as the tasks employed in the study for sensitizing the move-structure of RE. Colour coding of the move-structure will also help learners to understand the schematic or generic structure of the target genre. For example, teachers can ask students to work in groups to figure out what is absent in the sample and to brainstorm the strategies that can be adopted to improve the sample (Flowerdew, 1993).

5.2.1.2.2. Identifying the Absent Moves and Steps

In this activity, teachers can ask students to work in groups to figure out what is absent in the sample and to brainstorm the strategies that can be adopted to improve the sample (Flowerdew, 1993).

5.2.1.2.3. Analysing Text

This activity can be achieved by presenting students with a variety of examples of the target genre and asking students to compare several examples, identify the move-structure, and comment on the differences in the organisation, inclusion, exclusion, or embedding of those move-structures using color coding (Flowerdew, 1993).

5.2.1.2.4. Self-Discovery of the Move-Structure

In this activity, teachers may give students three or more samples of the target genre and instruct them to identify the move-structure of each sample. In other words, students carry out the genre analysis themselves under teachers' instructions.

5.2.1.3. Genre and Language Awareness

In genre and language awareness, students focus on the way that different lexico-grammatical patterns are used in different genres to achieve the communicative purpose. Genre and language awareness activities, as suggested by Millar (2011), include:

- examining an authentic text,
- highlighting the use of particular formulaic expressions and collocations.

5.2.1.3.1. Collocations

Following the notion of genre awareness, the students are guided to pay attention to collocations. The rationale of raising students' consciousness of

collocations is that they are somewhat formulaic in nature (Bolinger,1976). Collocations are often produced as formulaic units that are stored like other lexical expressions and can be retrieved efficiently as chunks. Lewis (2000) proposed the teaching of collocations is crucial in the following ways:

1. Collocations, which make up nearly seventy percent of everyday language, are fundamental to language use.
2. The predictability of collocations will make learning easier.
3. The more collocations learners are exposed to, the better they will use them.
4. Collocations enhance fluency and speed up communication.
5. Recognising formulaic chunks is crucial for acquisition.

Collocations are of two types: lexical collocations and grammatical collocations.

- **Lexical collocations**

It includes word-associations where one component recurrently co-occurs with one or more other components as the only or one of the few possible lexical choices. Examples include “*quantity discount*”, “*volume discount*”, “*bulk order*” and “*make payment*” ...etc.

- **Grammatical collocations**

It refers to words identified by their grammatical categories rather than lexical meaning association. They consist of a content word and a function word or certain structural pattern (e.g. *that-clause*, *to+infinitive* or *gerund*). For example, “it is essential that + noun clause”, “look forward to + v-ing” and “would like to + infinitive” are all grammatical collocations.

5.2.1.3.1.1. Identification of Formulaic Chunks/Collocations

One of the activities that can be used to raise ESP students to different lexico-grammatical features used to achieve the communicative purpose in different genre is that of identification of formulaic chunks or collocations. In this standard, teachers can

asks students to identify lexical expressions which correlate with the generic or move structures of a certain type of business letters. Here are some examples of formulaic units:

We would appreciate it if.../Could you please send us.../We thank you for.../We have pleasure in.../ We are pleased to.../We look forward to /We regret to inform you that.../We would be grateful if... etc.

5.2.1.3.2. Functional View of Grammar

In genre-based teaching, the grammatical features of a given genre should be explained in relation to its communicative functions rather than the accurate application of grammatical rules within discrete sentences (Lin, 2006; Cheng, 2011). As a result, grammar is not taught in isolation from the communicative functions of the language. It is also neither taught as an end in itself, nor as the central focus of instruction, but as a means to an end – achieving the social purposes of the genre that is the overarching focus of teaching. Thus, grammar should be taught in context and in relation to meaning making and that the language features of a text or genre should be taught explicitly as shown in the following activities:

5.2.1.3.2.1. Using Indirect Questions

In written messages, we often use indirect (embedded) questions to inquire about something. Indirect questions sound more polite than direct questions.

For example:

Direct: *When will you be able to meet with me?*

Indirect: *Could you please let me know when you will be available to meet with me?*

Direct: *Can I get a refund?*

Indirect: *I would like to know if I can get a refund.*

Indirect questions are preceded by opening phrases, such as:

Could you let me know if..., Please tell us when...,

I would be grateful if..., I was wondering whether...,

Do you happen to know where..., etc.

For this purpose, teachers can ask students to write an email message for the situation below using indirect questions to make inquiries.

○ **Situation:**

You want to order catering services for your company's end-of-year luncheon for 60 people. Write an email requesting the following information:

- The menu and price list
- The possibility of having vegetarian, kosher or halal dishes
- What can be included: plates, silverware, linens, etc.
- How many servers will be available.

5.2.1.3.2.2. Prepositional Collocations

When stating the purpose of a letter, we often use verbs or adjectives followed by one or more prepositions. These are called *prepositional phrases*. For example:

“I am writing to inform you about decisions made at the last meeting.”

The teachers can ask students to complete sentences with the correct verb or adjective followed by an appropriate preposition (e.g., for, to, with, about). i.e. I would like to apologize for my absence at the meeting.

5.2.1.3.2.3. Modal Verbs

Modality is considered to be a tool for formality in business correspondence. The main modal verbs are: *can, could, may, might, ought to, should* and many others. Every modal verb has a different function considering formality in business correspondence:

E.g. *Can you lend me some money?* (Sounds more informal)

or Could you lend me some money? (Sounds more formal).

According to Emmerson (2009), usage of formal language is necessary in opening and closing paragraphs in different types of letters; e.g. business letters asking for advice:

Opening §: *I would appreciate if you could give me some advice*

I would be grateful for your advice

Could you possibly offer your advice.

Closing §: *I would appreciate it if you could give me your advice as soon as possible.*

5.2.1.3.2.4. Formal/Informal Text

This activity implies transferring an informal text into a formal text to suit a new audience or to transform spoken texts into their appropriate written equivalents. In this writing task, teachers can give students an example of an informal business letter and ask them to rewrite it using more formal style (the use of model verbs such as: would, could...etc).

In short, by incorporating genre awareness activities into classrooms via exploring different genre types, in relation to their purposes, the context, the discourse organization, and the lexico-grammatical patterns, students can be encouraged to notice how language works. If they can better notice and describe similarities and differences among genres, then they may be equipped to write in a wide variety of contexts (Millar, 2011).

5.2.1.4. Teachers' Feedback

Feedback is a crucial aspect in the writing process and that it plays a central role in learning this skill. There are four features of feedback advantages:

- firstly, Through feedback, learners come to distinguish for themselves whether they are performing well or not (Mi, 2009; Littleton, 2011).

- Secondly, When they are not performing well, however, further feedback helps them to take corrective action about their writing in order to improve it and reach an acceptable level of performance (Asiri, 1996).
- Thirdly, Feedback is not only intended to help them monitor their progress, but also encourages them to take another's view and adapt a message to it (Asiri, 1996).
- Another valuable feature of feedback is that it serves as a good indication of how EFL students are progressing in learning the written language and, therefore, assists the teachers in diagnosing and assessing their students' problematic areas (Hino 2006).

In addition, feedback is helpful in encouraging students not to consider what they write as a final product and in helping them to write multiple drafts and to revise their writing several times in order to produce a much improved piece of writing. Moreover, it can be adopted and in a teaching situation where rewriting is encouraged. (Asiri, 1996; Russell & Spada,2006)

One of the disadvantages of feedback is time consuming as Burstein (2004:27) notes: *“the best way to improve one's writing skills is to write, receive feedback from an instructor, revise based on the feedback, and then repeat the whole process as often as possible. Unfortunately, this puts an enormous load on the classroom teacher, who is faced with reading and providing feedback for perhaps 30 essays or more every time a topic is assigned. As a result, teachers are not able to give writing assignments as often as they would wish”*.

With the absence of feedback, students can become demotivated, and lose the sense of how they are doing and which aspects of their writing they should pay more attention to and their efforts may be misdirected and they may gain an inaccurate impression of their performance in the writing skill. Moreover, a lack of feedback may also create the assumption among students that they have communicated their meaning

and, therefore, they do not perceive the need to revise the substance of their texts (Brookhart, 2008). Basically, there are two kinds of teachers' feedback: oral and written feedback.

5.2.1.4.1. Oral feedback: Check ins' & Conferencing

Oral feedback usually occurs during a task and among them '*check ins*' and '*conferencing*'. The former is sometimes underestimated because it is less formal, but it can be a very powerful and effective tool as it can be provided easily in the 'teachable moment' and in a timely way. For instance, asking: "*What do you notice about the underlined words?*" stimulates students' thinking about their learning.

'*Check ins*' are vitally important to providing effective feedback. '*Check ins*' occur when the teacher visits students as they are engaged in a task to make sure they are on the right track. Therefore, '*Check ins*' can quickly and effectively steer students in the right direction or enhance learning and they can also occur when students approach the teacher to seek feedback. For longer projects these could be determined in advance with allocated times for students to 'check in'.

Feedback during learning allows students to take feedback on board immediately and to try to realise improvement during the learning process. This is often more effective and productive to the learning experience than end-of task feedback measures (usually summative), which require students to remember the feedback and apply the recommended strategies to a future task. Accordingly, one of the well-known form of formal oral feedback is conferencing.

Verbal student-teacher or what is known as *one-to-one conferencing* between the teachers and learners provides input in the form of feedback that enables learners to learn where they have not given enough information or if there is an illogical organisation or a failure to develop ideas adequately. It may be held at the end of a lesson to review students' goals to see what steps have been made towards achieving them. Basically, formal feedback can be provided through structured conferences with

specific goals. Teachers can meet with a few students a day or a week depending on specific projects, deadlines, and individual student needs.

It is important to set up these conferences in a structured way with a focus on individualised goals so both teacher and student make good use of their time. In this standard, some hints for student-teacher conferences are provided:

- Look at student work beforehand.
- Use a checklist or feedback form that students can use as a reference for making revisions.
- Focus on two to three items that need work and show how to improve them.
- Make time for the student to ask questions and give input.

When teachers use formal conferencing along with informal feedback, students are better protected from failure and set up for success.

5.2.1.4.2. Written Feedback: Teacher's Written Comments

Teacher's written comments constitute another technique by which a teacher can provide input in the form of feedback to learners in the drafts submitted to the teacher. Thus, students' portfolios can also be discussed during such conferences (Geoffrey, 2010).

Basically, written feedback tends to be given after a task. Effective written feedback provides students with a record of what they are doing well, what needs improvement and what can be suggested for next steps. Furthermore, teacher has to monitor whether and how well the student has acted on the feedback.

Written feedback needs to be:

- Timely so that it is paired as closely as possible with the event.
- Written in a manner that is understandable for the student.

- Actionable so that the student can make revisions.

Written feedback needs to include:

- Where the student has met the learning intentions and/or success criteria.
- Where the student still needs to improve.
- A way to think through the answer for themselves.

5.2.2. Collaboration & Peer Interaction

More specifically, genre-based pedagogies employ the ideas of Russian psychologist Vygotsky (1978) and the American educational psychologist Bruner (1990). For these writers, the notion of scaffolding emphasises the role of interaction with peers and experienced others in moving learners from their existing level of performance, what they can do now, to a level of “*potential performance*,” what they are able to do without assistance.

Research shows that students are able to reach much higher levels of performance by working together and with an expert than they might have achieved working on their own (e.g. Donato, 2000; Ohta, 2000). The degree of teacher intervention and the selection of tasks therefore play a key role in scaffolding writing, representing a cline of support from closely controlled activities to autonomous extended communication, reducing direct instruction as the learner gradually assimilates the task demands and procedures for constructing the genre effectively. In this respect, two kind of feedback will be discussed in the next sections: peer and self feedback.

5.2.2.1. Peer Feedback

Another potential source of input is the other learners. “*Peer feedback*” is also known as “*peer response, peer editing or peer evaluation*”, it provides learners with authentic audiences and discussion that leads to discovery (Reid, 1993). Learners should receive constant peer feedback regarding their writing throughout the writing process. Indeed, peer feedback has been found to instigate further revision (Paulus,

1990; Villamil and de Guerrero, 1998) which indicates that learners do value their peers' comments when revising their drafts.

In fact, drafting, revising and editing throughout the writing process based on feedback obtained from peers and teachers, are all essential components of the process approach to teaching writing. The use of structured peer conferences can provide students with the opportunity to give and receive feedback about ongoing work, especially when the focus is on improvement rather than grading.

A positive aspect of the peer feedback process is that students get to see other students' work which can also deepen understanding of the learning goals. Left to their own devices to give feedback, many students will use the time to chat and criticise the other students' work or get nothing done. Teachers need to:

- Model and role play how to give feedback in a constructive way
- Explicitly teach students how to provide effective feedback to each other
- Hold students accountable for the comments, suggestions and feedback they give to one another
- Use scaffolds like peer feedback forms, which can be checked by the teacher to provide more structure to peer conferences. This also keeps students focussed on giving the right kinds of feedback and lets them know what the expectations are for peer conferences.

Once students have had time to practice, know what the requirements are, and are aware of expectations, peer conferences can be an integral part of the feedback process. As with teacher feedback, peers can offer suggestions and comments on:

- What has been done well in relation to the learning intention/success criteria
- What still needs to be done in order to achieve the learning intention/success criteria
- How to achieve that improvement.

Peer feedback also known as '*peer review*', it was originally proposed and introduced by P. Elbow in the 1970s. It is a collaborative activity involving students reading and providing feedback on each other's writing. In more detail, Rieber (2006) identifies three basic approaches to peer review, depending on the teacher's instruction; they are open-ended peer review, guided peer review and directed peer review.

- In an '*open-ended peer review*', the students are considered experts. There is no teacher guidance on how to review their peers' papers. It is typically used in advanced classes in which students have the knowledge, ability and confidence to conduct a peer review.
- In guided '*peer review*', the teacher guides the students with a list of general questions to consider as they review their peers' papers.
- In directed '*peer review*', the teacher gives a checklist that covers all aspects of the assignment guidelines.

However, before asking the students to work on peer correction and start to commenting on each others' errors in writing collaboratively, the teacher must provide the students with guidance. The teacher has to provide a writing checklist to guide the students. It consists of general statements to consider as the students review their peers' work.

Moreover, Nation (2009) claimed that one way of encouraging learners to review their writing is to provide them with checklists (or scales) containing points to look for in their writing while they read and analyse each other papers. The students can check whether their partner's piece of writing has covered the features of the text or not. According to Raimes (1983:147): "*teachers can develop their own checklist to fulfill their specific needs of one particular task*". In fact, checklists can be introduced to train students to reflect upon their own writing in order to provide feedback on their partners' texts using these scales containing points to look for in their writing. The focus is thus on enhancing learners' understanding of the importance of revision in the

writing process and helping them to become more autonomous writers in the target language and the target genre.

Self-correction and peer-correction should be guided by a checklist that aims at checking overall correctness of business letter writing exercises. One strong point of using checklist is the ability to find out a variety of errors at a time, so it not only save time for revising but also give students a view on the requirements of a well-written business letter. The checklist should include items that are easy to be judged. Thus, the teachers can provide each student with a checklist for each business letter writing exercise so that students can use the checklist for checking their work written by themselves or by their partner in pairs. In this research, the criteria used in the writing checklist involved elements like:

- ✓ content issues,
- ✓ organization/layout (opening paragraph, main body and closing paragraph),
- ✓ appropriacy of language (style),
- ✓ language accuracy (spelling and grammar).

The checklist contains statements regarding to the elements of business letter writing. For other piece of work, the criteria will be different. The following table is an evaluation form or checklist used for evaluating business letters.

Criteria For Evaluating Business Letters	
Content	How clear is it? Is there anything you found unclear or unnecessary?
Layout / Organisation	Is the layout appropriate to this kind of letter?
Appropriacy of language	Is the language appropriate to this kind of formal letter? Does it make good use of phrases related to this kind of business letter? Is there any vocabulary that you particularly liked?
Language accuracy	Is there language you think is not correct (grammatical errors, incorrect collocations etc.)?

Table 5.1: Peer Evaluation Form/Checklist

5.2.2.2. Self-feedback

During the provision of feedback, teachers have the opportunity not only to provide directions for the students, but also to teach them, through explicit modelling and instruction, the skills of self-assessment and goal setting, leading them to become more independent. Thus, this is the ultimate goal of feedback for learning. To help students reach autonomy teachers can:

- Explicitly identify, share, and clarify learning goals and success criteria
- Model the application of criteria using samples
- Provide guided opportunities for self-feedback
- Teach students how to use feedback to determine next steps and set goals
- Allow time for self-feedback/reflection.

5.2.3. Modeling

Models of a particular genre can provide learners with highly specific information and input about the forms and functions of syntactical and lexical features required by that genre. It would be helpful if learners could be exposed to “*good ‘apprentice’ generic exemplars, which can provide a realistic model of writing performance for undergraduate students*” (Flowerdew, 2000). The models can then be used to analyse the similarities of texts in the same genre. Such language awareness activities would require the teachers to prepare sets of the kinds of texts that the learners are learning to write “*such activities would be close to the product approach; as mentioned earlier, there are similarities between the product approach and the genre approach in that the genre approach can be seen in some ways as an extension of the product approach*” (Badger and White, 2000).

As it is known, every discipline, profession and business has its own genres or conventional forms of written communication. With its wide range of genres, it is quite difficult to teach or to predict the type of genres the learners need in their future workplace. Moreover, there is not one model that can adequately fit every situation. In short, the task of writing is obviously more challenging for the novice writer who is

not a native speaker. Therefore, learners must know how to adapt certain constraints to fit the task at hand. Adopting a genre-based instruction relieves writers from having to create a new text or communication for each situation. This is because genre arises from the frequent recurrences of similar situations.

In genre teaching, active analysis of a model before taking on a specific writing task may help students construct new textual patterns or enrich the patterns they know. Student writers are able to infer linguistic and procedural features from models. And those who actively look for and contemplate such features in the models they read are more likely to construct reliable new structures. Second, consulting models actively before the writing process may provide the students with a database for testing whether a given idea should be included or excluded on the basis of whether or not it shows up in the model (Dudley-Evans, 1994).

Models of a particular genre can provide learners with highly specific information about the forms and functions of syntactical and lexical features required by that genre. It would be helpful if learners could be exposed to “*good ‘apprentice’ generic exemplars, which can provide a realistic model of writing performance for undergraduate students*”. The models can then be used to analyse the similarities of texts in the same genre. Such language awareness activities would require the teachers to prepare sets of the kinds of texts that ESP learners are supposed to write related to their specialism (Flowerdew, 2000).

Hence, learners can assimilate what they have learned and put it into practice. In this respect, modeling of exemplary samples of the target genre can be introduced as a way to help learners to achieve a better sense of purpose, form and direction in their writing. Through modeling, they are made aware of the defining characteristics of a text. With this awareness, they can then create a similar text using different content to suit the task at hand. In other words, exposing students to varieties of business writing as well as providing writing practice, will help them learn the linguistic features, the organizational pattern and the format of different kinds of texts. Thus, reading texts of different business genres and doing actual writing practice will

constitute two reciprocal processes in that modeling integrates reading with writing (Falah, 2005).

Moreover, the model-based methodology is helpful in developing students' awareness of both macro-level/ generic structure and micro-level structures, which are essential to develop writing proficiency. On the one hand, the macro-level language components (e.g., discourse structure, rhetorical organization) help students to structure the discourse while the micro-level linguistic components (e.g., words, phrases, sentences) help students to acquire knowledge of linguistic forms, allowing them to fill in the top-level framework with appropriate words and expressions. To sum up, the massive exposure of the students to a given genre through models will no doubt contribute to their good understanding of the top-level format characteristics of the target genre (Falah, 2005).

5.3. ESP Teachers and Learners' Roles in Writing Through the Use of PGA

In fact, teachers and learners respectively maintain roles of '*co-creators*' and '*co-learners*' in the writing process. Basically, students as self-directed and responsible learners emerged as '*planners*', '*builders*' and '*reviewers*' of their own business writing process. Likewise, the instructor/researcher as enabler of collaborative learning, her role changed from being a lecturer to becoming a '*facilitator*' and from controller of a teaching environment to a '*co-creator*' of a learning experience.

5.3.1. ESP Teachers' Roles

Tribble (1996) proposes four basic roles for teachers using the process-genre approach in their writing classes: '*audience*', '*assistants*', '*evaluators*' and '*examiners*'.

5.3.1.1. Teachers as Audience

As '*audience*', teachers play the role of readers providing responses to the ideas or feelings that learners are trying to convey through writing. As urged by Kehl

(1970), teachers need to communicate “...in a distinctly human voice, with sincere respect for the writer as a person and a sincere interest in his improvement as a writer.” As audience, teachers may give comments as any reader. For example,

- ✓ Is the text interesting?
- ✓ Is it easy to understand?
- ✓ Does it tell us something about the writer?

White and Arndt (1991) in Tribble (1996) state that while giving feedback, teachers should act as genuine and interested readers rather than judging whether sentences are right or wrong. As readers, teachers should respond to learners' ideas and feelings which they want to address through what they write. Therefore, giving comments like: *‘I found your piece interesting’* may foster the learners’ motivation to improve their writing skills. In this instance, learners are left in no doubt that their writings are appreciated and understood by their teachers. This invites learners to develop the texts they produce and write longer pieces.

5.3.1.2. Teachers as Assistant

As *‘assistant’*, teachers assist learners by making their writing more effective in relation to selecting the correct genre, determining the purpose and using appropriate language.

As assistants and *‘facilitators’*, teachers work with learners to make sure that the text is as effective as possible in relation to its purpose. The teacher views writing as a progressive process where learners extend their knowledge of how to better write a text, the appropriate language to the task, and the features of the text they are writing. Writing more extended texts involves cycles of preparation, composition, revising, and editing. The teacher can assist the learner at any point in the cycle so that the learner will find guidance to whether to extend ideas this way or not.

Tribble (1996) states that teacher's opportunities to read students’ drafts can increase if he makes explicit four practical stages during class time. These stages are

'conferencing', 'group writing', 'reformulating', and 'peer editing'. In conferencing, teachers focus on plans and first drafts of a writing activity. While group writing, students are set to write in groups then check each other's drafts. Reformulating is another way of providing feedback to students after a first draft is written. In peer editing, learners work together to develop drafts and to recognize each other's problems concerning writing.

5.3.1.3. Teacher as Evaluator

As 'evaluator', teachers give their comments on the learners' strength, weaknesses and the overall performance, in order to help them write effectively in the future. The primary objectives should be long-term improvement that leads to cognitive changes as evidenced by revisions of students' writing (Reid, 1993). By taking up the role of examiners, teachers carry out assessments of the learners' writing proficiency.

As an evaluator, the teacher is doing a pure kind of evaluation; he is no more guiding learners to develop texts. Rather, he comments on learners' final products. He checks the strengths and weaknesses as his aim is to help learners write more effectively in future occasions. This kind of evaluation is quite different as learners here are like to receive marks to grade them at the end of a teaching programme. It becomes hence, an evaluation of the learner himself not only of the text. Trrible (1996) indicates that being an evaluator, the teacher has to evaluate the produced text in different dimensions as being the output of different skills and knowledge : content, organization, vocabulary, grammar...etc are good measures when giving feedback.

5.3.1.4. Teacher as Examiner

As an examiner, the teacher gives an objective assessment of how well a student can write. Learners are seen as candidates who write within the constraints of a formal examination. Assessment here is based on explicit criteria and is replicable by another trained examiner. Learners then are graded and a final decision of how well they can perform as writers is made. The criteria of examination are: *validity*, *reliability*, and

practicality. Thus, teachers must decide on writing activities which will conform to these criteria.

- ✓ As far as '*validity*' is concerned, learners are expected to write texts in a given context.
- ✓ In '*reliability*', if marks reproduced by another examiner when assessing the same text are similar, the writing task is reliable.
- ✓ When speaking about '*the practicality*' of a written task, a reasonable length of time should be available as marking written texts is time consuming.

Jordan (1997) states that giving feedback differs from one teacher to another in that some teachers react to a text as a series of separate sentences rather than a whole unit of discourse. They focus on surface-level features of texts neglecting meaning. In addition, they give general comments to students' writing. This does not help students to improve their writing as their mistakes are not clearly identified by the teacher. To overcome this, teachers should be accompanied with an '*evaluative checklist*' when giving feedback. One checklist may include main language areas like organization, grammar, vocabulary, style with the more mechanical aspects of spelling and punctuation.

Brookes and Grundy (1991) argue that the teacher's role in the evaluation process is to help students discover their mistakes themselves. They added that, '*self-correction*' is better than '*peer-correction*' and this latter is preferable to teacher-correction. Brooks and Grundy (1991:59) argues that: "*Better writers not only have strategies for correcting local problems such as word choice, grammar, and punctuation. They also deal with overall content and meaning of their writing by adding, deleting, or reorganizing larger chunks of discourse as well. Unskilled writers lack these global strategies...teachers of writing should structure their classes in ways that help students expand their repertoire of strategies of rewriting compositions*".

Moreover, Brooks and Grundy (1991) state that evaluating writing is really a difficult task which is of a multifaceted nature; hence, evaluating grammatical inadequacies has little to do with writing skills. It is a responsibility for teachers to point out inaccuracies in their students' writings, but we should not forget that accuracy is only one part of the skill of writing. Other parts like organization, observing cultural constraints, writing for a purpose, readership awareness, expressing complex ideas, exactness and writing skills should be carefully regarded.

5.3.2. ESP Students' Active Roles

Moreover, in the present work, the researcher identified three main active roles of ESP learners in writing through the use of process-genre approach: '*planners*', '*builders*' and '*reviewers*'.

5.3.2.1. Students-Writers as Planners

'*Students-writers as planners*' (SWP) are learners who are able to show evidence of gathering the elements that make of their written work a simple, precise and concise unit. SWPs are also creative and original, and they produce appealing texts that catch the reader's attention. Moreover, they are resourceful in problem solving and making decisions.

5.3.2.2. Students-Writers as Builders

'*Student-writers as builders*' (SWB) are learners who are able to organise effective texts; that is to say, these are learners who structure their paragraph clearly (opening, body, ending) based on the communicative purpose and the move-structure of a given genre. Moreover, they are aware of the importance of attracting their readership and analysing the social context in which a specific genre occurs, i.e, the contextual parameters :(field, mode and tenor). Additionally, SWBs maintain consistent relationships between the reader and between writer and setting.

5.3.2.3. Students-Writers as Reviewers

‘Student-writers as reviewers’ (SWR) are learners who are able to reflect on their writing development in order to carry out further improvements. SWRs are able to use the teacher’s feedback to elaborate their drafts and add new ideas to produce a better version of their drafts. They are also able to discuss their peers’ work and collaborate on their improvement. The following figure illustrates the students’ active roles in writing through the use of PGA.

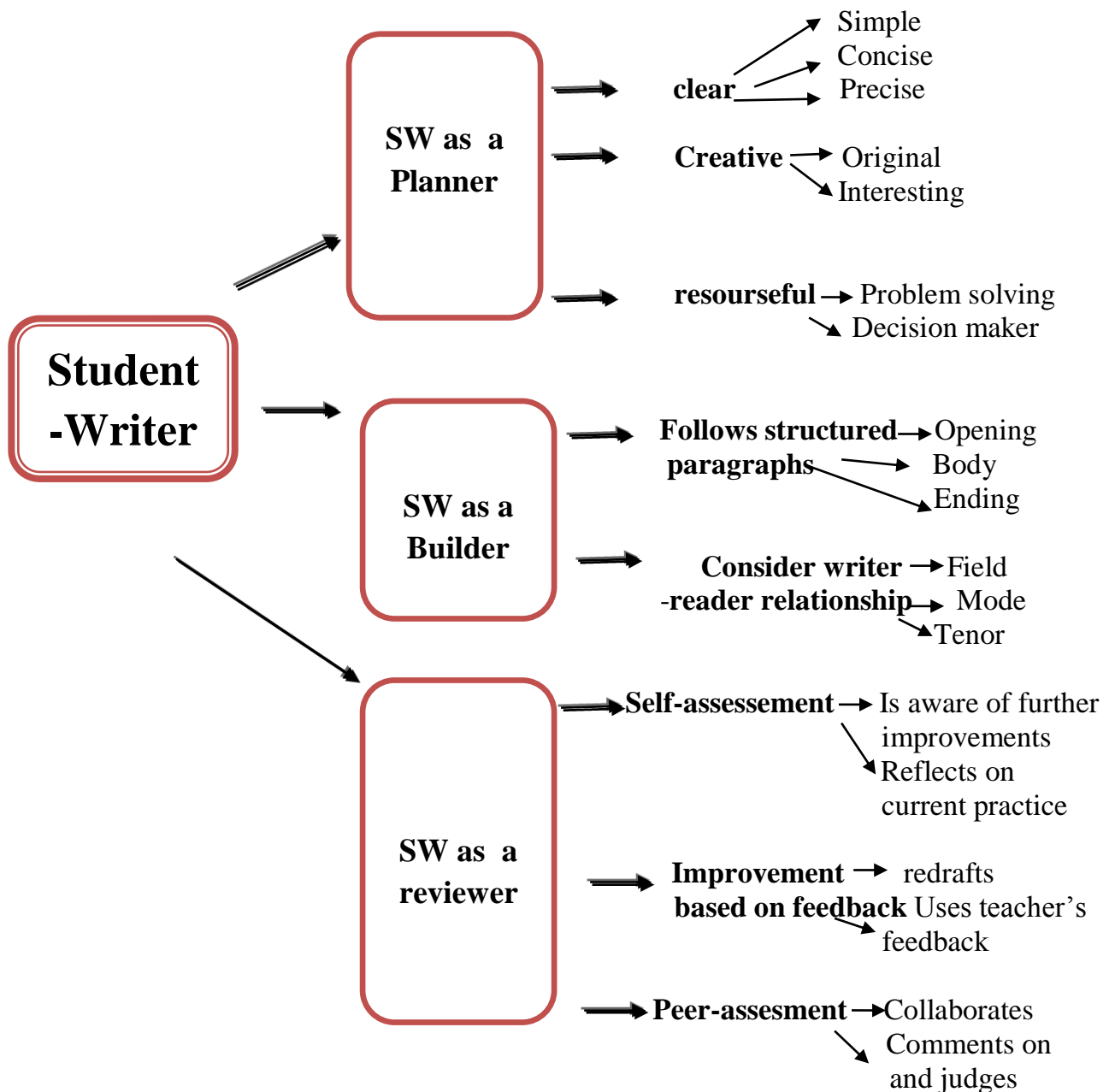


Figure 5.3: Students’ Active Roles in Writing through the Use of PGA

5.4. Cooperative Learning : A supplement to –Process-Genre Based Approach to Teaching Business Writing

Genre constraints could easily be taught to ESP students regardless of learners differences and personality in the process of genre exploration. Cooperative learning is thus proposed as a supplement to it with its conception of positive interdependence , individual accountability , equal participation , simultaneous interaction and group processing , all of which can efficiently and systematically guarantee students participation.

‘*Cooperative Learning*’ (CL) originated from social psychological research in the 1920s, and its application to classroom began in the 1970s. However, CL has gained its popularity in the recent ten years. “*Cooperation is working together to accomplish shared goals. Within cooperative activities, individuals seek outcomes that are beneficial to themselves and beneficial to all other group members*” (Johnson et al. 1990:16). Cooperative learning is more than traditional group work ; it emphasizes the five basic components of ‘*positive interdependence*’, ‘*individual accountability*’, ‘*equal participation*’, ‘*simultaneous interaction*’ and ‘*group processing*’ (Kagan, 1992).

- ‘*Positive interdependence*’ means that students see themselves as linked to the others in the group in such a manner that they cannot succeed unless the other members of the group succeed.
- Individual accountability exists when the performance of each individual student is assessed and the results are subsequently reported to both the individual and the group. It is important that the group members know that they cannot “*hitchhike*” on the work of others.
- ‘*Individual accountability*’ is the key to ensuring that all group members are, in fact, strengthened through learning cooperatively.

- ‘*equal participation*’ exists when the members of the group discuss their progress towards the achievement of their goals and the maintenance of effective working relations . Its purpose is to clarify and improve the effectiveness of the members in contributing to the collaborative efforts to achieve the groups goals.
- ‘*Simultaneous interaction*’ refers to the principle that the more students interact with each other, the more they will be engaged and the better they will learn.
- ‘*Group processing*’ exists when group members discuss how well they are achieving their goals and maintaining effective working relationships. Groups need to describe what member actions are helpful and unhelpful and make decisions about what behaviors to continue or change.

Continuous improvement of the processes of learning results from the careful analysis of how members are working together and determining how group effectiveness can be enhanced.

5.4.1. Integrating Cooperative Learning Activities into the Teaching /Learning Cycle of PGA

In the same genre, the text formats vary to different degrees in accordance with particular purposes and contexts. There is no one single format for any specific genre . There is unity and also variety in the writing process. All writing is an act of identity configuration in which people take position, engage their readers, and represent themselves in different ways (Johns et al .2006: 237). Therefore, process-genre based writing is also a process of interaction, negotiation, communication and exploration. The former is guaranteed by teacher instruction on general constraints and the latter can be warranted by cooperative learning process.

In light of Badger and White (2000), Feez (2002) and Hyland (2007) framework, the teaching—learning cycle of PGA includes a process of *building the*

context, modeling and deconstructing the text, joint construction of the text, independent construction of the text and linking related texts.(See chapter 2, figure:2.8.).

Cooperative writing activities can be integrated into the teaching/learning cycle of PGA with various tasks, thus, leading to plenty of ‘*peer-interaction*’ and ‘*student-teacher interaction*’. These tasks may be introduced at any part of the teaching – learning cycle, such as collecting information on particular social, cultural and situational contexts, cooperatively modeling, deconstructing and constructing the text ...etc.

For this purpose, the teacher can ask each group to collect materials about the target genres that would be used in the social and cultural settings they may encounter for future written communication. A class syllabus can be also established based on the collected information.

- **Building the Context**

- Different groups present to the whole class the features of a particular genre after collecting samples and other relevant information.
- Group discussion of cultural and situational contexts in which these genres occur.

- **Modeling and Deconstructing the Text**

- Guided by the teacher, the whole class selects models and deconstructs texts of the target genres. All cooperative activities could be adapted and adopted in the process of fulfilling the task.
- Taking the ‘*jigsaw cooperative learning approach*’ as an example, members in the groups are given different parts of the texts, and those with the same parts are regrouped into expert groups, in which members work together to find out

the rhetorical, formal and subject matter knowledge of the texts. Moreover, teachers can offer a list of guidelines for analysing genres (see Devitt, Reiff & Bawarshi 2004, cited in Johns 2006 for details).i.e, students sit together to form ‘*expert groups*’, and discuss language and discourse features of different types of e-mails and why particular language choices serve special purposes. (Handouts on genre and move analysis guidelines can be provided to students.)

- **Joint Construction of the Text**

This task can be accomplished by group writing which requires the whole group to write one typical text related to a specific genre, with questions to be discussed as :

- for whom?,
- For what purpose?,
- Under what circumstances the essay is written?,
- and in what rhetorical ways communicative purpose could be realized?

- Each group tries to help each other to analyse and give answer to these questions.

- Each group writes an e-mail to native speakers for real-life communicative purpose, such as: enquiring about product information...etc.

- **Guided Practice Activities in Joint Constructing:** can also include the following activities:

- **Textual Organization:**

The teacher presents a business letter i.e. a sales letter and divide it into discourse segments. These segments are scrambled. In groups, the learners attempt to discover the correct sequence of the moves in it.

- **Color-Coding:**

In this activity, a longer sales letter is given out to the learners. The teacher can provide students with colored labels such as : ‘*opening*’, ‘*greeting*’, ‘*body*’, ‘*closing*’, ‘*soliciting response*’, and ‘*introducing the offer*’ ...etc, and then ask them to code the discourse segments with these colored labels. The colored labels are in fact the ‘*move-structure*’ that characterise a sales letter in terms of the communicative purpose of each part of the letter.

➤ **Information Gap /Jigsaw:**

In this activity, the class is divided into groups of three to five. In each group, each learner will have a different component of a longer sales letter. They are required to ask and answer questions about the parts that each one has. Then, they are asked to figure out the right sequence of the moves in the text from the beginning to the closing.

➤ **Text Creation:**

In this activity, the learners are given guidelines for text creation as it is illustrated in the table below. Then, each group is asked to write their sales letter in English based on these guidelines.

The Purpose Of The Text	to sell the product or service of a company.
Writer	John
Audience/Adressee	Ahmed
Relationship Between Participants	business relatinship
Context	The Sales Manager of Cleanix Company M ^r John persuades a business man called John to purchase his cleaning products
Key Moves In The Texts: Mark The Beginning and The End of The Text	Key Moves Date Opening salutation Establishing Credentials Introducing the Offer Offering Incentives Soliciting a Response Ending politely
Key Vocabulary, Phrases and Expressions	Dear Mr John <i>'we have twenty years' sales experience, or we are the expert in producing this product'.</i> <i>'We are pleased to provide you with the cleaning products are completely non-toxic - safe for children and leave surfaces clean, sparkling and hygienic.'</i> <i>'For as little as \$150 you can have your entire home clean and sparkling, without enduring the nasty odor of chemical cleaners.'</i> <i>'I look forward to welcoming you as an investor in our company'</i> 'Yours sincerely,' 'Yours faithfully,'

Table 5.2: Guidelines For Text Creation

- **Peer Review**

At this stage, the groups take turns to review each others writing and make judgments on whether the writing can realize its purpose, along with justification for their decision.

- **Independent Construction of the Text**

After the previous process of genre knowledge (context analysis, move-structure) and joint construction of texts, students are asked to write the target genre. The writing pieces independently will be graded after peer reviews and revisions.

- **Linking Related Texts**

This task could be guided by the teacher with a brief recall on how to realize certain communicative purposes through appropriate language uses and also a comparison and contrast with other related texts.

5.5. Benefits of Integrating the PGA into the Teaching of Business Writing

Kim and Kim (2005) point out that the main cause of university students' low performance in English writing was because of a lack of a genre-specific writing in the curriculum. Most ESP students, according to this research, performed badly in writing tasks because they had major difficulties grappling for appropriate vocabulary, organizing ideas, applying grammar rules and understanding the main purpose of writing. This is especially so for students who have limited exposure to authentic materials and were worried of their writing skills. The above research finding is a common problem and is prevalent in most ESP environments. To solve these problems, what students need especially in an ESP setting are genre-specific writing instructions and authentic examples to refer to. Hence, the process genre –approach is seen as a good accompaniment and enriched type of instruction to teaching business writing and helping students develop good writing that they could adapt later in the real world.

5.5.1. Develops Students' Cognitive Skills

Firstly, this approach allows ESP students to progress in their improvement of '*cognitive skills*' from basic remembering of key features and acquiring knowledge to understanding and critically assessing theories and constructing their own theoretical perspectives. (Learning and Teaching: Bloom's Taxonomy (1956), cited in Krathwohl and David (2002). In both assignments, students are very involved in the skills in the higher spectrum such as: '*application*', '*analysis*', '*synthesis*' and '*evaluation*'. Therefore, these skills are seen as vital for '*problem solving*' and '*decision making*'. Also, in providing opportunities for students to practice high-order thinking skills, students are in active learning mode.

5.5.2. Promotes Active Learning

Secondly, the process-genre approach promotes '*Active Learning*' in the classroom. Active learning can be defined as any strategy "*that involves students in doing things and thinking about the things they are doing*" (Bonwell, C., & Elison, J.1991; cited by Johnson 2000). It is a student-centred and hands-on approach to learning where the students are the prime focus in the teaching and learning process. Some of the active learning strategies used are group '*brainstorming*', '*pair and groupwork*' ... etc. In both assignments, students have the opportunity to have intra and inter group discussions and also discussions with the lecturer while problem solving and devising action plans.

5.5.3. Promotes a Deep Approach to Learning

Next, because teaching strategies used in both lessons promote experiential and active learning, ESP students develop a deep approach to learning. Unlike the surface approach of studying superficially, a deep approach to learning encourages learner '*autonomy*', '*thinking skills*', '*reflection*' and '*analysis*'. This is embedded in the Social Constructivists Approach to Learning which propounds that through communication with peers and through authentic and realistic assignments, students are able to deepen their knowledge and understanding of the subject matter. This is

corroborated by Entwistle and Enwistle (1991) who view learning as a social activity either in an intellectual or professional context and suggest that a deep approach can be fostered when students are given the opportunity to discuss their work with other students in their small intellectual community.

5.5.4. Towards Learner- Centeredness

More importantly, based on Rogers' theory of facilitating learning (1983), the teacher comes down from her role of the all knower to that of a '*facilitator*'. There is more student talking time and less teacher talking time. The teacher's duty is to establish an conducive atmosphere for students to explore, analyse and evaluate new ideas without being threatened by the teacher. The role of the facilitator to is to talk less and listen more to students and navigate them through in their learning process.

5.5.5. Integrate Language Skills

Butler (2007:55) states that "*the focus on the interrelationship between different language abilities in the promotion of writing*", coincides with the integration of reading and writing.

Although genre approaches are primarily aimed at improving writing, skills integration is emphasized by genre scholars such as Johns (2005) and Hyland (2004). Johns (2005:35) contends that "*any course that ostensibly teaches writing also must integrate the other traditional skills, especially the careful, analytical reading of texts*". Hyland (2004) applies this principle in a genre-based marketing communication syllabus that is structured according to the ways genres are sequenced and used in actual language events. Some of the genres are spoken and others are written. He claims that a syllabus which reflects a real-world use of genres "*reaps the benefits of closely integrating reading, speaking and writing activities in the classroom*" (Hyland 2004:113).

Genre knowledge is best acquired if students discover for themselves how they work. This can be facilitated by requiring students to read given examples in various

ways (*skimming, scanning, search-reading and comprehension reading*) to elicit salient characteristics, and generalize on the basis of these.

Basically, reading and writing are interconnected processes and improvement in writing has been linked to reading development (Saddler, et al., 2004). Reading supports writing across all the levels of instruction and can be used throughout the writing process. For example, students might read a text to help them generate ideas for their writing. They might do research to provide background information for writing. During the revision process, students read and give feedback on a partner's writing to help the writer revise, and they may also do peer editing. During the editing process, students might read guidelines or instructions for publishing to help themselves and their peers.

Process writing emphasizes the role of the reader as audience and, through development of multiple drafts, often creates a context for communication. Improved reading and writing skills are complementary instructional goals within the process writing framework.

5.5.6. Facilitate Negotiated Interaction

Genre pedagogues claim that learners' abilities are stretched through interaction with teachers or more knowledgeable peers. To facilitate optimal development within each individual, the proponents of genre approaches encourage collaborative classroom activities, which include joint exploration of texts, negotiated construction of texts, and even generation of content (Hyland, 2004: 64).

Badger and White (2000) on the other hand, "*acknowledge assessment and feedback as central to course design in process-genre approaches*". In this vein, negotiated interaction involves continuing dialogue between lecturer and student on the implementation of feedback in a non-threatening environment (Butler, 2007:51). In particular, he advises that there should be sufficient opportunities for peer feedback and negotiation of meaning with lecturers and peers, which includes the involvement of learners in the process of materials development and task design.

5.5.1. Maximize Learning Opportunities

One of the central beliefs of traditional genre approaches is that that learning to write is needs-oriented (Hyland 2004:88). In fact, genre scholars firmly believe that learners are more motivated when they are allowed to focus on the types of writing they have to do for their chosen academic disciplines or which are related to their future professions, than when the writing is only indirectly related to their immediate purposes. This does not necessarily imply a staged curriculum.

In fact, most present-day genre scholars no longer adhere to a rigid curriculum. Hyland (2003:67), for instance, reiterates the importance of continuous validation of a course design to ensure social relevance when saying:

Behind every successful writing course there is a continuous process of questioning and revision to check the original results, evaluate the effectiveness of the course, and revise objectives.

Furthermore, Hyland (2004) says in connection with the stages involved in designing a genre-based course: "*[T]hese steps are often more simultaneous than sequential*". He adds that the extent to which a teacher has the freedom to make such course decisions depends on the situation, and that teachers have the flexibility to select materials, tasks and contexts, or even start with "*a broad process objective*" (Hyland 2004:93).

5.5.8. Ensure Social Relevance

Ensuring social relevance is based on the belief that teaching is a process of creating and maximizing learning opportunities that entails a willingness on the teacher's part to modify lesson plans continuously on the basis of ongoing feedback, in order to meet specific learner needs, wants, and situations. This strategy also addresses a key issue in the teaching of writing, which is formulated as follows by Butler

(2007:4): “Consider learners’ needs (and wants) as a central issue in business writing”.

A large majority of genre scholars believe that learning to write is a purpose-driven activity. Therefore, determining learning purpose is one of the language teacher’s most important tasks which entails an understanding of social and political contexts in which language use is embedded. (Hyland, 2004).

Genre approaches are built on the premise that effective teaching entails identifying the kinds of writing that learners will need to do in their target situations, and incorporating the findings in the curriculum as well as in the materials selected and designed (Hutchison & Waters 1987:60; Hyland 2003:93). Thus, ensuring social relevance may be seen as pivotal in teaching discipline-specific writing courses, particularly if the teacher departs from authentic writing prompts materials.

5.6. A Proposed Process-Genre Based Lesson Plan (Cycle 1&2)

The following lesson plan is designed according to the process-genre model established by Badger and White (2000), Feez (2002) and Hyland (2007) which entails five essential phases namely: context exploration, text exploration based on model texts, joint construction of text, individual application and linking related texts. In fact, the process-genre-based teaching / learning cycle is suggested in the intervention phase of the CAR which consists of two cycles (1st & 2nd cycle) carried out to train 3rd year Management students to write a range of business genres mainly: request Emails, refund request letters and reply letters. The overall instructional objectives of the latter are summarized as follows:

Learning objectives

- ✓ Identify and analyse the social contexts in which the genre of request Emails, refund request letters and reply letters are used,

- ✓ Identify the generic structure and the rhetorical moves in request Emails, refund request letters , and analyse variations (if any),
- ✓ Identify language features and vocabulary items (especially formulaic expressions and collocations) and phrases used in request Emails, refund request letters as well as practising grammar in context, i.e. Indirect questions, prepositional collocations and model verbs...etc.
- ✓ Jointly and then individually deconstruct request Emails, refund request letters and identify the differences between formal and informal ones, and jointly and then individually construct appropriate request Emails, refund request letters, highlighting their structural components (i.e., the rhetorical moves) and contextual information (i.e. the writer, the audience, their relationships, etc.).

1st Cycle :

Stage№01: Context Exploration :

- **Braimstorming Activity :**

Task №01:

Teacher generates a discussion by asking the following question:

- What do you enquire in business?
- Enquire about goods, services, information, price of products and discount...etc.

Task №02:

Teacher then provides the students with a real-life task that draws the students' attention to the contextual features of a request Email.

In this respect, the students are given different points of enquiry and asked to work in groups. For example, one group will enquire about stationery; another one will

enquire about furniture, garments, electronic items, stationery etc. Each group is asked to role-play a given situation and to discuss about the roles to be played. For instance: a telephone role-play between a customer and a sales manager in which the customer enquires about the price of a given product...etc.

The students are asked to consider the following questions:

- **Reader's requirements**

Who is your audience?

What does your auditor want to know?

What does the auditor know about the topic already?

What is the auditor's attitude towards conversation?

Teacher goes on observing whether all the students are actively taking part in the activity or not and if not motivating them.

Stage№02: Text Analysis :

At this stage, the students are provided with a handout concerning the main purpose as well as the description of each part of a request Email.

What is a Request Email?

A request letter or email is a type of business or trade letter which is used to get information on products, services, prices or any other business issues.

Business emails or business letters are written in order to make it easy for two business partners to communicate between them. Businessmen may write letters to supplier of goods and also receive letters from the suppliers or customers. In other words, a business letter or email is a type of communication written in formal or polite language (English), usually used when writing from one business organization (company) to another, or for correspondence between such organizations and their customers, clients and other external parties, and they are written in order to request

information about price, quality, catalogues or samples of products (like in a request letter) or to persuade your business partner to buy your products (like in a sales letter) or complaint about the quality of a purchased product (like in a complaint letter)...etc.

The Description of Each part of a Request Email

A heading is generally found at the top of e-mail messages and it consists of the following sections :

To: Indicates who will receive the email, you should write the full name and position.

From: Indicates who wrote the message; use your full name and position.

Subject: you should write a short or brief, but clear title summarizing the main idea (what your email message is about). The subject should only be one line long, but not so short that the meaning is unclear.

Date: you should write the month in full, followed by the day and year (e.g. September 15, 2006).

The following example illustrates well the heading:

From: Marko Ivic, the Purchasing Manager

To: Mahmud Damer, the Sales Manager

Subject: Inquiry about washing machines

September 15, 2010

You should begin your email by a polite salutation, if the message is going to someone whose name you do not know, you start with **Dear Sir**, or **Dear Madam**, or **Dear Sir or Madam...etc**, but if you do know the name, then you can begin with **Dear Mr Demer**.

A request email consists of three main parts and they are:

1. The Opening Paragraph :

The opening paragraph is the first paragraph of the email, you need to write one paragraph where you should introduce your company that you work for, as in the following example :

I am pleased to introduce my company. We are a British company exporting to the EU, and we need good quality products. } **Introduce
the company**

2. The Main Body:

The main body is the longest and the most important part in a request email, you should write only one paragraph in which first you mention how you got the contact or where you heard about the company and then you should express your interest or desire to do business or trade with your business partner and finally you have to make a formal request in order to get information on a business issue that can be : asking for information on products or services like catalogues, price lists, samples, methods of payments, discounts.....ect ; as it is illustrated in the following example :

With reference to your Company's website, which I found through google, } **Mention where you heard
about the company**

I am writing to inform you that we are interested in your washing machines. } **Expressing interest in
doing business**

Please could you send us information about your product range (catalogue) and prices. } **Making a formal
request**

3. The Closing Paragraph :

The final paragraph or the closing paragraph consists of two sections, first you should ask for a reply (response) in a polite way by providing your telephone

number or your e-mail address as in the following example :

‘We look forward to receiving your reply. Please call me on 61-409 179 627 if you have any questions’

Secondly, end the letter by using one of following expressions like:

Yours sincerely, (for emails beginning with: Dear + name)

Yours faithfully, (for emails beginning only with: Dear Sir/madam)

Yours truly, / Best regards, / Best wishes,

Finally, at the end of the email, do not forget the signature, you should sign by writing your name and always remember to write your position (job) in the company as well as the address of the company you work for and the website. As in the following example :

Marko Ivic	} Signature
Purchasing Manager	} Job title
Washmach Co.	} Company's address
4 Hawk road Manchester	
England	
<u>www.washmach.uk</u>	} Company's website address

Here is an e-mail in which the writer is enquiring about a product / requesting information about a product (washing machine).

From : Marko Ivic, the Purchasing Manager	} sender's full name & position	} Heading
To : Mahmud Damer, the Sales Manager	} receiver's full name & position	
Subject : Inquiry about washing machines	} Subject	
September 15, 2010	} Date	
Dear Mr Damer,	} Salutation	
I am pleased to introduce my company. We are a British company exporting to the EU, and we need good quality products.		} The opening paragraph
With reference to your Company's website, which I found through google, I am writing to inform you that we are interested in your washing machines. Please could you send us information about your product range (catalogue) and prices.		} The main body
We look forward to receiving your reply. Please call me on 61-409 179 627 if you have any questions.		} The closing paragraph
Yours sincerely,		
Marko Ivic	—————→	Signature
Purchasing Manager	—————→	Job title
Washmach Co.		
4 Hawk road Manchester,	} Comapany's address	
England		
www.washmach.uk	} Company's website address	

Model-text: (01) adapted from Louhaila and Kankaanranta (2005)

Task № 01: Read the text and then answer the following questions:

- 1) What type of text is it?
- 2) What is the purpose of writing this type of text?
- 3) How long is it ?
- 4) Who wrote it and to whom?
- 5) What is Washmach Company specialised in?
- 6) Where he heard about Washmach Company?
- 7) Why does he want to do business with this company?

Task №02 :

- a. What information does the opening paragraph contain?
- b. What information does the main body contain?
- c. What information does the closing paragraph contain?
- d. What is the function of each of these stages?

Task №03: Generic Structures

- The teacher gives students another model-text and helps them do as below:

Put a cross around the opening paragraph, the main body and the closing paragraph. In the meantime, ask the students to have a conference about their investigations about the generic structures.

Task №04: Matching

Then, the teacher instructs the students to complete the following task: **Match the following sentences (1-10) to the parts of the request email (a-j):**

1. Ending politely.
2. Signature and job title.
3. Introducing the company your are working for.
4. Sender's and receiver's full name and job title.
5. Summarising what your message is about and including the date.

6. Mentioning where you heard about the company.
7. Asking for a reply (providing the company's telephone number and website address).
8. Addressing the recipient politely.
9. Making a formal request.
10. Showing interest in doing business with your business partner.

From : Ann shanon, the Managing Director }
 To : Khun Montri Teerap, the Sales Manager } (a)
 Subject : Inquiry about bonze handicrafts } (b)
 October 12, 2013

Dear Khun Montri Teerap → (c)

I am pleased to introduce my company. We are
 Australian importers and distributors of handicrafts.
 Our company has been operating successfully in
 Australia for ten years. We distribute 150 outlets
 around Australia/.

/I learned about your agency from the Department
 of Thai Export Promotion’s website/ and / I am interested
 in obtaining more information about your range of
 bronze handicrafts/. / Would you kindly forward details
 of your bronze handicraft range including prices/.

/ I shall look forward to your reply. Please call me on
 61-409 179 627 if you have any questions /.

Yours sincerely → (i)
 Ann Shanon } (j)
 Manging Director }

The opening paragraph

The main body

The closing paragraph

(d) →

(e) →

(f) →

(g) →

(h) →

Model-text: (02) adapted from Lenka (2005)

Task №05: Linguistic Features

In this task, the students are asked some questions related to the linguistic features used in model-texts (1-2):

- What specific vocabulary can be drawn from model-text (2) that is, are there any words/ expressions that appear frequently in this type of text?
- In general, is everyday or more business vocabulary (formulaic expressions & collocations) used, level of formality: formal /informal, give examples from the text?
- What grammatical structures (that is, tense/modal verbs, imperative, passive/active voices), sentence structure (that is, simple/ compound/complex sentences, independent/dependent clauses, etc.) employed in model-texts (1-2).

Task №06: Filling

- **Fill in missing prepositions in the following RE:**

From : Anthony Gardner, the Managing Director

To : The Managing Director of ABC Electronica,

Subject : Request about TV Sets

December 4, 2010

Dear Sir/Madam,

I am delighted to present my company. We are a Thai company specialised
..... exporting TV sets to Asia, and we need good quality products.

I recently heard your company ABC Electronica a
website the internet and I am interested buying your TV Sets,
I am emailing you to request information your organisation, I would be
grateful if you could send us a copy of your last annual report, third quarter
earnings and a catalogue as well as the price list of your product.

If possible please add me to your distribution list for future correspondence.
I have attached a mailing address label your convenience. I thank you
in advance your assistance. If you have any queries please do not hesitate
to call me (852) 2784 0634. I look forward to doing business you
in the future

Yours faithfully,

Anthony Gardner

Managing Director

Alpha Electron Company

19, Suwintawong Road,

THAILAND

www.alphaelectron.com

Model-text: (03) adapted from Lenka (2005)

Task №07: Re-ordering

- Put the parts of the following request email in the correct order :

I learned about your company Giant Construction in Hong kong's trade fair construction and building material, I would appreciate an opportunity to do business with you. In this regard, I would like to inform you that I am interested in obtaining information concerning your organisation. It will be very kind of you if you send me a brochure of your latest construction material as well as two copies of your last annual report and third quarter earnings.

Best regards,

I am glad to introduce my company. We are a Chinese company that deals with construction and building material.

From: Hu Chung, the Managing Director of Crystal Building and Construction Company

To : Robert Smith, the Managing Director of Giant Construction Company

Subject : Request about construction material

December 4, 2009

Hu Chung

Crystal Building and Construction Company

Moo 19, Bang-num,

CHINA

www.crystalbuiconstruct.com

Dear Sir Anthony,

I thank you in advance for your assistance. If you have any further questions or special requirements, please do not hesitate to contact me on 2783066414. If you have any other suitable building material that you could supply in the future, please add me to your distribution list for future publications. I have attached a mailing address for your convenience.

Model-text: (04) adapted from Lenka (2005)

Stage№03: Joint Text Construction

A.The students are asked to jointly write a request email together with the help of the teacher. In this case, have them to enquire about a product (TV sets), i.e, prospective buyer wants to know the details of the goods which they want to buy from the sellers, like quality, quantity, price, mode of delivery and payment, etc. He or she may also ask for a sample.

B. Guide the students to outline some important information using some leading questions or a checklist for writing workplace documents.

<p>Purpose</p> <p>Why are you writing? For what purpose?</p> <p>What action or outcome are you hoping for?</p> <p>Reader's requirements</p> <p>To whom are you writing?</p> <p>What does the reader want to know?</p> <p>What does the reader know about the topic already?</p> <p>What is the reader's attitude to the topic?</p> <p>What specific requirements or limitations are there?</p> <p>How much detail is required?</p> <p>When is the document required?</p> <p>Content</p> <p>What information do you need to include?</p> <p>Brainstorm and record all ideas that come to mind about the topic.</p> <p>Brainstorming methods include:</p> <p><i>Who? What? Where? When? Why? And How? questions;</i></p> <p>ORGANISATION</p> <p>Group like points and arrange them under appropriate headings, sub-headings and minor headings.</p> <p>Arrange the headings, sub-headings and key points into a logical order. This creates a content outline.</p>
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Table 5.3: A Checklist for Writing Workplace Documents

C. The teacher guides the students to write their outlines using the move-analysis template used for writing REs.

Move 01 : Identifying the Subject
Move 02 : Opening Salutation
Move 03 : Introducing the Request Step 3A : Expalanation and proof of purchase Step 3B : Description of product/service fault Step 3C : Previous attempt to rectify the problem
Move 04 : Requesting the refund Step 4A : Legal evaluation of situation Step 4B : Asking for refund (proposed solution)
Move 05 : SolicitingResponse
Move 06 : Ending Politely
Move 07 : Signature

The Move-Analysis Template Used for Writing REs

D. While constructing the text, the teacher acts as a scribe or facilitator by giving advice about the generic structure and language features to which students should pay much attention and explicitly raising grammar points and vocabulary during this class activity.

Stage№04: Independent Construction

- A.** Ask students to write a request Email and think about a given situation or what are going to write on their own.
- B.** Have students start planning and writing independently. Students should start with outlining what they are going to write about according to the generic structure of RE. Remind students to use various types of the language features of the latter.

➤ **Drafting, Revising & Editing**

- A. Get the students to develop their outline into a completed RE through paying attention to the ideas, organization and grammatical features at the whole.
- B. In the meantime, pay attention to students in case they have any difficulties or questions about their writing. Consult with students individually about their writing.
- C. Ask students to revise their own REs using business writing documents checklist.
- D. Ask students to edit their first drafts of writing with use of the correction symbols and let students share their writing with their peers and re-edit before writing the second draft.

➤ **Conferencing, redrafting and editing**

- A. After revising, have the students prepare a student-student conference. After that, have a conference with students to share problems or concerns; give comments on student writing.
- B. Get the students to redraft their REs on basis of the conference activity done.
- C. Ask students to hand in their work individually and then give feedback.
- D. Have students improve their writing by using the teacher comments and have the students check minor mistakes related to grammar, spelling, punctuation, diction, and the like.

➤ **Publishing**

- A. Ask the students to submit their final draft to the teacher.

- B. Advise students that their completed work be gathered cumulatively throughout the course in the form of a portfolio by students themselves.

2nd cycle :

Lesson 1 - Context Exploration

Task:01 Brainstorming activity on internet shopping

Situation 01 :

To raise student's interest in the overall topic of online shopping, the students brainstormed the kinds of goods and services they had bought or could buy online (Cope and Kalantzis, 1993).

Task: 02 Explanation of the shopping scenario (the faulty coffee maker)

Students then were asked to work in groups and think about a given situation where they have bought a faulty coffee maker (each group is asked to give the possible reasons why they are unsatisfied with their purchase (i.e. bad quality of the product: the wire sticking out underneath...etc). For this activity, the use of dictionaries and Internet is of paramount importance in order to make students at ease and to prevent any language barriers.

Then, a debate is held (group discussion between students) in order to exchange their ideas with teacher as facilitator. Finally, teacher writes all their answers on the board.

Task: 02 (Telephone call role-play between a customer and a customer service operator (to request for a refund for the faulty product) (pair work)

In this activity, one student becomes a customer service operator and another becomes the customer. For each role, a role description card was given. Since there were no model dialogues used in this role play, the students had to draw upon their knowledge of the pragmatics in order to deal with such a situation.

At the end of the role-play, a group discussion is facilitated to explore the students' emotional experiences of playing each role.

You are a *customer*.

You want to exchange your faulty product (BARUN Coffee Maker) with a new one. You want to get the same model (you don't want to get a different model). When you bought the product, you thought it was very expensive. You don't want to spend any more money on a coffee maker.

If the company cannot exchange it, you want to get a full refund. You really think this is what the company should do for you as one of their customers. You are already upset about the faulty product. You expect the company to be very apologetic.

Role card for the customer

You are a *customer service operator*.

Your name is Roger Ramjet. You work for a company called e-Appliance centre.

Your company doesn't sell the BARUN Coffee Maker anymore. If a customer wants to exchange one, you cannot give him/her the same model. The only option for the customer is to upgrade their coffee maker to the Super BARUN Coffee Maker (a new model produced by the same manufacturer). But, the price of this coffee maker is \$279. If the customer wants to upgrade to this model, he/she has to pay \$100 more.

Your company's policy says that you do not give refunds for any products. You cannot change the company policy. If a customer requests a refund, you need to explain the company's policy to him/her.

You are determined not to give a refund no matter what the customer says. Also, your boss (Rebecca Crab) will get very angry with you if you can not take care of your customer's requests / complaints by yourself.

Role card for the customer service operator

Task (03): Summary of the shopping scenario

To enable students to review the shopping scenario at home, students are given written information which summarised the context and the result of their phone call.

Refund Request Letter – situation
--

Task goals :

- Practice communication skills Practice negotiation skills
- Practice speaking and listening skills
- Develop writing and reading skills Learn more about English culture
- Learn more about official letter writing protocol

Situation :

On the 15th of April, 2012, you purchased a BARUN Coffee Maker from the online shop ‘ e - Appliance Centre ’. You paid \$179.00 for the product. You paid by credit card. You have the receipt for the product. You received the BARUN coffee maker this morning. You found that there was a wire sticking out underneath. When you plugged the coffee maker in, it did not work.

Condition (before calling e - Appliance Centre) :

You want to get a new replacement BARUN coffee maker or get a refund. You do not want to spend any more money on a coffee maker. You felt that \$179 was already too much to pay for a coffee maker.

Situation continued (after calling e - Appliance Centre) :

Today, you called the e - Appliance Centre and spoke to Roger Ramjet in the customer service department. Based on the conversation with Mr. Ramjet, you have decided to write a letter to e - Appliance Centre and request a refund for the product. You are going to attention your letter to the director of e - Appliance Centre. The director’s name is Rebecca Crab.

GOOD LUCK!

**Refund Request Letter Handout (given to the students in Lesson
1 - Context exploration)**

Task (04): Explanation of the homework task (teacher fronted)

Because of time constraints, the teacher hands in a homework to be done at home in which the students are assigned to analyse the basic generic background by answering a set of questions, and to then write a refund request letter. A letter writing homework sheet is also provided to each student. This contained a template of a block style business letter with the name and address of the director of the e-appliance company included.

To maximise originality and creativity, and in turn, to build ownership of the written work, the students are encouraged to construct their own context as a customer (e.g. the reason for the purchase, the history of their relationship with the company).

Homework Assignment:

Writing a refund request letter (rough sheet) based on the proposed shopping scenario.

Students write down answers to a set of generic questions and produced their first refund letter at home without explicit awareness of the genre/move concept.

Refund Request Letter – writing preparation

Before you begin writing, it is important to think carefully about the situation. To help you understand your situation in this exercise, answer the following questions. You can make up the answers if needed.

- 1) What result (response form the company) do you want to achieve through writing this letter?
- 2) Who are you writing this letter to?
- 3) Is this a formal letter or a casual letter?
- 4) What is the most important information to include?
- 5) For what purpose did you buy the BARUN Coffee Maker?
- 6) What is your relationship with e-Appliance Centre (e.g. How many times have you shopped on their online store?, What products have you bought before from them?)
- 7) How do you feel about the customer service operator (Mr. Roger Ramjet)
- 8) How do you feel about this company?

Letter Writing Homework Sheet Given to Students in Lesson 1 (Context Exploration) Refund Request Letter – Writing Preparation

Now, write a refund request letter to a company.

_____ }
_____ } Write your name, address and phone number here
_____ } (please make up your identity for this exercise).
_____ }

26 April 2012

Ms. Rebecca Crab
e-Appliance Centre
123 River Street Hamilton, ST 10270

Dear _____,

Lesson 2 - Text Exploration Based on Model Texts**Task (01): Context Exploration (Review)**

The students are directed to compare and discuss the answers to the questions on the homework sheet (from Lesson 1).

Task (02): Introduction of the model Letter (reading and group discussion)

The students were directed to read individually an example of a refund request letter. The students were told to imagine that they were the manager of the company and had received this letter from a customer. New vocabulary and the content of the letter were clarified.

Before comparing the example letter with the students' letter (homework sheet), a group discussion was facilitated to explore the students' impression of the example letter having read it from the position of the recipient. The following is an example letter provided to the students.

Bill Citizen

1 My Street

My town State 0123

(Ph 01 2345 6789 and email billcitizen @gmail.com)

6 Juin 2011

Ms Jill Smith (Manager)

Big Fizz Appliance Company

Commerce Street

Market City 9876

Dear Ms Smith

BIG FIZZ SOFT DRINK FOUNTAIN—Leaking Storage Tank

On 16 December 2007 I purchased a Big Fizz Soft Drink Fountain for \$79.9 from your Market City store. I have enclosed a copy of my receipt for your information.

When I returned home and unpacked the Big Fizz Soft Drink Fountain I found that the main storage tank leaked and the appliance did not work properly. I returned to the Market City store and the sales assistant (Robert Rogers) told me that you no longer stocked the Big Fizz Soft Drink Fountain, but for an additional \$29.90 I could upgrade to the Mega Fizz Refreshment Dispenser.

I explained to the sales assistant that I didn't want the extra expense of upgrading to the Mega Fizz Refreshment Dispenser and would prefer to get a refund for the faulty unit I had purchased. He told me that it was not company policy to give refunds.

I believe that it is within my rights to request a refund for a faulty product and I would like to return the appliance to your Market City store for a full refund of the purchase price. Please contact me within the next two weeks to arrange a convenient time for me to return the appliance and collect my refund.

I can be contacted at home on the phone number above or at (01) 9876 5432 during business hours. I look forward to hearing from you if you wish to discuss this further.

Yours sincerely

Bill Citizen

Enclosed: Copy of the receipt for the Big Fizz Soft Drink Fountain

Australian Competition And Consumer Commission (ACCC) Refund Request letter (Australian Commonwealth, 2008 - sourced in January 2017)

Task (03): Text assembling exercise (group work)

After the discussion in task 2, the model letter was taken away from the students. To recall the macro-structure of the example text (organisation of the different parts), the students as a group reassembled a ‘jigsaw’ text of the letter. This activity was designed to increase the students’ awareness of the different parts (moves) and their sequencing in the example refund request letter (Cope and Kalantzis, 1993; Lin 2006).

Task (04): Explicit explanation of the moves and their communicative purpose

The students were then given explicit verbal and written guidance to define each move in terms of its communicative purpose. Cue cards with possible communicative purposes were provided, so that the students could, working together, match them with each move. The students commented on the possible purpose of each move and took down notes on the example letter sheet.

A student discussion (teacher facilitated) was also conducted to further examine the purpose of the different parts (moves) in the letter (e.g.):

‘What key information was included in the purchase details?’

‘Why did the writer mention about his legal right in the letter?’

To avoid prescriptive instructions, the teacher explained that the interpretation of the letter was only an inference of the writer’s intention or choices to achieve his communicative purposes in the letter. Also, it was explained that this example letter was to be used as guidance for the students to revise their own letters, not as a ‘perfect’ model letter to be rigidly copied (Lin, 2006).

At the end of the activity, the students were given a handout that outlined the sequence of moves and the explanation of the meaning of each move. When the example letters were studied in class, this handout was used as a reference to help clarify the moves contained in the letters. The following tables provides the list of

moves contained in the example letter and an explanation of each move (given to students in Lesson 2 - Text exploration based on the model text)

Sequence	Different parts of the letter	Explanation
1	Date	Your name, address, phone number and e-mail address, and the date on which you wrote the letter are included.
2	Inside address	The name and address of the receiver of the letter are included.
3	Opening salutation	'Dear' is commonly used followed by the name of the receiver.
4	Reference	You can include the name of the product that you purchased.
5	Explanation of purchase	You should include the name of the product, the online store name, the price of the product, and the purchase date.
6	Proof of purchase	You can state that your receipt is enclosed in your letter.
7	Description of product/service fault	You need to give a concise, detailed description of the fault.
8	Outline of previous attempt to rectify problem	You need to clearly outline the steps you have taken to fix this situation. It may be useful to include the name of the company's representative that you spoke to. The findings/ results of your efforts are to be stated here.
9	Legal evaluation of situation	You can mention your legal rights in order to motivate the reader to grant your refund request.
10	Proposed solution	You should explicitly state an expected refund amount (i.e. a full refund) and a timeframe for the company to act on your refund request. Also, it may be

		important to state who will be responsible to arrange and pay for the courier for returning the product to the company.
11	Clarification of contact details.	Contact details during business hours and after hours are usually included.
12	Polite closing	Here, you can reaffirm your expectation that the reader of the letter will respond to your letter.
13	Closing salutation	'Sincerely,' is commonly used to end a refund request letter.
14	Signature	You need to sign at the end of the letter to authenticate the letter. Your name is usually printed below your signature.
15	Enclosure	You can restate that you have enclosed a copy of your receipt.

List of Moves contained in the Example Letter and an Explanation of each Move (Given to Students in Lesson 2 - Text Exploration Based on the Model Text)

Task (05): Explanation of homework Assignment (Comparison of the two letters)

Because of time constraints, the teacher asked the students to do the last task at home.

As homework, the students were asked to compare the example letter and their own letters in terms of the information contained and the organisational features of the different parts (moves), and to think of possible modifications that they could make to their own letters. This task was designed to encourage students to learn to observe texts on their own. Rewriting of their original letter was not required for this homework. The following is letter comparison homework sheet.

Compare your refund request letter with the example letter. Then, answer the following questions.

1) What information was included in the example letter that was not included in your letter?

2) What information was included in your letter that was not included in the example letter?

3) What was the first impression you got reading the example letter (remember that you were Rebecca Crab, the manager of the company)?

4) What was the major structural (layout) difference between your letter and the example letter?

5) After you read the example letter, what part of your letter would you change?

6) After you read the example letter, what part of your letter would you keep (i.e. not change)?

**Letter Comparison Homework Sheet (Given to Students
In Lesson 2 - Text Exploration Based on Model Texts)**

Lesson 3 – Joint Construction of a Text (1 hour and a half)**Task (01): Text exploration (review)**

The answers to the questions on the homework sheet (from Lesson 2) were compared in class (teacher facilitated activity).

Task (02): Introduction of a new move (i.e. Polite opening)

Based on the discussion above, a move which was not included in the example letter (Polite opening) was introduced using another example of a refund request letter. To encourage students to reflect on their own business experiences and knowledge of social protocol, the student discussion was facilitated to examine the effectiveness of ‘Polite opening’. Through this structured discussion, the students made their own decision whether or not to include the ‘Polite opening’ move.

Daniel Koontz
79b Lake Crescent
Hamilton, ST 10270

6 May 2012

The Handy Supermarket
123 River Street
Hamilton, ST 10270

Dear Sir or Madam,

My wife and I have been happy shoppers at The Handy Supermarket for several years. However, I wanted to let you know that I purchased a one pound package of Happy Farm bacon on April 29th that was in unsatisfactory condition. I have included the purchase information below.

The problem was with the slicing and stacking of the bacon. First, the top two or three slices of bacon were mangled and twisted around the remaining stack of bacon slices. Second, the entire package of bacon looked like it had been accidentally cut almost totally in half, right through the middle. There appears to be some quality control problems with the slicing mechanism used by your bacon manufacturing contractor.

The bacon tasted fine and was otherwise satisfactory. However, it looked highly unappealing coming out of the packaging. Furthermore, because of the condition it was in, the bacon could not be cooked in slices. Each individual slice of bacon fell apart into multiple pieces when I attempted to peel it off the stack.

Again, we remain happy customers of The Handy Supermarket and of Happy Farm branded products. I wanted to notify you of this one quality failure and request a refund of my \$2.99 purchase price. My receipt is enclosed.

Sincerely,

D. Koontz
Daniel Koontz

Purchase Information:
Store Location: 123 River Street
Purchase Receipt Information: 29/04/12
12:48PM 284 12 329 129
Sliced Bacon Lot #: EST 7202 N2
Sell-by date: 5 May 2012

An Example of a Refund Request Letter Containing the ‘Polite Opening’ Move (Used In Lesson 3 - Joint Construction of a Text) Sourced in January, 2017 from World Wide Web - <http://casualkitchen.blogspot.com/2012/01/how-to-write-effective-complaint-letter.html>

Task (03): Introduction of key phrases used in refund request letters

The students highlighted the expressions found in the example letter. The students were not expected to understand the subtle meanings/differences of all of the expressions listed. Rather, this information was presented to illustrate that there were a number of ways to realise the communicative purposes of a move or letter as a whole (Henry, 2007). For example, three different verbs (i.e. returned contacted, explained) were used in the move outlining the previous attempt to rectify the problem. It was important to explain here that, although the students needed to follow certain conventions in business letter writing, they also had choices to make as the producer of a letter when constructing their own letter (Lin, 2006). A grammatical point highlighted in this step was the tense typically employed in each move. For example, in ‘Explanation of purchase’ and ‘Outline of previous attempt to rectify problem’, the past tense was commonly used whereas in ‘Legal evaluation of situation’, it was common to use present tense (Flowerdew, 2005). Below is a table which provides the key expressions used in refund request letters (given to students as guidance for writing a letter in Lesson 3 - Joint construction of a text)

Different parts in the letter	Expressions which can be used
Opening salutation	Dear (title) (family name),
Polite opening	I have been a happy shopper at the (name of the store) for several years.
Explanation of purchase	On (date), I (purchased, bought) a (product) at (name of the store). On (date), I ordered a (product) from your website. I paid by (method of payment).
Proof of purchase	Please see enclosed invoice. My receipt is enclosed. I have included the purchase information. I have enclosed a copy of my receipt for your information.
Description of product/service fault	The problem was with the... It was missing

	<p>(part) and could not be assembled. I was distressed to find that (fault). When I returned home and unpacked the (product), I found that the (fault) and the appliance did not work properly. Unfortunately, your (product) was inadequate because (fault).</p>
Outline of previous attempt to rectify problem	<p>I contacted your customer service department... Your customer service representative assured me that... I returned to the (name of the store) and the sales assistant (name) told me that... I explained to the sales assistant that...</p>
Legal evaluation of situation	<p>The Consumer Protection (Distance Selling) Regulations 2000 state that I am entitled to a cooling-off period of seven working days in which to return goods. I believe that it is within my rights to request a refund for a faulty product.</p>
Proposed solution	<p>I would like a full refund of... I would like to return the appliance to (name of the store) for a full refund of the purchase price. I am writing to you to request that my money be refunded in full. I am returning the (product), and expect a full refund of (amount). Please send me a check for (amount). Please reply in the next (number) days. Please contact me within the next (number) weeks to arrange a convenient time for me to return the (product) and collect my refund.</p>
Clarification of contact details	<p>Please contact me at the above address or by phone at (phone number). I can be reached at (contact information).</p>

	I can be contacted at home on the phone number above or at (phone number) during business hours.
Polite closing	Again, I remain a happy customer of (name of the store) and of (name of products). I look forward to hearing from you if you wish to discuss this further. I am looking forward to your reply in this matter.
Closing salutation	Sincerely,
Signature	
Enclosure	Enclosed:

**Key Expressions Used in Refund Request Letters (Given To Students
As Guidance for Writing a Letter in Lesson 3 - Joint Construction of a Text)**

Task (04): Improving the students' first refund request letter based on the information learnt in the previous lessons

Students were instructed to start writing an improved version of their refund request letter making use of the knowledge and awareness gained from the exploration of the example texts. They were told that they could either start the letter from scratch or edit their first letter. Until the class time was over, the students worked individually, being assisted by the teacher when required. To make the task more meaningful, the students were told to use a pseudonym as the letter was to be given anonymously to another student who would then be acting as the manager of the company (e-appliance centre). The students were also told that the students who read their letter would write a reply pertaining to their refund request letter.

Task (05): Explanation of homework Assignment (Writing a refund request letter -second letter-)

Students produced their second refund request letter. For this task, the students received several handouts to aid their writing (i.e. two example letters, list of moves and the explanations of each move, examples of expressions). To minimise spelling

and basic grammatical errors and to promote professional presentation, the students were encouraged to type their letters.

Lesson 4 - Individual Application and Linking Related Text

Task (01): Repeating the initial telephone call role-play

The students were instructed to redo the initial telephone call role-play between a customer and customer service operator (see Lesson 1). This was conducted to demonstrate for the students how their speaking skills had improved and their awareness of business pragmatics had increased through writing a refund request letter (Nunan, 1999). The activity was also used to remind the students of the e-shopping scenario of the faulty coffee maker purchased online from e-appliance Company and the associated emotional experiences.

Task (02): Read and analyse the anonymously written refund request letter (Unedited photocopied version of the students' second refund request letters)

Students were asked again to imagine that they were the managers of the e-Appliance Centre (Rebecca Crab) and that their online store had sold the faulty coffee maker. They were instructed to read an anonymously written refund request letter (i.e. unedited version of the second refund request letter from another student). The new vocabulary and the content of the letter were clarified.

Then, all students were assigned to first count and highlight the number of moves included in their peers' second refund request letter and then to write a reply to the letter.

Task (03): Linking related text - writing a reply (peer-feedback)

The students conducted genre analysis on their peers' second refund request letter. Then, they wrote their reply to the letter.

Lesson 4 - Individual application and linking related text – Part2 -**Task (01): Reading the reply (Unedited photocopied version of the students' reply letters)**

The students received and read their replies from the other students. The new vocabulary and the content of the letter were clarified as they read the text.

Task (02): Discussion of the effectiveness of the second refund request letter

A students' discussion was then facilitated to highlight the students' progress in the business writing tasks.

5.7. Conclusion

This chapter intended to recommend a number of techniques for both ESP teachers and learners. To meet these ends, this concluding chapter has attempted to provide a more adequate way of teaching and conducting writing courses based on the process-genre approach learning/teaching cycle. Indeed, the teaching of business writing at the tertiary level is of paramount importance, therefore, a set of implications and writing activities were proposed for improving and reinforcing students' competence and performance in business writing as well as enhancing at the same time their motivation and confidence.

CHAPTER SIX**Concluding Remarks, Limitation and Implications**

6.1. Summary of the Study.....	301
6.2. Implications and Relevance for Teaching	304
6.2.1. Implications for Boosting Students' Motivation	304
6.2. 3. Implications for Consolidating the Linguistic Gap.....	305
6.2. 4. Implications for Raising Awareness of Stylistic Differences.....	306
6.2. 5. Implications for Raising Awareness of Organisational Structure	3066
6.3. Limitations.....	306
6.3.1. Time Constraint	307
6.3.2. Pedagogical Restriction	307
6.3.3. Methodological Constraints.....	308
6.4. Further Research	308

6.1. Summary of the Study

This current research work has been undertaken with a set of objectives in mind. Its main aim is to consider whether the integration of process-genre based approach in the ESP class improves the students' performance in business writing as well as investigating whether the provision of scaffolded support from the teacher and peers reduces third-year management students' negative attitudes towards writing in English.

To accomplish this investigation, the following research questions have been asked:

1. How does the integration of process-genre approach in teaching business writing help ESP teacher in meeting third-year Management students' needs and expectations in an EBP writing class?
1. What might be the result of third-year Management students' exposure to the integrated process-genre approach on their performance in business writing?
2. What impact does process-genre-based approach has on third-year management students' attitudes towards business writing?

On the basis of these questions, the following hypotheses were put forward:

1. The flexible incorporation of process-genre approach in teaching business writing may help ESP teacher to make sensible choices on which phase of writing to mainly focus on in light of learners' specific needs in the real classroom; thus, helping third-year Management students to have appropriate input of genre knowledge and skills and to find meaning and purpose in interactive genre-based writing activities with peer review and teacher guidance.

2. Third-year management students' performance in business writing would be improved as a result of their exposure to the integrated process-genre oriented approach.
3. The researcher expects that process-genre-based approach would reduce third-year management students' negative attitudes towards business writing in the sense that it would offer them a more cooperative learning environment by not only learning from the teacher but also from sharing their written products and learning from their peers.

Based on the research methodology explained in the second chapter, the use of classroom action research design was adopted to conduct this research and provide the answers to the above research questions. These aimed to investigate the effects of a process–genre approach in teaching business writing to Third year Management students at the faculty of Economics and Management Sciences. It was also decided that the classroom action research group would be set up; the latter would receive special treatment for one hour and a half per week for five months.

Based on the main findings of this study the researcher may conclude that:

One of the main findings of this study was that ESP learners showed progressive improvement in their business email writing as evidenced in the way that the learners composed their writing pieces between the preliminary test to the first cycle and and finally the second cycle. The improvements included a better use of grammar structures and linguistic features, clearer overall organization of the text and moves between paragraphs, and a greater understanding of context and its importance when writing.

The quantitative findings suggested that Management students produced high-quality text at the end of the intervention (PGA), as the data from post-tests (1st & 2nd cycle) show that they gained higher mean scores in all areas of writing compared to the data from the pre-test. Furthermore, the data collected from the post-tests (cycle 1&2) showed that the explicit teaching of genre helped the students gain awareness of

genres. They realized that the choice of textual features, including content, organization, sentence structure, grammatical features and vocabulary used in writing a particular genre was influenced by different elements of the social context, that is, social situation and communicative purpose, as well as the roles of both writer and reader of the text. Thus, this shows that they were able to view genre from a wider perspective and from multiple dimensions.

Moreover, the instructional strategies used in the study proved to be effective to assist students in the development of their business writing skills. In other words, ESP learners gradually built and enjoyed the process of learning to write business emails and letters in a collaborative way with the teacher and their peers. Additionally, it was found that learners and teachers became active co-creators and co-learners in the writing process. On the one hand, students emerged as self-directed and responsible learners, which enabled them to become planners, builders and reviewers of their own RE writing process. Likewise, the instructor/researcher emerged as an enabler of collaborative learning: Her role changed from being a lecturer to becoming a facilitator, from controller of a teaching environment to a co-creator of a learning experience (Labonte, Randy et al 2003).

Therefore, the use of PGA as an instructional method especially the integration of the process approach into the genre-based writing course allowed ESP students to be aware of their progress over a period of time through scaffolded support at each stage of the writing process and as a consequence, this provided learners with the necessary tools, skills, and motivation that they needed to improve their level in business writing. In this vein, the use of move-analysis template, peer editing checklist and proof reading chart were functional because students could find support to review their drafts, reflect upon their mistakes and self-correct them before writing the final version of their request emails. Thus, PGA proved to be a useful mean for teaching, learning and assessing writing and therefore enhancing ESP students' motivation as well as improving their business writing skills.

In agreement with Wright (2009), it could be also concluded that despite the fact that learners had very low level in English, it was possible to make them write business documents. Consequently, realizing that they had made something new with the very little English they had was very motivating and productive for them.

6.2. Implications and Relevance for Teaching

Based on the findings and conclusions drawn from this research work, a set of implications have been put forward to improve the teaching of business writing at the tertiary level based on the PGA model.

In classroom practice, an application of a process-genre teaching model is flexible and could be adjusted at any point to suit different groups of students, depending on their needs, language ability and progress in learning a given genre. Therefore, ESP teacher may adjust and select the activities that are suitable for the students at any stage of the PGA.

6.2.1. Implications for Boosting Students' Motivation

Sometimes the students may feel demotivated as they are unsure why and to whom they are writing. They need to be aware of the situation for what they are writing. For example, writing a letter to request information about a given product. They need to decide what to write in response to that particular situation, this gives them a purpose, which is essential, as learners feel quite demotivated if they are simply '*writing to practise writing*'. Therefore, knowledge of the text genre can be extremely beneficial to learners identifying how writing can vary in different social contexts and how different types of writing depend on different situations i.e. an application letter has a different purpose to a letter requesting information. In order to boost the students' motivation in a writing task, the teacher can use visuals to introduce the topic and personalize warmer activities, to help set the context and activate schemata.

Moreover, learners also feel more motivated when they are not just simply '*writing to their teacher*'. Tricia Hedge (2005) also emphasizes this, suggesting that

writing should not just be a mechanical exercise, but it fulfills a communicative purpose for a real audience. Indeed, learners can lack motivation when they are unaware about their audiences' perspective when writing. They often see the teacher as the audience, which causes issues with stylistic choice in that they may write to their teacher in semi formal language, this is unacceptable if that genre require formal or informal language. In this vein, the teacher can help learners to choose an audience that could enable authentic communication, for example identify a named person to write to. Elicit what their relationship is like and what information you are communicating about. This will allow learners to recognize who their audience is, therefore writing what and how that reader will expect.

6.2.2. Implications for Consolidating the Linguistic Gap

Depending on the level of the learners, they may have limited lexical knowledge possibly due to limited exposure to specific vocabulary related to business english. This may hinder understanding when introducing the genre through a model text, which may demotivate learners. Lack of comprehension could result in inaccurate usage of the required lexical items when writing. Learners may have limited schemata, therefore they often do not know *'how'* or *'what'* to write as they have difficulty in generating ideas. They may find it difficult to think about the content needed in response to a situation.

Learners can produce more effective writing if they have the opportunity to generate and share ideas in the planning and drafting stages, as valued in the process-genre approach. In the pre-writin (planning) stages, the teacher can use brainstorming activities to collect pre-existing vocabulary which will allow for scaffolding, teacher can also provide learners with closed practice activities where the meaning of lexical items can be clarified, for example gap filling or matching activities in order to consolidate the learners' lack of vocabulary in topic areas, learners can also brainstorm ideas in pairs and groups, which helps activate schemata and encourages learners to share ideas. These techniques prepare learners for the writing task and encourages motivation.

Moreover, model texts as input, can also activate schemata or background knowledge and learners can gain insight to those features of that genre, including layout, organization and style. There may be more or less input required depending on the learners' ability.

6.2.3. Implications for Raising Awareness of Stylistic Differences

Learners often have difficulty using the appropriate style needed in a particular situation. They may use an informal style in some formal situations, including the use of contractions. In this vein, the teacher can give learners the opportunity to practice controlled activities using lexical items or phrases of the same style, which will help raise awareness of stylistic differences. For example, matching formal vocabulary with the informal equivalent and elicit which option is appropriate in the writing task.

6.2.4. Implications for Raising Awareness of Organisational Structure

Learners may have issues with the organization of a text. The lack of organisation often make the text illogical and can hinder the comprehensibility of the text as '*sequencing*' is vital. This may be due to L1 transfer and the unfamiliarity of organization within a particular genre, or misuse of language.

In this respect, learners can be given activities focusing on model texts, for example sorting a jumbled business letter into correct paragraphs. Moreover, the teacher can also make use of drafting stages, where learners can peer edit their writing specifically focusing on organization.

6.3. Limitations

The scope of this investigation is limited to a set of factors, namely the small size of the sample population, time constraint, research methodology and pedagogical restriction.

Like any research conducted in the social and human sciences, this study has confronted a range of limitation which are mainly related to the small size of

the sample population, time constraint, research methodology and pedagogical restriction and generalization.

The sample population taking part in the present research work is considered as one of the research limitations. Relying on a non-probability technique that included the selection of a limited size of participants comprising, four teachers and twenty four learners may not allow for the representativeness of the sampling for the entire population to claim the generalizability of the results. However, drawing on purposeful sampling in this context may provide, more or less, a description of the situation under investigation. As we have mentioned, the small sample size used in the study and the lack of a control group account for the most visible limitations in the quantitative component of our study.

6.3.1. Time Constraint

Basically, another limitation of the present study was time constraints. In fact; the researcher met her students only one time per week for one hour and a half. Consequently, this factor represented a challenge to the researcher to conclude this study on time. For this reason, students had to work by themselves to complete some writing tasks as a home-assignment following instructions given in the class or sent via e-mail. As a result, students took more time than the estimated one for creating, editing and proofreading their drafts.

6.3.2. Pedagogical Restriction

Another major limitation was that the lack of e-learning platform such as the use of e-portfolio. Indeed, it was preferable to use more innovative way to develop research projects such as the use of information and communication technology (ICT) sources. However, this was not affordable to the researcher due to the lack of effective technological resources at the faculty of Management and Commerce Sciences of Sidi Bel Abbas University. Consequently, it was necessary to put into action other

methodological strategies such as communication through e-mail, home assignment among others.

6.3.3. Methodological Constraints

The research methodology adopted in this investigation is a mixed method approach based on a combination of qualitative and quantitative tools. However, the use of questionnaire, interview, diagnostic and achievement tests may be considered as insufficient to report all the necessary data related to the pre and post-treatment phases. Students' diaries, in this respect, might be more appropriate to gather feedback on the training phase.

Both questionnaire and interview submitted at the onset of the study lacked including items intended to elicit the biographical information of the teachers such as age, gender, this was because of the long length of each rubric. The researcher focused only on facts felt to be more necessary to the purpose of this study.

6.4. Further Research

Further research is needed to investigate the effect of the PGA in teaching other types of business writing through the use of e-portfolio dossier. In fact, the results of the present study imply that it should be possible and useful to implement a process-genre approach to teach other types of texts that ESP students would need in their future professional life. As the data from portfolios suggested that ESP students were able to build their awareness of a range of business genres such as request emails and refund request letters as well as reply letters over a period of 15-weeks of PGA, it may be assumed that the students should be provided with opportunities to explore other more complex genres over a longer period of time such as business writing reports in order to give the students the opportunity to build a clearer perspective of a range of business documents to cope with the workplace challenges. That is to say, with the students' gradual development of process writing and genre awareness over a longer period of time, they should become better writers with the ability to write other written

texts of high quality and be better prepared for L2 writing at more advanced levels in their academic community and in the professional setting after their graduation.

Since the process-genre model is rather new in teaching writing, particularly in higher educational contexts in Algeria, further research should be conducted to explore the teachers' attitudes and reactions towards the use of the process-genre approach in classroom teaching. The results of this particular study would be more fruitful for improving the use of this approach in the teaching and learning especially in ESP classroom context.

Furthermore, the results of the present study could be generalized to students at university level only. Therefore, further research should be conducted to examine the effects of the process-genre approach to the teaching of writing at other different levels, such as secondary level, and postgraduate level. It is interesting to find out whether each stages of the modified process-genre model would be beneficial to these other groups.

At last, it is hoped that an application of a process-genre approach might contribute to the development of L2 writing ability of ESP students at higher educational levels, as Tangpermpoon (2008) argued that the use of separate teaching approaches in writing classrooms may impede writing development as the students may not gain a complete view of the complexity of L2 writing.

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APPENDIX “A”:
Teacher’s Semi-Structured Interview

Dear Colleagues,

The present interview aims at examining your current writing teaching methodology with the purpose of implementing relevant writing instruction in the ESP context and specifically for teaching writing for business purposes. The researcher would like to ask for your cooperation in providing useful information for the present research work.

Section One: Background Information

1. What is your professional qualification?
2. How long have you been teaching English?
3. How long have you been teaching in the department of Management?
4. Did you have any experience in teaching English for Specific Purposes prior to your current position?
5. Have you ever had any training in teaching ESP?

Section Two: Teaching English for Business Purposes

6. As a language teacher, do you feel comfortable when teaching EBP?
-Yes -No
-Please say why?
7. Do you think the content of ESP courses meets the student’s needs?

-Yes -No

-Please say why?

8. What do you teach in your EBP classes?

Section Three : Teaching Writing for Business Purposes

9. Which skill do you devote more time in your EBP class? Why?

10. What are your students' attitudes towards learning the writing skill in general?

11. Do you teach writing for business purposes in your class?

-Yes -No

If so, what text types or genres do you teach?

12. Do you explain to your EBP students how to write these genres?

If so, please say how do you proceed?

13. What do you think are the main problems that ESP students face when they compose a text related to their specialism?

Section Four : EBP Writing Methodology

14. How do you teach writing? What approaches do you use in teaching writing especially for business purposes?

15. Describe how a teacher might use an eclectic approach (incorporate more than one approach) to teach the writing skill in an EBP class?

16. Do you think that teaching writing in an EBP class might support the development of other skills? If so, please describe how?

A/ Pre-writing:

17. Do you design writing tasks which require the provision model texts?

18. If so, what kind of writing tasks do you provide to your EBP students based on these model-texts?

B/ While Writing & After Writing:

19. Do you help your students when they write? If yes, please say how?

20. Do you give feedback on students' writings? if Yes, in what way? Can you explain?

21. Do you help your students edit their work? if yes in what way?

22. Do you encourage your students to peer-edit their works?

Section Five: Teachers' Further Suggestions

23. What can you add concerning the ways to improve the teaching of business writing skill at the department of Management?

Thank you very much for your cooperation

**APPENDIX “B”:
Students’ Pre-Intervention Questionnaire**

The present questionnaire is an attempt to gather information about your own needs in developing business writing skills to make teaching more suitable to your needs, interests and expectations especially in the ESP context.

Dear students,

You are invited to participate in the current research work through filling in the questionnaire below. Please, answer each question by ticking (+) in the right box, or answering in few words the questions below, according to your opinion. Thank you for your cooperation.

Section One: Background Information:

1. What is your gender?

a- Male b-Female

2. What is your age?

Section Two: Schooling Information:

3. For how long have you been learning English?

.....

4. For how long have you been studying English at university?

.....

5. How many hours per week do you study English?

.....

Section Three: Students' Assesptions, Needs and Wants in Learning Business Writing

6. Rank the following language skills in terms of their importance regarding your future professional life

Very important important Not important

-Speaking

- Listening

-Reading

-Writing

7. How can learning English for business purposes help you more in your future job?

.....
.....

8. Do you write in English?

- Yes - No

If yes, are the genres/text-types that you write related to your area of specialism (English for business purposes)?

- Yes - No

9. What types of business writing do you feel you need to study in the EBP class? You can select more than one:

a.Business letters/ Emails (e.g., letters of complaint, cover letters, letters of enquiry)

b.CV's.

c. Business reports

d. Other.....

10. What aspects of business writing do you find most difficult? You can select more than one:

- a. Business vocabulary and formulaic expression
- b. Using appropriate degree of formality
- c. Having a clear purpose for writing
- d. Awareness of the reader (audience)
- e. Format (different parts of a business genre).
- f. Grammar.

11. What do you think are the causes of the difficulties that you encounter in writing in general and specifically in business writing?

12. Which of the following aspects do you want your teacher to pay more attention to in an EBP writing course? You can select more than one:

- a. Using appropriate degree of formality & business style (Conditional sentences, modal verbs, imperatives, indirect questions)
- b. Context analysis (content, purpose, audience)
- c. Using appropriate business-writing conventions and language features (Useful formulaic units and collocations)
- d. Format (different parts of a business genre) /organisational structure/ (opening, body, ending...etc).
- e. Grammatical issues such as : (conjunctions,tenses, prepositional Collocations) and punctuation marker.
- f. Sentence structure.

Section Four: English for Business Purposes Writing Methodology

A/ Before Writing

13. Before writing, did your teacher encourage you to do pre-writing activities in the classroom? -Yes -No If no, why?

14. If the ESP teacher asks you to write a business genre (i.e, business e-mail), do you use some strategies that help you to plan for the writing assignment?

-Yes -No -Sometimes

15. If yes, which of the following strategies do you engage in before producing your piece of text? You can select more than one:

a. Brainstorming

b. Taking notes

c. Mind mapping

d. Making an outline

e. Prepare yourself for the writing assignment before the class

f. Other (please give details)

.....
.....

16. Before beginning to write, do you review your class notes, and task requirements (purpose, audience, tone...etc)?

17. In relation to the previous question, do you consider (the audience to be addressed) who is your audience before writing such genres?

- Yes - No

18. Do you consider the communicative purpose before writing such genres?

- Yes - No

19. Does your teacher provide you with model texts of these genres in order to discuss the language features as well as their overall structure?

- Yes - No

20. If yes, do you think you that these models would help you to write in a better way?

- Yes
- No

21. Can you vary the way you go about writing depending on the situation, the topic, the audience, the type of writing, the purpose and so on?

- Yes
- No

B/ While Writing & After Writing:

22. How many times do you have to re-draft your writing? Does your teacher ask you to hand in a second draft?

23. If no why?

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

24. Do you revise your writing?

- Yes
- No
- Sometimes

25. What were your main reasons for revising your last piece of text? You can select more than one

- a. Improving clarity
- b. Improving style
- c. Developing content
- d. Correcting errors
- e. Rearranging the text
- f. Reducing length
- g. Other (please give details)

26. Do you edit your writing?

- Yes
- No

27. If yes? Which of the following do you focus on? (Many answers are possible)

- a. Grammar d. Word choice
- b. Spelling. e. Content
- c. Punctuation f. Organization

26. If no why?

.....

.....

.....

.....

.....

28. Do you compare you own writing with your classmates?

29. Does your teacher provide you with feedback once you have finished writing your draft?

- Yes- No - Sometimes

30. If yes, what kind of feedback do you receive from your teacher?

- a. Written comments (summary of your mistakes).
- b. Discussing what you wrote in a teacher- student conference.
- c. Underlining your errors without correcting them.
- d. Correcting each of your errors on the script.

31. In doing so, does he/she give remarks/ write comments/correct your mistakes regarding:

- a. Grammar. c. Punctuation j. Style
- b. Spelling? d. Word choice
- e. Content f. Organization

32. Does teacher's feedback help you learn from your mistakes so that you would produce better texts?

- Yes - No

Thank you very much for your cooperation

**APPENDIX “C”:
Pre-Intervention Test**

The proposed situation :

Imagine that you are a Purchasing Manager working in an Algerian Import Company specialised in the business of Household Appliances and that you need to purchase good quality Washing Machines and that you found a website of **Washmach Company** on the Internet which is a British Company specialised in the field of exporting and selling household appliances and that you are interested in purchasing their Washing Machines and as a result, you would like to write an E-mail in which you ask for the Washing machines' catalogue, the list of prices and if there is any discount offer.

THE TASK : Request Email Writing

On the basis of the information given above, try to write an E-mail to the Sales Manager of Washmach Comany in which you request information about the catalogue, the current prices list of their washing machines and if there is any discount offer.

GOOD LUCK!

APPENDIX "D":

Students' Pre-Intervention Writing Samples

~~Request~~

Request

To: Apple company apple@yahoo.com

cc:

subject: ^{PHC}request about a price M1 M3C

M2 Hi, I am ^{PHC}hadi alim smah I have visited your Apple Store M3A

7 situated in Oman, I was wondering if you can send me Mac's M

prices catalogue, am so interested in buying one, and also

if you can tell me if there is any discount in this moment M

^{CAP}waiting for your reply on this adress, or you can call me

on this number 061533266

Thank you M6

Sentence Structure: 02

Organisation: 02

Content: 015

Grammar & Mechanics: 03

Language Appropriateness: 01, T

السيد

Dear British company, M1

I'm purchasing Manager and I need good quality products M3A

I'm interested in your washing machine and I need more information about your products, list of prices and if there is any discount or reduction of prices. M4A M4

I'm waiting for your response soon. M

purchasing manager

CAP

←

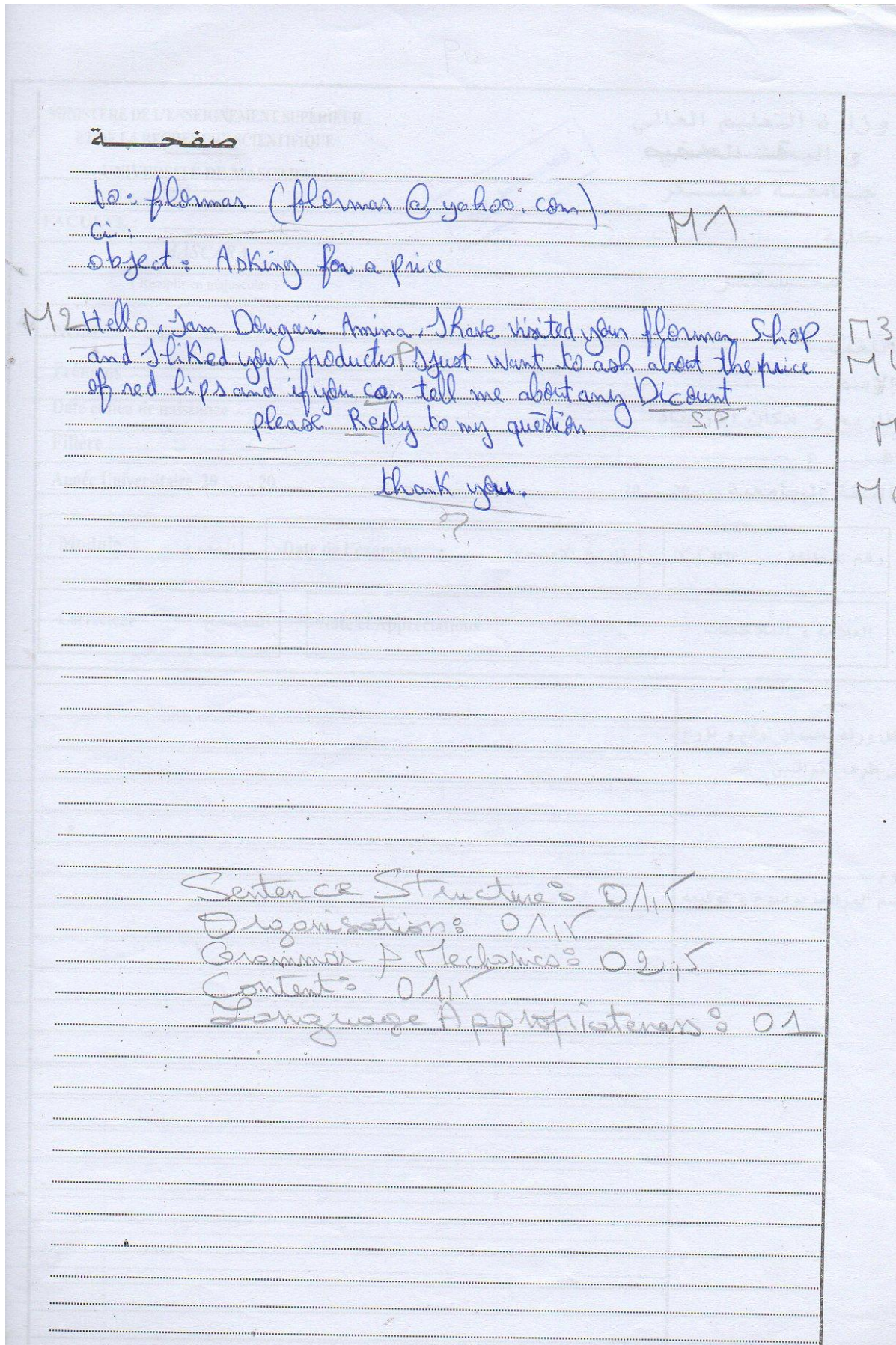
Sentence Structure 02

Organisation 02

Content 01,5

Mechanics & Grammar 02,5

Language Appropriateness 01,5



APPENDIX “E”:
Post-Intervention Test (Cycle1)

The proposed situation

Imagine that you are a Purchasing Manager working in an Algerian Company specialised in the business of construction material and which is called (**SAMC**) and that you need to purchase good quality construction material and that you found a website (<http://www.acroneic.com>) of **Acron Construction and building Company** on the Internet which is a British Company specialised in the field of exporting and selling construction material and that you are interested in purchasing their products (cement, crane...etc) and as a result, you would like to write an E-mail in which you ask for the products' catalogue, the list of prices and if there is any discount offer.

THE TASK : Request Email Writing

On the basis of the information given above, try to write an E-mail to the Sales Manager of Acron Construction and building Company in which you request information about the catalogue, the current prices list of their products (cement, crane...etc) and if there is any discount offer.

GOOD LUCK!

APPENDIX "F":

Students' Post-Intervention Writing Samples (Cycle1)

From: Mr Sami Bentaleb, The purchasing Manager.
 To: Mr Edward Johnson, The sales Manager.
 Subject: request information about construction Material.
 January 19, 2016.

Dear Mr Edward P

I am contacting you today to request information about your company's products, we are an Algerian company specialised in the business of construction material and which is called S.A.M.C. and we are seeking for good quality construction material.

We found your advertisement introducing the construction material from your company's website on the internet (HTTP: www.acronele.com), and we think that your products maybe just what our company needs, would you be kind enough to send us information on the products, the brochure and the price list, discounts.

I have attached a mailing address for your convenience: hsoualmsouali@yahoo.fr
 or you can call me at: 0542742840.

Yours Sincerely
 SP

MR Sami Bentaleb, The purchasing Manager.
 S.A.M.C / Société Algérienne des matériaux de construction.
 15 rue Saint Charles
 Kouba, Alger, Algérie.

Sentence Structure 04
 Organisation 04
 Content 04
 Grammar / Mechanics 03
 Language Appropriateness 0

صحة

request email:

from: Mr. ^{CAP} Samir ^{CAP} Bentaleb, Purchasing Manager
 S.A.M.C.I. société algérienne des matériaux de construction
 15, rue saint charle
 Kouba Alger Algérie

to: Mr. ^{CAP} Edward ^{CAP} Johnson, the
 sales manager
 Acrom construction and building
 company

19, bridage town London U.K.

subject: inquiry about construction material (cement, crane)
 January 19, 2016.

Dear Mr. Edward Johnson,

I am pleased to introduce my company. We are an Algerian
 company of materials de construction which is called (S.A.M.C.I) and
 we need to purchase good quality products.

I please send me the products catalogue and the current
 price list of your products.

with reference to your company website which I found on
 google.

I am writing to inform you that we are interested in your products
 (cement, crane); please could you send us information about
 your products.

please contact me if you have any questions, we look
 forward to receiving your reply.

Yours sincerely,

Mr. Samir Bentaleb

15 rue saint charle

Kouba Alger Algérie

www.samc.com

Sentence Structures
 Organisation: 02/5
 Content: 03
 Grammar & Mechanics
 Language Appropriate

M1
M2
M3
M4
M5
M6
M7

2

the Request Email
 From: Samir Bentaleb, the purchasing Manager.
 to: Edward Johnson, the sales Manager.
 subject: Enquiry about construction material.
 January 19, 2016

Dear Edward Johnson P
 I am pleased to introduce my company, we are an Algerian company exporting to African countries. We need good quality construction material.

With reference to your company's website, which I found through Google, I am writing to inform you that we are interested in your construction material, please could you send us information about your construction material and catalogue and prices.

I look forward to receiving your reply, please call me on the following telephone number: 0664444444.
 yours sincerely P

Mr. Samir Bentaleb
 purchasing Manager
 15, rue Saint charle
 Kouba Alger
<http://WWW.SAMC.COM>

Sentence Structure: 03,5
 Organisation: 03
 Grammar & Mechanics: 03,5
 Content: 03
 Language Appropriateness: 04

M1
 M2
 M3
 M4
 M5
 M6
 M7

APPENDIX “G”:
Post-Intervention Test (Cycle2)

The proposed situation

On the 15th of April, 2012, you purchased a **BARUN Coffee Maker** from the online shop ‘e - **Appliance Centre**’. You paid by credit card. You have the receipt for the product. You received the BARUN coffee maker this morning. You found that there was a wire sticking out underneath. When you plugged the coffee maker in, it did not work. You want to get a new replacement BARUN coffee maker or get a refund. Therefore, you called the e - Appliance Centre and spoke to Roger Ramjet in the customer service department.

THE TASK : Request Refunf Letter Writing

Based on the conversation with **Mr. Ramjet**, you have decided to write an email to e - Appliance Centre and request a refund for the product. You are going to attention your letter to the director of e - Appliance Centre. The director’s name is **Rebecca Crab**.

GOOD LUCK!

APPENDIX "H":

Students' Post-Intervention Writing Samples (Cycle 2)

From: Sarah Bataul, the customer
 To: Rebecca Crab, the director of e-Appliance
 Centre
 Subject: Requesting a refund for the BARAN
 coffee maker

April 21, 2012

Dear Ms. Crab,
 I am a happy shopper of your e-Appliance
 Center for several years. I bought a TV, a fridge
 and a camera from your website.

Recently, I purchased a BARAN coffee maker
 from your website. I paid \$179.00 for it by
 credit card on the 15th of April this year.
 I have the receipt.

I received the BARAN coffee maker this morning.
 I found that there was a wire sticking out
 underneath. It didn't work. I called your shop
 on the phone and spoke to Roger Ranjet in
 the customer service department. I explained
 Mr. Ranjet about my coffee maker faults that
 I got from your website and I told him
 I wanted to get a new replacement BARAN
 coffee maker or get a refund. But he told
 me that he couldn't both them. He says
 only that there was a model change over
 it on \$279.00.

I explained to the sale assistant that I will
 not pay for a coffee maker again. I believe that
 is my right to request a refund for a fault
 product. Please contact me within the next
 two weeks to pay me direct on my bank account.
 I'm returning the appliance and expect my
 refund of \$179.00.

I can be contacted at the above address or by
 phone at 011-81-854-88-1111.

You can e-mail me at sarahbataul@gmail.com
 I will be waiting for your reply. I would like to
 buy other thing in the future from your shop. So
 like a full refund this time!

your sincerely

M6

From: Waleed Abed
 To: Rebecca Crab, the director of e-Appliance Centre
 Sub: Requesting refund of my payment

April 30, 2012

Dear Ms Crab; M2

I would like to bring to your kind attention that I purchased an electronic washing machine from your online store two weeks ago, and paid \$119.00 by credit card. In this standard, a copy of the invoice and the receipt are enclosed. M3

I received the washing machine last week, and was disappointed with its performance. Indeed, when I plugged it in, the washer did not agitate or spin. I think that the faulty drive motors need to be replaced because it did not even work for a single day. So, I have sent a request email for the refund, but till date I have not got any response. M4

It was a complete dissatisfaction for me. I would be very thankful to you if you could look into the matter as to why this delay has happened and provide our refund at the earliest possible. M5

Your promptness in this regard will be highly appreciated. I look forward to a resolution for this matter. I can be reached at 760 980 7899 anytime. M6

Yours sincerely, M6
 CAP

Waleed Abed M7

Sentence Structure: 04
 Punctuation: 04
 Content: 04
 Grammar & Mechanics: 04
 Language Appropriateness: 04

صحة

From: Sarah Batoul, the customer
 To: Rebecca Crab, the director of e- Appliances Centre
 Subject: complaint about a faulty product

April 21, 2012

Dear Ms. Crab,

On the 15th of April, 2012, I ordered a BARUV coffee maker from your online store e- Appliances Centre and paid \$119.00 by credit card. In fact, I received it this morning but regrettably, the new coffee maker was already broken when I plugged it in, it did not work. So I contacted your company customer service department in order to get a new replacement coffee maker or get a refund. Unfortunately, your company refused.

I wanted to buy this coffee maker for my mother's birthday. She was waiting for it. But the dream faded away. I think that "trust" is the most important thing in Business. If you are in my situation, you do not want to look at your mother's sad face, do you? So please change your company policy. I trust you please contact me within the next week to arrange a convenient time for me to return the appliance and collect my refund.

I can be reached on the phone number below. Otherwise you can e-mail me on aichanaoum@gmail.com. I look forward to hearing from you.

Yours sincerely,

Aicha Naoum

Home phone: 08 5555 1890

Attached: copy of the receipt for the BARUV Coffee Maker

APPENDIX “I”:
Students’ Semi-Structured Interview

The present interview is an attempt to collect data about your perceptions and feelings concerning the teaching method and the writing activities performed in the classroom. The researcher would like to ask for your cooperation in providing useful information for the present research work.

Dear students,

You are invited to participate in the current research work through answering the interview’s questions below. Thank you for your cooperation.

1. Did the writing activities (business content knowledge, / genre-awareness & language function exercises) that you performed in the classroom help you to have more interest in completing the writing task ? if yes, why ?

2. Did awareness of relationship between readers and writers help you to use appropriate language ? if yes, why ?

3. Did brainstorming activities (problem solving, simulation, role-playing) help you to analyse real-life situation (writing tasks) and hence activating your background schemata about the target genre ?

4. Did the teaching method of analysing samples of written texts help you to write your REs? if yes, why ?

5. Did multiple drafting improve your writing pieces? if yes, why ?

6. Did the constant and continuum contact with the teacher and peers at each stage of the writing process reduce your procrastination and reluctance towards writing tasks ? if yes, why?

7. Could you tell me more about your feelings or reactions about the writing course and the teaching method?

Thank you very much for your cooperation

APPENDIX “J”:
Post-Intervention Questionnaire

The present questionnaire is an attempt to measure your attitudes and your perceptions towards the effectiveness of writing activities as well as the course content used by the teacher during the PGA intervention phase.

Dear students,

*You are kindly requested to read carefully all the statements in each section and give your response to each item by putting a tick (√) in the box that most suits your opinion: **strongly agree** , **agree**, **Neither agree nor disagree**, **disagree** or **strongly disagree**. Your responses will be dealt with confidentially and used only for research purposes.*

THANK YOU

Section One: Writing Abilities

Item	Statements	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strogly Disagree
	The business writing course has helped me to:					
1	Pay more attention to the structure of my sentences.					
2	Write better-structured paragraphs (opening, body, ending...etc).					

- 3** Use of compound nouns, useful formulaic units and
- 4** Consider grammatical issues such as: (conjunctions, tenses, prepositional collocations)
- 5** Use punctuation markers in my writing.
- 6** Practically improve the style of my writing (Conditional sentences, modal verbs, imperatives, indirect questions)
- 7** Use English style and avoid Arabic & French style.

Section Two: Business Email/Letter Writing

Item	Statements	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strogly Disagree
8	I have now good command of business emails/letters.					
9	I know now how to write good business emails/letters.					
10	Writing business emails/letters has been an interesting experience.					
11	I am satisfied with my business email writing level and proud of it.					

Section Three: Genre Situation & Purpose

Item	Statements	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strogly Disagree
12	I have seen model-texts of business emails in this course.					
13	The sample texts I saw could help me write my own request email.					
14	I learned much about the kind of business emails/letters that I would need to write in the future.					
15	I can clearly see the link between the course and the final writing task.					
16	I have a clear purpose for writing					
17	I am aware of the reader's expectation					

Section Four: Feedback

Item	Statements	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strogly Disagree
16	The course encouraged me to show my writing to others.					
17	The course encouraged me to get more feedback from my teacher (correction of my writing).					
18	The course encouraged me to get more feedback from my					

classmates and other friends.

Section Five: Writing Processes (Planning, Drafting and Revising)

Item	Statements	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree
19	I have planned well for my writing.					
20	I have used brainstorming as a planning strategy in my writing.					
21	I have used more than one draft in writing the tasks for this course.					
22	Drafting has helped me improve my writing.					
23	I have edited (revising and reviewing) my writing in this course.					
24	Peer evaluation helped me to edit my draft.					
25	The use of correcting symbols helped me to improve my business email writing process.					
26	Revising and editing my written work helped me improve my writing.					
27	After working hard in my writing I like to show my final writing to other (teacher, friends.. etc.)					

Thank you very much for your cooperation

APPENDIX “K”:
An Analytic Rubric for Scoring Business Writing Documents

Assessment Criteria	Maximum score	Actual score
Language appropriateness - 04 points		
4 - The language being use for writing business documents shows syntactic variety and displays a strong command appropriately to the audience.	04/03	—
3 - The language being use for writing business documents shows adequate command of language and usually appropriate to the audience.	03/02	—
2 - The language being use for writing business documents employs limited vocabulary or poor word choices and frequently inappropriate for the audience.	02/01	—
1 - The language being use for writing business documents is completely inappropriate.	01/00	—
Total	04	—
Sentence structures - 04 points		
4 - Complete sentences of varying length.	04/03	—
3 - Some variation in sentence length. One sentence is a fragment.	03/02	—
2 - Two fragments.	02/01	—
1 - More than two fragments	01/00	—
Total	04	—

<p>Content-04 points</p> <p>4 - Topic/subject is clear, though it may or may not be explicitly stated. It maintains focus on topic/subject throughout the writing. It consists of a logical progression of ideas and/or events and is unified and complete.</p> <p>3 - Topic/subject is generally clear, though it may or may not be explicitly stated. It may exhibit minor lapses in focus on topic/subject. It consists of a logical progression of ideas and/or events and is reasonably complete, although minor lapses may be present.</p> <p>2 - Topic/subject may be vague. It may lose or may exhibit major lapses in focus on topic/subject. It may have major lapses in the logical progression of ideas and/or events and is minimally complete.</p> <p>1 - Topic/subject is unclear or confusing. It may fail to establish focus on topic/subject. It may consist of ideas and/or events that are presented in a random fashion and is incomplete or confusing</p>	<p style="text-align: center;">04/03</p> <p style="text-align: center;">03/02</p> <p style="text-align: center;">02/01</p> <p style="text-align: center;">01/00</p>	<p style="text-align: center;">—</p> <p style="text-align: center;">—</p> <p style="text-align: center;">—</p> <p style="text-align: center;">—</p>
Total	04	—
<p>Organization -04 points</p> <p>4 - Organization is appropriate to the writer’s purpose; the paragraph order follows the suggested model; and the message is complete and correct.</p> <p>3 - Organization is appropriate to the writer’s purpose; the paragraph order is close to the suggested model; and one piece of information is missing and incorrect.</p> <p>2 - Organization is inappropriate to the writer’s purpose; the paragraph order is close to the suggested model; and two pieces of information are missing and incorrect.</p> <p>1 - No organization pattern is apparent; the paragraph order does not follow the suggested format; the message is incorrect and ineffective.</p>	<p style="text-align: center;">04/03</p> <p style="text-align: center;">03/02</p> <p style="text-align: center;">02/01</p> <p style="text-align: center;">01/00</p>	<p style="text-align: center;">—</p> <p style="text-align: center;">—</p> <p style="text-align: center;">—</p> <p style="text-align: center;">—</p>
Total	04	—

Grammar and mechanics-04 points		
4 - Grammar and usage are correct; and no spelling, capitalization, or punctuation errors.	04/03	—
3 - 1-2 grammar and usage errors; and 1-2 spelling, capitalization, or punctuation errors.	03/02	—
2 - 3-4 grammar and usage errors; and 3-4 spelling, capitalization, or punctuation errors.	02/01	—
1 - Grammar and usage errors make message ambiguous; and spelling, capitalization, or punctuation errors make message ambiguous.	01/00	—
Total	04	—
Grand Total	20	—

**APPENDIX “L”:
Sample of Correction Code**

Symbol	Type of error	Criteria
<i>VT</i>	Verb tense	Grammar
<i>X</i>	Omit this	Grammar
<i>A.W</i>	Add a word	Grammar
<i>W.O</i>	Word order	Grammar
<i>W.F</i>	Word form (noun- verb_adverb-adjective)	Grammar
<i>V.F</i>	Verb form (gerund- participle)	Grammar
<i>ART</i>	Article misused	Grammar
<i>PREP</i>	Preposition misused	Grammar
<i>P</i>	Punctuation	Grammar
<i>CAP</i>	Capitalization	Mechanics
<i>SP</i>	Spelling	Mechanics
<i>W.C</i>	Word choice	Mechanics
<i>?</i>	Unclear	Style

ملخص باللغة العربية:

هدف البحث الحالي هو تقديم دليل تجريبي عن نتائج تنفيذ نهج النوع وإدماجه في تدريس الكتابة التجارية لدا طلاب السنة الثالثة جامعي، قسم علوم التسيير-جامعة جيلالي ليابس-سيدي بلعباس. الغرض الرئيسي من تكييف أنشطة الكتابة المتعلقة بنهج النوع هو مساعدة طلاب الإدارة على استكشاف العلاقة الاجتماعية بين القارئ وال كاتب من أجل التوصل إلى السمات النحوية والخطابية الرئيسية المستخدمة للتعبير عن وظائف محددة ، واستخدام اللغة المناسبة التي يمكن التواصل من خلالها مع قرائهم بالإضافة إلى توفير بيئة تعليمية تعاونية للطلاب (توجيه الأستاذ، والعمل الجماعي) من أجل تحسين مهاراتهم في الكتابة التجارية من خلال عدم الاكتساب فقط من الأستاذ ولكن أيضًا من خلال مشاركة كتاباتهم و التعلم من أقرانهم.

الكلمات المفتاحية: تدريس الكتابة القائمة علي نهج النوع ، الكتابة التجارية ، طلاب السنة الثالثة جامعي، قسم علوم التسيير

Résumé en Français :

La présente recherche a pour objectif d'offrir une preuve empirique des résultats de la mise en œuvre de l'approche basée sur le processus genre et de son intégration dans l'enseignement de l'écriture à des fins professionnelles aux étudiants de troisième année sciences de gestion de l'Université Djillali Liabès. Le but de l'approche basée sur le processus genre est d'aider les étudiants en gestion à explorer la relation sociale entre le lecteur et l'écrivain afin de trouver les principales caractéristiques grammaticales et rhétoriques utilisées pour exprimer des fonctions spécifiques avec lesquelles ils souhaitent communiquer à leurs lecteurs et leur offrir un environnement d'apprentissage coopératif afin d'améliorer leurs compétence en rédaction commerciale non seulement en apprenant de l'enseignant mais aussi de leurs pairs.

Mot –Clés : l'enseignement de l'écriture à l'aide de l'approche basée sur le processus genre, l'écriture à des fins professionnelles, les étudiants de la troisième année sciences de gestion

Summary in English

The present research aims to offer empirical evidence of the results of the implementation and integration of the process-genre approach in teaching business writing to third-year Management students at Djillali Liabes University – Sidi Bel Abbes. The main purpose of the writing activities adapting the process-genre oriented approach is to help Management students to explore the social relationship between the reader and the writer in order to come up with the key grammatical and rhetorical features used to express specific functions, and appropriate language use or specific lexicon which they want to communicate to their readers that is writing for a specific audience as well as offering them a cooperative learning environment (teacher guidance, group work) in order to improve their business writing skills by not only learning from the teacher but also from sharing their written products and learning from their peers.

Key Words: process-genre approach, business writing, third-year Management students.

Summary of the Thesis

English is a language that has spread around the globe to be considered as a world language. Even though English is not an official language in Algeria, it has become more and more important in all aspects of life, such as academic, business, technology as well as in local and global contexts. From an educational point of view, ESP students “must have a good command of English so as to effectively communicate with the international community and to efficiently handle future business dealings with the foreign counterparts. Thus, English is significant for their academic pursuits and career achievement in the future. After graduation, they need to possess L2 writing competence to be able to produce a number of different texts in their future careers, for example, writing different types of letters in the business community.

In my experience, English teachers in Algeria face unique challenges especially in teaching writing. In fact, our teachings are mostly motivated by exam-driven product-based writing assignments that encourage students to reproduce what they learned in the classroom. In order to build expertise in such a pedagogic skill, teachers need to be familiar with a range of teaching pedagogy to teach business writing and prepare ESP students for the global world and making them able to write a range of purposeful tasks such as writing business genres, instead of just memorization and reproduction in exams.

Indeed, learning to write in a foreign language is a demanding task that can easily leave learners unmotivated. It can be more discouraging when students are evaluated on the basis of their writing products only, as we now observe in the Algerian context. To solve this problem, teachers have to play more agentive role in order to empower the learners with their ability to perform real world writing tasks. We are not preparing our students just for exams, but for the global world that may require an set of business genres such as writing business e-mails, CV’s, reports...etc.

Thus, ESP teachers are the change agents even if the time allocated to the teaching of ESP course is constrained, the use of an appropriate teaching instruction is more than a must to help ESP students written text which should lead to less stressful and motivated writing. The fact that learners are encouraged to discuss, asses, and analyze their own writing made them feel more confident and less threatened.

However, ESP students' overall proficiency in English language skills is far from satisfactory. Therefore, it is the responsibility of language teachers to provide systematic instruction in developing ESP students' writing competence. ESP writing courses should enable the students to produce different kinds of texts related to their professional future after graduation.

In this respect, the product and process approaches to teaching L2 writing adopted by the English language teachers in higher education in Algeria fail to help students to deal with this complexity. These approaches only address the textual features and process of writing, and ignore the issues of social context that are significant factors in writing for academic or professional communities. Some of the L2 writing teachers at university level have begun to question the effectiveness of the traditional approach and to call for a more holistic approach to developing ESP students' writing ability.

In classroom teaching, the issues of textual features, process of composition, and the influence of social context in writing should be addressed to enable the students to deal with the complexity of L2 writing from a wider perspective.

From the theoretical perspective, a number of scholars in L2 writing have called for the integration of process oriented and genre based approaches to teaching writing to students in L2 contexts. By using an approach that integrates process writing and genre, it is expected that students should gain the necessary knowledge of textual features, process of writing and social context to deal with writing as a complex

activity. However, to date there has been little empirical research investigating the application of a process–genre approach to teaching writing in L2 contexts, especially in Algerian higher education.

The main objectives of this investigation can be summarised as follows:

- To analyse the effect that the different stages of the process-genre approach and its integration in teaching business writing.
- To consider whether the integration of a process-genre based approach in the ESP class improves the students' performance in business writing.
- To investigate whether the provision of scaffolded support from the teacher and peers reduces third-year management students' negative attitudes towards writing in English.

In order to achieve the above objectives, three research questions were formulated for the present study:

1. How does the integration of process-genre approach and the steps it entails in teaching business writing help ESP teacher in meeting ESP students' needs and expectations in EBP writing class?
1. What might be the result of EBP students' exposure to the integrated process-genre approach on their performance in business writing?
2. Does the integration of process-genre approach and the stages it entails in EBP writing class reduce third-year management students' negative attitudes towards writing in Business English?

On the basis of these questions, the following hypotheses were put forward:

1. The flexible incorporation of process-genre approach in teaching business writing may help ESP teacher to make sensible choices on which phase of writing to mainly focus on in light of learners' specific needs in the real classroom; thus, helping ESP students to have appropriate input of genre knowledge and skills and to find meaning and purpose in interactive genre-based writing activities with peer review and teacher guidance.
2. Third-year management students' performance in business writing would be improved as a result of their exposure to the integrated process-genre oriented approach.
3. The researcher expects that third-year management students would have positive perception towards the use of the process-genre based writing approach and the stages that it entails in that it would reduce their negative attitudes towards writing in Business English.

The research questions, therefore, required a design in which all students would be given a pre-test at the beginning of the study and two post-tests (cycle one and cycle two) eleven weeks later. It was also decided that the classroom action research group would be set up; the latter would receive special treatment for one hour and a half per week for five months. Basically, fifteen weeks of process-genre based instruction was devoted to train 3rd year management students to write the genre of RE. For this purpose, a CAR was implemented in one class and it consisted of two cycles. In this respect, it is worth mentioning that the whole PGA project lasts about seven months.

The researcher followed the process-genre writing approach with five stages as mentioned in table: context analysis, text analysis, joint construction, individual application in order to teach how to write a range of business genres. Basically, the PGA lasted for 15 weeks, and the writing project and specifically the first cycle of the CAR started in the fourth week of the first term of 2016, and the second cycle started in the eleventh week of the second term of 2017. Basically, the purpose of the business

writing course was to prepare ESP students to write business emails that they would need in their future professional life. In fact, the writing process model established by Cope and Kalantzis (1993) and Hyland (2008) (five phases of process genre approach as described in section 2.5) was used as the framework for developing the present business letter and email writing courses. The entire module was completed over the course of 15 weeks (one hour and a half for each lesson), the pace depended on the students' level and progress

To test the above hypotheses, six chapters are devoted to this research work: this first chapter has, in fact, been dedicated to setting the groundwork for the present thesis; it attempts to describe the rationale for this study, its objectives, its research questions and hypotheses; and also it brings into play the limitations and the delimitations of the present thesis.

The second chapter, on the other hand, reviews the theoretical perspective and discusses some key-related issues used in this work, including EBP teaching, genre analysis of business letter writing with a focus on the move-analysis of the genre of RE and RRL and their associated linguistic features as well as the integration of PGA and the stages that it entails in teaching the writing skill in the EBP classroom .

The third chapter sets the research methodology used in order to conduct this research work. In fact, it seeks to present the research design and methodology used in order to conduct this research work. Therefore, it intends to provide an overview about the target setting and a description of the procedures undertaken for the selection of the sample, the research instruments implementation and data collection methods.

The fourth chapter strives to analyse and interpret the data gathered through different research instruments, attempting as much as possible to answer the questions set out at the onset of this investigation. In other words, a mixed methods approach obtained by means of triangulation which combines quantitative and qualitative components is applied for answering the research questions. Moreover, the researcher

also relies on statistical methods to increase the practicality and reliability of the results.

The fifth chapter is concerned with the pedagogical implications of the present research findings, it presents the implications of using the PGA as a integrated model to teaching business writing. It also provides a writing lesson plan designed according to the stages of PGA.

The concluding chapter offers a brief overview of the research; it reviews the summary of the main results, and presents the limitation of the study. It also discusses the implications, in addition to proposing a number of recommendations and suggestions for further research.

In the light of the findings and conclusions collected from different sources using a number of research tools that were submitted in the three data gathering phases results revealed a positive effect of the integration of PGA in teaching business writing.

The findings gathered in this study seemed to answer the research questions and confirmed the stated hypotheses provided in the general introduction. As far as the first question of the present study is concerned, and which the first question sought to know whether the integration of a process genre approach and the steps it entails help ESP teacher in meeting ESP students' needs and expectations in writing a range of business genres. Data analysis of different research instruments in the pre and post intervention phases (first and second cycle) revealed that the PGA was effective in helping the researcher to meet the students' needs and their expectations in writing a range of business genres and hence enhancing their writing abilities. In fact, the flexible incorporation of process-genre approach helped the researcher to make sensible choices on which phase of writing to mainly focus on in light of learners' specific needs in the real classroom; thus, helping ESP students to have appropriate input of genre knowledge and skills and to find meaning and purpose in interactive genre-based writing activities with peer review and teacher guidance.

The second research question intended to examine the changes that could be observed in the students' writing pieces as a result of their exposure to the integrated approach to teaching business writing (a process genre-approach). To find the answer to this question, a pre-intervention test and post-intervention tests (1&2 cycle) were used. The results of pre-intervention students' writing pieces were compared to the results of post-intervention period of (1st& 2nd cycle) and it was found that the students' writing achievement scores from the post-test in both the first and second cycle were significantly higher than those obtained from the pre-intervention test. This may mean that the PGA was effective as a method of teaching business writing. On the whole, one may say that the two interventions period (1st& 2nd cycle) had a positive effect on the business writing abilities of ESP students. The results of the present study clearly show that the two interventions collectively were instrumental in improving students' business letter / email writing skills.

On what concern the third question of the present study, and which attempted to examine the impact of integrating a process genre-approach on students' attitudes. To find answer to this question, a students' pre-intervention and post-intervention questionnaires as well as a structured interview held with third-year Management students were used. In this vein, students' increased confidence, as the majority of the participants expressed their satisfaction toward the integration of PGA in teaching business writing as evidenced in their positive reflections. In fact, ESP students reported that the teaching methodology as well as the writing activities that were used in the ESP class gave them more confidence and security in their own abilities to produce independent writing pieces. In particular, they found the use of model texts and the technique of genre analysis such as the analysis of move-structure very helpful in knowing how to go about written texts of similar genres. Some have also reported that specific learning stages in the PGA such as the provision of teacher scaffolding and peers support reduced their anxiety and enhanced their motivation to improve their business writing skills. They also expressed much satisfaction towards the variety of writing tasks and activities that they found very helpful and suitable to their level and background knowledge.

As a conclusion, the use of PGA as an instructional method especially the integration of the process approach into the genre-based writing course allowed ESP students to be aware of their progress over a period of time through scaffolded support at each stage of the writing process and as a consequence, this provided learners with the necessary tools, skills, and motivation that they needed to improve their business letter writing. In this vein, the use of rubrics, peer editing checklist and proof reading chart was functional because students could find support to review their drafts, reflect upon their mistakes and self-correct them before writing the final version of their RLs. Thus, PGA proved to be a useful mean for teaching, learning and assessing writing and therefore enhancing ESP students' motivation as well as improving their business writing skills.

Based on the main findings of this study the researcher may conclude that:

One of the main findings of this study was that ESP learners showed progressive improvement in their business letter writing processes as evidenced in the way that the learners composed their writing pieces between the preliminary test to the first cycle and finally the second cycle. The improvements included a better use of grammar structures and linguistic features, clearer overall organization of the text and moves between paragraphs, and a greater understanding of context and its importance when writing.

The quantitative findings suggested that the students instructed by a process–genre approach produced high-quality text at the end of the course, as the data from the pre-test and posttests (1st & 2nd cycle) show that they gained higher mean scores in all areas of writing. Furthermore, the students' improvement of the text quality could be also explained by the analysis of qualitative data showing the students' gain in explicit awareness of genre and the incorporation of genre awareness (move structure) into their writing process.

In fact, the qualitative data collected from the portfolios showed that the explicit teaching of genre helped the students gain awareness of genres. They realized that the choice of textual features, including content, organization, sentence structure, grammatical features and vocabulary used in writing a particular genre was influenced by different elements of the social context, that is, social situation and communicative purpose, as well as the roles of both writer and reader of the text. Thus, this shows that they were able to view genre from a wider perspective and from multiple dimensions.

Moreover, the instructional strategies used in the study proved to be effective to assist students in the development of their business letter/email writing. In other words, ESP learners gradually built and enjoyed the process of writing request letters having in mind the core features of the genre, learning to write in a collaborative way with of the teacher and their peers. Additionally, it was found that learners and teachers became active co-creators and co-learners in the writing process. Students emerged as self-directed and responsible learners, which enabled them to become planners, builders and reviewers of their own RL writing process. Likewise, the instructor/researcher emerged as an enabler of collaborative learning: Her role changed from being a lecturer to becoming a facilitator, from controller of a teaching environment to a co-creator of a learning experience (Labonte, Randy et al 2003).

Therefore, the use of PGA as an instructional method especially the integration of the process approach into the genre-based writing course allowed ESP students to be aware of their progress over a period of time through scaffolded support at each stage of the writing process and as a consequence, this provided learners with the necessary tools, skills, and motivation that they needed to improve their business letter writing. In this vein, the use of rubrics, peer editing checklist and proof reading chart was functional because students could find support to review their drafts, reflect upon their mistakes and self-correct them before writing the final version of their RLs. Thus, PGA proved to be a useful mean for teaching, learning and assessing writing and therefore enhancing ESP students' motivation as well as improving their business writing skills.

Further research is needed to investigate the effect of the PGA in teaching other business genres such as writing business reports through the use of e-portfolio dossier. Furthermore, the results of the present study imply that it should be possible and useful to implement a process–genre approach to teaching other business writing genres that ESP students would need in their future professional life.

It is also important to mention that there are some limitations in the design of the present study due to practical constraints. Basically, one of the limitations of the present study was time constraints. In fact; the researcher met her students only one time per week for one hour and a half. Consequently, this factor represented a challenge to the researcher to conclude this study on time. For this reason, students had to work by themselves to complete some writing tasks as a home-assignment following instructions given in the class or sent via e-mail. As a result, students took more time than the estimated one for creating, editing and proofreading their drafts.

Another major limitation was that the lack of e-learning platform such as the use of e-portfolio. Indeed, it was preferable to use more innovative way to develop research projects such as the use of information and communication technology (ICT) sources. However, this was not affordable to the researcher due to the lack of effective technological resources at the faculty of Management and Commerce Sciences of Sidi Bel Abbès University. Consequently, it was necessary to put into action other methodological strategies such as communication through e-mail, home assignment among others.

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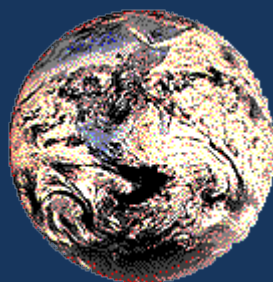
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Intercultural Business Communication: Theoretical Issues and Methods for Classroom Training

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1

Abstract

Nowadays, communication in English is more than ever emphasized by the language teachers. Socializing accurately and effectively in a foreign language is considered a great advantage in obtaining a job. Also, writing a correct application letter, a CV, a memo in English or passing an interview at an international company are the main goals of the present student. But what is the link between culture and communication?

In fact, the structures and contents of communication are given by culture, the main argument for teaching culture in ESP as well as in ESL classes is not only a linguistic one: “in order to understand language fully and use it fluently, learners need not only linguistic, pragmatic discourse and strategic competence but also socio-cultural and world knowledge”. Thus, adjusting our teaching practices and materials to the changing needs of the communication environment and engaging in *Intercultural Business Communication* research proves to be the best way of keeping our teaching updated. In this regard, this paper summarizes the most relevant issues related to the concept of IBC focusing notably on incorporating Inter-Cultural Awareness in the Teaching of Business English and suggesting some methods for IBC classroom training.

1. Introduction

International business is the outgrowth of globalization which is driven primarily by economic interdependency and advances in technology, but the success in global business ventures will be affected by the inability of international managers to understand appropriate business etiquette, customs, and values needed to conduct business among nations of the world. Moreover, facing the current situations of the probable entry into WTO and the trend from globalization, Algerian government felt the need of establishing one-world educational setting through the implementation of

the LMD system in our universities in order to achieve a cross-cultural understanding among our students and teachers.

However, and despite the great importance of business English in today's globalised world, ESP teaching in Algeria remains a weak point in the sense that no educational reforms are made with regard to the provision of teacher's training either pre- or in service in ESP methodology at the tertiary level. Moreover, the majority of ESP courses offered at university focuses on developing the students' linguistic competence without taking into account their learning and target needs to learn English as a means of Intercultural Business Communication and hence neglecting the development of their Intercultural Competence, i.e. the language and skills needed for typical business communication with a special emphasis on cultural diversity in order to prepare students for the real-life challenges and fit their needs of a complex, globalized working environment that they will encounter in the target situation.

On the other hand, there are some problems that are involved in teaching culture to EBP students. In this respect, they are summed up as follows:

1. EBP students are learning English while living in Algeria and therefore they do not have a direct access to the cultures of English-speaking countries. Therefore, they are not accustomed to it.
2. Teachers feel afraid to teach culture to EBP students because they fear that they do not know enough about it. Furthermore, they may not have been adequately trained to teach neither ESP nor the cultural aspects related to the specialism of their students and therefore, they do not have strategies, clear goals that help them to introduce intercultural business awareness in their teaching of the target language and this is related to their lack of awareness of it.
3. When cultural phenomena differ from what they expect, students often react negatively, characterizing the target culture as "strange". In this case, teachers find it better not to teach culture because of students' negative attitudes.
4. It is very difficult for teachers to measure cross- cultural awareness and change in attitudes so that they can see whether the students have profited or not.
5. There are some other problems that prevent the teachers from incorporating culture in the teaching of the target language is that students' limited proficiency level in English as well as time constraints.

Under the economic globalization today, the ultimate goal of business English teaching is to develop students' intercultural business communication skills. In other words, all the efforts should be geared to the motive of helping the students attain intercultural business communication competence. In fact, the acquisition of these competitive global skills and competences and the devotion of adequate time to learn, understand, and appreciate the different ethical and cultural habits and appropriate etiquette for conducting business transactions and managing cultural differences properly can be a key factor in getting things done effectively on a global scale will not only assist EBP students to bridge the communication gap between their own culture and the others culture but also avert communication dislocations in the multicultural business environment. However, *how could it be possible for an ESP*

teacher to incorporate intercultural awareness in teaching business communication?

2. Culture and Communication

Culture and communication are inseparable because culture not only dictate who talks to whom, about what, and how the communication proceeds, it also helps to determine how people encode messages, the meanings they have for messages, and the conditions and circumstances under which various messages may or may not be sent, or interpreted ... Culture is the foundation of communication (Samovar, Porter & Jain, 1981). In this regard, it is useful to give a brief definition of culture before tackling the issue of Intercultural Business Communication.

2.1 Definition of Culture

Culture is defined by Bovee, Thill & Schatzman (2003) as:

a shared system of symbols, beliefs, attitudes, values, expectations, and norms for behaviour.

It is useful to take note of a few points about the above definition:

- ❑ Culture is not something that we are born with, but rather it is ***learned***, imparted to us through our upbringing and exposure to the practices and rules of conduct of the culture of which we are a part.
- ❑ Culture is ***shared*** by a society and members of a society agree about the meanings of things and why.
- ❑ Culture teaches values and priorities, which in turn shape ***attitudes***.
- ❑ Culture ***prescribes behaviour*** and members of a society usually behave in ways that they think are appropriate or acceptable in their culture. However, what may be acceptable or appropriate in one culture may be unacceptable in another culture.

2.2. Intercultural Communicative Competence

The most known definition of intercultural communicative competence is the one provided by Byram (1998) in which he defines it as **“the ability to communicate effectively and appropriately in intercultural situations based on one’s intercultural knowledge, skills, and attitudes”**

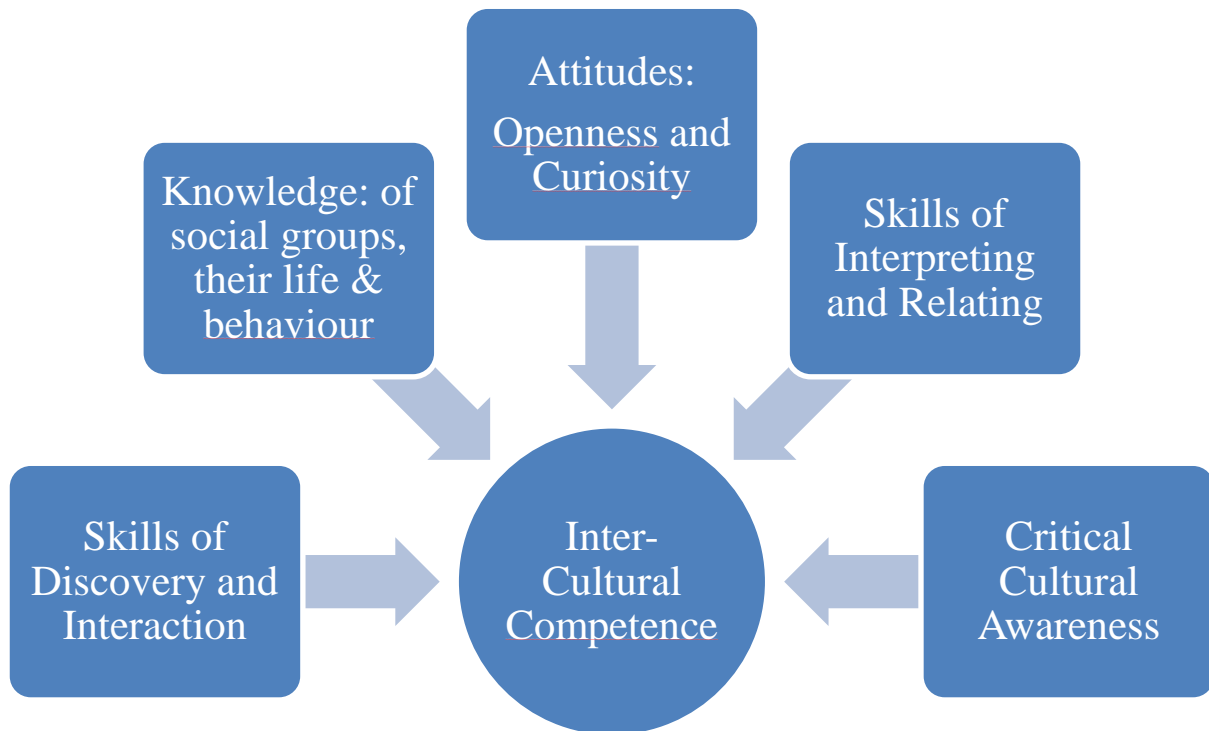


Figure.1: Intercultural Communicative Competence

A number of interrelated skills compound the competence of the proficient intercultural speaker. According to (Byram, 1998: 96), the aspects of the intercultural competence are the following:

1. Intercultural attitudes (savoir être)

It includes curiosity and openness and, readiness to suspend disbelief about other cultures and belief about one's own.

2. Knowledge (Savoirs)

It includes knowledge of social groups, their life and behaviour, that is, Knowledge of self and other and awareness of relationship of individual to society.

3. Skills of interpreting and relating

It encompasses interpreting things from other cultures, comparing and relating them to own culture and developing new perspectives through comparison and contrast.

4. Skills of discovery and interaction (Savoir apprendre/ savoir faire)

It is defined as the ability to acquire and operate new knowledge of a culture in real time communication) such as developing ethnographic and research skills and exploring cultures.

5. Critical cultural awareness

It is defined as the ability to critically evaluate some document or event from another culture.

3. Intercultural Business Communication

As it has already been mentioned, to communicate successfully in an international context, one must be aware of the cultural aspects and assumptions underlying communicative interactions. The global business environment requires an extensive intercultural training since one needs to work with people who have different values, beliefs, behavioural norms, and ways of apprehending reality. The growth of Intercultural Business Communication (IBC) is directly related to the increasing globalization of our century.

3.1 Levels of Culture affecting Business Communication

Doing business in the global market depends on the ability to successfully communicate in an intercultural context. Due to the complexity of human beings, our cultural values are transferred to the communicative process; in other words, in cross-cultural encounters, each business partner filters the message through some layers of culture. Consequently, this circumstance determines the success of the business endeavour.

In business settings there are layers that have a great impact on the communication process, such as organizational culture. Culture does matter, but depending on the nature of the communication process, some layers are more salient than others.

According to Targowski and Metwalli (2003: 53), there are seven levels of culture affecting the communication process:

1. Global Culture

The first level describes the new layer issuing from globalization. People from different cultures use the same rules and behaviours to make the communication process successful in business contexts. This cultural construct, in which the participants try to adapt to the intercultural situation setting aside their own cultural behaviours, is similar to the notion of transactional culture or transactional discourse.

2. National Culture

The national culture hints at the traditions, behaviours, feelings, values, etc., that are common to a nation.

3. Regional Culture

The regional culture embodies the variable values that individuals share within a region.

4. Business culture

It represents norms, values and beliefs that pertain to all aspects of doing business in a culture. Business cultures tell people the correct, acceptable ways to conduct business in a society. Business cultures are not separate from the broader national culture. The national culture constraints and guides the development of business culture in a society

Business culture affects all aspects of work and organizational life: how managers select and promote employees, how they lead and motivate their subordinates, structure their organizations, select and formulate their strategies, and negotiate.

5. Organizational Culture

The organizational culture is related to corporate culture since it is a management means to control organizational performance. Corporate Culture is the culture adopted, developed and disseminated in an organization.

Corporate culture can deviate from national norms, but that depends upon the strength of culture and the values and practices tied to it.

6. Group Culture

Group culture, in contrast, refers to a group of people «united by a common relationship (work, profession or family) (Targowski and Metwalli, 2003: 55).

7. Personal Culture

The personal layer represents an individual understanding of time, space and reality.

8. Biological Culture

The biological culture is responsible for universal reactions to physical needs.

3.2. Defining Intercultural Business Communication

We understand IBC as “**communication within and between businesses that involves people from more than one culture**” (Chaney and Martin, 2007:2) [4]. In this concern, business communication types can be spoken or written such as:

- Making presentations.**
- Negotiating.**
- Taking part in meetings.**
- Small talks.**
- Socializing.**
- Correspondence.**
- Memo, Report writing.**
- Business letter writing.**

In business environment, individuals who speak different languages and illustrate diverse cultural realities interact in international networks. As the clash of civilizations has an effect on the costs of doing business in international contexts, IBC has attracted more and more interest as an academic domain.

The teaching/ learning of IBC nowadays is “**a recognition of the cultural factors influencing behaviour in business encounters around the globe**” (Planken et. al., 2004: 308).

In an international business environment, cultural intelligence (Triandis, 2006), that is, the ability to identify and conform to appropriate behaviours in diverse intercultural contexts, is seen more and more as a desirable attribute by employers. From the teaching angle, the serious challenge for Business English teachers is to be able to achieve all the goals:

- Facilitate language acquisition.
- Improve cross-cultural awareness.
- Encourage the students to start developing a professional identity as specialists who will need to perform in intercultural business settings.

IBC, then, has grown into a complex subject. The areas of communication and culture as contributing disciplines are rich enough and the business dimension adds to the complexity.

3.3. The Cultural Factors/Dimensions Affecting Business Communication

The challenges that faces ESP teacher is to study and teach those aspects of culture which have direct bearing on business. Hence, the study should not be done through the lenses of a tourist who takes a front stage view of the culture, appreciating the exotic facets of culture with an inquisitive mind to comprehend a way of life totally different from his own. In lieu of taking this perspective, ESP teacher should study and ‘filter out’ those dimensions of culture which are likely to impact business.

Early literature on this topic identified different cultural components that affect the communication process. Hall (1959) established a distinction between high and low context cultures; following his ideas, many researchers used contextuality to contrast communication patterns among speakers from high and low- context cultures. On the other hand, the work of Hofstede (1980) was highly innovative since it pointed at a close relationship between culture and business. His research analyses how cultural dimensions influence management practices. His studies on national culture made possible the comparison of different cultural communication styles and methods. The following dimensions based on Harmer (2005) should be scanned by an ESP teacher in order to understand the cultural variables that influence business communication:

1. Individualism versus Collectivism

It is defined as the degree to which individuals are integrated into groups. i.e. the Anglo-American world is considered to be more individualistic and competitive in the sense that the emphasis is placed on individuals (their rights, reward individuals' achievements). By contrast, if a candidate is planning to apply for a position in Japan which is more collectivist society, he should stress in his résumé his team performance rather than his individual accomplishments. In other words, the emphasis is placed on groups (team performance, group affiliations and loyalty).

2. Masculinity versus Femininity

It is the distribution of emotional roles between genders:

- In masculine cultures, achievement and competition is often measured in terms of power and wealth, and emphasis placed on work goals and assertiveness.
- Feminine cultures see personal goals, human contact and relationship building as more valuable.
- E.g.: masculinity is high in Japan, moderately high in Western countries and low in Nordic countries.

3. Power distance

This index is defined as the extent to which less powerful members of organizations accept that power is distributed unequally.

In a low-power distance culture such as the Anglo-American and Western world people find it easy:

- to approach their leaders, to discuss issues, and even to criticize them.
- Managers are likely to consult subordinates.
- Corruption rare, scandals end political careers.
- Hierarchy means inequality of roles.
- Income distribution rather even.
- The ideal boss is a resourceful democrat.
- Privileges and status are disapproved.

However, in a high-power distance culture such as Arab countries people find it hard:

- to approach their leaders, and there is little discussion.
- Subordinate expect to be told what to do or likely to do what they are told.
- Corruption frequent; scandals are covered up.
- Hierarchy means exercising inequality.
- Income distribution very uneven.
- The ideal boss is a benevolent autocrat
- Privileges and status are both expected and popular

4. Uncertainty avoidance (Low/ High UA)

It is the degree of tolerance for uncertainty and ambiguity. In some English speaking, Nordic and Chinese countries, one may find people to be open to out of the box experimentation. Thus, the characteristics of low uncertainty avoidance cultures are as follows:

- Accept uncertainties
- enterprising, willing to take up new business challenges and thus take up risks
- Few rules
- Tolerate the unusual
- Dislike hierarchy

Whereas in Arab world, Japan and Latin countries, people tend to play safe, they are averse to taking up risks. If there is low tolerance of uncertainty, i.e. people value job security and clear rules and regulations. In this vein, the characteristics of high uncertainty avoidance cultures are as follows:

- Avoid uncertainties
- Value job security
- More clear rules and regulations
- Do not tolerate deviant ideas/behaviours
- Believe in absolute truths/ expertise

5. Monochronic versus Polychronic

Some cultures are monochronic like that of Germany where time is to be monitored religiously. As a result, punctuality, efficiency, promptness and the motto “*live to work*” are highly favoured. Some features of monochronic cultures are listed as follows:

- Schedules take precedence over interpersonal relation
- Accustomed to short-term relationships
- Concentrate on the job and do one thing at a time.

In the Arab world, or in India, however, the concept of time is polychronic – time is taken to be flexible, multi-tasking is done and deadlines and schedules are prone to be flexible or not widely regarded, and the motto “*work to live*” describes it quite adequately. Some features of polychronic cultures are listed as follows:

- Preset schedules are subordinate to interpersonal relations
- Tend to build lifetime relationships
- Are highly distractible and do many things at a time

6. Communication style (Direct versus Indirect)

Direct communication is when the true intentions are revealed in the verbal messages. In other words, direct speakers usually value the effectiveness and swiftness of short, direct answers that involve no further analysis. They expect and respect honesty and bluntness. In the United States direct communication is usually preferred, as it is in most western cultures. Many sayings or phrases reflect this, such as "Get to the point." Some of the direct communication styles cultures are listed below:

- Direct and straightforward and informal
- Impatient with delays
- Use words literally
- Use verbal-communication
- Decisions are made based on how it affects the task at hand and relationships are often not factored in.

On the other hand, indirect communication is when the true intentions are hidden. This type of communication is more passive and submissive. An indirect speaker will not make a direct statement or directly answer a question that could be perceived to cause tension, or an uncomfortable situation. They are more likely to say "maybe" or "possibly" when the true answer is no. It is thought by an indirect speaker that being polite is more important than giving a true response. This concept is connected to the idea of "Saving Face". Face is a sociological ideal that represents a person's honour, reputation, and self-esteem. This is why to an indirect speaker direct speech is considered harsh and even rude. Some of the indirect communication styles cultures are listed below:

- Flowery language, humbleness and elaborated apologies are common for high context communicators
- Expect the listener to read between lines
- Use of non-verbal communication:
- Words are not important as context (tone of voice, facial expression, gestures, posture and status).
- Relations are important and decisions are made based on how the relationship would be affected

7. Degree of formality (Formal/Informal)

Norms of both formality and informality, assure members in their respective cultures that they are behaving correctly and not risking embarrassment but the assumptions about what constitutes comfortable behaviour are not universal and can cause discomfort to other cultures.

In the Anglo-American world, focus on form, may make business people uncomfortable and they are somewhat suspicious of it, given names rather than family names are used in business and casual dress may be acceptable, achievement is regarded more important than age. Moreover, men may remove their jackets, for example while working.

By contrast, Japanese never use given names in business but rather family names to show respect and age is treated with respect. Moreover, men rarely remove jackets while at work.

8. Status

Cultures also differ in how status is accorded. In some cultures, status is accorded to people based more on their individual achievements while in others status is ascribed to people by virtue of their age, family background, profession, and so on. In the latter, organizations are usually more hierarchical and extensive use of titles especially for high ranking executives and officials is the norm. In the former, organizations are less hierarchical and titles are usually only used when they are relevant to the competence one brings to the task, for example, a medical doctor. Again, cultures can be placed on a continuum from less hierarchical to more hierarchical. Most Asian and Arab countries are more hierarchical compared to the US and most other European countries.

In most Asian societies, within an organisation, it is important to show the proper respect for individuals depending on their rank and position. When addressing people who are older or of higher status, people speak politely and formally. It is also considered inappropriate to interrupt authority figures when they are speaking and their opinions carry a lot of weight. This leads to the practice of never questioning what they say, especially in front of other people, as this will be viewed as a sign of disrespect and can also lead to a loss of face. This behaviour may however be interpreted as a lack of assertiveness on the part of the employee in cultures that are less hierarchical and where employees are free to interrupt their superiors and voice their own opinions.

9. Decision making

In the United States and Canada, businesspeople try to reach decisions as quickly and efficiently as possible. Main points are agreed upon first while the details are left to be worked out later. However, in some other cultures, like Greece for example, spending time on each little point is considered a mark of good faith and anyone who ignores the details is seen as being evasive and untrustworthy. Similarly, Latin Americans prefer to make their deals slowly, after much discussion and the Japanese and many of their Asian counterparts look for group consensus before making a decision. This is in part related to the collectivist nature of these cultures as well as concern for maintaining harmony. In such cultures, decisions in business negotiations are not made by delegates without consulting the organization. This contrasts with the practice in some other more individualist cultures where decisions can be made on the spot by representatives of the organization.

3.4. The Barriers of Intercultural Business Communication

When encountering someone from another culture, communication barriers are often created when the behaviour of the other person differs from our own. Communication barriers are obstacles to effective communication. Certain erroneous tendencies which students should be apprised about are ethnocentrism and sophisticated stereotyping, business etiquette, slangs and idioms.

- **Ethnocentrism**

Ethnocentrism is the tendency to regard one's own culture as superior to other cultures and hence leads to the erroneous scanning of others' behaviour through the lenses of one's native culture. In other words, it is the judging of another culture using own standards and beliefs. The following example demonstrates such a negative tendency:

“.....the description of Indians as people who like “clearly defined tasks” denies them the attribute of creativity that the West likes to keep for itself.

- **Sophisticated Stereotyping**

Stereotypes are generalizations which are often used to simplify and categorize other cultures and people in those cultures. The major problem here is that stereotypes do not allow for exceptions to the norm, which is the wrong approach.

Sophisticated Stereotyping has been found to have profound impact on global organizational learning – e.g. a Japanese manager may dismiss information coming from a Korean manager since he has a notion of cultural superiority over his Korean counterparts. Similarly, a Japanese's notion about American culture of individualism may lead him to discount the Americans' take on effective team functioning. Another example that can be taken in this regard is of an American dismissing a report by a French manager concerning dangerous moves by competitors in Europe as an overreaction by those “emotional French”. Many a time Japanese communication culture of reticence and formality with strangers has often led to a slowdown in attaining team goals when they are involved, say, with British members in meeting situations.

- **Business Etiquette**

Broadly speaking, etiquette includes a variety of behaviours, habits, and specific aspects of nonverbal communication that can impact the outcome of a manager's performance and overall success in a global workplace. In today's hectic and competitive society, etiquette might be taken for granted or seen as outdated concept, but it affects perceptions and decisions people make in the global context of management. It has never been over-emphasized that the ways a manager conducts himself/herself and interacts with colleagues have a profound effect on a company's goodwill or credibility.

An example that illustrates business etiquette is when conducting business with a person from China, the rules of business etiquette are controlled and determined by face giving and taking. For example, when giving introductions, remember that the surname comes first and the given name last. The introduction is accompanied by a bow which is uncommon in many other cultures (Chaney & Martin, 2011). It was noted that out of concern for their business partners; many times, a handshake is combined with a bow so that each culture shows the other proper respect.

- **Idioms and Slangs**

Idioms are fixed distinctive expressions whose meaning cannot be deduced from the combined meanings of its actual words whereas slangs are expressions, and usages

that are casual, vivid, racy, or playful replacements for standard ones, are often short-lived, and are usually considered unsuitable for formal contexts. These expressions can create a breakdown in communication when used in an intercultural context, especially one involving non-native speakers of English.

e.g.

To break a leg (To do well at some performance)

To hold one's tongue (To refrain from saying something unpleasant or nasty)

To rain cats and dogs (To rain very heavily)

More money down the drain (More money to spend)

Cultures may develop their own slang that may be foreign to other cultures using the same language, e.g. An advertisement by Electrolux worked very well in Europe but was unusable in the United States. The advertisement carries the slogan, "Nothing *sucks* like the Electrolux." The slogan will not go down well with an American audience because the slang expression "it sucks" has negative connotations in the US. In Europe, the word "sucks" has a literal meaning so the slogan is perfectly all right.

3.5. Methods for Intercultural Business Communication Classroom Training

There are some factors that teachers should consider when choosing methods for their sessions:

1. **The desired outcome** (acquisition of knowledge, developing skills or modifying attitudes)
2. **participants** (needs, preferences, culture)
3. **situation** (time)

Once we have examined and set these issues, we can turn to IBC training. In this vein, Fowler and Blohm (2004: 37-84) introduce the following typology regarding IBC methodology: cognitive and active methods.

3.4.1 Cognitive methods

Cognitive methods focus on knowledge acquisition. Broadly speaking, these activities encourage learners to increase their knowledge of culture as a subject. Thus, if acquisition of knowledge is the most important goal, we can use the following methods for IBC training:

❑ Lectures

It is a common and recurrent method. The trained person can present information, clarify ideas, introduce new topics, etc.

❑ Computer-based Materials

Although they are frequently used to acquire conceptual information, we can also find materials that develop skills and /or modify attitudes. The training takes place by means of CDs, DVDs, online programs and web sites.

Case studies of companies

Case studies pose a situation and students must work on assessing the problems entailed and finding possible solutions. Some cases are based on real-world dilemmas so the students get the opportunity to deal with concrete situations and specific cultural problems. Here is an example, which may be used in pair or group discussions work:

- Let students take up case studies of different multinational companies and analyse them in the light of business and culture in action (analysing concrete situations and specific cultural problems and dilemmas).

Skills and attitudes

- Acquiring knowledge of different office cultures through recognizing and analysing different business etiquette, different management styles used in companies from different cultures which create cultural misunderstanding or problems. (Knowledge of self and others).
- Developing ethnographic, research skills, and exploring cultures.

Written material/Critical reading

Authentic materials are commonly used in training sessions to transmit facts, ideas and concepts. These sessions involves students analyse a series of written business authentic material such as: advertisements, CVs, job advertisements, business emails... from different countries through raising the students' awareness of the cultural orientations suggested in these business documents.

Skills and attitudes

- Comparing and contrasting the main cultural difference between the culture of origin and the target culture as well as critical cultural reading.

Critical incident

They are shorter than case studies and refer to cross-cultural misunderstandings, problems and clashes. The incidents do not illustrate the cultural differences of the interacting parties; rather these are discovered as the activity is carried out. The use of critical incidents can bring about students' understanding of their own personal and cultural identity because they are not personally involved in the situation; they can usually discuss the issues objectively, and decide upon a course of action. Of course, sometimes learners do not find a solution, or find that there is no perfect solution, but this reflection of the real world rather than a failure of the method. Here are some examples, which may be used in pair or group discussions work:

Learners are required to analyse situations (cross-cultural misunderstandings, clashes...) and produce possible solutions that is personal involvement.

Scenario 1:

Harold Swanson has to take some product samples to another country. He has done the trip many times, but this time he is stopped at the border by a customs officer in a country of Latin America, who insists that he pays \$200 for permission to enter the country. In Harold's country (US) such a demand would be considered corrupt, but here it is quite normal for government employees to supplement their income in this way. However, this time Harold feels that \$200 is too much. What should he do?

Scenario 2:

Joe Williams is an engineer who is sent by his company to work in a subsidiary in an Arab country. There he finds that meetings are very different from what he is used to. Meetings in his new country (UK) seem to be used as a way for the department head to issue instructions and to explain what is to happen, rather than as a place to brainstorm and gather ideas as a team, which is what he is used to. Then Joe is promoted to head the department.

15

- Look at both incidents and try to spot the cross-cultural misunderstandings and make notes of your ideas with explanations and give possible solutions.

Skills and attitudes

- Developing skills of interpreting and relating from other culture.

Videos shows

Organise video shows on a specific country covering economy, business etiquette, and business relationships. Communicating, negotiating and management should be demonstrated in these video resources in action. Video should present a mixture of do's and don'ts, front stage culture, some cultural priorities, and business practices. After watching the video, students can be directed to author a paper identifying major cultural variables that influence business. They apply cultural concepts to business practices.

3.4.2. Active Method

Active methods engage learners in active learning where emotions and interpersonal skills are brought to play. These methods involve learners in active tasks to build up specific skills. That is, students learn by doing in that it makes learners more aware of culture. Here are some examples:

Role-play/script analysis

Role playing puts information and skills into practice in a safe context and can be focused on content. Participants have the opportunity to rehearse diverse roles in real-life situations for a specific purpose.

Situation № 01:

Tell the students to read about intercultural business communication (the cultural dimensions or factors that affect business communication or create a

breakdown in communication in business first before the exercise. After exhaustive classroom discussion go for the role play exercise with a script –for example a case in which the students can practice skills of international trade negotiations between businessmen i.e. between an American and Japanese businessmen. i.e. Japanese stereotype of the American communicator’s profile as brusque and ill-mannered. However, American businessmen are direct and straightforward and dislike formality.

Skills and attitudes

- Recognizing and doing away with stereotypes and Ethnocentrism
- Openness, readiness to suspend disbelief about other cultures

Situation № 02:

The second situation involves students playing role of friendly bosses/autocrat and paying close attention to the working relationships:

- Business problems, decision-making as well as responsibilities.
- Formal/informal? Personal/ professional? Who decides? Top-level executives only or with consultations with all employees?

Skills and attitudes

- Understanding cultural diversity in business (manager/ subordinate relationships through analysing cultural value of power distance/ Comparing & relating one’s culture).

Situation № 03:

The third situation involves a meeting between a Saudi and Singapore businessmen. When playing these roles, the students pay more attention on:

- Specific attitudes and patterns of behaviour (meeting: Saudi and Singapore businessmen).
- Recognizing specific attitudes and patterns of behaviour:
 - Greetings
 - body language: head movements, eye contact, physical space
 - Time orientation
 - Degree of formality

Skills and attitudes

- Interacting with each other, adapting to cultural differences, norms and values of others.

Simulation games

They are highly motivating and versatile. Educational and entertaining elements combine to build knowledge and develop skills. For instance, the game *Markhall* (Blohm, 1995) shows two companies based on two different corporate models, the American and the Japanese.

Intercultural exercises

These activities usually combine two or more techniques (physical response, discussion, or written assignments) and involve learners in content while providing practice. Intercultural exercises are commonly used to raise awareness about cultural differences and develop strategies to adapt to diverse working environments. As an example of intercultural exercise, *The Cocktail Party* (Blohm, 1997) puts in action non-verbal behaviours unusual to North-American culture.

Skills and attitudes

- ❑ Developing critical cultural thinking skills as well as comparing and contrasting the target culture with one's culture.

4. Conclusion

Since economy is the most visible aspect of globalization, the need to do business in an international context has increased the demand to learn Business English. Nevertheless, the development of intercultural communication has made clear that despite today's globalization, cultural differences persist. Speakers of different languages see the world differently since cultural values are usually transferred to the communicative process. Then, doing business in a global market depends on the ability to successfully communicate in an intercultural context. Therefore, the emergence of Intercultural Business Communication reflects the concern of global organizations with the cost of doing business. As a result, business students are expected to develop an awareness of the cultural aspects that influence business relations all over the world and to acquire the ability to behave appropriately in different cultural settings. Thus, by understanding inter-cultural communication in the business world and cultural differences (behaviours, business etiquette, verbal and non-verbal communication) we can break down barriers and pave the way for mutual understanding and respect.

In this concern, EBP courses should mirror these transformations, this means that business schools in Algeria need to be up to the challenge and prepare students for the present-day workplace. Teachers, then, must adjust their syllabuses and teaching methods to fit the needs of a complex, globalized and multidisciplinary working environment.

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