

PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA
MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH

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**RAISING ESP STUDENTS' AWARENESS OF THE GENERIC
STRUCTURES AND LINGUISTIC FEATURES OF JOB
APPLICATION LETTERS THROUGH THE APPLICATION OF
GENRE-BASED INSTRUCTION AT THE TERTIARY LEVEL: THE
CASE OF 3rd YEAR MANAGEMENT STUDENTS DJILLALI
LIABES UNIVERSITY, SIDI BEL ABBES**

*Dissertation Submitted to the Department of Foreign Languages in Candidacy
for the Degree of Magister' in ESP*

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Academic Year: 2011/2012

DEDICATION

To the memory of my beloved grand-parents, may they rest in peace.

ACKNOWLEDGEMENTS

This research work could not have been accomplished without the support and guidance of many individuals. First, this dissertation could not have been completed without the help of my teacher and supervisor, Dr BELMEKKI Amine to whom I would express my sincere thanks. I am grateful for his encouragement, kindness, patience and insightful advice throughout the completion of this work.

Very special thanks to Dr. H. HAMZAOU, who paved the way for us to explore the world of ESP. I would like to stress not only her excellent qualities both as a researcher and as a teacher, but I would also stress her kind-heartedness and human qualities.

I am likewise immensely grateful to all my teachers in the department of English at Abou Bekr Belkaid University with no exception for their enlightening lectures and encouragements.

Special thanks go also to the jury members: Dr. H. HAMZAOU, Dr. R. BENYELLES, Dr. I. SERRIR and Dr. A. NEDDAR, who have kindly accepted to examine and evaluate this work.

I would like to thank particularly the language teachers and students in the Department of Management for their kind cooperation. My acknowledgements go also to my friends who encouraged and helped me namely Ms. C. Bensaid.

I should not forget, of course, to express my gratitude to my beloved parents for their love, patience and their constant support throughout the completion of this thesis. Special thanks go to my sister Amina and my brother Zaki.

ABSTRACT

The current study is an attempt to investigate the genre of job application letter using genre-based analysis as a powerful educational tool, in order to improve the teaching of business writing at the tertiary level with reference to third-year management students by raising their awareness of the generic structures and linguistic features of the target genre. In this regard, this research work is based on the theory of genre analysis in ESP; it aims to help future graduates to perceive the discourse of business letter so as to better write the latter in agreement with international conventions. In fact, writing for business and professional purposes presents many challenges to learners as it involves many different areas of knowledge and skills. As a result, students should be prepared in advance for the kind of requirements in order to increase their overall marketability in the Algerian job market.

The present investigation is therefore carried out to examine how effective genre-based writing instruction is in helping third year management students at Djillali Liabes University improve their low level in business letter writing as well as their own negative attitudes towards the writing skill in general. Accordingly, four chapters have been devoted to this study, the first chapter provides a review of related literature, the second one is devoted to the description of the target situation and population involved, with a special emphasis on the research design and data collection instruments used. The third chapter tries to analyse the results obtained and confirm the hypotheses raised in this work. Finally, the last chapter contains some recommendations on how to design and plan ESP writing courses for developing students' sensitivity or awareness to diverse business genres; it also provides some genre-based writing tasks to raise the students' consciousness to the move-structure as well as the linguistic features of a given genre.

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LIST OF ABBREVIATIONS

CARS	: Create a Research Space
EAP	: English for Academic Purposes
EBP	: English for Business Purposes
EFL	: English as a Foreign Language
ELT	: English Language Teaching
ESL	: English as a Second Language
ESP	: English for Specific Purposes
GA	: Genre Analysis
GBA	: Genre-Based Approach
GBI	: Genre-Based Instruction
GBWI	: Genre-Based Writing Instruction
JAL	: Job Application Letter
L1	: Learners' First Language (Arabic in this case)
L2	: Learners' Second Language (French in this case)
RAI	: Research Article Introduction
S.D	: Standard Deviation

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GENERAL INTRODUCTION

GENERAL INTRODUCTION

There is no denying the dominance of English in today's world as a lingua franca of the international business scene. The importance of writing, especially business genres such as business letters and e-mails, advertisements and business reports which require proficiency in written communication cannot be overestimated. However, motivating ESP students in a writing class is often difficult because they do not even think writing is that important, at least not in the real or content courses such as Economics, Accounting and Management or do not see clearly how it relates to their degree or future career. The root of the problem is in fact due to the students' failure in relating the language to their communicative needs in real life. For example, the students would choose to skip ESP classes to make last minute preparations for other subjects' quizzes, tests, or exams. Therefore, it seems logical then that by contextualising the students' learning within their domains of study, it could create relevance of the language they learn to their life.

Accordingly, ESP involves learners who have clearly defined professional communities; therefore, contextualizing language within the learners' study environment makes the language learning experience more relevant and meaningful, thereby increasing the learners' motivation to learn English Language. Thus, it is the task of ESP teachers to situate or contextualize language learning within a specific and relevant context because ESP students are concerned with the communicative needs of particular academic and professional groups and so genres are seen as the purposive actions routinely used by community members to achieve a particular purpose. So while genres are seen more specifically as related to groups, they are also seen in the wider context of the activities that surround the use of texts. As far as management students are concerned, they are required to write in an ESP context. Thus, ESP writing classes have to focus on writing business related documents to help ESP students improve and experience ways on writing different business genres to be used in their future career.

In the Algerian context nowadays, the growing number of national corporations and foreign companies especially in the oil and gas drilling industries such as: Sonatrach and some private sectors such as logistics as well as banks, shipping and trading companies indicates the increasing use of English as the main medium of communication especially in day to day dealings as well as business correspondence. As a result, English has become a must for job seekers who wish to apply for jobs in those companies because it is not only a necessary tool to perform effectively in the working place but also to get promoted and therefore obtain a job. And as the search for promising career position is very competitive in those companies, graduates need to be well equipped with not only paper qualification i.e. certificates or degrees, but also with other important skills such as the necessary workplace writing skills in this case job application letters. Consequently, there is a need to ensure that the latter meet the standard of language required in the workplace.

In fact, the teaching of business letters in English is a part of courses of English for business communication, a branch of English for Specific Purposes. ESP students, however, have to 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 letters writing in English intensively. Nevertheless, the knowledge of writing business letters in English is considered a need for ESP students who will soon graduate and might have to use the knowledge in working life. With those difficulties, the teaching of English for business communication in general and writing business letters in English in particular is really a challenge. What the teacher can do is to develop effective and adequate writing methodology that help students understand how to create a text that is both rhetorically and linguistically appropriate and design useful exercises for practicing both rhetorical and language aspects.

In this regard, the present study is proposed to find out those necessary teaching strategies for the section of teaching business letters writing and specifically job

application letters using genre-based analysis framework. Thus, this work aims at investigating the application of genre-based approach to teaching writing in the English for Specific Purposes (ESP) context, especially for learners aiming to use English in the professional setting. Indeed, this research seeks to find out ESP students difficulties in business letter writing and the reasons behind them and the ways to overcome these problems. Hence, a specialized training was introduced as a way to help ESP students to better prepare them to meet the demands of effective business writing skills, specifically job application letters writing for their future endeavour. As a result, a number of genre analysis strategies were presented to demonstrate how learners can be taught to modify and blend their choices according to the contexts in which they write and to help them to make their choices in deciding what kind of information should be put in their writing and in what order to create meaningful and purposeful texts.

However, it is worth mentioning that this research work focused only on one type of text or genre which is job application letter. This is mainly because of time restrictions and third year management students' background knowledge to assimilate all the aspects related to job application letter writing practice in a very limited period of time.

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

- ✓ To find out third-year management students' problems in business letters and specifically JAL writing and the reasons behind them and the ways to overcome these problems.
- ✓ To find out ESP students' needs in writing business letters.
- ✓ To create efficient writing teaching methods suitable for ESP students' needs in order to overcome their problems in business letter writing.
- ✓ To consider whether the implementation of genre-based approach in the ESP class improves the students' low proficiency level as well as their own negative attitudes towards the writing skill in general.

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

1. What might be the main difficulties of third-year management students in job application letter writing pre-test ?
2. Does raising third-year management students' awareness of JAL' generic structures and linguistic features through modeling of the target genre increase their overall writing performance in the post-test?
3. What impact does genre-based instruction has on third-year management students' attitudes towards writing in English?

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

1. Third-year management students may lack awareness of the target genre with regard to its generic structures and linguistic features and hence, causing them difficulties in deciding what kind of information is appropriate and how information can be organized in their JALs.
2. Raising third-year management students' awareness of JAL' generic structures and linguistic features through modeling of the target genre would increase their overall writing performance in the post-test in that they would have less difficulty as what to write in their letters and how to go about it.
3. Genre-based instruction would reduce third-year management students' negative attitudes towards writing in English in the sense that it would contextualize language learning within a relevant context and thus, enhancing their career opportunities by providing access to use the language in real-life writing situations.

To support the above hypotheses, the researcher used a classroom action research design to investigate the impact of explicit instruction of the genre of JAL on

3rd year management students' writing performance. Accordingly, the informants of this study are twenty four (24) 3rd year management students of Djillali Liabes University of Sidi Bel Abbes, and five ESP teachers from the department of management. Initially, a diagnostic test (pre- instruction test) was used to elicit the nature of 3rd year management students' lacks in JAL letter writing. Meanwhile, a pre-instruction questionnaire was administered to the same group (24) in order to investigate the students' difficulties encountered during the JAL writing pre-test, their needs, wants and expectations towards business letter 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 letters writing to ESP students.

After the genre-based instruction phase, the students were submitted to another writing test which is an achievement test in order to evaluate the impact of the implementation of GBI in the ESP classroom on their overall writing achievement. Finally, another questionnaire (post-instruction questionnaire) was administered to the same group and it sought to know the students' reaction and perception of their progress in JAL writing after the instruction phase. Accordingly, the present research work is planned as follows:

The first chapter is concerned with the theoretical framework of this study; it provides key definitions of genre and genre analysis as put forward by the ESP school. It also looks at approaches to genre analysis. Then, it presents the analysis of the genre of JAL based on the theory of genre analysis in ESP. Finally, it reviews the literature related to ESP genre-based pedagogies to teaching writing.

The second chapter sets the research methodology used in order to conduct this research work. It starts with a general discussion of the status of English as well as the methodology used to teach the writing skill at the department of management. It also gives a detailed description of the target population and presents the methodological approach that guided the research design of the present study. In the research design

which then follows, the research instruments –tests, questionnaires and structured-interview are also presented. These are then followed by the section specifying how pre and post tests were analyzed.

The third chapter strives to analyse and interpret the data gathered through different research instruments. 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.

The fourth chapter is concerned with the pedagogical implications of the present research findings, it presents some useful recommendations with regard to the implementation of genre-based writing instruction in the ESP classroom, it also suggests a set of techniques and tasks related to the incorporation of genre analysis into the teaching of business letter writing.

CHAPTER ONE

Literature Review

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1.6.4. Bhatia's Model of Generic Competence

1.7. ADVANTAGES OF GENRE-BASED WRITING INSTRUCTION

1.8. CONCLUSION

1.1. INTRODUCTION

The English for Specific Purposes (ESP) approach, the major theoretical and pedagogical background of the present study is often favored by researchers interested in genre as a tool for teaching discipline-specific writing to L2 learners in professional or academic settings. Furthermore, the concept of genre is central to this thesis through its role as a tool in the definition and delimitation of the job application letters class of texts studied in this research work and its pedagogic implication to teaching writing through the role of ESP genre theory and its methodologies in framing the characterisation of JAL component analysis elements.

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 concept of genre and its nature as seen through the prism of the ESP genre school, which frames the genre study of the current research work. Secondly, it provides some theoretical issues particularly pertaining to the concept of genre analysis in ESP and the literature surrounding the key genre components of communicative purpose, discourse community and move or generic structure as well as contextual parameters affecting genre. Then, it examines JAL as a genre and also presents the analysis of the target genre based on the theory of genre analysis in ESP. Finally, it examines the literature related to ESP genre-based pedagogies to teaching writing.

1.2. THE NOTION OF GENRE IN THE ESP SCHOOL

Indeed, ESP school is one of the major orientations to genre theory which emerged in the U. K. within the broader framework of discourse analysis for applied linguistic purposes, especially the teaching of English for specific purposes which informs an approach to teaching specific genres (often disciplinary genres) and training in the formal and functional features of these texts. The main concern of ESP researchers in the area of genre studies [Swales (1990), Bhatia (1993), Dudley- Evans and St John (1998), Flowerdew (1993)... etc] has been to develop a grounded

description of language use in institutionalized professional and academic settings. In other words, ESP scholars' focus lies in analysing communicative purpose and formal language features of genres in these contexts. However, it is worth mentioning a general and brief overview of the concept of genre as well as its background before defining the latter within the ESP framework.

1.2.1. A Brief Overview of the Concept of Genre

Etymologically speaking, the word *genre*, which is borrowed from French, can be traced, through its related word *gender*, to the Latin word *genus*, which refers to "kind" or "a class of things." On the other hand, *genre*, again through its related word *gender*, can be traced to the Latin cognate *gener*, meaning to generate.

The concept of genre has emerged as a subject of interest in cross-disciplinary areas such as arts, literature, media, linguistics and applied linguistics (Partridge, 1997). It was traditionally used to refer to types of written texts but now it is often also used to refer to types of music or film (Johns, 1997:21). In the field of literature, genre refers to literary texts such as poems, novels and short stories...etc, and in applied linguistics, it is used as a powerful means for classifying and describing discourse i.e. a novel, a job application letter or a newspaper article is each regarded as belonging to a genre or a distinctive type of text, having its own typical generic structures and linguistic features.

Nevertheless, there is no clear definition of genre as "**it remains a fuzzy concept**, (Swales, 1990:33), **and a controversial one**" (Reid, 1987). Thus, the term genre has been interpreted in a variety of ways by experts from a number of schools of genre studies. In this vein, references in the literature have identified three different theoretical positions on genre in applied linguistics, namely English for specific purposes (ESP), Systemic functional linguistics (SFL), New Rhetoric perspectives. These three schools of thought have had great impact on genre theory in applied linguistics (Hyon, 1996). Accordingly, the scholars in different schools have their own

point of view on what is genre. Those in the field of English for specific purposes (ESP) put emphasis on analyzing the usage of English in academic and professional settings, while the scholars in the field of New Rhetoric perspectives has treated genre as formalistic classification of types of text and Systemic functional studies on genre are exploring the relationship between languages and their functions in social context.

In order to make this review as relevant as possible, the next section will examine the notion of genre within the ESP school.

1.2.2. Defining Genre in ESP

In fact, the most influential works within the ESP school in terms of both analysis and delineation of genre have been that of Swales (1990) and Bhatia (1993). Within the ESP framework, Swales (1990:58), in a widely cited definition of genre, identifies genres as communicative events which are primarily determined by shared communicative purposes, these purposes constraining the rhetorical structure, content, and style of the genre. According to Swales, genres operate within discourse communities, whose members recognise the genre's communicative purposes. In other words, a genre is seen as a class of structured communicative events that share common purposes that are recognized by the members of the discourse community that owns it. These purposes determine the structure and linguistic choices in the genre. In this standard, Swales (1990: 58) takes the communicative purpose as a basis, he defines 'genre':

As a class of communicative events, the members of which share some set of communicative purposes. These purposes are recognized by the expert members of the parent discourse community, and thereby constitute the rationale for the genre. This rationale shapes the schematic structure of the discourse and influences and constrains choice of content and style. Communicative purpose is both

aprivileged criterion and one that operates to keep the scope ofgenre... narrowly focused on comparable rhetorical action. In additionto purpose, exemplars of a genre exhibit various patternsof similarity interms of structure, style, content and intendedaudience.

Swales' work has also influenced research in the broader area of ESP. For example, Bhatia (1993) who prefers to use the terms professional or academic community instead of discourse community takes Swales' techniques for analysis of academic texts in his research as the starting point for further development of the notion of genre in professional settings such as business letters and legal documents. In fact, he has also analyzed the move structures of job application letters and sales letters, demonstrating that they both belong to the promotional genre as they share the same communicative purpose. In this respect, Bhatia (1993: 13) defines professional and academic genre as:

A recognisable communicative event characterised by a set of communicativepurpose(s) identified and mutually understood by the members of theprofessional or academic community in which it regularly occurs. Most oftenit is highly structured and conventionalised with constraints on allowablecontributions in terms of their intent, positioning, form and functional value. These constraints, however, are often exploited by the expert members of thediscourse community to achieve private intentions within the framework of socially recognised purpose(s).

Based on the definitions of genre above, it is obvious that communicative purpose is the prominent factor that controls both Swales' (1990) and Bhatia's (1993) definitions. The communicative purpose determines the shape or structure of the text that is produced. Different purposes of writing will result in different genres which are

distinguished by particular text structures and linguistic features. Bhatia (1993) made a further elaboration and stated that each genre is an instance of a successful achievement of a specific communicative purpose using conventionalized knowledge of linguistic and discursal resources. In other words, genre is a socially recognized, highly structured and communicative discursal event or activity which aims to fulfill a particular communicative purpose in a certain discourse community.

One recent definition of genre is the one provided by Flowerdew and Peacock (2001:15-16) who stress the fact that ESP has tried to provide valid language description for learners, through the targeting of genres in specific discourse communities. They define genre as follows:

A genre is a particular communicative event which has a particular communicative purpose recognized by its users, discourse community. By targeting specific genre as the object of analysis, one ensures that description is valid for specific situation and participants (especially where members of the discourse community are consulted as part of the analysis.

In conclusion, many scholars have agreed with the fact that communicative purposes and patterns of a discourse distinguish one genre from another, any major change in the communicative purpose is likely to give us a different genre. These purposes and patterns are determined by members of the discourse community to which those genres belong. Thus, the concept of genre evolves with a new perspective on the nature of language, which views language as a functional tool for achieving particular purposes. Accordingly, it has become a powerful means of analyzing and understanding texts in crossdisciplinary areas such as academic and professional settings. As a result, to satisfy the need of text-specificity in the context of ESP, a more focused methodology for text analysis was developed in the form of genre analysis.

1.3. GENRE ANALYSIS IN ESP

ESP is now well established as an important and distinct part of English language teaching. In fact, since the late 1980s ESP has changed in two very significant respects. Firstly, English for Business Purposes has become an increasingly important, even dominant, area of ESP. Secondly, the work of discourse and genre analysis on the one hand and the results of computer based analysis on the other provide a fuller understanding of how specific texts, both written and spoken work.

Genre analysis in ESP began with Swales' pioneering work (Swales 1981, 1990) on the introduction sections of academic articles. Swales (1983, 1984) analyzed a number of academic articles and found that the majority of the short introductions followed a four move pattern; he modified this to three moves : (a) Establishing a territory;(b) Establishing a niche;(c) Occupying the niche(Swales 1990). Although his analysis targeted only the introductory part of an academic research thesis, his original work(model) has nevertheless been influential, especially various analyses inspired by the original works of Swales (1981, 1990) has had a profound influence on the teaching of ESP, especially the teaching of academic and professional writing to non native students at tertiary level.

1.3.1. Defining Genre Analysis in ESP

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.

GA is in fact, an insightful and thick description of academic and professional texts (Bhatia, 1993:11). Moreover, it can be used for a number of applied linguistic purposes, including the teaching of English for specific purposes. In this regard, GA in ESP has been a favorite approach to text analysis in the past three decades, this approach has been developed by the works of such influential pioneers as Swales (1981,1990), Dudley Evans (1986), and Bhatia (1993). Their studies aim at providing a description of the communicative conventions associated with particular areas of English of use (Widdowson, 1983). In other words, they provide characterizations of organizational patterns through which different genre achieve their communicative purpose. That is to say, the principle aims of genre analysis are to identify the generic structure, the strategies available which allow users of the genre to achieve their communicative purpose and the linguistic choices available to realize those strategies (Swales, 1990; Bhatia, 1993).

Dudley-Evans (1987), who argued for genre analysis as a system of analysis in ESP stressing that **“we need a system of analysis that shows how each type of text**

differs from other types”(Dudley-Evans, 1987:73). This system of analysis, he suggests, must do the following things:

- It must group together texts that are similar in rhetorical purpose, form and audience.
- It must show how the texts are different from others and between themselves.
- It must provide information about rhetorical structure and form that can be of use in the classroom. (Dudley-Evans 1987:72).

Besides that, Robinson (1991:25) defines genre analysis as:

An approach that looks at the operation of language within a complete text, seeing the text as a system of features and choices.

In similar vein, Swales (1981:1) added that genre analysis is:

A system of analysis that can reveal something of the patterns of organization of a genre and the language used to express those patterns in the light of communicative purposes.

Accordingly, genre analysis is the study of how language is used within a particular setting; it is a means of studying spoken and written discourse for applied purposes (Swales, 1990). It is mainly concerned with the form of language use in relation to meaning (Bhatia, 1993) and the reason for this type of analysis is to gain insights into the nature of a genre that helps in ESP materials writing and teaching. Moreover, it is also 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 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.

Apart from that, genre analysis aims to provide a means of classifying a particular genre or sub-genre (Dudley-Evans, 1987:2). For instance, a technical report genre can be classified into several subgenres such as research report, laboratory report and recommendations report. If one can master the conventions of a genre properly, thus, one could be able to write an acceptable report about almost any research project that may be carried out.

To sum up, genre-analysis approach goes two steps beyond register analysis and one step beyond discourse analysis though it draws on the findings of both. As Bhatia (1993:122) states:

The main benefit of a genre-based analysis approach to the teaching and learning of specialist English is that the ESP learner does not learn language in isolation from specialist contexts, but is encouraged to make the relevant connection between the use of language on the one hand and the purpose of communication on the other, always aware of the question: “why do members of the specialist discourse community use the language in this way?”

As a conclusion, Genre analysis approach to ESP texts is an indispensable and feasible means employed in the analysis of academic and professional discourses and

it can be a powerful pedagogic tool for ESP teachers and will definitely benefit students in the sense that it helps initiate them into the types of texts they will encounter in the discourse community they are aiming to join.

1.3.2. Approaches to Genre Analysis in ESP

According to Swales (1990), a typical ESP approach to genre analysis begins by identifying a genre within a discourse community and defining the communicative purpose the genre is designed to achieve. In this regard, the analysis turns to an examination of the genre's organization and its generic structure which is often characterized by the rhetorical "moves" it undertakes, and then to an examination of the textual and linguistic features (style, tone, voice, grammar, syntax) that realize the rhetorical moves. The trajectory of the analysis thus proceeds from a genre's schematic or generic structure to its lexico-grammatical features related to the genre's communicative purpose and the discourse community which defines it.

In other words, ESP framework is a top-down process of genre study, which is composed of communicative purposes and moves. The purposes can be realised in lower layers of a text, such as moves and steps. The process is by no means linear or static, but generally speaking, it has tended to move from context to text (Flowerdew, 1993), with context providing knowledge of communicative purpose and discourse community members' genre identification.

Three key and inter-related concepts: discourse community, communicative purpose and move-structure frame ESP approach to genre analysis study as well as contextual parameters affecting genres will be discussed in the next sections.

1.3.2.1. Discourse Community

As it is known, the 'discourse community' concept developed from the sociolinguistic notion of the speech community, whereby similarities in speech could

be accounted for by the speaker living in a community defined by geographical space, social class, gender, ethnicity, and so on. In a discourse community, the members may be dispersed widely and of different social classes, genders, and ethnicities, but they are linked by a common set of communicative purposes; for example, they might need to write research articles for international refereed journals, or they might need to write business letters, such as letters of application for a job.

Discourse communities have been defined in different ways, Swales (1990), for instance, sees them as having collective goals, while Johns (1997) suggests they have common interests, rather than goals. Barton (1994:13) takes a middle way and sees them as loose-knit groups engaged in either producing or receiving texts:

“A discourse community is a group of people who have texts and practices in common, whether it is a group of academics, or the readers of teenage magazines. In fact, discourse community can refer to the people the text is aimed at; it can be the people who read a text; or it can refer to the people who participate in a set of discourse practices both by reading and writing.”

Indeed, a key notion relevant to genre analysis and genre designation within the ESP framework is that of discourse community. In this standard, Swales (1990:9) notes, “... **genre belongs to discourse communities, rather than individuals**”, he defines discourse communities as “**sociorhetorical networks that form in order to work towards sets of common goals.**” These common goals become the basis for shared communicative purposes, with genres enabling discourse community members to achieve these communicative purposes. In a discourse community, all the members are familiar with the particular genre which is used to achieve that set of goals in the community. Hence, discourse communities are recognized by the specific genres that they employ, which include both speech events and written text types (Swales, 1990).

Accordingly, Swales identifies a group of (individuals) writers and readers as a discourse community if there are common goals, participatory mechanisms for intercommunication among its members (e.g., meetings, correspondence, newsletter, mailing list), information exchange, community specific genres, a highly specialized terminology and a high general level of expertise (Swales 1990:29), i.e. a group of physicists or biologists would have a set of research goals, journals, and conferences with which to give information and feedback, the group would have several genres at its disposal (research articles, reports to funding agencies, conference papers, popularizations), and its members would have relevant expertise (they would all likely be educated to degree level and beyond). As such, genres not only help members of a discourse community to achieve and further their goals; genres also help new members acquire and become initiated into a discourse community's shared goals, hence the value of genre as a teaching tool within ESP.

To sum up, the concept of discourse community has been very influential in researching and teaching writing, particularly in EAP and ESP, showing us how writing works in different disciplines and why, for example, the target genres we need to teach physics students look very different from those needed by students in economics. The implications of this for ESP teachers is that they have to be clear about the purposes, genres and readers that ESP students will need for their academic and professional contexts. Therefore, helping them to understand how writing works in their target contexts. Since it is the communicative purpose defined in relation to a discourse community's shared goals that gives to and provides the rationale for a genre and shapes its internal structure, thus, the latter often serves as a starting point for ESP genre analyses.

1.3.2.2. Communicative Purposes

Using the criterion of 'communicative purpose' as a novel way of categorising texts is one of the major strengths of the ESP approach in that it turns learners' and teachers' attention away from mere surface features of text to the socially situated

practice of using texts with specific intentions. However, the precise definition and operationalisation of communicative purpose still constitutes one of the more difficult issues. Despite growing awareness of a need for further clarification the issue still revolves around the roles of expert members of the discourse community, on the one hand, and, on the other, of analysts in defining or discovering communicative purposes in particular genre (Askehave and Swales, 2001:197–200).

For both Swales and Bhatia, it is communicative purpose which brings any genre into being, shaping the ‘schematic/generic’, or ‘beginning-middle-end’ structure of the discourse, and influencing choices of content and style (Swales 1990: 58, Bhatia 1993:13). Besides, the communicative purpose of a genre is seen as its defining feature which distinguishes it from other genres, and therefore, explains its form and features of language use (Dudley-Evans, 1994). Thus, Genres differ in that each has a different purpose and they are structured differently to achieve these purposes. The organizational stages of these genres can be individually characterized. A genre has a particular generic or schematic structure: a distinctive beginning, middle and end. It is this which constitutes the genre of a text.

The genre analysis approach tries to explain how different genres achieve their communicative purpose. For genre analysts, different kinds of writing, or genres, such as letters of apology, recipes, or law reports, are used to carry out different purposes. As stated by Mirhassani and Reshadi (2001: 69):

The essence of the concept of genre, as is now used in applied linguistics, ESP, and rhetoric, is an emphasis on the primacy of communicative purpose and the way in which communicative needs shape or influence both surface and deeper rhetorical structure.

In fact, Bhatia (1993) who is one of the pioneers in the field of genre analysis pointed out the significance of the communicative purpose as the essential element of

a genre, he states that it is important to look at the communicative purpose that each genre serves or has to fulfill as the communicative purpose plays a crucial role in genre identification. The main communicative purpose of each genre can be realized by achieving additional communicative purposes. These communicative purposes, according to Bhatia (1993), are represented by a structural description in terms of moves. As a result, studying the framework of moves in each genre is necessary in genre analysis. Therefore, for each genre to achieve its ultimate communicative purpose, a structural description in terms of the moves may be assigned.

Bhatia (1993) exemplifies that in business settings, a sales promotion letter has the communicative purpose of persuading and eliciting a specific response from its reader(s). Bhatia (1993) explains that this communicative purpose can be succeeded by achieving additional communicative purposes such as capturing the attention of the potential customer, appraising the product/service, providing enough details about the product/service in the shortest but most effective way and initiating business relations between a potential seller and a prospective customer. These communicative purposes can be represented by a structural description in terms of moves.

In job application letters, on the other hand, its communicative purpose is also to persuade and elicit a specific response from its reader(s), which is a call for interview in this case. To make this communicative purpose a success, some additional communicative purposes need to be achieved (Bhatia, 1993). These additional communicative purposes, according to Bhatia (1993) are establishing credentials, offering a favourable and advantageous, positive and relevant description of the abilities of the candidate in terms of the specifications or requirements of the job, highlighting the most essential and the most important aspects of the candidature and initiating a possible working relationship with the employer. Again, these communicative purposes can be represented by a structural description in terms of moves. These moves, as pointed out by Bhatia (1993), are establishing credentials, introducing candidature, offering incentives, enclosing documents, soliciting response, using pressure tactics and ending politely.

Bhatia (1993) explains that the sales promotion letter and job application letter may be viewed as the same genre, which is called the promotional genre because they share the same communicative purpose, which is to promote something. In other words, sales promotion letters promote a product or service whereas job application letter promotes the job applicant. Furthermore, both of them are persuasive and use the same medium, and exploit the same form (Bhatia, 1993). However, they differ from each other in the way that sales promotion letters are generally unsolicited while job application letters are normally written in response to an advertisement (Bhatia, 1993).

In this section, the key notion of communicative purpose has been shown to be contestable in terms of its role as a privileged criterion for genre determination. Nevertheless, the concept of communicative purpose is accepted as remaining important as a contributory determinant of genre identity, and as providing the basis for rhetorical move analysis.

1.3.2.3. Move/Generic Structure

Researchers in the field of ESP emphasize the patterns of discourses in light of move-structure (Swales, 1990; Bhatia, 1993). The move or generic structure in ESP is composed of moves, steps, and their sequencing. It is believed that communicative purpose is achieved through a series of moves. A move is assigned a label only when it fulfills a function, collaborative efforts of the moves help to accomplish the goal of the overall discourse. Under each move, there are options of steps or strategies for writers/speakers to select to realize the purpose of the move. For Swales (2004:23), a “move” in genre analysis represents:

A discursal or rhetorical unit that performs a coherent communicative function in a written or spoken discourse. Although it has sometimes been aligned with a grammatical unit such as a sentence, utterance or paragraph (e.g. Crooks, 1986); it is better seen as flexible in terms of its linguistic

realisation. At one extreme, it can be realized by a clause; at the other by several sentences. It is a functional not a formal unit.

In genre analysis, texts typically consist of a series of moves or what is called generic structures, with moves being functional units contributing to the overall communicative purpose of the genre. Since a move is semantically determined, the size of the move is not syntactically bound. That is, it can vary ranging from a phrase, a sentence, a paragraph, to multiple paragraphs. But at least, a move contains a proposition. Not all moves occur equally frequently. Some moves occur more frequently than others, and they can be described as obligatory and optional, respectively. A rhetorical move can, in turn, consist of a number of elements that together, or in some combination, contribute to the same function of the move to which they belong. These elements are referred to as ‘steps’ by Swales (1990) or ‘strategy’ by Bhatia (1993). The latter is a lower level text unit than the move that provides a detailed perspective on the options open to the writer in setting out the moves.

Central to the notion of genre in the ESP school is the ‘move-structure’ analysis or ‘generic structure’ analysis, which classifies segments of text according to their prototypical communicative purpose for a particular genre. In this respect, (Swales, 1990:141) advocated a “move-structure” model to analyze the genre of Research Article Introduction namely the Create a Research Space (CARS) model in a functional perspective which represent the writer’s social purpose, and comprising ‘steps’ which are optional textual elements. Thus, the move-structure of the RAI is considered to be as follows:

Move 1 Establishing a territory
Step 1 Claiming centrality and/or Step 2 Making topic generalization(s) Step 3 Reviewing items of previous research Declining rhetorical effort
Move 2 Establishing a niche
Step 1A Counter-claiming or Step 1B Indicating a gap or Step 1C Question-raising or Step 1D Continuing a tradition Weakening knowledge claims
Move 3 Occupying the niche
Step 1A Outlining purposes or Step 1B Announcing present research Step 2 Announcing principal findings Step 3 Indicating RA structure Increasing explicitness

Table 1.1: A CARS's Model for Article Introductions

This model and its earlier version (Swales, 1981, 1990) have had a major influence on research and the teaching of writing in EAP. The advantage is that the moves and steps seem to reflect a reality in text and in the way in which writers approach the task of writing up their research. From pedagogic point of view, it is possible to convert the analysis very readily into teaching material that provides a way into both the organization of writing and the relevant language forms (Dudley Evans & St John, 1998). Swales' work led to parallel research into other sections of the research article such as the Results, Discussion of Results and Abstract and his model has been further extended to account for longer and more complex studies (i.e. academic dissertations; Dudley-Evans 1994) and grant proposals (Connor 1996).

In the area of EOP, Bhatia (1993) has shown that the techniques of genre analysis developed originally for the study of academic texts can be applied to business letters and legal documents. He looks at two types of business letters which he calls promotional genres, the sales promotion letter and the job application letter and finds that they use a virtually identical pattern of moves.

Move 1	Establishing credentials
Move 2	Introducing the offer
Move 3	Enclosing documents
Move 4	Offering incentives
Move 5	Soliciting response
Move 6	Using pressure tactics
Move 7	Ending politely

Table 1.2: Sales Promotion Letter's Move-Structure

Genres are also influenced by other features of the situation, such as the subject matter, the relationships between the writer and the audience, and the pattern of organization. Therefore, other considerations in genre analysis include the context in which the target genre is used.

1.3.2.4. Contextual Parameters Affecting Genres

One way of defining genres is as language events in which the configuration of contextual features comes together. Basically, Halliday (1978) divides up context according to three parameters: field (what the text is about), *tenor* (the relation between text producer and text recipient) and *mode* (the type and purpose of the text - written to be read, written to be spoken, etc.). As for tenor, it is also called style of discourse which relates to the core notions of formality and informality embedded in the relationship between writer and reader, as in Halliday's (1978) concept of tenor, adopted in register analysis.

The three contextual parameters of field, tenor, and mode together determine discourse structure and choice of linguistic realization. Genre analysis, according to this view, is the study of how the contextual parameters, discourse structure, and language interrelate. Thus, to give some examples, shop transactions, or service encounters, are in the *field* of goods and services, *tenor* is that of salesperson to customer, and *mode* is that of spoken interaction. Introductions to research articles are in the field of academic enquiry, the *tenor* of expert to expert and *mode* of written to be read.

As a conclusion, the general approach to genre analysis within ESP and the research that has emerged from it, has contributed greatly to our knowledge of discipline-specific genres, such knowledge has enabled graduate-level non-native speakers of English to gain access to and participate in academic and professional discourse communities.

1.4.GENRE ANALYSIS OF JOB APPLICATION LETTERS

A genre is chiefly identified by the communicative purpose for which it is created in a particular social context (Swales, 1990). In the case of a written text or written discourse, various factors impinge upon its production and processing. These include the relationships and roles of the writer and the reader, the degree of formality and even the ideological principles held by both participants in the discourse community (Bhatia, 1993). In this respect, a business letter has to show certain conventions in order to be accepted by the business community as such. Certain form-function correlations exist within the text and learners need to be made aware of their usage if effective business purposes are to be achieved through it i.e. opening, closing.

Therefore, an informed study of JAL according to genre analysis is inevitably useful, subsequently preparing learners for writing tasks at future professional workplace situations (settings). Furthermore, the result of this analysis will be used in the design of a lesson plan for 3rd year management students on how to write a job

application letter through the application of genre-based instruction which is drawn from Bhatia's model of generic competence Bhatia (1997:136).

1.4.1. Job Application Letter as a Business Genre

Generally speaking, business letter is first and foremost a tool of business communication and it is therefore, a formal discourse which cannot be seen as a genre in itself, except in the sense of being an umbrella term that covers a multitude of smaller and separate genres that go to create it (Dudley-Evans, 1987), i.e. job application letter, sales promotion letter, candidate rejection letter, letter of apology, letter of complaint, letter of dismissal, letter of resignation...etc.

In fact, the Job application letter is among the most important aspects of business letter as far as one's career is concerned. It is often the first business letter that most people write. The function of job application letter is initially to secure an interview; therefore, it should contain information that will interest the reader or the future employer. Hence, job application letter is the first contact between the employee and the prospective employer. It is an opportunity to create the right impression from the outset. Regardless of the position applied for, one can increase the chance of a favorable response to an application by wording and setting it out carefully (Rizan, 2005).

Bhatia (1993:60) posits that the genre of job application letter belongs to the larger category of promotional literature and is similar to advertisements, company brochures and leaflets because it is written in an attempt by the candidature to promote himself or herself. The prior intention of job application letter is to convey communicative purpose in a most persuasive manner, so that the particular candidate will achieve to obtain the desired job applied for. According to Bhatia (2004, 23), it is the emphasis on conventions and constraints which most significantly characterize a genre. Thus, he asserts:

Genre essentially refers to language use in a conventionalized communicative setting in order to give expression to a specific set of communicative goals of a disciplinary or social institution, which give rise to stable structural forms by imposing constraints on the use of lexico-grammatical as well as discursive resources.

By implication, all ESP scholars suggest, as with any other discourse, be it spoken or written, the job application letter has certain communicative purposes (Dudley-Evans, 1987; Swales 1990; Bhatia, 1993); it is bound by certain conventions (Bhatia, 1993, 2004); and it has certain lexico-grammatical /linguistics features (Swales, 1990). Accordingly, if Swales' genre definition (1990) and Bhatia's work on promotional literature (1993) is combined, the definition of the genre of the job application letter may be formulated as follows:

The job application letter comprises a set of communicative events related to the job application procedure whose shared set of communicative purposes is to elicit a response from and establish communication with the audience, the employer or its representatives, and persuade him to choose the applicant at the end of the selection process. The rationale of persuasion influences and constrains the choice of content and style, shaping the schematic structure of the discourse type.

In sum, the main aim of the job application letter is to elicit a response, namely an interview for the applicant, to accomplish this, the applicant has to establish his or her credentials by offering a favorable, positive and relevant description of the abilities of the candidate in terms of the specifications or requirements of the job that has been advertised. Therefore, the description should not present all the minutiae, but only highlight the most essential and the most important aspects of the candidature.

1.4.2. An Analysis of the Genre of Job Application Letter in English

This section contains two layers of analysis: contextual and linguistic analysis. On the one hand, contextual analysis focuses on the context in which the genre is used in order to identify the communicative purposes as well as the contextual parameters affecting genre which are respectively field, mode and tenor. On the other hand, linguistic analysis involves the analysis of the genre of JAL based on Bhatia's Move-structure as well as the identification of lexico-grammatical features. In fact, Bhatia (1993) proposed the cognitive structuring which is made up of moves, strategies, and their ordering. He stressed the cognitive nature of genre which is manifested through strategies which can be recognized by examining typical linguistic features.

1.4.2.1. Contextual Analysis

“What we need to know about a context of situation in order to predict the linguistic features that are likely to be associated with it has been summarized under three headings: ‘field of discourse’, ‘tenor of discourse’, and ‘mode of discourse’. Field refers to the topic of the text. Tenor refers to the relationship between writer and reader. Mode refers to the channel of communication. These three elements together determine the register of language” (Halliday, 1978; Halliday&Hasan, 1989).

1.4.2.1.1. Purpose

The communicative purpose of job application letters is persuasive and informative in that the writers try to elicit a specific response from its reader, exactly a call for interview and in order to ensure this pragmatic success, the writer has to highlight the most essential and the most important aspects of his candidature (Bhatia, 1993: 60).

1.4.2.1.2. Mode

The purpose of the application letter is not to tell the whole story of one's education/work history but to convince the employer to grant one an interview. Thus, a job application should not be too lengthy, but forceful to emphasize the relevant central selling points of the candidature. The ideal length of a job application may be around one page and let its enclosure --- resume or CV to tell the details. The channel of communication is usually direct mail via the post or, the electronic mail. The job application letter is a business professional genre, and therefore the text is generally organized in a formal way. As a formal letter, there are the *salutations* or *greetings*: "Dear Mr." and the *closing*: "yours sincerely".

1.4.2.1.3. Tenor

Generally speaking, the writers of job application letters are the job applicants themselves, and the readers are prospective employers. The readers actually can be divided into two types: one is someone who does the actual hiring and the other is someone who screens all the incoming mail and then passes a few along for the "hiring" person to consider. Since large corporations, businesses and industrials always have a personnel department, the job application letters are likely to reach the screening person at first. In broad terms, the JAL discourse participants are the employer on the one hand, and the potential employee on the other. This is clearly an unequal power relationship in favor of the employer. The employer may be a company, corporation, or an institution.

1.4.2.1.4. Field

The variable of subject does not exert much influence on job application letters. However, the contents of letters do differ according to the variant shortcomings or advantages of different applicants. For example, if the applicant is too young or has no work experience, he will emphasize positive educational qualifications to strengthen the employer's confidence in his capabilities. But supposing that the applicant for the

same job opening has lots of work experience, he is more likely to exploit the relevant work history instead of educational one.

1.4.2.2. Linguistic Analysis

Following Bhatia’s findings of genre analysis (1993), this section examines job application letters because it is a common genre in business writing and it is used in most professions for hiring decision (Ali-Ali, 2004; Bhatia, 1993). In fact, the linguistic analysis of the genre of JAL is to be carried out at both discoursal and lexicogrammatical levels. The analysis of the move-structure involves assigning functional aspects to the sections of language which contribute to the schematic or generic 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 of the JAL writing lessons.

1.4.2.2.1. Bhatia’s Job Application Letter Move/Generic Structure (Macro-Textual Level)

Bhatia (1993: 59) proposed the seven-move structure in job application letters. In the present research, only six moves were used for they were easier to label the samples. The following table illustrates the framework used in the present study:

Move 1: Establishing credentials	Obligatory
Step 1A: Establishing a niche	
Step 1B: Referring to the source of job information about a vacancy	
Move 2: Introducing candidature	Obligatory
Step 2A: Offering candidature	
Step 2B: Essential detailing of candidature	
Step 2C: Indicating the value of the candidature	
Move 3: Enclosing documents	Obligatory
Move 4: Soliciting response	Obligatory
Move 5: Using pressure tactics	Optional
Move 6: Ending politely	Optional

Table 1.3: Job Application Letter’s Move-Structure Template

The above generic structure is represented in the following example of a job application letter adapted from Kucirkova (2005):

The staff Manager	John Smith
M.D Bank,226, Bond Street, London	Bridge street, Newtown. 19 th May, 2009.
Dear Sir,	
I would like to apply for the post of accountant advertised in the “Times”.	(M1), (S1B) (M2), (S2A)
As you can see from my CV, I have already worked for central bank for 2 years as an accountant.	(M2), (S2B)
During this time, I have become quite knowledgeable with all the accounting functions. It includes accounts payable, accounts receivable and billing. I am also a hard worker, flexible team player, with excellent IT skills.	(M2)(S2C)
I enclosed my CV	(M3)
and will be available for an interview next week and I can be reached at 566-1907 after 6pm. I really hope that I will be suitable for this work and you will employ me.	(M4) (M5)
I look forward to hearing from you.	(M6)
Yours faithfully John Smith	

Table 1.4: Job Application Letter’s Generic Structure

1.4.2.2.2. Linguistic Features of Moves and Steps (Micro-Textual Level)

This section involves the identification of the key lexico-grammatical features commonly found in the moves and steps of the genre of JAL. Indeed, each move is characterized by its own unique register of grammar and lexis. Furthermore, of the six moves, two moves were accomplished by more than one step, which in turn is realised by a range of linguistic structures which together constituted what is called the move register (Henry & Roseberry, 1996) or lexico-grammatical features.

Move1 Establishing credentials: It is the opening move of JAL in Bhatia's framework of writing job application letter. The candidate will normally find a major reference to the needs of the potential/future employer. In other words, it is customary to most of the job applicants to refer to the job advertisement. By doing this, the applicant somehow indirectly indicates his perception of the requirement of a specific job opening and then makes an offer in the form of his own candidature.

In fact, there are two types of JAL, the solicited and the unsolicited application letter, the latter is written to a prospective employer to explore the possibility of a job opening; the letter writer has a difficult task to generate the reader's interest. So, **“Establishing a niche”** is a common but effective way to fulfill this task. In this step, the applicants generally refer to the needs of the potential employer and state he can fulfill them, for example: “I am writing to apply for a position as a sales manager with any foreign companies in Algeria or abroad.”

On the other hand, the solicited letter is a response to a position advertised in print or by word of mouth. The latter has two advantages for job applicants, the reader has already had some interest in the letter; specific requirements for the job position have already been provided; and one drawback, the applicant is facing more competition because more people know about the job. Therefore, the letter writer is apt to adopt the second alternative **“Referring to the source of job information about a vacancy”** to justify the letter. In this step, the advertisement or person's name will be

mentioned. For example: “I would like to apply for the post of accountant advertised in the Times.”

Moreover, the analysis shows some lexico-grammatical features of this move: first, the identification of the job position the writer is interested in or of the information source about the job vacancy can appear in subject, object or adverbial position; second, in the unsolicited letters, the verb “need” is often used to establish a niche.

Move 2 Introducing candidature: it is the central move in job application letters. Its ultimate purpose is to build a positive image of the applicant and persuade the prospective employer to accept him. According to Bhatia (1993), it usually consists of three steps which are namely: **offering candidature**, **essential detailing of candidature** and **indicating the value of the candidature**. However, not all the three steps will occur in every application and they do not always follow a strict order.

Offering candidature: In this step the applicant will state definitely that he is applying for a job position. For example: “I wish to make application for a lectureship in the Department of English at this university.”

Essential detailing of candidature: This step is the most detailed one and intends to describe the favorable qualifications of the applicant. There are many semantic possibilities to realize this step, such as mentioning qualifications on education, which can be sketched in terms of the degree, study fields, tutors, courses, extracurricular activities, honors and awards; talking about work experience, which should include any full or part-time job positions one have held, the related responsibilities and even reasons for job changing; highlighting professional achievements, which are concrete evidence to prove the applicant’s competence; or describing personal interests and attitudes toward employment to convince the prospective employer that the letter writer is the right candidate for the job.

As to the lexico-grammatical features of this step, the analysis shows that it makes use of a variety of devices to pack the large amount of information into neat expressions, which include:

(1) Long sentences loaded with conjoined phrases, complex noun phrase and hypotactic prepositional phrases.

(2) Chronological order: This is an ideal device to organize information concerning either educational or professional experience. For example: "I am 28 years old and single. I graduated from Stratford Management School four years ago. As you can see from my CV, I have already worked for central bank for 2 years as an accountant."

Indicating the value of the candidature: In this step, the writer will stress that he/she has sufficient qualities and potential in the form of qualifications, relevant experience, personal attributes, strength of character, etc., to meet the job's requirements satisfactorily (Bhatia, 1993: 65). In this regard, some general positive evaluative words are helpful in the task of self-appraisal, for example: through training; varied / broad / strong / considerable experience; proven ability; firm foundation; practical skills; (personalities) conscientious, disciplined, energetic, reliable, adaptable, efficient, personable and so on. For example: "During this time, I have become quite knowledgeable with all the accounting functions. It includes accounts payable, accounts receivable and billing. I am also a hard worker, flexible team player, with excellent IT skills."

Move 3 Enclosing documents: A job application letter cannot be exhaustive in elaborating the applicant's merits. Instead, the details are enclosed in the form of resume or C.V., certificates, reference, etc... (Bhatia, 1993: 67). Therefore, the writer has to guide the prospective employer to these further details, which is precisely the function of this move. Thus, enclosing documents is obligatory together with job application letter in order to achieve successful job application. This move is usually realized as a separate move: i.e. the details of my education, work history, and

publications are given in the enclosed resume. However, it is also realized as an embedded move. For example: “Moreover, as my references will confirm, I am conscientious and adaptable.”

In the above example, the move is embedded in Step 2C “Indicating the value of the candidature”. There are various formulaic expressions used in the realization of “Enclosing documents”:

“The enclosed resume/ C.V. / reference indicates / includes / outlines...”

“The details of... are given in the enclosed C.V.”

“My complete resume/ C.V. / certificate / reference is attached.”

Move4Soliciting response: Like other business letters, job application letter also has its primary indicator of success, and that it is to obtain an invitation to attend an interview session by the potential employer. Thus, to write good and convincing job application letter, the applicant should clearly indicate a request for an interview or an invitation for further correspondence. Toward the end of job application letters, the writer will almost invariably ask the reader to take certain desired action, such as giving an interview, making further contacts or requiring references, etc. Below are some conspicuous linguistic features in its realization:

(1) Conditional clauses: i.e. “Should my education, skills, attributes and character traits interest you, I would be pleased to have an interview at your convenience.”

(2) Modal Auxiliary verbs like “may, will, would” to express a polite request i.e. “May I have a privilege of an interview?”

(3) Identification of applicant’s telephone numbers and appropriate time to call i.e. “I can be reached at 566-1907 after 6:00 p.m.”

i.e. “I will be available for an interview next week and I can be reached at 566-1907 after 6:00 p.m.”

Move 5 Using pressure tactics: This move is actually requiring the reader or potential employer to take quick decision based on the application made by applicant. It also functions at signaling to the potential employer to show the applicant's enthusiasm in getting the desired job. However, this move seldom appears in job application letters. For example: "I really hope that I will be suitable for this work and you will employ me."

Move 6 Ending politely: It is the last move in Bhatia's framework of writing job application letter. The closing or ending of a job application letter is vital as it is able to create an impact and at the same time stimulate emotive elements in its reader or potential employer. There are various expressions such as:

"Thank you very much",

"I am looking forward to hearing from you" and soon.

As far as the six moves are concerned, there are four obligatory ones and two optional ones. In this respect, the obligatory moves are: "establishing credentials", "introducing candidature", "soliciting response" and "enclosed documents", while the remaining three moves: "using pressure tactics" and "ending politely" are peripheral or optional ones. In fact, the fundamental purpose of a job application letter is to persuade the prospective employer to accept our candidature. To fulfill this, there are two crucial moves: "introducing candidature" and "soliciting response", one is to offer a relevant, positive and credible description of our candidature and a good indication of our potential value to the reader; the other is to ask for a specific response from our reader, whereas "establishing credentials" and "enclosed documents" undertake the two additional but indispensable functions. One is to gain the reader's attention in the very beginning; the other is to keep the letter brief and focused. Finally, "ending politely" might lie in the fact that "soliciting response" can also function as a politely closing move in the absence of "ending politely".

A central issue which will be later addressed is how generic features such as similar communicative purposes and rhetorical moves can provide a pragmatic and effective approach to achieving pedagogic objectives as well as showing the moves and steps and explaining their reasons can enhance the teaching and learning of writing and specifically business letter writing (JAL) through the application of genre-based teaching approach in the ESP classroom. However, it is worth mentioning a brief overview of two major approaches to teaching writing, namely, product and process approaches which will be provided separately before looking at the writing pedagogy in the ESP genre school.

1.5. MAJOR 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. However, the last approach will be dealt with separately under the section of writing pedagogy in the ESP genre school.

1.5.1. Product Approach

For a long time, product approach has been claimed to dominate much of the teaching of English as second language in general and the teaching of writing in particular. According to Brown (1994: 320), this approach greatly focuses on the linguistic knowledge such as the appropriate use of vocabulary, syntax, and cohesive

devices. Such an approach places the focus on how to enable students to produce similar texts. Robinson (1991, cited in Chinh, 2007:12) claims that the product approach to writing usually involves the presentation of a model text which is analyzed and the basis of a task that leads to the writing of an exactly similar text. And according to Robinson (1991), product approach can be summarized in the following figure:

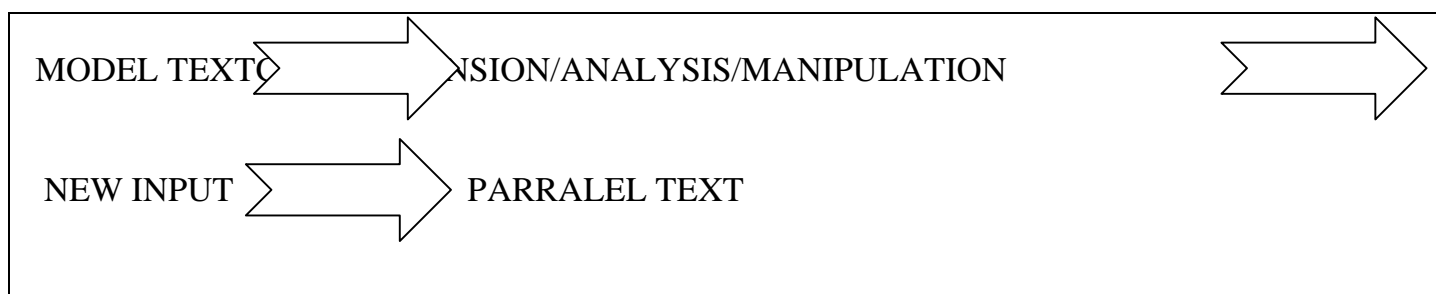


Figure 1.1: Model of Product Approach

In product approach, learning to write is seen as gradually gaining control of complex linguistic knowledge and skills, which are demonstrated in final writing products (Badger & White, 2000). Great emphasis is put on the grammar, vocabulary and sentence structure. The assessment focuses on whether the grammar is accurate enough and whether sentence patterns are complex enough comparing with modeled samples. In teaching, learners are expected to have repeated “assisted imitation”, which includes strict imitation of inputs and manipulation of linguistic rules (e.g. substitution drills and model-text replication (Pincas 1982:24; Hamp-Lyons & Heasley 1987). However, product approach is criticized as prescriptive with exclusive concern on surface forms. As Silva (1990:13) comments, the activity of writing is seen as **“an exercise in habit formation”**. Students tend to avoid complex forms to attain grammatical correctness, but they often find it difficult to deal with the writing in the real world (Hyland 2003). Thus, the process approach began as a reaction to the product-based approach which focused only on the end product (Flower, 1989).

1.5.2. Process Approach

The process approach, based on the above criticism came as a reaction against the product approaches to teaching writing. Indeed, the process approach sees writing as **“a complicated cognitive process”** and **“involves multiple stages: pre-writing, drafting, revising and editing”** (Zeng, 2005, p. 67). It emphasizes the stages of the writing process as well as the writer’s individual and independent production. Importantly, it examines how writers create ideas, compose them, and then revise them in order to generate a text (Zamel, 1983). Teachers in the process writing classroom plan activities which help students understand that writing by its nature is a process. They also need to guide students through the writing process and help them develop effective writing strategies (Seow, 2002). The major elements of the process approach are students’ awareness and teacher intervention, the former referring to the consciousness of the nature of writing as a process, and the latter the teacher-student and student-student relationships (Susser, 1994). Teachers in the process classroom should leave learners ample free space to express their own personal meanings. To aid this sense of free space, various types of feedback are adopted for revision including peer review and teacher-student conference (Zeng, 2005).

Process approach emphasizes a learner’s own creative self-discovery in dynamic and reflective way. It centers on continuous exploration and reformulation of one’s ideas in writing. To accomplish this, a learner needs to do brainstorming, multiple-drafting, revising and editing, and teachers and students need to provide responses. The treatment of linguistic forms is postponed to final stage (Raimes 1992).As described in Zamel (1983: 147) and Raimes (1985: 231), in the process approach, the process of writing is seen as a recursive and complex process. In other words, although there are identifiable stages in the process of writing, writers can still revisit any of these stages many times before a text is completed.According to (Scott, 1996:223), process approach can be summarized in the following figure:

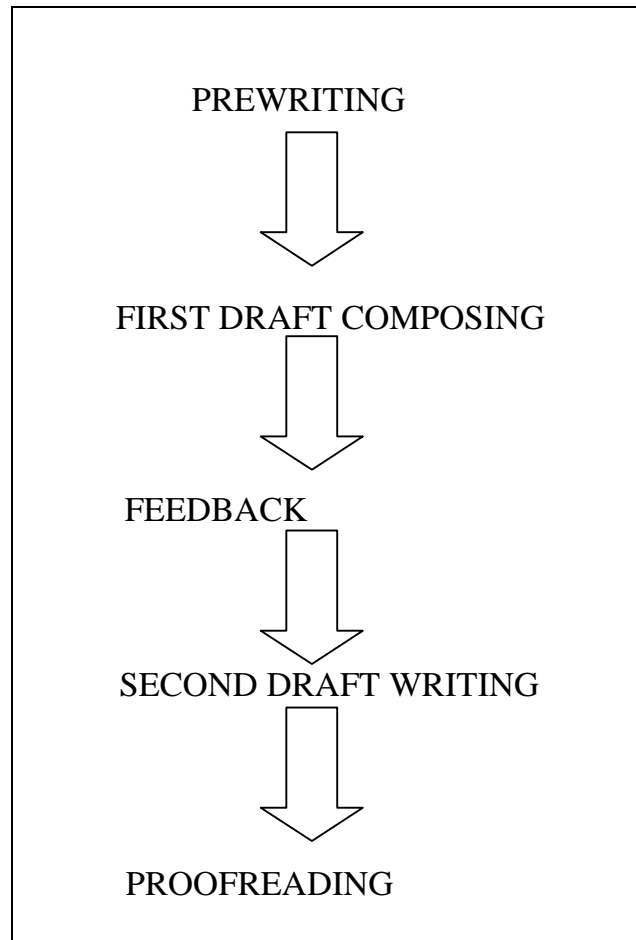


Figure 1.2: Model of Process Approach

Although it was considered **“the most successful approach in the history of pedagogical reform in the teaching of writing”** (Matsuda, 2003:69), it has drawbacks. According to Badger & White (2000), it ignores the variety and differentiation of the process of writing in particular social contexts and the fact that certain texts are produced for specific communication purposes. Hyland (2003) also highlights limitations of the process approach from the social perspective, claiming that writers are considered to be isolated individuals who are free to write their own ideas. The process model shows how they write, but it does not explain why they make certain linguistic and rhetoric choices. Since the structure of target genres is not taught explicitly in the process approach, ESL/EFL students could possibly fail to produce contextually and linguistically appropriate texts.

1.6. WRITING PEDAGOGY IN THE ESP SCHOOL

Since the early eighties applied linguists and language teachers, especially those concerned with the teaching of English for Specific Purposes and English for academic and professional purposes, have shown a great deal of interest in genre-centered approaches to the analysis of written and spoken discourse. This interest in genre analysis has to a large extent been motivated by pedagogical concerns, in particular by the need to provide satisfactory models and descriptions of academic and professional texts and to enhance the ability of non-native speaker students to understand and, where appropriate, to produce them.

1.6.1. Key Principles in the ESP Genre-Based Writing Approach

The genre approach to the teaching of writing is closely associated with the development of genre analysis as a key approach to text in ESP. Work on various genres such as the academic article (Swales, 1990), the dissertation (Dudley-Evans, 1994) and business letters (Bhatia, 1993) have shown how the establishment of a number of moves can capture the regularities of writers' communicative purposes in certain genres. The genre approach, however, does much more than teach these moves; it encourages writers to consider their role as members of a discourse community and what this implies in terms of the style and stance that they should adopt.

Genre-based approach (GBA) is seen as product-oriented, and characterized by a clear consciousness of the functional relationship between the text and context (Hyland 2004). The teaching of writing is based on the results of genre analysis, i.e. structural and linguistic patterns. As stated by Swales (1990:12):

A genre-centered approach is likely to focus student attention on rhetorical action and on the organizational and linguistic means of its accomplishment.

The teacher explicitly presents discourse structure and linguistic features of the model text, and explains to learners why writers choose specific strategies and linguistic forms to achieve their communicative purposes (Hyland, 2003). Thus, the aim of genre-based language teaching is to raise learner's awareness of both the rhetorical organization and the linguistic features closely associated with the genre (Bhatia, 1993). Genre-based approach encourages both teachers and learners to view texts in their social and professional context and not only as part of the "practice reality" of educational settings. Although often accused of being norm-focused, the genre approach ideally offers insights into the flexibility with which diverse genres can textualise communicative purposes, and also raising learners awareness of generic structures and language choices. Therefore, the genre-based approach can offer students writing models and also leave room for exploration and variation for real world communicative purposes. In addition it can also equip learners with not only genre knowledge but also some strategies in dealing with reading and writing task.

The rationale for adopting a genre-based framework is that it facilitates clear links to the students' purposes for writing beyond the writing classroom, to enable students to perform a broad range of social purposes for writing in English in future, and selection of specific genres based on the students' most immediate academic and professional needs (Lin, 2006). Accordingly, Genre-based instruction provides students with adequate confidence to handle specialist genres, as it deals with real world writing that draws learners' interest in the ESP classroom (Mansfield, 1993). In addition, GBI does not only improve student attitudes towards language learning by providing opportunities to use the language in real writing situations but it also enhances their career opportunities by providing access to greater range of life choices.

1.6.2. Preparation for Genre-Based Writing Instruction in ESP

The first step in preparing for GBI in ESP is for the teacher to select a genre-type to be used as the corpus for genre analysis. The genre can be selected from the range of genres students need to use in academic and professional settings (Scollon *et*

al., 1999). For the purpose of the present study, the genre-type selected for analysis is job application letter as it is one of the important professional genre in business writing and is used in most professions for hiring decisions based on the fact that it would provide them with practice in writing an important professional genre which they would be required to write on their turn after graduation.

The second step is the identification of communicative purposes as it is the initial stage of genre analysis. Basically, content analysis is usually carried out to identify the communicative purposes of genres. This analysis focuses on the context in which the genre is used that is contextual analysis. The next step is the identification of rhetorical moves or the structural organization of the selected genre. A move is defined as the part of a text which is used by the writer (or speaker) to achieve a particular purpose within the text (Henry & Roseberry, 2001).

In GBI, learners should not only learn the different parts or moves of the text but also the type of language used in each part or move. In Henry and Roseberry's (200:155) words, "in order to teach effectively, language teachers need to know which linguistic features are associated for each strategy in a particular move of a particular genre".

1.6.3. Procedures in the Implementation of Genre-Based Writing Instruction in ESP

Genre-based teaching helps students participate effectively in the broader discourse community. This approach holds the view that learning language is a social activity and the process of learning language is a series of "**scaffolded developmental steps**" that address different aspects of language. The genre-based approach also offers students a relatively fixed discourse model that they can use for reference. Thus, students will gain confidence in producing texts that serve their intended purposes. Accordingly, Dudley-Evans (1997) identifies the following stages in genre-based writing instruction. First, a model of a particular genre is introduced and analysed.

Learners then carry out exercises, which manipulate relevant language forms and functions, finally produce a short text. Generally speaking, the following procedure is followed:

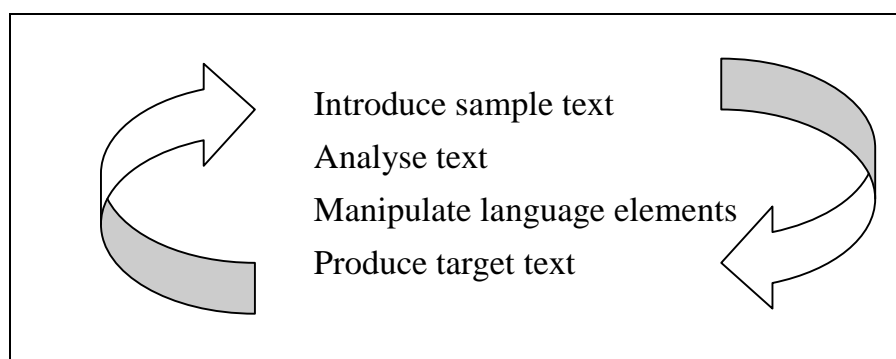


Figure 1.3: Procedures in Genre-Based Approach (Badger, 2002)

1.6.3.1. Modeling

The first step is known as modeling phase, in which a model of the target genre is introduced to the students. In fact, each genre has a distinctive set of stages that help to achieve its purpose. If students are to write in a particular genre, they first need to become familiar with its purpose and the main features through immersion in the genre and the exploration of sample texts. Therefore, exposing the students to the target genre develops the cognitive skills for them to acquire knowledge of the code and the conventions of the specialist genres (Bhatia, 1997). This is the pre-requisite for developing communicative expertise in any genre, particularly a specialist genre.

Moreover, the emphasis at this stage is on the text's social purpose (functions) which focuses on the context in which the genre is used that is contextual analysis, students are made aware that writing is embedded in a socialcultural context and is affected by contextual parameters which are mainly field, tenor and mode, the latter will help them to determine the choices and constraints of text production. This awareness makes the students locate participant relationships at the heart of language use and assume that every successful text will display the writer's awareness of its context and the readers who form part of the context" (Hyland, 2003:21).

1.6.3.2. Analysing Text

The second step is concerned with how the information in the genre is organized (generic structure), and aspects of the way the text speaks (lexico-grammatical features). This phase involves the analysis of structural patterns as well as the analysis of lexico-grammatical features of the target genre, through introducing students to the concepts of moves and strategies. In fact, ‘Moves’ are the cognitive construct of the genre while ‘strategies’ are steps exploited by the writers of the genre to achieve the communicative purpose or intent. In this vein, analysing structural patterns in genres allows students to acquire genre knowledge associated with the specialist culture. Moreover, identifying and describing the moves enable the students to recognize the typical or conventional textual features of the genre and to understand the rationale behind such characteristics (Bhatia, 1993).

Celce-Murcia (2002) believes that the ESL/EFL discipline needs to reanalyze virtually all of English grammar at the discourse level and that a sentence-based view of grammar is outdated and inconsistent with the notions of communicative competence and genre. Learners are taught the main parts or “moves” of a genre and the most common linguistic features associated with the moves (Roseberry, 2001). A move can be thought of as **“part of a text whose purpose is to fulfill the overall purpose of a genre”** (Swales, 1990:43).

In this line of thoughts, Bhatia (2002:4-5) has offered a good description of how parts of different text-types or what is called ‘moves’ are dealt with in GBI:

“After the learners have read the head text, they are provided with a detailed explanation of the communicative purpose of the (sub) genre and the various moves the writer makes use of to achieve that purpose. The moves are also colour-coded in the head text in order to make them obvious to the learner. The explanation contains no technical or other

difficult vocabulary, except the name of the moves, which are kept in simple terms.... The head worksheet gives further practice to the learner in the following three aspects of genreconstruction: 1) acquisition of the knowledge of the promotional genre through explanation; 2) sensitization to generic form and content through analysis; and 3) use and exploitationof generic knowledge through variationin contexts”.

1.6.3.3.Manipulating Language Elements

The next step is concerned with the manipulation of language elements i.e. learners carry out some exercises which deal with the application of structural/linguistic patterns. This is in accordance with Bhatia’s call to develop the students’ sensitivity to the cognitive structuring of specialist genres. Furthermore, the students may do some comparisons with other texts to reinforce what they have learned about the particular genre. Students can learn to use/write a language effectively if they learn the genre. Once a genre is learned and adequately understood, the conventions and procedures can be exploited creatively to achieve private ends within the socially recognized communicative purpose (Bhatia, 1997).

1.6.3.4.Producing the Target Text

The final step involves producing the target text; at this point students have examined model texts and have manipulated the language elements of the target genre. They can now undertake the task of composing their own texts. The cognitive process involved at this stage is exploiting generic knowledge of a repertoire of specialist genres by becoming informed users of the discourse of their chosen field (Bhatia, 1997).

In short, an integral aspect of the genre approach is working with the whole texts at the beginning, requiring that before attempting to write in the target genre, the students need to be exposed to the target genre by reading, analyzing, and discussing examples of it. The method offers writers an explicit understanding of how and why texts in the target genres are structured and organized in certain ways to achieve their communicative social purposes.

1.6.4. Bhatia's Model of Generic Competence

In today's world, English is one of the most dominant modes of communication in all academic and professional activities. It is thus necessary to prepare ESP learners to meet the needs and challenges of the latter. In this respect, learners should be exposed to, and should engage in, a variety of academic and professional genres to learn rhetorical variation, not only across genres but also across disciplines. They should also be guided to make an appropriate choice of rhetorical or linguistic features to suit the demands of the academic and professional settings in which they are likely to operate.

Once the learners can answer why a particular text is used and written the way it is (Bhatia, 1993, 1997), they will fully understand and be able to successfully construct a genre in the discourse community in which it is routinely used. In the broader scope of the teaching and learning of ESP, this study demonstrates that **'generic competence'** (Bhatia, 2004:145) should be considered a primary goal to attain so that learners are equipped with suitable knowledge for communicating in various academic and professional settings.

According to Bhatia (2004:145), generic competence refers to:

The ability to identify, construct, interpret, and successfully exploit a specific repertoire of professional disciplinary or workplace genres to participate in the daily activities and to

achieve the goals of a specific academic/ professional community”

Therefore, generic competence will enable learners to gain understanding of the practices and conventions of particular communicative tasks embedded within academic and professional settings.

The approach advocated in this study is based particularly on the model developed by Bhatia (1997:136) which is concerned with generic competence. In this standard, Bhatia (1997) illustrated the application of genre-based approach in teaching and learning in the English for Specific Purposes (ESP) classroom. He identified four, though systematically related areas of competence that an ESP learner needs to develop so as to gain self-confidence in handling genres, learners need to get over his/her lack of confidence in dealing with specialist discourse. These four areas are: namely, (1) knowledge of the code; (2) acquisition of genre knowledge; (3) sensitivity to cognitive structures; and (4) exploitation of generic knowledge.

1-Knowledge of the Code: It is the pre-requisite for developing communicative expertise in specialist discourse.

2-Acquisition of Genre Knowledge: It is the familiarity with and awareness of appropriate rhetorical procedures, understanding the conventionalized schematic or generic structure and the communicative purpose typically associated with the specialist discourse community.

3-Sensitivity to Cognitive Structures: It is also called genre practice, which involves the sensitivity to genre's cognitive structures by dynamic application of structural/linguistic patterns to respond to emerging contexts.

4-Exploitation of Generic Knowledge: It is about the exploitation and manipulation of genres to perform professional tasks and develop new generic forms which are taught through variations and choices in linguistic realizations. It is only

after learners have developed some knowledge or, better yet, expertise at the three levels that they can confidently interpret, use or even take liberties with specialist discourse.

Therefore, knowledge of the generic structure and linguistic features of target genres will be a powerful pedagogic tool for teachers and will definitely benefit students. In this respect, teachers play an important role in acquiring genre knowledge and then imparting that knowledge to the students.

1.7. ADVANTAGES OF GENRE-BASED WRITING INSTRUCTION

The significant advantage of a genre-based pedagogy is that concentrating on the concept of genre in writing presents linguistic skills, self-expression and rhetorical awareness (Bevan & Matsuo, 2002). For Hyland (2004:11-15), the advantages of genre-based instruction are:

- Genre-based teaching provides the writers with clear understanding about how the texts are planned and why they are written in the way they are, and this understanding that writers received changes writing instruction from the embedded to a conscious manipulation of language.
- Genre-based teaching is systematically addresses texts and contexts, so that students can observe how different texts are formed in different and familiar way in terms of their aim, audience and message.
- Genre-based teaching is based on writer needs, so it provides a principled way to define the content of a writing course, by providing the available choices to the learners in the texts they want to write.
- Genre-based teaching is supportive, because it supplies support for writers while they progressively improve their ability to handle the specialist genre,

and at the same time it is significant for any student who is looking to increase his skills to write a new genre.

- Genre-based teaching is empowering, since it provides the learners with the potential that enables them to recognize the meaning which is used in the English speaking society, because second language learner usually lack knowledge in the patterns and differences within the text.
- Genre-based teaching assists teacher development, as it makes teachers consider how texts actually work as communication. Knowledge of genres has therefore an important consciousness-raising potential for teacher, with significant implications for both their understanding of writing and their professional development.

ESP may not be able to cater to the whole range of genres that ESP students will encounter in the course of their career but a genre-based instruction will provide guidance on how to approach and understand these genres and consequently produce them effectively. Thus, GBI prepares students for real world writing which will consequently create interest in the ESP classroom and provide students with the confidence to handle specialist genres.

1.8. CONCLUSION

Writing for academic and professional purposes present many challenges to learners as it involves many different areas of knowledge and skills. In most cases, learners who have a low proficiency level in English still perform poorly in their writing tasks, and most of them consistently exhibit difficulties in expressing themselves in writing. However, it is essential that learners do not just know how to write grammatically correct text but also know how to apply their knowledge for particular purposes and contexts.

The theoretical chapter has attempted to shed light on the key-concepts used in the current study. In fact, the present work is based on the theory of genre analysis in ESP. It has attempted to examine the notion of genre as it is described in the ESP framework and its application in genre-based writing teaching approaches. The focus was thus, on the importance of teaching key genres as a way of helping ESP learners gain access to methods of communicating in particular professional, academic and occupational communities. Therefore, a genre-based approach to teaching writing aims to make ESP learners more aware of the concept of genre and the way it affects texts and increase their ability to differentiate their language and text structure through the use of greater linguistic choices.

CHAPTER TWO

Research Design and Methodology

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2.1. INTRODUCTION

The present chapter is in fact, the methodological part of the theoretical framework tackled in chapter one. The main focus of this research work lies on how the implementation of genre-based instruction in the ESP class may improve students' proficiency level in writing the genre of job application letter.

Therefore, this chapter is mainly divided into five parts. The first part provides a brief discussion of the status of English at the department of management in Djillali Liabes University of Sidi Bel Abbas. The second part gives an overview of the methodology used to teach the writing skill in ESP classes. Then, the third part 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, the fourth part provides a detailed account of the methodological approach that guided the research design of the current research work.

Finally, the last part of this chapter introduces first the different research instruments used for data collection. Second, it provides a detailed explanation of the different stages and activities of genre-based instruction carried out in the classroom in order to train 3rd year management students to write the genre of job application letter and thirdly, it gives an overview of the criteria used to assess JAL writing tests.

2.2. THE STATUS OF ENGLISH IN THE DEPARTMENT OF MANAGEMENT

In the late sixties, the Algerian authorities decided to build universities and to create different institutes and departments in arts, science and technology. From that time, English is omnipresent in any curriculum taught at university, and some departments require its use more than others. This is the case of the department of management where the specificity and the requirements of this particular discipline emphasise the importance of the English language. These demands and requirements

have resulted in the expansion of one aspect of English language teaching, namely the teaching of English for Specific Purposes (ESP). Accordingly, the present chapter deals with 3rd year management students and ESP teachers in the department of management, at the level of Sidi Bel Abbas University.

Generally speaking, ESP in the department of management is considered as an additional course. This is proven by the fact that its coefficient is of one only whereas those of the other modules vary from two to seven. Moreover, the ESP teacher has to rely on himself /herself to provide the materials, that is to say, he/she has no administrative support, such as the syllabus, textbooks and audio-visual aids; except the blackboard and a small classroom gathering thirty to forty students. Therefore, ESP teachers often find themselves teaching a course without any knowledge of the specialist content they are required to teach. Thus, self-instruction seems to be a common trait in this field.

Another important feature of the learning context is that of time. In fact, the time allocated to the English course in the department of management is only one hour and a half per week during three academic years. Furthermore, the session allocated to the English course in the timetable is frequently placed at the end of the day or in the middle, if not at the end of the week. In other words, the session usually falls between 12h30 pm and 14h00 pm or 15:30 pm and 17:00 pm. As a result, this fact has a great impact on students' motivation and attendance which is claimed to be irregular, except for examinations.

2.3. METHODOLOGY OF TEACHING WRITING IN ESP CLASSES

One of the skills required in workplace is writing which is among the most laborious skills. In fact, writing skills are often the most difficult skills for students to acquire. The need to develop the skill stems from the rapid change and development of the job market that requires graduates to acquire certain level of writing skills. In fact, English is necessary to obtain a job, get promoted and perform effectively in the world

of work. Consequently, writing courses offered at university level should be based on skills related to job needs to ensure that learners are provided with the essential writing skills to perform effectively at the workplace. Therefore, in ESP context, types of texts or genres have to be explicit and narrowed.

Nevertheless, ESP teachers provide management students with less opportunity to practice writing skill. In other words, they tend to devote more time to teach reading and language components such as vocabulary and grammar rather than to teach other skills, especially writing. Then, when writing is dealt with, the teacher used to ask students directly to write without teaching them the ways of doing it. Moreover, the teaching practices usually tend to be decontextualised and the goal of teaching sometimes focuses on accuracy of form rather than meaning-making. That is, the focus is on structure development, more mechanical activities.

Besides, the in-class writing activities lack meaningful contexts and often fail to deal with issues learners might be confronted with in the real world. As such, many learners feel what they have learned in class cannot really help them cope with the real-life challenges, for example, writing academic papers, or writing to find a job in a multinational company, or writing to apply for admission to an overseas university. Apart from that, the provision of teacher feedback is rather limited, and where there is feedback, it is predominantly concerned about lexicogrammatical errors instead of helping students explore and discover meaning. As a result, grammar-translation methodology is still popular in many ESP classes.

Despite the great importance of business English in the field of management, the English course is still regarded as a secondary subject by the students even if it is compulsory. Nevertheless, the use of English as an international language for communication is more widespread in economics and business than in other specialised fields. As a result, it holds a low status in the curriculum in comparison with other modules. Moreover, 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 Goma states (2007: 2), "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 business English writing courses. In other words, the use of a foreign language in professional communication, especially in writing, is relatively new in Algeria, it is the multinational companies that have imposed the use of the predominant language that is English.

Due to students' low proficiency level, time constraints and low motivation, writing still remains a weak point. Teaching writing for business and professional purposes is therefore a challenging job for ESP teachers because it not only requires high language competence among the teachers themselves, but also the application of appropriate writing instruction.

2.4. SAMPLE POPULATION

Lobiondo-Wood and Haber(1998:250) describe a sample as a portion or subset of the research population selected to participate in a study, representing the research population. Accordingly, the target population of the present study is that of 3rd year management students and ESP teachers from the Department of Management.

2.4.1. 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 400 students (the promotion of 2011-2012), randomization was the strategy used to choose the sample.

Therefore, one class was randomly chosen which consists of twenty-seven (27) students from Djilali Liabes University of Sidi Bel Abbas.

The sampling chosen is 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. Therefore, they would probably aim for employment in either the oil and gas industry, which is dominated by multi-national companies, and since most of job vacancies in those companies are advertised in English. Consequently, they are required to write on their turn after graduation an appealing well-written job application letter. 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.

As it has been previously mentioned, the current study is concerned with 3rd year management students from the faculty of Economics and Management of Sidi Bel Abbas. The students involved in this investigation are in the age of 20 to 32 years old and who came from different towns: Sidi Bel Abbas, Ain temouchent, Saida, Tissemsilt, El-Bayadh, Tiaret. A minority, however, consists of previous graduate students in other fields (one student has a degree in Commerce, and another one in Law).

Basically, Arabic is their mother tongue, French is their first foreign language and English is their second foreign language. Moreover, the majority of the students have had about 5 to 7 years of English as a foreign language, that is, in middle, secondary schools whereas at university level, they had about 2 to 6 years of English as an additional but compulsory subject in the curriculum, including the students who already had degrees from other faculties. Moreover, the students have studied in different streams before entering university: human sciences stream, literature and philosophy stream and management and economics stream, while the coefficient of the English subject of the different streams is respectively: two, three and two. Therefore, the knowledge of the English language varies from one student to another.

2.4.2. Students' Needs Analysis

It is widely agreed that among the distinguishing features which are criterial to ESP, the needs analysis is one of them. In fact, an ESP course is based on needs analysis..." (Robinson, 1991: 3). As Johns and Dudley- Evans (1993:116) put it:

Needs analysis is designed to meet specified needs of the learner.

"A needs analysis is a useful tool to investigate learners' needs, but it is not an easy task"(Chambers ,1980). In fact, needs analysis is a device to know the students' necessities, wants and lacks in order to develop courses that have a meaningful content based on real students' needs to fulfill their expectations. Simply put, it helps teachers establish an appropriate selection of topics, language skills and teaching methods to facilitate learning in an environment that is closely related to the real life situations of the students and therefore, suit the target situation.

In order to gather the relevant information for a needs analysis, Robinson (1989: 396-398) suggests that two important factors must be taken into consideration and concern the learner and his learning environment. The first factor deals with the requirements and objectives that must be attained by the learner during the period of his training. The second concerns the aims and purposes after his training as for instance when the learner applies for a job or occupation, and the way he uses his experience of English for real communicative purposes required in such a situation.

In this respect, the students' needs and difficulties have been identified at the beginning of the present research work and the data was gathered through the administration of a pre-instruction questionnaire to 3rd year management students in order to investigate their needs or lacks, difficulties and wants in writing the target genre that help the researcher plan the training courses according to the students' real needs. Furthermore, another questionnaire was administered to the English language

teachers working in the department of management in order to examine their writing practices especially in teaching business letters with the purpose of implementing an appropriate writing methodology in ESP classes.

2.4.3. Teachers' Profile

The informants are five teachers from the department of management of the faculty of management and economics of Sidi Bel Abbas, this sample covers all the ESP teachers in the Department of Management. Indeed, all of them are part-time teachers and they all hold a Licence degree in English, however, one of them is a post-graduate student preparing his Magister in socio-linguistics; their teaching experience varies from three to eight years at the Department of Management.

An interview has been conducted with a sample of five 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 the ESP context and specifically in teaching business letter 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. In other words, the gap between what they have learnt at university as students and what they actually have to do with their students is a huge one. 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.

2.5. Research Design

The research design is in fact, the researcher's overall plan for obtaining answers to the research questions guiding the study. As Burns and Grove (2001: 223), pointed out:

Designing a study helps researchers to plan and implement the study in a way that will help them obtain the intended results, thus increasing the chances of obtaining information that could be associated with the real situation.

In the present study, the researcher used a classroom action research design to investigate the impact of explicit instruction of the genre of JAL on 3rd year management students' writing performance.

2.5.1. Classroom Action Research Design

According to Nunan (1993: 229), action research is:

"A form of self-reflective inquiry carried out by practitioners, aimed at solving problems, improving practice, or enhancing understanding".

In fact, action research is known by many other names, including participatory research, collaborative inquiry, emancipatory research, action learning, and contextual action research (O'Brien, 2001). Furthermore, action research can be engaged in by a single teacher, or by a group of colleagues who share an interest in a common problem.

According to Sagor (2005:171), the term "action research" refers to:

Two dimensions of activity: the word research in ‘action research’ refers to a systematic approach to carrying out investigations and collecting information that is designed to illuminate an issue or problem and to improve classroom practice, meanwhile the word action refers to taking practical action to resolve classroom problems.

Similarly, Kemmis & Mc Taggart (1982:5) state that action research provides a way of working which links theory and practice. In fact, Classroom action research has been defined in a number of different ways. However, as its name implies, it is conducted inside the classroom. Usually, the teacher himself works as a researcher with the focus on one or some aspects in it such as: the learners, teaching material, methodology, the teacher himself or any other factors. The main focus of CAR is therefore, the teaching learning process in the classroom, while the main purpose of CAR is then to investigate the major problems in the classroom and how to solve those problems in order to improve the teaching learning process (Fraenkel and Wallen, 2007).

In the same line of thought, Lier (1997) stated that action research encompasses two things at a time which are work or activity and research. In a classrooms setting, the word 'work' explicitly means 'teaching learning'. Therefore, action research is the research work on teaching learning. Since teaching/learning has practical orientation and research has theoretical orientation, 'action research' being a classroom research itself, seems to address both theoretical and practical aspects of the issue. Lier (1997:33) also added:

Action research makes the link between theoretical and pedagogical concerns by identifying classroom problems for treatment which are selected either by the individual teacher in course of his/her own experience of teaching or by a group of teachers in collaboration.

Thus, through action research the teachers examine their own educational practices systematically and carefully, using the techniques of research. In other words, it is systematic and scientific which means that there are some logical steps to be followed while conducting action research.

2.5.2. Steps in Classroom Action Research Design

Action research, by its characteristics is not a single stage operation, so it requires multiple steps for completion. In this concern, there are differences among experts regarding the exact names and number of steps of action research. However, the basic process of conducting an action research, according to Nunan (1993:19), consists of seven steps: initiation, preliminary investigation, hypothesis, intervention, evaluation, dissemination, follow-up, these steps are summarised as follows:

Initially, a problem is identified. This is the point where the process of action research begins. In other words, the teacher asks some questions related to the problematic in question, i.e. Why has the problem come and what is its solution. Secondly, a preliminary investigation in which the teacher spends some time to observe the classroom situation and collect data related to the issue under investigation. At this point, the hypothesis is postulated on the basis of the initial data reviewed and the possible factors that cause the problem. This is followed by the intervention phase which is concerned with the implementation of a new strategy in order to solve the concerned problem.

After the intervention period is over, the teacher needs to evaluate his/her students in order to make sure that the new strategy has properly addressed the existing problem. After this evaluation, the findings of the action research are disseminated among colleagues so that all can share the ideas and get benefit from the feedback derived from the research findings. This is done especially in the form of a workshop or a seminar. Finally, the cycle should be revised particularly if the intervening measure or strategy so far tried out does not work to satisfy the hypothesis. In such a

case, another hypothesis is postulated and alternative intervening measure is devised; or only the intervening measure is altered, keeping the hypothesis the same. Thereafter, the remaining steps that follow intervention are followed again.

The following figure illustrates the set of steps a researcher should follow in action research methodology:

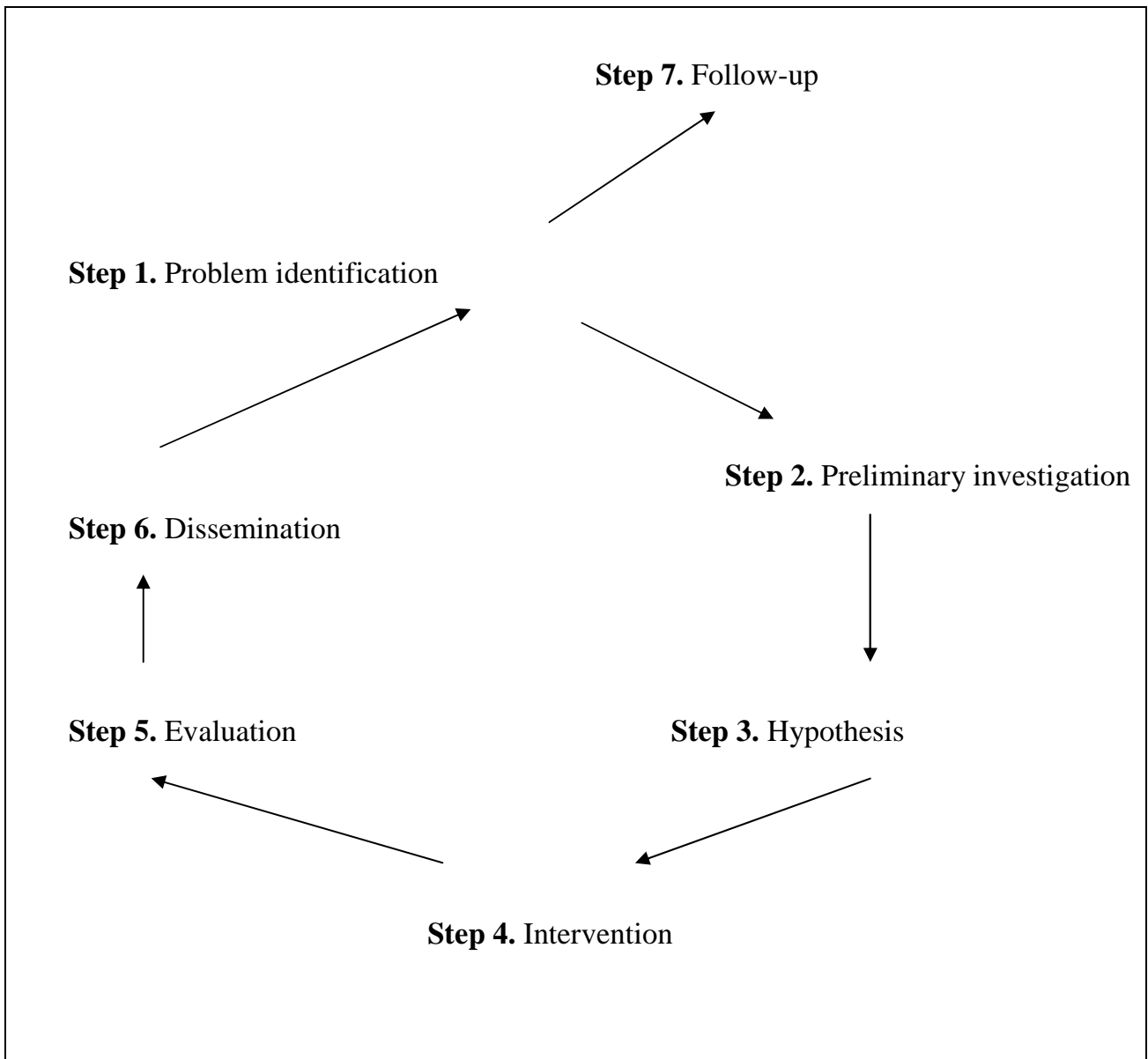


Figure 2.1: Steps in the Action Research Cycle
Adopted from (Nunan, 1993:19)

The current study is carried out to train ESP students to write JAL by exposing them to several model-texts, through the application of genre-based writing instruction as a way to overcome their difficulties and reduce their negative attitudes towards writing business letters. In light of the purpose of this study, the above seven steps of action research were planned as follows:

Step1: Problem Identification

The researcher was confronted with problems related to the low proficiency level of ESP students in job application letter writing pre-test. This is the point where the process of action research began. As a result, the researcher tried to identify problems that had occurred in the classroom as well as those found in the pre-test. Accordingly, she asked some research questions related to those problems from previous experience, i.e. What might be the main difficulties of ESP students in business letters writing (JAL writing)?

Step 2: Preliminary Investigation

In an attempt to answer those questions, the researcher spent some time to observe the classroom situation and collect baseline data related to the existing problem. Moreover, the researcher further investigated students' feelings towards their problems in business letter writing (JAL writing) and the causes behind them and consulted other teachers about the problematic under investigation through the administration of questionnaire to both them.

Step 3: Hypothesis

At this stage, the initial data were reviewed, all the relevant factors possible to play role in the problem were considered and the hypothesis was postulated regarding the problems of ESP students' low achievement in business letter writing and specifically JAL writing. As a result, the researcher formed the following hypothesis :

3rd year management students may lack awareness of the target genre with regard to its generic structures and linguistic features hence causing them difficulties in deciding what kind of information is appropriate and how information can be organized in their JALs.

Step 4: Intervention

After investigating the students' problems in job application letter writing as well as the reasons behind them and forming the hypothesis. At this level, the teacher had to devise a new strategy by means of which the factor causing the immediate problem can be neutralized. In this vein, the researcher attempted to plan some training sessions related to the target genre and implemented the new strategy through the application of explicit genre awareness-raising instruction on the same learners with whom the real difficulties occurred in hope to solve the problem defined by the hypothesis.

Step 5: Evaluation

After several weeks of the intervention period, the researcher evaluated the students' performance in JAL writing. At this level, it is worth mentioning the following two consequences which may be noticed:

1) The 'new strategy' is not working properly. In other words, the new way of teaching has been unsuccessful in bringing about the expected improvement in the existing situation. In such a case, the teacher has not hypothesized the probable cause of the problem in a proper way, and consequently the new strategy went wrong. This leads to the conclusion that there is something other than what the teacher has hypothesized that is playing role in the concerned problem.

2) The new strategy is working as expected. In this case, it is sure that the hypothesis and the new strategy have properly addressed the concerned problem; as a

result, it brought improvement in the existing problematic situation. After the strategy proves successful the teacher becomes confident to make application of the solution that has been proved successful from the empirical research as such.

Step 6: Dissemination

Reporting the results was the focus of this step.

Step 7: Follow-up

Changing to improve the next cycle was taken into consideration in this step.

A classroom action research (CAR) was implemented in one class which consists of 27 students. However, only 24 students were taken as the subjects of this investigation due to their regular presences during the research implementation. The procedures of the research consist of seven steps: initiation, preliminary investigation, hypothesis, intervention, evaluation, dissemination and follow-up (Nunan, 1993).

In collecting the data, questionnaires, pre-test and post-test, interview were used. These were gathered using a combination of data sources and the aim was to improve the validity of the findings. Consequently, a triangulated means of data collection was emphasized. Such a procedure is known as “triangulation” which is defined by Weir and Roberts (1994:137) as:

A combination of data sources is likely to be necessary in most evaluations because no one source can describe adequately such a diversity of features as is found in educational settings and because of the need for corroboration of findings by using data from different sources.

Through the process of triangulation, any finding or conclusion is likely to be much more convincing and accurate if it is based on several different sources of information, following a corroboratory mode. Therefore, the present study adopted a data triangulation technique by using a combination of data sources with the effect that the strengths and weaknesses in each source are compensated when used together.

2.6. RESEARCH INSTRUMENTS

Data collection is an essential component to conducting research. It is also a complicated and hard task in the sense that it is very difficult to say which the method of data collection is the best. In this line of thoughts, O'Leary (2004: 150) explains:

Collecting credible data is a tough task, and it is worth remembering that one method of data collection is not inherently better than another. Therefore, which data collection method to use would depend upon the research goals and the advantages and disadvantages of each method.

On the other hand, data collection instruments refer to devices used to collect data such as questionnaires, tests, structured interview schedules and checklists (Seaman, 1990:42).

2.6.1. Questionnaire

Good and Hatt (1962:133) state that a questionnaire is "a device for securing answers to questions by using a form which the respondent fills in himself. Furthermore, Brown (2001, 6) defines a questionnaire as follows:

Any written instrument that presents respondents with a series of questions or statements to which they are to react

either by writing out their answers or selecting them among existing answers.

In the same vein, Questionnaires, as pointed out by Anderson (1990), allow the gathering of reliable and valid data, relatively in a short time. In other words, a questionnaire might be the only instrument that can serve as a means of collecting a considerable amount of data with a minimum of time and effort. It is not only easy to administer, but it also provides a general view of the investigated problem which is difficult to obtain by other means of investigation.

Important considerations to take into account in the preparation of questionnaires involve the construction and wording of questions. In this vein, Bell (1999) states that question wording is of such an importance that several attempts are needed before reaching the final form. It helps:

1. Remove ambiguity to achieve the degree of precision necessary to ensure that subjects.
2. Understand exactly what the researcher is asking.
3. Check that your language is jargon free.
4. Decide which question type to use.
5. Ensure that the researcher will be able to classify and analyse responses.

(Bell, 1999: 119)

As for types of questions used in the two questionnaires of the present research work include three categories of questions:

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

The first category of questions (i.e. open questions) enables the respondents to express himself/herself freely. Here is an example of open questions:

-What do you suggest to improve your writing ability, specifically in business letter writing?

This type of questions allows respondents to reply in their own words and aims at exploring the informants' own perceptions, beliefs or opinions. Furthermore, such type of questions do not call in advance for ready made answers and therefore allow the person questioned more freedom of expression (Richterich and Chancerel, 1980:59). However, they are comparatively easy to prepare but more difficult to analyse.

The second category of questions consists of a selection from many possibilities proposed. In other words, the respondent may be asked to choose from a limited range of possible answers. Questions of this type are called closed questions. On the one hand, they have the advantage of making the questionnaire easier and quick to fill in. On the other hand, their disadvantage is that they usually take longer preparation time than open questions. Moreover, closed question formats are useful for gathering quantitative information and are easier to analyse (Johnson, 1992). Here are some examples of closed questions:

-How did you feel when your teacher asked you to write a job application letter before the instruction period?

Very worried Worried Not really worried

-What problems did you encounter in job application letter writing ? (Check all that apply)

- A. Business vocabulary and formulaic expression (choice of words and expressions)
- B. Grammar errors.
- C. Organization of ideas.
- D. Development of ideas.
- E. Business style (formal/informal).
- F. Unawareness of the parts of a business letter and their intended purposes (the opening-body-closing structure).
- G. Other: Please, specify.....

The above example (closed question) is used when the researcher does not want to waste time in obtaining information that has no relation to the issue under study but he/she is only interested on certain aspects of the latter.

The third type of questions which are called mixed questions are in fact a combination of both closed and open questions. Here are some examples of mixed questions:

-In general, do you write in English?

Yes No

If 'Yes', what do you write?.....

-How did you find the ways you were taught to write the genre of job application letter in English?

Very interesting Interesting Not really interesting

-Say, why?.....

The five examples of questions proposed above are drawn from the students' pre and post-instruction questionnaires used in the present study (see respectively appendices 'C' and 'G').

2.6.1.1. The Students' Pre- Instruction Questionnaire

The pre-instruction questionnaire (See appendix 'C') was administered to a group of twenty four 3rd year management students after the pre-test and it was mainly designed to investigate the students' difficulties encountered during the pre- writing test in order to compare their responses on the questionnaire with the pre-test as well as to examine their writing experience, needs, and expectations towards business letter writing, specifically job application letter writing. 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.

Before dealing in details with the fifteen questions that constitute the the pre-instruction questionnaire addressed to management students, it is essential to emphasize the fact that a certain number of students either have partly answered the questionnaire or have left parts of questions unanswered. As Robinson(1991)states:
As Robinson (1991: 12) states:

The disadvantage is that not many people will bother to fill it and return it.

Like any other data-gathering instrument, questionnaires should be piloted. Ideally, questionnaires should be tried out on groups who are similar to those who will form the population in the study. The aim behind piloting questionnaires is to check that all questions and instructions are clear, and to identify and detect any ambiguities

and misunderstandings and then revise them and remove any items that do not yield usable data.

In order to avoid a waste of time and energy, Mackay (1978: 22) proposes to run a pilot questionnaire to test the appropriate number of questions and the suitable questions to be asked:

A pilot run with the first version of the questionnaire is a good idea. Even administered on a few, say five, individuals, it will indicate what questions have been poorly or ambiguously phrased and if any important information is missing.

Accordingly, in order to check that all the questions and instructions are clear, the questionnaire was handed in to nine students who have the same profile as the study population i.e.; they are all third year management students specialised in accounting. Only six questionnaires were handed back. In the piloting stage, the following questions were asked:

1. How long did it take you to complete?
2. Were the instructions clear and easy to follow?
3. Were any of the questions unclear or ambiguous? If so, will you say which and why?
4. Did you find any of the questions:
 - Embarrassing.
 - Irrelevant.
 - Ambiguous.
 - Irritating.
5. Any comments and suggestions?

However, questionnaire piloting is not always easy. As expressed by Wallace (1998:133):

Although conventional wisdom says that piloting should always have been done, it has to be admitted that in practice this is sometimes difficult. It may be that you simply want to get some feedback from a group that you haven't seen before and won't be seeing again. In such circumstances, piloting is difficult and probably wouldn't be attempted: you have to get it right first time.

The questionnaire is divided into five sections as follows:

- Students' Profile and General Information.
- Students' Assumptions.
- Students' Writing Experience.
- Students' Writing Needs and Difficulties.
- Students' Writing Expectation and Suggestions.

On the whole, the questionnaire was designed to gather both quantitative and qualitative data. It comprises questions, articulated through a variety of format, both closed and open format questions which are classified as follows:

Section One: Students' Profile and General Information:

Question 1 to 2 sought general information about the students' profile.

Section Two: Students' Assumptions:

Question 3 to 4 intended to know the importance of English in relation to their future professional life as well as the purpose of learning English.

Question 5 to 6 sought information about the students' opinions concerning the relative importance of the four skills in relation to their future professional life as well as the most difficult language skill.

Section Three: Students' Writing Experience:

Question 7 intended to know whether the students wrote in English or not and the nature of texts that they actually wrote in English.

Question 8 intended to know whether the students have ever written a JAL before and in which language.

Question 9 asked the students whether they had any form of writing instruction as well as the focus of the latter in their previous years of study.

Section Four: Students' Needs and Difficulties

Question 10 to 11 intended to know whether the students thought that they need business writing outside the academic context or not and in which context as well as the kind of business writing that they would like to learn.

Question 12 to 13 sought information about the problems that the students encountered in JAL writing pre-test and the causes behind them.

Section Five: Students' Writing Expectations and Suggestions

Question 14 intended to know the major aspects that the students wanted to improve most specifically in business letter writing.

Question 15 invited the students to give some suggestions to improve their writing ability specifically in business letter writing.

2.6.1.2. The Post-Instruction Questionnaire

Another distinct questionnaire (post-instruction questionnaire), see appendix ('G') 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 genre-based instruction in teaching business letter 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.

The post-instruction questionnaire was therefore meant for collecting students' feelings about the JAL writing task before and after the GBWI sessions, whether they were interested in the model-texts and activities related to the target genre used in the classroom, whether the latter helped them to write better their JAL in the post-test and their reactions about the genre-based instruction they have received, whether they found it interesting or not...etc.

2.6.2. Interview

Interviews are by definition oral more like conversations. They are often used "when we want to investigate people's views, attitudes, experience etc, in depth" (Wallace, 1998:151). In this regard, interviews are used widely in writing research to learn more about teachers' writing practices (to discover people's beliefs and practices about teaching and learning writing) (Hyland, 2001). Moreover, the advantage of interviews is their flexibility. In other words, if the respondents encounter problems with the questions, the latter can be explained to them. That is to say, "if the structure of the interview is sufficiently loose, sometimes unexpected avenues of investigation can be explored" (Wallace, 1998: 130).

Johnson (1992: 115) speaks of the following advantages of interviews over questionnaires:

1. Interviews yield quite high response rates compared to questionnaires;
2. In interviews, respondents are more likely to answer all the questions presented because of their personal involvement with the interviewer;
3. The interviewer can obtain more meaningful information because s/he can rephrase questions that are not clear to respondents, probe for additional relevant information.

For the purpose of the present study, a structured interview was used. Bryman (2001: 107) explains that a structured interview entails:

The administration of an interview schedule by an interviewer. The aim is for all interviewees to be given exactly the same context of questioning. This means that each respondent receives exactly the same interview stimulus as any other. The goal of this style of interview is to ensure that interviewees' replies can be aggregated ... Questions are usually very specific and very often the interviewee a fixed range of answers

In the same line of thoughts, Corbetta (2003: 269) states that structured interviews are:

Interviews in which all respondents are asked the same questions with the same wording and in the same sequence.

Therefore, the strengths of structured interviews can be summarised as follows: First, the researcher has control over the topics and the format of the interview. This is because a detailed interview guide is used. Consequently, there is a common format, which makes it easier to analyze, code and compare data. Moreover, it is administered individually to members of the sample and the information is completed by the researcher himself, thus, ensuring that all questions be answered by all

informants. Second, the interview allows for personal explanations of questions, in case any point needs to be clarified. Thus, the structured interview may be regarded as a more reliable instrument, especially when dealing with a small sample.

2.6.2.1. Teachers' Interview

Structured interviews were conducted with five teachers of ESP in the Department of management at Djillali Liabes University –Sidi Bel Abbes (see appendix 'D'), whose experience in teaching ESP to management students may make their suggestions and observations valuable for the aim of this research. The teachers were interviewed individually in English. Each interview lasted about 60 minutes. Moreover, the interview included twenty questions which are broken into five categories as follows:

- Teachers' General Information.
- Teachers' Assumptions.
- Teachers' Writing Instruction Methodology.
- Teachers' Business Letter Writing Experience.
- Teachers' Further Suggestions.

The questions were sequenced as follows:

Teachers' General Information

Questions 1 to 4: sought general information about the teachers, their status in the department of management, their qualifications and teaching experience.

Teachers' Assumptions

Questions 5 and 6: intended to know the teachers' opinions about the relative importance of the four skills in relation to management students' future professional life and the most practised skill in their ESP classes.

Question 7: aimed at assessing the students' writing performance.

Question 8: intended to know whether the teachers thought that their students were reluctant to practise writing in the ESP class or not.

Teachers' Writing Instruction Methodology

Questions 9 to 10: intended to know the foci of teachers' writing instruction as well as the approaches that they used to teach writing in their ESP classes.

Question 11: intended to know whether the teachers helped their students become aware of the target genre they were going to write through analysis of model-texts or not.

Question 12 to 13 sought information about the ways the teachers gave feedback to their students, the forms of feedback that they gave to their students' writing.

Questions 14 to 15 sought information about the kind of summative feedback that they thought most benefit the students and the kind of summative assessment that the teachers used to evaluate their students' writing.

Teachers' Business Letter Writing Experience

Questions 16 to 17 intended to know whether the teachers taught business letters 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 18 to 19 sought information about the main problems that the students encountered in business letter writing and the causes behind them.

Teachers' Further Suggestions

Question 20 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 introduction of a genre-based approach.

2.6.3 Pre and Post-Instruction Tests

In the current study, a pre-instruction test was conducted at the beginning of the semester to assess the students' proficiency level and a post-instruction test was conducted at the end of the CAR to examine the students' progress in JAL writing and also to evaluate the impact of genre-based instruction on their writing.

Furthermore, the JAL writing task was designed and given to the students before and after the instruction (training) in order to compare their entry and exit-level genre awareness.

According to Seliger and Shohamy (1989: 176):

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.

The first test was a kind of a diagnostic test which was carried out with a group of twenty-seven students who took part in the present research work. According to Harmer (2001: 321):

Diagnostic tests can be used to expose learner difficulties, gaps in their knowledge, and skill deficiencies during a course. Thus, when we know what problems are, we can do something about them.

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 JAL writing. The pre-test was also an opportunity for 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 genre-based approach. The participants had 75 minutes to work on the writing pre-test.

It is worth mentioning that the pre-test on JAL writing was piloted to ensure the validity of this instrument. In fact, 26 participants got involved in the pilot test; these participants were of the same profile as the study population i.e.; they are all third year management students specialised in accounting.

A post-instruction test was also conducted with the same group seven weeks later that is to say, immediately after the training or GBWI sessions and it was a kind of an achievement test. However, only 24 students were taken as the subjects of this investigation due to their regular presences during the research implementation.

According to Richards and Schmidt (2002: 7), 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 pre-test and the post-test on English writing were similar but not the same. They were similar in terms of instruction, level of difficulty, and allotted time. However, the specific writing topics between the two tests were different although both them were based on the same genre, that is writing a Job Application Letter.

In the pre-instruction test, students were asked to write a job application letter in response to the job advertisement given to them; no feedback was given to the students on the pre-test. During instruction, the students were encouraged to work on a series of 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. The students did not write anything during the instruction phase.

After sensitizing the learners to the genre of job application letter and its generic structures as well as linguistic features, they were given a post-test to evaluate the impact of genre-based instruction (GBI) on their writing. In the post-instruction test, students were asked to write once again a job application letter in response to the job advertisement given to them. In this respect, students were given the same test that they took before the instruction that is a JAL writing task to see if they could reflect in their writing their awareness of genre in terms of awareness of macro-structures,

communicative purposes, and linguistic features and the progress they have made in job application letter writing.

The results of the pre-test was compared with those of the post-test to measure how well students progressed in terms of writing the genre of job application letter before and after the implementation of genre-based instruction in the ESP classroom during the time of the research.

2.6.4. Genre-Based Instruction Phase

Owing to the time limit, the researcher focused only on the genre of job application letter because it is an important professional genre in business writing and it is used in most professions for hiring decisions. Moreover, JAL has a relatively uncomplicated move or generic structure. In addition, the moves are often realised with formulaic expressions which require minimal linguistic manipulation. In other words, the content of the body of a business letter is not as rich in vocabulary and expression as that of general English, and it is based on a core of the most useful structures and vocabulary for this context, their writers and readers do not always need to know the full complexities of English grammar and idiom. The language used is formulaic and polite, short and direct, referential and objective rather than subjective and personal and therefore, there is a preference for clear, logical concise discourse (Ellis & Johnson, 1994).

Therefore, business letter writing is generally based on strict patterns and recurrent standard phrases, which could be easily learned i.e. job application letter is a type of writing which contains a set format, many formulaic expressions, a limited vocabulary and a limited set of conjunctions and prepositions. In this vein, Bhatia (1993: 29) states:

Specialist writers seem to be fairly consistent in the way they organize their overall message in a particular genre, and

analysis of structural organization of the genre reveals preferred ways of communicating intention in specific areas of practice.

The lesson plan was designed in the light of genre-based approach in the ESP school. Genre analysis is the main task, which is expected to be accomplished by students following different steps instructed by the teacher. As a result, the students are enlightened and exposed to a new way of development in writing skills. The way is quite different from a conventional one and moreover it is supported by an established theory.

In fact, a thirteen-hour and a half genre-based instruction was designed to raise ESP students' awareness of genre analysis. A CAR was implemented in one class to train 3rd year management students to write the genre of JAL following the pre-test. During this instruction, the students were sensitized to the schematic or generic structure, overall communicative purposes of the target genre and that of its individual moves, linguistic features and variations in move-structure, and so forth. As far as teaching material is concerned, 6 sample texts related to the target genre were used, the lesson plan took the following form:

- Stage 1 --Exposing learners to samples of the target genre.
- Stage 2--Guiding learners to analyze the move-structure.
- Stage 3--Developing learners' sensitivity to the move-structure.
- Stage 4--Guiding learners to exploit this awareness to write the genre in hand.

It is worth mentioning that the above GBI stages were designed in the light of Bhatia's model of generic competence (1993:136) as described in chapter one (section 1.6.3 Bhatia's Model of Generic Competence). The CAR was therefore carried out according to the schedule given below and it stretched to thirteen hours and a half of instruction:

Hour 1h30	Activities to Raise Learners' Awareness to the Genre of JAL
<p>1st session</p> <p>2nd session</p>	<p>Administering the pre-test</p> <p><u>Stage:01</u></p> <p>Exposing sample 1 of the target genre.</p> <p>Generating discussion by providing some tasks that draw attention to genre knowledge (contextual, generic and linguistic features).</p>
<p>3rd session</p> <p>4th session</p>	<p><u>Stage: 02</u></p> <p>Introducing the concept of move-structure.</p> <p>Discussing moves and their communicative purposes.</p> <p>Discussing the corresponding relation between the labeling of moves and their communicative purposes.</p> <p>Discussing linguistic features associated with these moves.</p> <p>Providing sample 2 of the target genre to identify moves in it.</p> <p>Comparing with the earlier one for the sequence of moves.</p> <p>Identifying linguistic features associated with moves.</p> <p>Discussing obligatory and optional moves.</p>
<p>5th session</p> <p>6th session</p>	<p><u>Stage:03</u></p> <p>Exposing sample 3 of the target genre to provide practice on the use of linguistic ties that bring in cohesion to the textsuch as prepositions.</p> <p>Identifying the moves independently in the same sample.</p> <p>Comparing moves with earlier ones for the sequence.</p> <p>Identifying linguistic features in the moves.</p> <p>Discussing variation in the move-structure across the three samples.</p> <p>Discussing variation in the use of language in moves across the three samples.</p> <p>Providing sample 4 in jumbled form to reassemble it in order to bring in coherence to the text and then examining grammatical structures typically used in JAL in sample 4 and across samples such as tense particularly the past tenses when highlighting their educational background and professional experience.</p>

<p>7th session</p> <p>8th session</p>	<p>Providing practice on the use of formulaic expression typically used in JAL.</p> <p>Identifying the adjectives and useful phrases used to promote the applicant in terms of skills and qualifications across the samples.</p> <p>Providing practice on the use of specific vocabulary in JAL to promote the applicant in terms of skills.</p> <p>Providing practice on the use of more formal (written) language versus informal (spoken) language and the differences between them.</p>
<p>9th session</p>	<p><u>Stage: 04</u></p> <p>Constructing the genre independently by the students for the same task in the pre-test.</p>

Table 2.1: The Schedule for GBI

The JAL writing training started at the beginning of the academic year 2011/2012 and the genre-based writing course was taught over eight weeks, with only one hour and a half weekly classor per session. The CAR was in fact conducted between the first and second semester and the actual duration which was used for the project work was nine weeks. In other words, there were 9 sessions. Each session took 90 minutes. All sessions focused on authentic tasks which will be described in the next section. The subjects consisted of 24 students pursuing a Diploma in management and they are specialized in accounting.

In the first hour, a pre-test was conducted, and the scripts were collected. Following this, session one was held and it was concerned with the first stage in genre-based instruction. During Stage 1 of GBI, students were exposed to Sample 1 of the target genre. In this vein, Kay and Dudley-Evans (1998: 310-311) states:

Model texts can reduce students' writing anxiety and help them to develop the confidence needed to become effective writers.

The task of writing is obviously more challenging for the novice writer who is not a native speaker which is the case of the present study. According to Dudley-Evans (1994), genre analysis is particularly useful for students with relatively little experience of writing. Therefore, genre pedagogy offers ESP students opportunities to analyse examples of the genre that they will later attempt to write themselves. For inexperienced students in particular, opportunities to study models of the target genre and identify rhetorical patterns assist them in developing a clearer sense of what to aim for in their own writing. However, model texts should be appropriate for students' background knowledge, linguistic ability, and motivation (Dudley-Evans, 1994).

After going through sample 1 of the target genre, the students were asked some questions that drew their attention to genre knowledge such as the contextual as well as the generic structures of the genre of job application letter. The class was also asked to identify some linguistic and grammatical features in sample 1. In this respect, the students were encouraged to discuss their answers in pairs. The ultimate purpose of this activity was to familiarise them with the target genre.

After the students have completed the tasks handed to them, they were introduced to the concepts of moves and strategies or steps. In fact, they were provided with a detailed explanation of the communicative purpose of the genre of JAL and the various moves the writer makes use of to achieve the intended purposes. The six moves and the steps were described in table 4.3 (see chapter four, section: 4.7 sample of proposed genre-based writing lesson plan) and compared with sample one to illustrate how the moves correspond with the different sections in it.

During Stage 2 of GBI, students were introduced to the move-structure or generic structure marked on a handout in order to enable them to express their familiarity and understanding of the target genre, the moves were also colour-coded in the sample in order to make them obvious to them. The handout was discussed by drawing the learners' attention to the relation between the labeling of the moves and their communicative purposes, and the linguistic features associated with the moves in

sample 1. This activity relies on learners either being trained in move-analysis (Thompson, 2001) or simply being told about the order of the moves with a few examples. This has generally been shown to be effective in helping learners to organise their writing more effectively at the macro-level (Hyon, 2001). Furthermore, students were provided with sample 2 of the JAL, and were asked to identify and mark the moves in it.

Accordingly, by exposing learners to the target genre and drawing their attention to the rhetorical move-structure, it is possible to have them organize the content into identifiable moves that guide the reader to realize the communicative purpose of the genre. Moreover, the notion of obligatory and optional moves were also introduced. That is to say, students were asked to compare the sequence of the moves with that of the previous sample so as to enable them to understand that certain moves occur in a particular order, and certain others need not occur in that order or could be omitted. In this line of thoughts, Kay and Dudley-Evans (1998: 310) reported that:

**The genre-based approach is empowering and enabling . . .
[as] a tool that helps students to enter a particular discourse
community and discover how writers organize texts.**

The students were also encouraged to notice the differences and similarities between the linguistic features between the two samples. This enabled them to understand that there are different linguistic strategies to realize the moves and their communicative purposes. In this concern, Reppen (2002: 322) pointed out:

**A genre-based approach to writing instruction can help
students to better understand how to make a piece of writing
more effective and appropriate to the communicative
purpose.**

In the same vein, both researchers Ellis and Schmidt (1990) through their empirical studies, advocated that learners learn better through formal instruction as they become more aware of the particular features of the target genre. During the same stage, they were also provided with sample 3, and were asked to identify and mark the moves independently. This was followed by comparing the move sequence and linguistic variation with the previous samples, providing students with a rich understanding of the genre as a whole.

During stage 3 of GBI, students were given some tasks that provided them with practice in making the linguistic choices to realize the moves with a specific communicative end. Indeed, this stage is concerned with writing practice of the target genre; this is in accordance with Bhatia's (1997) call to develop the students' sensitivity to the cognitive structuring of specialist genres. In this respect, students were provided with practice on the use of linguistic ties that bring in cohesion to the text such as prepositions. Furthermore, they were made aware of when to use tenses particularly the past tenses when highlighting their professional experience, they were also provided with sample 4 in jumbled form, and were asked to reassemble it in order to bring in coherence to the text.

One of the main aims of teaching JAL writing is to emphasise the self-promotion aspect of the target genre, that is to say, selling oneself (Bhatia, 1993). Therefore, the students were asked to identify the adjectives and specific vocabulary used to promote the applicant in terms of skills and qualifications. Finally, students were also made aware of correct usage concerning the differences between informal (spoken) language and formal (written) language. For instance, students were encouraged to work on a series of tasks that aimed to raise their awareness of a more structured style of JAL writing, which is generally required in English business letters writing. These exercises were aimed at helping students examine the grammatical structures typically used in JAL.

Moreover, all the nine genre-based instruction sessions emphasised the importance of understanding the moves or the generic structures and the contributions of moves to the overall communicative purpose of the text so that the students can use their cognitive processes to construct the target genre using the appropriate linguistic features. In other words, all these authentic tasks provided students with holistic perspective of the target genre (Bhatia, 1997).

The final stage of GBI requires the students to individually construct the genre. That is, a post-test was conducted to assess the students' awareness of the genre knowledge and the improvement in their writing. The cognitive process involved here is exploiting generic knowledge of a repertoire of specialist genres by becoming informed users of the discourse of their chosen field (Bhatia, 1997).

2.6.5.Pre and Post-Instruction 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. In other words, the participants' writing task (the job application letter) was assessed in terms of the scoring procedure based on an analytic scoring rubric from the Act Workplace (2007). On the other hand, to serve the qualitative perspective of this study, the researcher used another technique of data collection which is the rhetorical or move-analysis of the participants' writing tasks (the pre-test and the post-test) based on Bhatia's JAL move-structure (1993).

2.6.5.1.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 the target genre, each of the students writing scripts of the pre and post-instruction tests were analysed following the model proposed by (Bhatia, 1993:59) which is concerned with the move-structure of the genre of job application letter.

2.6.5.2. 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 'I').

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.

Furthermore, the results from the pre and post JAL writing tests will be compared statistically using the T-tests.

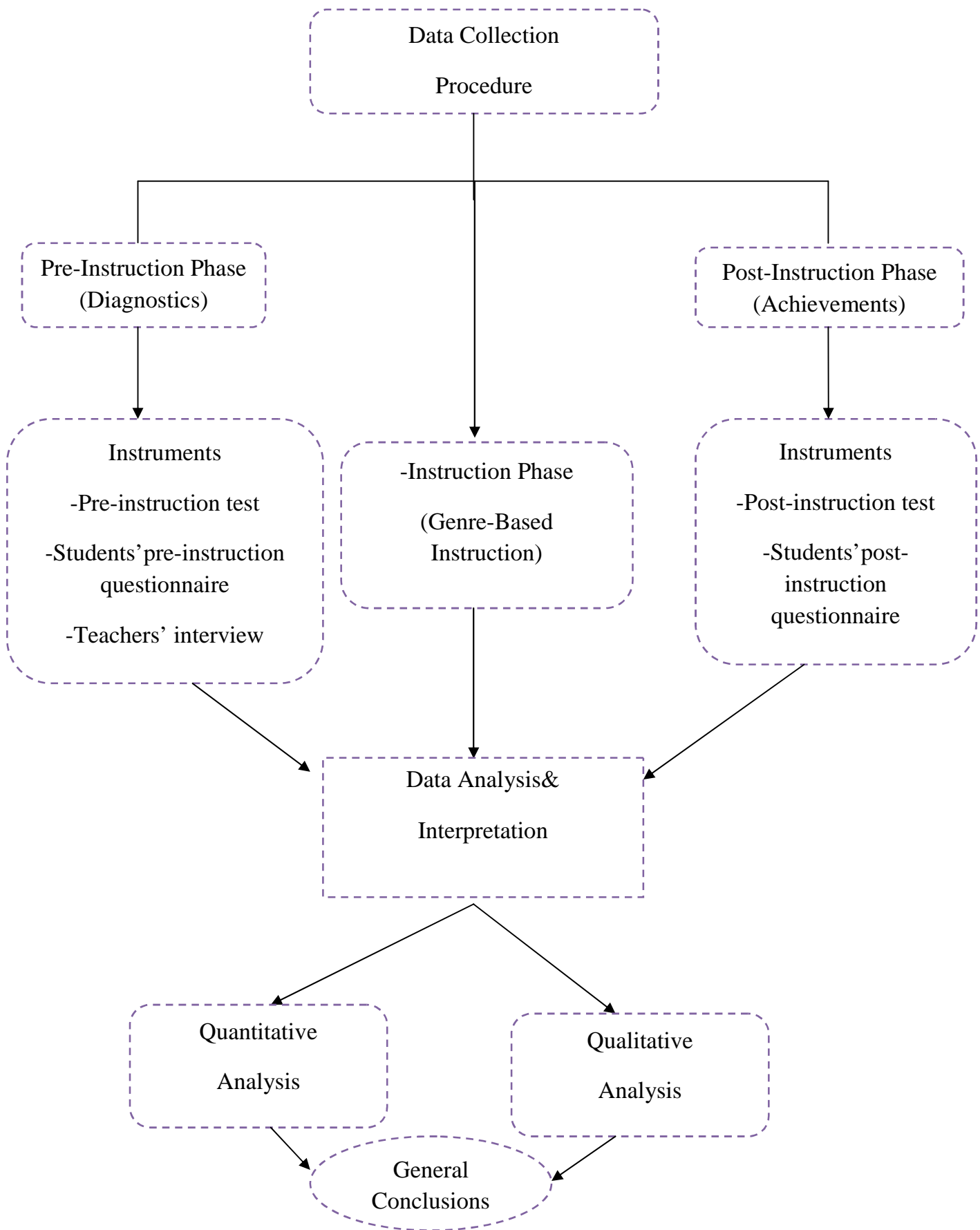


Diagram 2.1 : Data Collection Procedures

2.7. 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 investigate students' problems in JAL writing and the reasons behind them, how can genre-based instruction improve their low proficiency level in writing the target genre as well as their reactions towards the implementation of GBI in teaching business writing.

A classroom Action Research was therefore used as the research design in the present study. Furthermore, students pre and post writing tests, questionnaires and interview 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 THREE

Data Analysis and Interpretation

3.1. INTRODUCTION

3.2. DATA COLLECTION PROCEDURES

3.2.1. The Pre-Instruction Phase

3.2.2. Genre-Based Instruction Phase

3.2.3. The Post-Instruction Phase

3.3. RESULTS AND DISCUSSION

3.3.1. The Pre-Instruction Phase Results

3.3.1.1. The Pre-Instruction Test Results

3.3.1.2. Results and Interpretation of Students' Pre-Instruction Questionnaire

3.3.1.3 Results and Interpretation of Teachers' Interview

3.3.2. The Genre- Based Instruction Phase

3.3.3. The Post-Instruction Phase Results

3.3.3.1. The Post-Instruction Test Results

3.3.3.2. Results and Interpretation of Students' Post-Instruction Questionnaire

3.4. SYNTHESIS OF THE RESULTS OF THE THREE PHASES

3.5. CONCLUSION

3.1. INTRODUCTION

The present chapter tries to find answers to the research questions that motivate the present study through the analysis and interpretation of the results obtained from different data collection instruments, namely tests, two questionnaires (students) and interview (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 first point to be examined is the description of the three phases of data collection: the pre-instruction, the instruction and the post-instruction phases. Each phase will be discussed separately to measure the students' performance. The second point is the analysis of 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.

3.2. 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 explicit instruction of the target genre, i.e. the pre-instruction phase.
2. The genre-based instruction phase.
3. After explicit instruction of the target genre, i.e. the post-instruction phase.

3.2.1. The Pre-Instruction Phase

The first step in this diagnostic phase consisted in a pre-instruction writing test (see appendix 'A'). In fact, the test asked the learners to compose a JAL. The learners were assigned with specific objectives for the writing task. To perform the task, the learners were given 75 minutes for writing the genre under study. In addition, the test selected was of intermediate level difficulty. On the one hand, the JALs written as the

pre-test was scored independently and analysed quantitatively by the researcher using an analytic scoring technique. On the other hand, the 24 JALs written for the pre-test were also analysed qualitatively using the technique of move/generic analysis in order to obtain an insight into the writing quality that the participants possessed before participating in the GBI course.

The second step in this phase consisted in the administration of a pre-instruction questionnaire to a sample of 24 third-year management students at Djillali Liabes University of Sidi Bel Abbes. Meanwhile, an interview was conducted individually with five ESP teachers teaching in the same department. In this respect, the students' pre-instruction questionnaire (see appendix 'C') included a set of fifteen questions divided into five rubrics while teachers' interview included twenty questions (see appendix 'D') divided into five rubrics as described in chapter two (sections:2.6.1.1 the students' pre-instruction questionnaire, 2.6.2.1 teachers' interview).

3.2.2. Genre-Based Instruction Phase

Based on the students' weak performance in the JAL writing pre-test and their unawareness of formal business letter writing in English, explicit teaching of genre knowledge with respect to its generic structure and linguistic features at a level of whole text was therefore required. To accomplish this, they were given several JAL sample letters based on a variety of textbooks. The researcher found that formal JAL model-texts derived from business correspondence textbooks often follow a standard format and hence easier for EBP learners to imitate. Accordingly, the genre-based instruction phase was planned as follows:

Firstly, the genre was introduced through a model text that exemplifies the genre of JAL. The emphasis at this stage was on the text's social purpose (functions) and potential readers of such a writing task, how the information in the genre is organized (generic structure), and aspects of the way the text speaks (lexico-grammatical features). Secondly, the students were introduced into more specific

analysis of the target genre which is the analysis of genre moves and its associated linguistic features by reading a variety of text models. The 24 students were then asked to identify the different moves and steps as well as comparing the linguistic variation of the move sequence, by working on the corpus of sample letters in small group. Thirdly, the students worked through a series of classroom genre-based activities which aimed at broadening their horizon for such a genre. In the last stage, the students were asked to write the genre under study independently. In this respect, this phase will be dealt with in the next section.

3.2.3. The Post-Instruction Phase

This phase consisted, first in an achievement test that is the post-instruction test which was carried out at the end of the ninth sessions of GBI and conducted with the same group as the pre-test in order to test their progress in writing the genre of JAL. The post-instruction test (see appendix 'E') was similar to the one administered in the diagnostic test (the pre-instruction test) at the beginning of the first GBI session. The 24 JALs from post-test were scored independently by the researcher quantitatively and qualitatively using respectively analytic scoring and move/generic analysis procedures.

The last step in the post-instruction phase was the post-instruction questionnaire given to a group of 24 third year management students in order to investigate their reactions and feelings about their writing improvement they had achieved from the GBI sessions and their opinions towards the teaching and learning method that was employed.

3.3. RESULTS AND DISCUSSION

In this section, the results of each phase carried out 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 2.6 research instruments) and through the procedure described above center on the following points:

1. Students' difficulties in JAL writing pre-test.
2. The effect of explicit genre-based instruction on students' writing performance.
3. The impact that genre-based instruction has on students' attitudes towards writing in English.

3.3.1. The Pre-Instruction Phase Results

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

3.3.1.1. The Pre-Instruction Test Results

In an attempt to elicit students' difficulties and weaknesses in JAL writing, a group of 24 third year management students were submitted to a kind of a diagnostic test which is a JAL writing task in the beginning of this investigation. Furthermore, an analytic scoring rubric from the Act Workplace (2007) was used to assess ESP students' performance in writing the genre of JAL in both pre and post-instruction tests. Furthermore, the assessment criteria used in this study consists of five categories: language appropriateness, sentence structures, content; organization, and 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 the pre-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

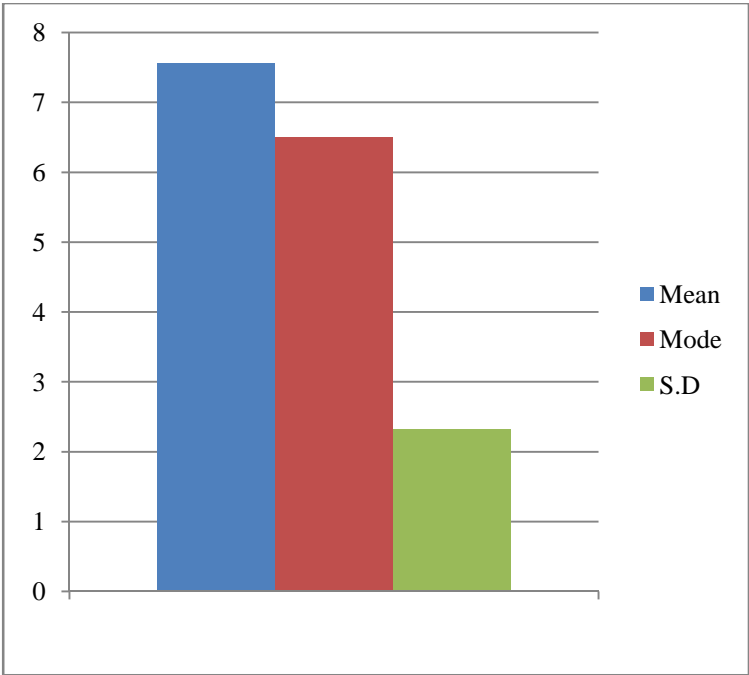
deviation, the closer the students' means to the group's mean, the more homogeneous the group is.

After carrying out the statistical calculations, it was found that the group scored 7, 70 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, 32. (See appendix 'H': calculating SD_1 before instruction), this may be observed and understood through the following table:

Scores	Pre-test		
	Mean	Mode	S.D
Out of twenty four	7,56	6,5	2,32

Table 3.1: Students' Performance in the Pre-Test

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



Bar-Graph 3.1: Students' Performance in the Pre-Test

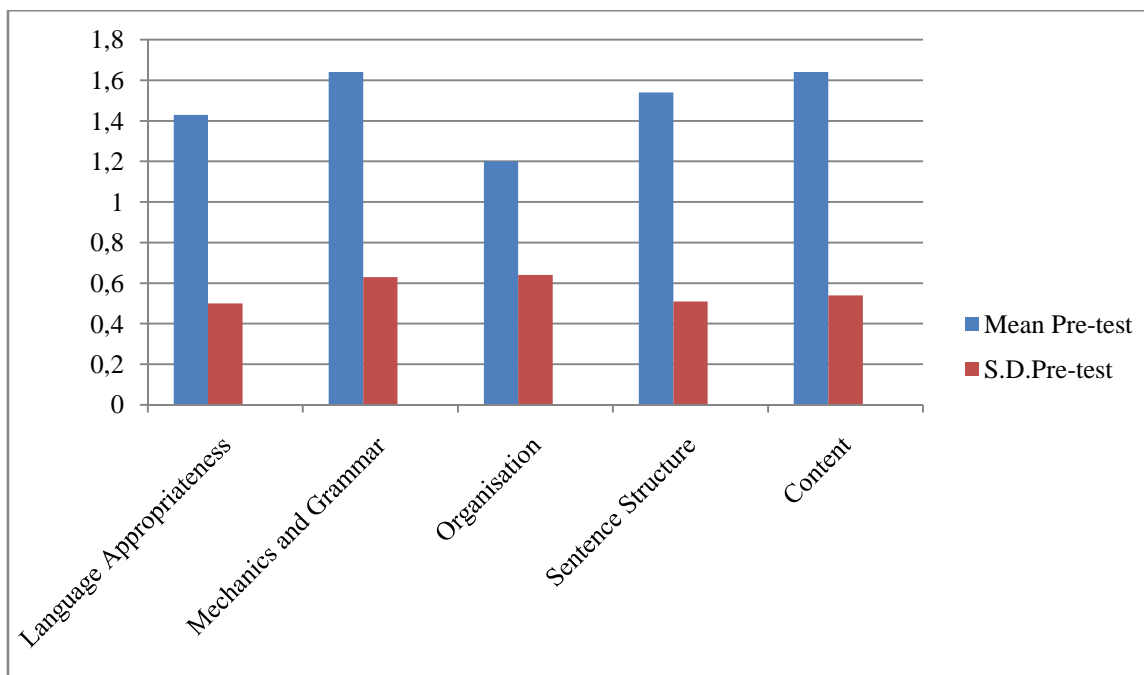
In the light of the results gathered from the pre- instruction writing test, it can be stated that most of the students had very bad marks which denotes a low level of achievement, the latter varies from 14 to 4, 5 and hence, one can conclude that the group is heterogeneous because the marks do not cluster around the mean and they are not close to each other.

On the whole, it can be stated that the majority of the subjects were not very successful in their JAL writing test. In the final score, only (04) students out of 24 i.e. (16, 66%) managed to get marks above 10 out of 20, and which varied between 10 and 14 out of 20. 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	1,43	0, 50
Mechanics and Grammar	1,64	0, 63
Organisation	1,20	0, 64
Sentence Structure	1,54	0, 51
Content	1,64	0, 54

Table 3.2: 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 3.2: The Pre-Test Results Obtained in Each Criterion

In the above graph, one may observe that the mean scores for language appropriateness (1,43) and organization (1,20) were low in comparison with the other criterion such as: grammar and mechanics (1,64), sentence structure (1, 54) and content (1, 64). In addition, the analysis of the pre-instruction 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:

1. Lack knowledge of organizational or generic structure (opening-body-closing structure of business letters) ,
2. Limited repertoire concerning standard phrases and formulaic expressions commonly used in business letters,
3. Irrelevant choice of vocabulary and inappropriate language , inconsistent with standard business English letters as well as mixture of informal and formal style,
4. Word choice is limited and often repetitive,

5. Grammar errors such as: (tenses, word order, prepositions and articles misused...etc),
6. Mixture of rules for English and French and overuse of French constructions and a lot of borrowed words taken from French...etc.

Besides, students also experienced difficulties in transferring their ideas from their native language (for example, Arabic) into the target language (that is, English); this is due to their limited linguistic repertoire and their inability to find the right words in English which is the most common and difficult thing in writing. Once again these findings come to confirm hypothesis one of the research, and indicate clearly that the major problems faced by the students in writing job application letter are related to the macro-level language components (e.g., logical discourse structure, rhetorical organization) as well as the micro-level linguistic components (e.g., appropriate words and expressions) of this specialist discourse.

In this study, a qualitative method using genre analysis was also used in analysing extracts of the students' pre and post instruction writing tests. Each JAL 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 Bhatia's job application letter move-step template (1993:62) consisting of seven moves. In the present research, only six moves were used to label the samples which are namely: establishing credentials, offering candidature, enclosing documents, using pressure tactics, soliciting response, ending politely. In this standard, a JAL sample together with move-structure analysis is demonstrated in the first chapter (see section 1.4.2.2.1).

Seven students out of 24 began their letters with *introducing candidature* (S2B), which could be accepted if they started with the expected 'I wish to make application for...' sentence. Instead, they referred to the name, age and sometimes the place of birth of the applicant, as in the examples below (with the original mistakes):

'I am miss XY, My age is 21 years.'

Or 'My name is XY, I have 25 years.'

The problem with the cited sentences is not primarily their position, but their form of realization. Indeed, Bhatia's *introducing candidature* move does not contain any personal information. Thus, it seems that this way of introducing the letters reflects a cultural characteristic of introducing the self that contains name (gender embedded), age and, occasionally, place and date of birth. It might very well be that the effect of *nativization* of JALs that Bhatia (1989) reports on is responsible for this phenomenon as well.

Based on the data analysis, the findings showed that 10 students out of 24 (41, 66%) adopted move *1establishing credentials*step1A in their writing, moreover, it is worth mentioning that the students did not state explicitly the position applied for, however, they only mentioned that they need to find a job or explore the possibility of a job opening in a given organisation i.e., banks, companies...etc.

The following are two excerpts taken from the original students' job application letters pre-test (with the original mistakes uncorrected):

'I have honor to demend to you a job in your banc.'

'I have a great honnour to present to you Mr director of BEA bank my demand of job.'

Only six letters out of 24 (25%) started with *establishing credentials*S1B even though they were provided with a job advertisement in the pre-writing task, however, this step was problematic to identify because it was mixed with step1A and moreover, three students out of six mentioned the source of job information about the vacancy without stating the position applied for. As in the following examples (with the original mistakes uncorrected):

'I have honour to write this letter to your society. I wrid your article in El Khabar and I want to find my job in your's.'

'I'm honored to write this letter for you Mr Director I have read your job advertisement and I think I have the condition that you reffer in your article.'

As for move 2 step2A, only 04 students out of 24 (16,66%) stated definitely that they were applying for specific job positions. The following are two excerpts taken from the original job application letters (with the original mistakes uncorrected):

"I have seen your advertisement for recruit an office manager in the newspaper last week."

"I have see your advertisement for work in The Bank in "cherouk" and would like to apply for the job."

As for Step2B *essential detailing of candidature* in Move 2, 19 students out of 24 (79,16%) provided the essential detailing of their candidature in their letters. Thus, it may be stated that to a certain extent, most of them added further details about themselves. The most typical characteristic of this move was using the time-sequence as the organizational principle. Nevertheless, due to the lack of explicit use of conjunctions and adverbials, the logic behind the sequence of events was implicit. In addition, some students mixed this sub-move with *indicating the value of candidature*. Besides, the highest number of sentences occurred in this move. Excerpts of the details taken from the JALs pre-test are given below (with the original mistakes uncorrected):

'I have a diploma in management and another in the Informatique. I have experience of 3 years like a manager of the human resources in X company.'

'I finished my study and I have licence in comptabilite for sciences économiques and Gestion university.'

'I have a licence in management and my speciality is accounting, I have an experience of four years in BNA bank with knowledge of computer.'

As it can be seen in the above examples, there are a lot of borrowed words from French and which were used by the students in order to refer to their specialism and educational background such as: comptabilite, économiques, gestion...etc.

The next sub-move *S2C* *indicating the value of candidature* produced the most exciting sentences, moreover, only 07 students out of 24 (26,16%) indicated the value of their candidatures. As in the following examples (with the original mistakes uncorrected):

‘I inform you that I have all conditions qualified me to work in your big company (diplome, skills, exceptional communicative and responsibility).’

‘I have good mark in math and I enjoy meeting people, so I think that I am suitable for the job.’

‘I want this job because my skills and solid experience in business and I want this job to help your company and develop and augmonte its revenue and sales.’

As illustrated in the above examples, these sentences represent the phenomenon that Bhatia (1993) calls ‘self-appraisal’ or self-glorification. To compensate for the ‘awkward’ feeling of promoting oneself which had a negative connotation for the participants, the technique of lexical boosting (Bhatia, 1993:51) can be observed in many of the letters, for example: I have all the conditions and the skills required.

The next move is enclosing documents (Move 3). The findings illustrated that only 07 students out of 24(26, 16%) indicated that they enclosed the necessary documents in their letters particularly C.Vs. In this respect, one of the students mentioned that she enclosed a letter of reference which is in fact a statement concerning somebody’s qualifications, usually given to a potential employer. However, the *enclosing documents* move appeared in varying places, with no apparent pattern. In the following, excerpts from the applicants’ letters are given below (with the original mistakes uncorrected):

'I have asked my mother and father to send you two letters of reference for me.'

'You will find Mr the director my c.v with the demand.'

'I will send you my enclosed C.V. soon.'

From the analysis, it can be said that only a small percentage of the students took the initiative to include their necessary documents. In other words, these students may not realize the importance of enclosing documents which clarified the function of the job application letter. Without enclosing the necessary documents to support their application, it could reduce their potentials in securing the job they applied for.

The next move is soliciting response (Move 4). The findings showed that only two students out of 24 (i.e. 08,33%) took the initiative to solicit response from the prospective employer. Lack of this move indicated that most of the students did not have the initiative to facilitate further contacts with the prospective employer. In this vein, it might be stated that the reason for this situation could be due to the students' own culture. Generally, in the Algerian culture, it is considered rude to 'demand' for a response from unfamiliar individuals. The two following excerpts are the only examples that were available from the corpus (with the original mistakes uncorrected):

'I hope that you give the answer for my demande as soon as possible'

'T'mat your disposal to show you my motives and my future in an interview.'

The next move is using pressure tactics (Move 5) in Bhatia's promotional genre analysis. The findings of this study showed that 10 students out of 24 (41, 66%) adopted this move in their letters. The following excerpts were taken from the sample of the letters (with the original mistakes uncorrected):

'I hope your company accepted my application'

'I hope you will accept this demand Mr the director'

Finally, the last move ‘ending politely’ was carried out differently as well, since the students used their signature or the expressions ‘yours faithfully / sincerely’ to express the move *ending politely*. In Bhatia’s model, this function is completely separate and uses the model sentence ‘Thank you very much’ or ‘I look forward to hearing from you’ followed by the above-mentioned formulaic expressions and the signature. The findings indicated that the majority of the students (20 students out of 24, i.e. 83,33%) ended their letter politely. Excerpts from the letters are given below(with the original mistakes uncorrected):

‘Thank you for your comprehension’

‘Deep regards and requests’

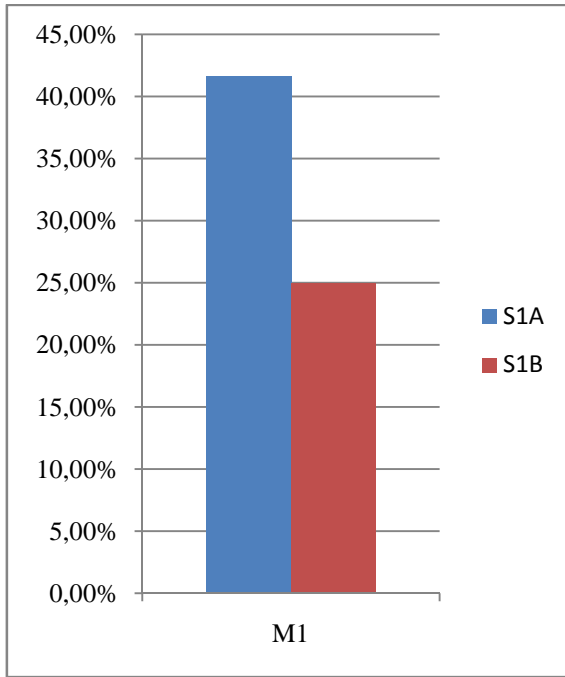
To a large extent, a very high percentage of students adopted this final move. This again highlighted the influence of the Algerian culture where politeness is part and parcel of their life.

On the whole, the results obtained concerning the frequency and percentage of the JAL’s moves in the pre-test is illustrated in the following table:

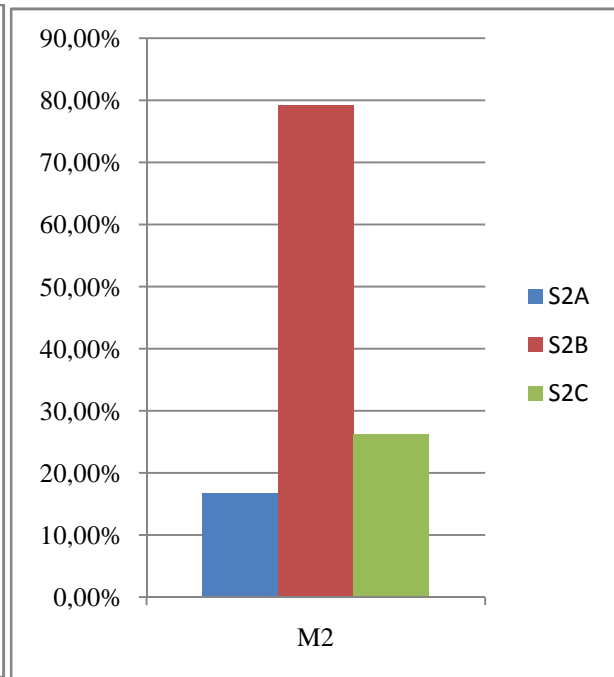
Move-Structure	Nº of students out of 24	Percentage
M1: S1A	10	41, 66%
M1: S1B	06	25%
M2: S2A	04	16, 66%
M2: S2B	19	79, 16%
M2: S2C	07	26, 16%
M3	07	26, 16%
M4	02	08, 33%
M5	10	41, 66%
M6	20	83, 33%

Table 3.3: The Presence of JAL’s Moves in the Pre-Test

The following bar-graphs further clarify the above table:



Bar-Graph 3.3: The Presence of M1 in the Pre-Test



Bar-Graph 3.4: The Presence of M2 in the Pre-Test



Bar-Graph 3.5: The Presence of M3, M4, M5 and M6 in the Pre-Test

Bhatia (1993) recommended a number of prescribed moves to satisfy the communicative purpose of a job application letter. However, the findings of the pre-instruction test indicated that 8, 33% (2 students out of 24) adopted only one move, 25% (6 students out of 24) adopted only two moves, 45% (11 students out of 24) adopted a combination of only three moves and finally 20,83% (5 students out of 24) adopted a combination of only four moves. Table 3.4 illustrates the average number of moves adopted by the students in the pre-test.

Move combination	Frequency (students out of 24)	Percentage
1 move	2	8, 33%
2 moves	6	25%
3 moves	11	45%
4 moves	5	20,83%

Table 3.4: Average Number of Moves per Letter in the Pre-Test

On the whole, it can be said that the majority of the students were not able to write rhetorically and linguistically appropriate JAL. 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 Bhatia (1993) in their job application letters. Furthermore, the order of moves do not follow Bhatia's template. Put differently, the organizational or generic structure of job application letters adopted by the students was not adequate and it did not fulfill to a large extent, the linguistic requirements of a formal letter. Furthermore, the intention to apply for the job, which is essential for a text to belong to the genre of JALs, was missing from the majority of the students' JALs. Thus, the latter did not live up to one of the most important criteria of the genre. Hence, this could contribute to the fact that many of them were not able to secure employment although they have the necessary academic qualifications.

As a result, one can conclude that the majority of the students were not properly equipped to write impressive and effective job application letters in English before the training or the instruction period. Taking into account all these problems, one may conclude that students' lack of genre knowledge with respect to its linguistic patterns and organization calls for a purposeful intervention by the teacher.

3.3.1.2. Results and Interpretation of Students' Pre-Instruction Questionnaire

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

The first two 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: 2.4.1 students' profile).

The third question has been devised in order to know the relative importance of English in relation to the students' future professional life. The results showed that the majority of the students (16 students out of 24, i.e. 66, 66%) thought that English is very important, especially to their professional life, while 6 students out of 24 (25%) thought that it is quite important and only two students (8, 33%) believed that English is not important. Since a large proportion of the students have answered very important, one can conclude that the latter are aware of the importance of English and the role that may play in relation to their future professional life.

The fourth question aimed at identifying the students' purposes of learning English. Most of the subjects thought that they would learn English mainly to look for a job in multi-national or petroleum companies, to study or live in an English-speaking country...etc. The rest of them offered purposes such as: to master a language, to increase personal skills, to pass their exams or solely for the purpose of study itself.

One student wrote the purpose of learning English is to follow the current trend (of learning English). Another respondent said that s/he has to master English so that s/he could better learn a culture and better communicate with people who wrote in English.

The fifth question has been devised in order to know the relative importance of each English teaching skill to the students' future professional life. The answers to the latter revealed that the most important language skills to the students is the speaking skill (eleven students out of 24 i.e. 45, 83%), followed by the reading (eight students out of 24 i.e. 33, 33%) and writing skills (five students out of 24 i.e. 20, 83%) while no emphasis (0, 0%) is laid on the listening skill. Hence, it was felt that students do not give much importance to improving their writing skill compared to the skill of speaking the target language fluently, it is clear that there has been much demand on the speaking skill rather than the writing skill, the students' reasons behind this choice is that many of them feel the urgency to be able to use English to communicate with people face to face rather than writing for people they do not see or know. As a result, direct face-to-face interactions give learners a great sense of achievement in the strenuous process of learning a foreign language. Therefore, writing is less preferred as a language skill, which may call for relatively longer time to be well-developed.

The sixth question sought information about the students' difficulties encountered in dealing with all four language skills. Responses to this question showed that 15 students out of 24 (62, 50%) confessed themselves afraid of writing, followed by speaking (five students out of 24 i.e. 20, 83%). However, the listening skill comes in the third position (four students out of 24 i.e. 12, 50%), and reading is regarded as the least difficult skill (one student out of 24 i.e. 4, 16%). The researcher found out that most of the students were accustomed to reading comprehension because most of the teachers at high school or university have been teaching them the latter so that they could do their exams well. Nevertheless, the teachers nearly ignored speaking, listening and writing skills. Moreover, it was found that the students had no motivation to learn writing skill because when they do write, they feel soon bored and

they find themselves confused with word choice, correct grammatical use, organization and the generation of ideas and therefore, it is discouraging to them.

Responses to question seven 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 usually write Internet messages, E-mails, Chat and poems in English.

The majority of the students reported that they had already written a JAL in Arabic. Three students mentioned that their teachers in high-schools asked them to write an application letter in English. Only three students said that s/he had already written it in French.

The ninth question was asked to investigate whether or not the students had any form of writing instruction in their previous years of study. However, on a sample of 24 students, only 19 have answered this question. This problem has been previously mentioned being one of the disadvantages of the questionnaire. This may be due to the form of certain questions engendering either a lack of comprehension or perhaps an unwillingness to answer them. As a result, eight of the respondents i.e. 33, 33% have answered "No" while 45, 83% (11) have answered "Yes".

The second question is only addressed to the respondents who answered "Yes" in the first question. It aimed at collecting information concerning the foci of the writing instruction the students had received. In this standard, the majority of the respondents said that most writing instruction focused more on grammar-translation issues and vocabulary expansion. That is, the top three foci were: instruction of how to find appropriate words % 37, 5 (9), instruction of how to appreciate good readings and learn from those readings 33, 33% (8) and explanation of grammar rules and translation of sentences 29, 16% (7). Nevertheless, the other options were neglected by

the respondents. One may conclude that the writing instruction that the students had received stressed more sentence-level (explanation of grammar rules and translation of sentences) than discourse-level.

Question ten was asked to raise the point, whether the students thought that they need business writing outside the academic context or not. One may notice that the yes-option by contrast with the no-option (29, 16%) has been largely selected to a certain extent (70, 83%). The students' answers to this question revealed a paradox. In fact, the majority of the students did not indicate clearly the context in which they would need business writing. It was found that the informants do not have a strong desire to learn English writing except for passing tests and examinations and as the pressure from other courses are heavy; they do not put English writing on their top priority. Nevertheless, students thought that they might need business English writing in their future professional life either for further study or if their jobs require (petroleum or multi-national companies in Algeria or abroad).

Question eleven 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.

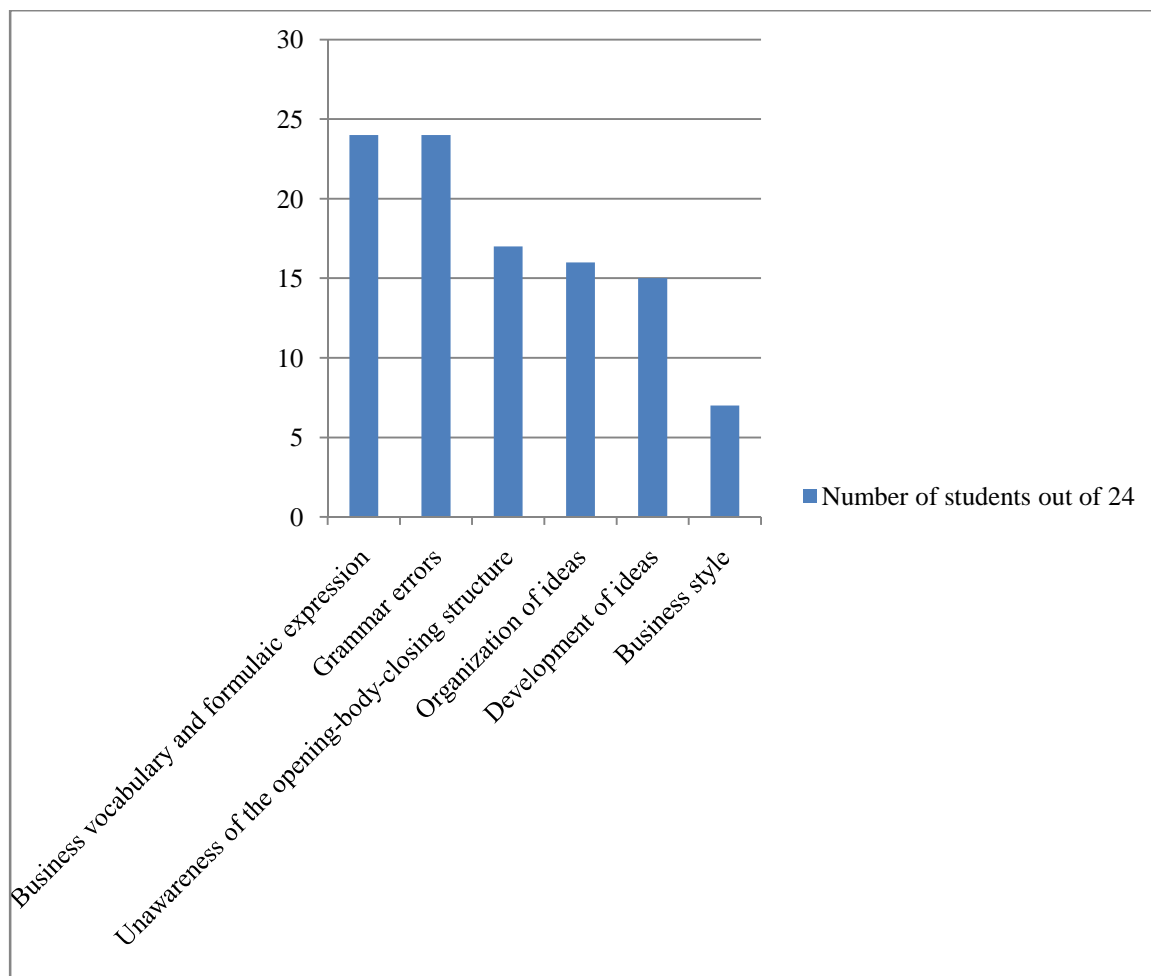
Question twelve was an attempt to identify the problems that the students encountered in JAL writing pre-test. The students thought they almost had all the problems listed in the questionnaire. Nevertheless, twenty-four students out of 24 i.e. (100%) answered that the troubles they faced in writing the genre of JAL in the pre-test were business vocabulary and formulaic expression as well as grammar errors. Seventeen students out of 24 (70, 83%) said that they were not aware of the parts of a JAL and their intended purposes. Sixteen students out of 24 (66, 66%) reported that their handicap in JAL writing was organization of ideas whereas fifteen students out of

24 (62, 50%) admitted that their deficit was development of ideas. Only 7 students out of 24 or 29, 16% has mentioned that besides the problems mentioned above they had another one which was business style.

JAL writing difficulties	N=24
Business vocabulary and formulaic expression	24
Grammar errors	24
Unawareness of the opening-body-closing structure	17
Organization of ideas	16
Development of ideas	15
Business style	7

Table 3.5: Students’ JAL Writing Difficulties in the Pre-Test

One may conclude from the above table that the students’ deficiencies in JAL writing pre-test were of linguistic (business vocabulary and grammar errors) and generic (unawareness of the parts of a JAL and their intended purposes as well as organization of ideas) nature. The following bar-graph sheds light on the students’ difficulties encountered in JAL writing pre-test:



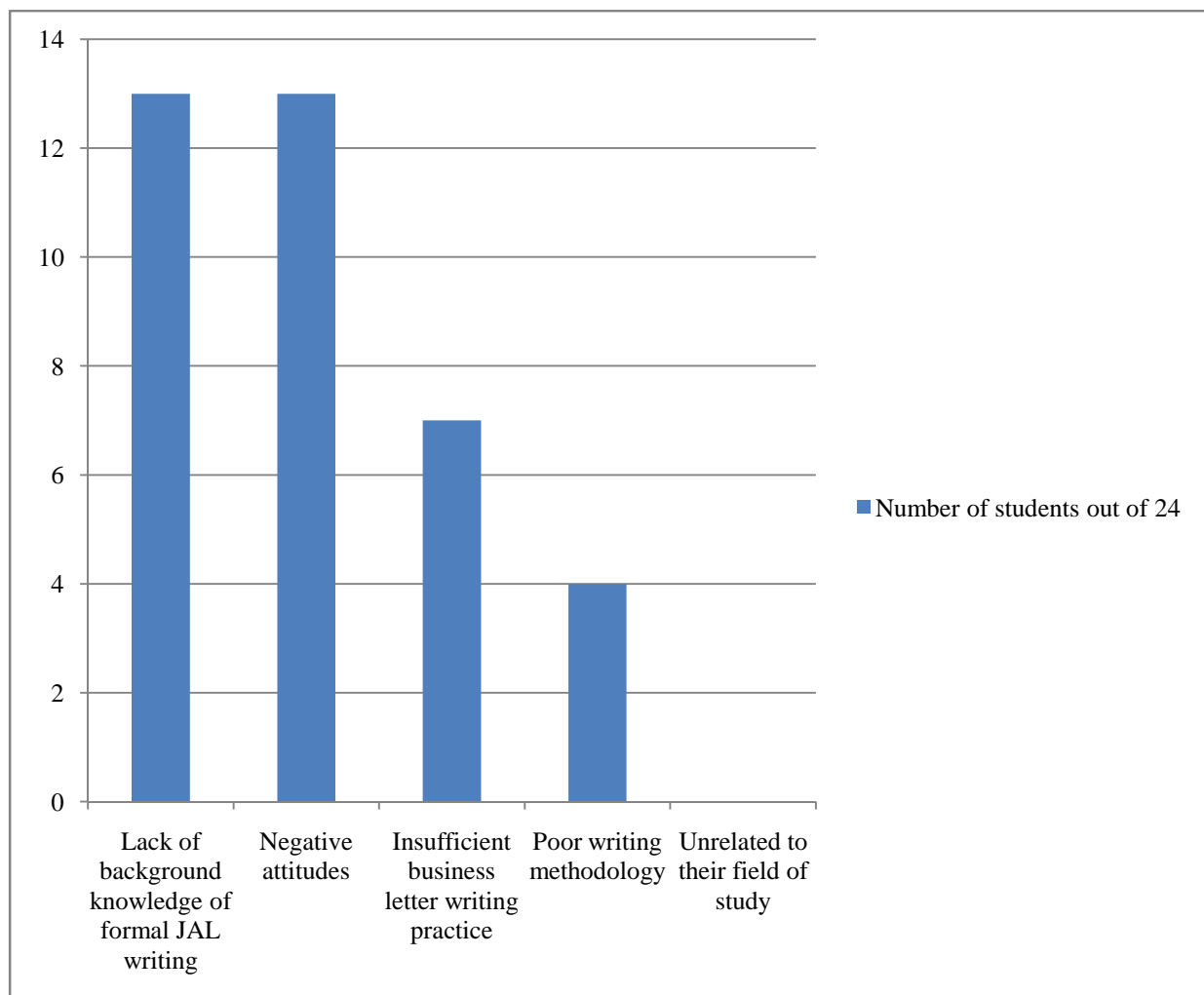
Bar-Graph 3.6: Students' JAL Writing Difficulties in the Pre-Test

Question thirteen was asked to investigate the reasons of the students' weak performance in JAL writing pre-test. In fact, the students were invited to identify the causes behind their weak level of proficiency in writing the genre of JAL in English. In this standard, 13 students out of 24 (54, 16%) said lack of background knowledge of formal business letter/JAL writing and their own negative attitudes. Seven students out of 24 (29, 16%) thought that little writing practice and insufficient time allotted to the English module within the curriculum were the causes of their poor results. Only four students out of 24 (16, 66%) claimed that poor writing methodology was the main reason behind the difficulties that they encountered in JAL writing pre-test. None of the students chose 'unrelated to their field of study'. The following table illustrates the students' causes of their bad performance and weak level in JAL writing pre-test:

Reasons of Weaknesses in JAL Writing	N=24
Lack of background knowledge of formal JAL writing	13
Negative attitudes	13
Insufficient business letter writing practice	07
Poor writing methodology	04
Unrelated to their field of study	00

Table 3.6: Students' Reasons of their Weaknesses in JAL Writing Pre-Test

The students' reasons of their weaknesses in JAL writing are displayed in the following bar-graph:



Bar-Graph 3.7: Students' Reasons of their Weaknesses in JAL Writing Pre-Test

It is clear from the above graph that the students are actually aware of the causes of their poor results in JAL writing pre-test. They recognized that there are different reasons which stand behind their failure in writing a good JAL.

Question fourteen was an attempt to identify the major aspects that the students wanted to improve most specifically in business letter writing. Twenty-four students i.e. (100%) wanted to improve aspects such as: business vocabulary and formulaic expression and specific grammatical structures (tense, preposition- conjunction-modal...etc), while (66, 66%) 16 students out of 24 preferred to improve aspects such as: organization of the different parts of a business letter. 12 students out of 24 wanted to improve aspects such as: development of ideas and business style. Only ten students out of 24 chose to improve aspects such as: sentence-structure (simple-complex).

The last question invited the students to express themselves freely, to contribute to the teaching process by suggesting some possible ways and solutions to overcome their difficulties and hence improve their ability to write a good business letter in English. In this standard, all of the students suggested extra hours for English in general and more practice on writing in particular, other students suggested an adequate teaching writing methodology that suits their real needs and they also added that they need more instruction in practical writing because it is important and useful for them to know how to write effective, formal business letters because of better perspectives for studying and working abroad...etc, so teaching support related to writing different business documents in English was highly required and recommended by the students for developing their business writing skills. Finally, three students suggested that they have to read more business letters in the classroom in order to analyse how they are written (format-structure-vocabulary-grammar... etc).

3.3.1.3. Results and Interpretation of Teachers' Interview

A structured interview has been conducted with a sample of five English language teachers who have taught at the Department of Management at Djillali

Liabes University- Sidi Bel Abbes. The teachers have been invited to answer as freely as possible the intended questions that were asked during the interview (see appendix 'D'). The interview includes five sections. This has resulted in twenty questions as what follows:

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 licence degree except for one of them who is a post-graduate student preparing his Magister in socio-linguistics. Moreover, all of the informants reported that they have not received any type of training in teaching ESP during their licence curriculum. Therefore, teachers are only holders of a Licence degree. Besides, they are not trained to teach ESP to students and achieve the required results. 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. As stated by Hutchinson and Waters (1987: 160):

Many teachers who have trained for General English may suddenly find themselves having to teach with texts whose content they know little or nothing about.

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

Teachers' answers to question five showed that all of them agreed 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.

When asked through the sixth question of the interview to tick out the most practised skill in their ESP classes, all the teachers agreed on the fact that all the four skills are complementary to each other.

Language Skills	Number of Teachers out of 5
Speaking	5
Reading	5
Writing	2
Listening	1

Table 3.7: Teachers' Opinions about the Most Practiced Skill

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. Accordingly, teachers' answers to this question reflected their negative points view toward 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.

On what concern teachers' opinion about management students' writing performance. All the respondents i.e. (100%) evaluated their students' writing performance to be weak.

This question overlaps with the previous one, it aimed at investigating whether the teachers thought that their students were reluctant to practice writing in the ESP class or not. All the respondents (i.e. 100%) 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 nine was an attempt to determine the foci of teachers' writing instruction in their ESP classes. All the teachers i.e.(100%) reported that they focused more on the explanation of grammar rules and translation of sentences in their ESP classes. Four teachers out of five i.e. (80%) mentioned instruction of how to find appropriate words, three teachers out of five i.e. (60%) mentioned instruction of how to appreciate good readings and learn from those readings. However, two teachers out of five i.e. (40%) reported that they sometimes instructed their students on how genres or text-types are written differently, according to their purpose, audience and message through text analysis and reconstruction. Finally, one teacher added that she sometimes taught her students how to develop and organize ideas, but not very often. None of the teachers chose instruction of how to write more complex sentences. 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. 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.

When asked through question ten of the interview about the approach that they used to teach writing in their ESP classes, only two teachers out of five (40%) reported that they use an eclectic method because they thought that this flexible incorporation of existing writing approaches may be the best way to suit the students' specific needs in the classroom. However, the rest of the teachers (i.e. (60%) three teachers out of five) claimed that their methods of teaching writing are impressionistic. In other words, 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.

Question eleven of teachers' interview was an attempt to know whether the teachers helped their students become aware of the target genre they were going to write through analysis of model texts or not, only three respondents (three out of five i.e. 60%) said they did. But, when asked how they did it, only two teachers gave adequate answers saying that they sometimes presented a model text of a business letter to students, asking them to analyse its different parts as well as the style and then providing some vocabulary exercises, whereas the other teachers i.e. (40%) 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. In light of the respondents' answer to this question, one might be attempted to conclude that only two teachers out of five were aware of the notion of genre which is broadly in line with their writing practices, moreover, many aspects of their perceptions were

congruent with genre pedagogy, such as explicit teaching of textual features (contextual, linguistic and generic features) of a given genre, the importance of having students analyse model texts to gain control of genre, and the provision of teacher support, whereas the others totally ignores teaching business writing and their practices were not relevant to genre pedagogy.

Teachers' answers to question twelve showed that most of them (three teachers out of five i.e. 60%) said 'no' and they thought that giving feedback were time-consuming and demanded more effort. For those who supported the provision of feedback to their students (two teachers out of five i.e. 40%) thought it could help them to see their inadequacy and gave them chances to correct their mistakes, and thus improve their level in future writing tasks. The second question is only addressed to the respondents who answered "Yes" in the first question; it was an attempt at finding out how they actually gave feedback to their students. In this respect, the first teacher reported that he gave marginal written comments that is to say, he often wrote comments in the margin or between lines while the second teacher claimed that he 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. However, none of the teachers mentioned writing a summary in a form of a letter of their students' weaknesses in writing because of time constraints and big size class.

When asked through question thirteen of the interview to tick out the kind of feedback that they generally gave to their students, only two teachers out of five (60%) answered this question. Both of them believed that the students needed more feedback on word choice and grammar ignoring content and organization to some extent. However, the students did indicate they needed to improve aspects related to the organization of the different parts of a business letter in the pre-intervention questionnaire which shows that there is a gap between the students' needs and the current teachers' practices.

Question fourteen of teachers' interview was an attempt to know the kind of summative assessment that they thought most benefits the students. Almost all the teachers reported that all the listed types of assessment are of equal importance and they believed if they were used together, they would consist of a certain diversity that would give the students the opportunity to learn from various sources. Whereas one of the respondents thought that teacher feedback would most benefit the students because the latter can take notes while the teacher is explaining his lectures.

Teachers' answers to question fifteen one showed that all the interviewees (100%) agreed that they assigned students texts with questions based on them. This procedure has not been changed for many years. It can be said that the students are used to it and feel more confident with this method than the other techniques. However, one of the teachers preferred also essay writing as an assessment method because he thought that it can truly test his students' real writing proficiency; he also added that the idea of portfolios is good, but not practical. Whereas another teacher opted for the use of portfolio (collection of the students' writing) because he believed that evaluating his students' writing after two sessions or more and checking if they grasped the rules or not is more practical than testing them on essay writing which according to him is a waste of time especially if it comes at the end of the year.

Question sixteen 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.

Teachers were then asked through question seventeen of the interview about the procedures they relied on while teaching business writing. Only two teachers out of five 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.

When asked through question eighteen of the interview about the main problems that their students encountered in business letter writing, five teachers out of five i.e. (100%) said that their students generally lack knowledge of relevant vocabulary and formulaic expressions, four out of five 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, three out of five 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.

Question nineteen of teachers' interview was closely related to the preceding one and it aimed at investigating the main causes of their students' difficulties in business letter writing. All the teachers i.e. (100%) agreed on the fact that the main causes were students' lack of background knowledge of formal/business letter writing, insufficient teaching time for classroom practice and student's lack of motivation. According to them, these three reasons are interrelated. In fact, they believed that time allotted to the English session is not enough to teach business writing and as a consequence, the students are not accustomed to it and hence, causing them an

unawareness or a weak background knowledge of the latter. Moreover they also accused the students' own negative attitudes toward the English subject in general and writing tasks in particular. In other words, they reported that their students are not aware of the importance of learning English and the majority of them consider it as a waste of time even if it deals with their occupational goals after graduation. They also claimed that the students had a very weak level in English. However, it is worth mentioning that no teacher chose inadequate writing methodology which is also an important factor to be considered. Students would never improve their writing ability if there were no efficient teaching methods suitable for their students needs.

The last question of the interview was left to teachers' further suggestions concerning how to make business letter writing classes more effective for ESP students. In this regard, the respondents proposed the following suggestions:

- 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.
- Devoting sufficient teaching time for business writing classroom practice.
- Exposing students to model-texts for different business purposes and making students compare, contrast and discuss their general features.
- Raising students' awareness of the importance of business letter 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.

3.3.2. The Genre-Based Instruction Phase

As mentioned in chapter two (section 2.6.2 genre-based instruction phase), the main objectives of the GBI sessions were to raise the students' awareness of the generic structures and linguistic features of the target genre and to empower them with

the genre-based strategies necessary to replicate these features in their own production. During the ninth GBI sessions, the students were sensitized to genre form by reading, discussing, and analyzing examples of it and their awareness was raised in terms of how the genre assigned should be structured and organized in certain ways to fulfill its communicative purposes.

3.3.3. The Post-Instruction Phase Results

In this section, the results of the JAL writing post-test conducted with the same group who took the pre-test before the genre- based instruction phase will be presented and discussed to see the effect of explicit instruction of the target genre on the students’ writing performance. It is worth mentioning that the difference between the pre and post-test results was used to infer the participants’ writing improvement. Moreover, this section will also include the results of the post-instruction questionnaire administered to the same group at the end of the GBI sessions.

3.3.3.1. The Post-Instruction Test Results

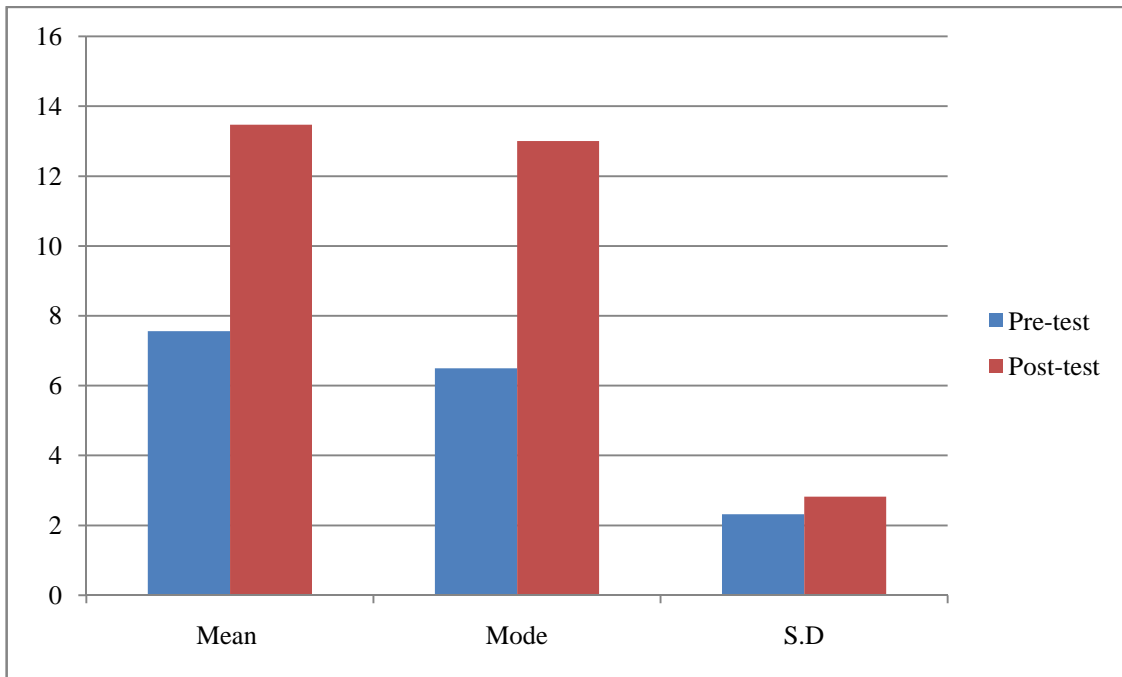
After the genre-based instruction phase, the students were submitted to another writing test which is an achievement test in order to evaluate the impact of explicit instruction of the genre of JAL on 3rd year management students’ writing performance and to know whether the GBWI sessions helped them write the post-test better.

For the quantitative analysis of the post-test, the researcher again calculated the mean, the mode, and the standard deviation of the group. These are presented in the following table:

Scores	Post-test		
	Mean	Mode	S.D
Out of twenty four	13, 47	13	2, 82

Table 3.8: Students’ Performance in the Post-Test

The following bar-graph better clarifies the results:



Bar-Graph 3.8: Students' Performance in the Post-Test

As highlighted in table 3.8, the standard deviation of the group was low in relation to its mean, this implies that the group is homogeneous, (See appendix 'T': calculating SD_2 after instruction). Furthermore, the mean score of the group changed from 7, 56 to 13,47 out of twenty which denotes that the training has proven to be effective.

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 i.e. test scores before and after a course. That is, this procedure examines different results obtained from the same group (Dörnyei, 2007). In this respect, scores from the pre-test and post-test of the same participants were compared and statistically analyzed 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 GBWI period. Moreover, the obtained results have been put with 5% error margin (i.e., $\alpha= 0, 05$), hence, $t_{\alpha} = 2, 06$.

Since $t = -7, 77$ then, one can conclude that it is not part of the critical area located between $[-2, 06, +2, 06]$. Therefore, the null hypothesis: $H_0: X_1=X_2$ which states that there is no difference between the mean of the pre and post tests was rejected and $H_1: X_1 \neq X_2$ was accepted. Moreover, the post-instruction mean was significantly higher than the pre-instruction one; this implies that there was an improvement regarding the students' performance in the JAL writing task.

On the other hand, one needs to consider *Eta squared* in order to examine the effect size indicator for the matched *t*-test and the extent to which the independent variable (explicit genre-based instruction) has caused an improvement regarding ESP students' performance in the post-instruction writing test. In this vein, Cohen (1988) claimed that the usual interpretation of *Eta Squared* is that: 0, 01 = small effect, 0, 06 = moderate effect, and 0, 14= large effect, which means that our effect size is very large (i.e. *Eta squared*= 0, 72, see appendix 'J'), indicating that the independent variable (explicit genre-based instruction) has approved its effectiveness.

Now, a comparison between students' scores obtained in the pre-test and their scores in post-test in each criterion will be discussed and illustrated as follows:

Scores Out of twenty	Pre-test		Post-test		<i>t</i> -test
	Mean	S.D	Mean	S.D	
Language Appropriateness	1,43	0, 50	2,85	0, 66	-8, 35
Mechanics and Grammar	1,64	0, 63	2,45	0, 47	-5, 06
Organisation	1,20	0, 64	2,68	0, 85	-6, 72
Sentence Structure	1,54	0, 51	2,62	0, 64	- 6, 35
Content	1,64	0, 54	2,85	0, 68	-6, 72

Table 3.9: The Pre and Post-Test Results Obtained in Each Criterion

According to table 3.9, the mean of the post-test (2, 85) for language appropriateness was higher than that of the pre-test (1,43).Moreover, the *t*-test (-8, 35) showed a significant difference between pre-test and post-test scores at the level of 0, 05.Hence, it can be stated that the students enhanced the appropriateness in using the language for business letter writing after explicit instruction of the target genre.

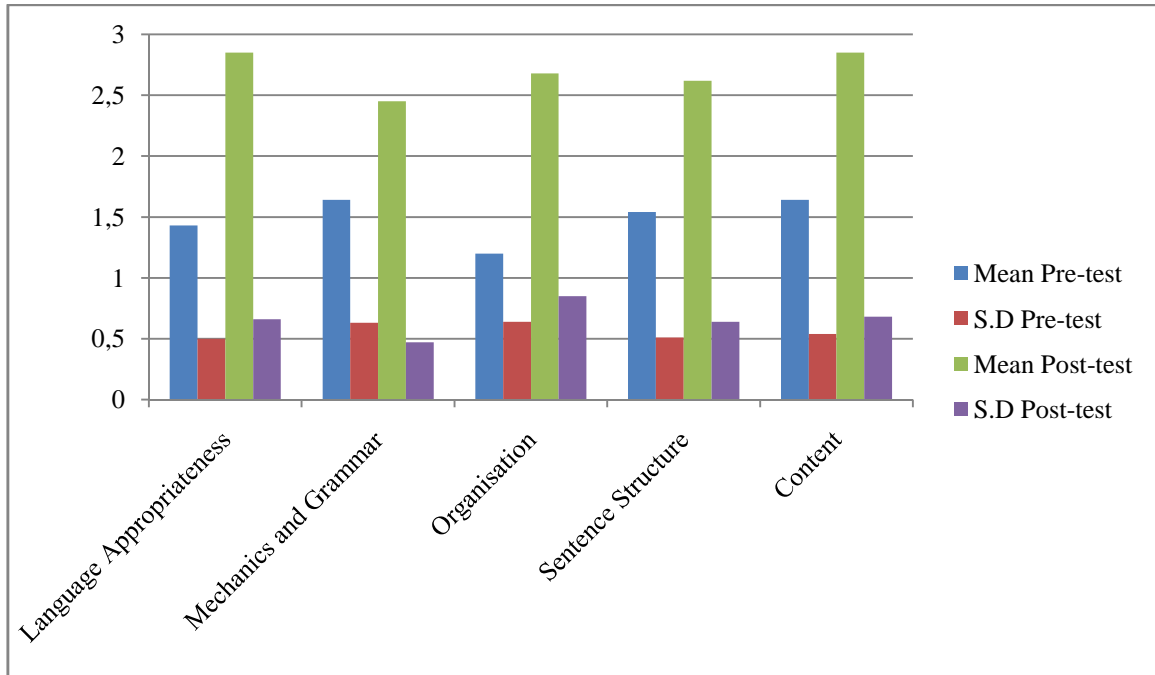
As shown in table 3.9, the mean of the post-test (2,45) for grammar and mechanics was higher than that of the pre-test (1,64).In addition, the *t*-test (-5, 06) showed a significant difference between pre-test and post-test scores at the level of 0,05.Hence, the results indicated that the students enhanced their grammar and mechanics after implementing genre-based instruction to teach JAL writing .

According to table 3.9, the mean of the post-test (2,68) for organization was higher than that of the pre-test (1,20).In addition, the *t*-test (-6, 72) demonstrated a significant difference between pre-test and post-test scores at the level of 0,05.Hence, one may conclude that the students improved their ability in organizing their writing after explicit genre-based instruction.

As can be seen in table 3.9, the mean of the post-test (2,62) for sentence structure was higher than that of the pre-test (1,54).In addition, the *t*-test (- 6, 35) demonstrated a significant difference between pre-test and post-test scores at the level of 0, 05.It meant that the students improved their ability in writing sentences correctly after explicit genre-based instruction.

As shown in table 3.9, the mean of the post-test (2,85) for content was higher than that of the pre-test (1,64).In addition, the *t*-test (-6, 72) showed a significant difference between pre-test and post-test scores at the level of 0,05.Hence, it showed that the students enhanced their ability to think and show their ideas after implementing genre-based instruction to teach JAL writing .

The following bar-graph sums up the results:



Bar-Graph 3.9: The Pre and Post-Test Results Obtained in Each Criterion

On the other hand, the qualitative analysis of the post-instruction test showed that 16 students out of twenty four (66, 66%) included the *establishing credentials move*: (step1Breferring to the source of job information about a vacancy) compared to (25%) in the pre-test and therefore, they were aware of the necessity of mentioning the source of job information about a vacancy or job advertisement(newspaper, website). As illustrated in the following extract:

‘I am writing to apply for the position of accountant manager at Geoservices company advertised on your website: www.recruitmentjobvacancies.com.’

As for(move 2)*introducing candidature*(step2Aoffering candidature),almost all the students (22 students out of 24 i.e. 91, 66%) included the latter in the post-test compared to (16, 66%) in the pre-test. It can be said that the majority of the students stated explicitly the position applied for in their letters which is the main purpose and essential for a text to belong to the genre of JAL that is, the intention to apply for a

specific job. Thus, it can be concluded that these students became aware of the importance of this move when writing job application letters in the post-writing test.

As for step2Bessential detailing of candidature, the data showed that all the students (100%) included this step in their job application letters compared to (79, 16%) in the pre-test. That is to say, all the students added further details about themselves. Excerpts of the details taken from the respondents are given below (with the original mistakes uncorrected):

‘I am 22 years old and single, I graduated from Djilali Liabes University, where I obtained a licence degree in management.’

‘I have a solid track record in accounting and good knowledge of administration aspects of business in Algeria.’

The next sub-move is step2Cindicating the value of the candidature; the findings showed that 18 students out of 24 (75%) indicated the value of their candidatures compared to (26, 16%) in the pre-test which means that the majority of the students were able to make their candidature more attractive to their prospective employer. In other words, all their letters performed the aim of the genre of job application letter which is selling oneself (Bhatia, 1993).In the following, excerpts from the applicants’ letters are given below:

‘I have good knowledge of Microsoft Excel; I possess excellent or strong verbal and written communication skills in English, French and Arabic. Furthermore, I have good numerical and analytical skills.’

As for move 3 Enclosing documents, almost the majority of the students that is 20 out of 24 (83, 33%) included this move in the post- instruction test compared to (26, 16%) in the pre-test. Thus, it can be concluded that these students became aware of the importance of enclosing their documents together with their job application letters in order to achieve successful job application since the ultimate function of the

latter is to clarify the C.V. Here are some examples from the post-writing test (with the original mistakes uncorrected):

‘I have enclosed my CV with real photo to your e-mail.’

‘For your information, I have enclosed a copy of my C.V wich I hope you will find interesting.’

From the analysis, it can be said that 18 students out of 24 (75%) took the initiative to facilitate further contacts with the prospective employer compared to (08, 33%) in the pre-test. Thus, these students were able to write more convincing JALs through indicating are quest for an interview or an invitation for further correspondence. Excerpts from the letters are given below:

‘I would be pleased to have an interview at your convenience.’

‘You can contact me at sousou-9012@hotmail.fr’

As far as pressure tactics is concerned, 16 students out of 24 (66, 66%) adopted this move in their post-instruction writing test compared to (41, 66%) in the pre-test. Hence, it can be stated that almost the majority of the students realized the importance of signaling to the potential employer their enthusiasm in getting the desired job. The following are two excerpts taken from the original students’ job application letters post-test: ‘I will have a great pleasure if I will receive your acceptance.’
‘I really hope I can be suitable for this work and you can employ me.’

Finally, for the last move in Bhatia’ framework, it can be noticed that all the students (100%) ended their letters politely in the post-test compared to (83, 33%) in the pre-test. Therefore, all of them were able to create a good impact and at the same time goodwill in the prospective employer’s mind. As in the following examples:

‘I look forward to hearing from you.’

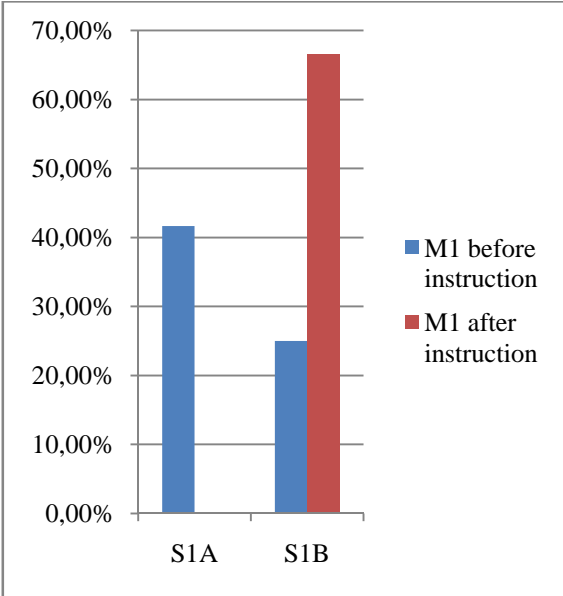
‘I look forward to your reply.’

The following table represents the frequency and percentage of occurrence of the job application letter moves in the post-test:

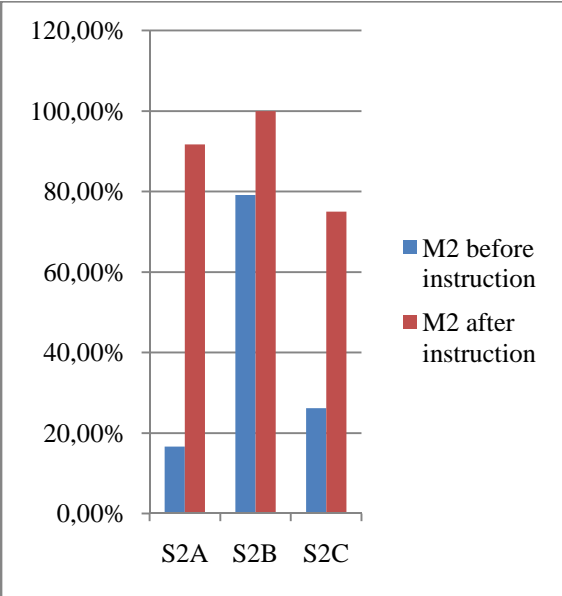
Move-Structure	Nº of students out of 24	Percentage
M1: S1A	00	0, 00%
M1: S1B	16	66, 66%
M2: S2A	22	91, 66%
M2: S2B	24	100%
M2: S2C	18	75%
M3	20	83, 33%
M4	18	75%
M5	16	66, 66%
M6	24	100%

Table 3.10: The Presence of JAL’s Moves in the Post-Test

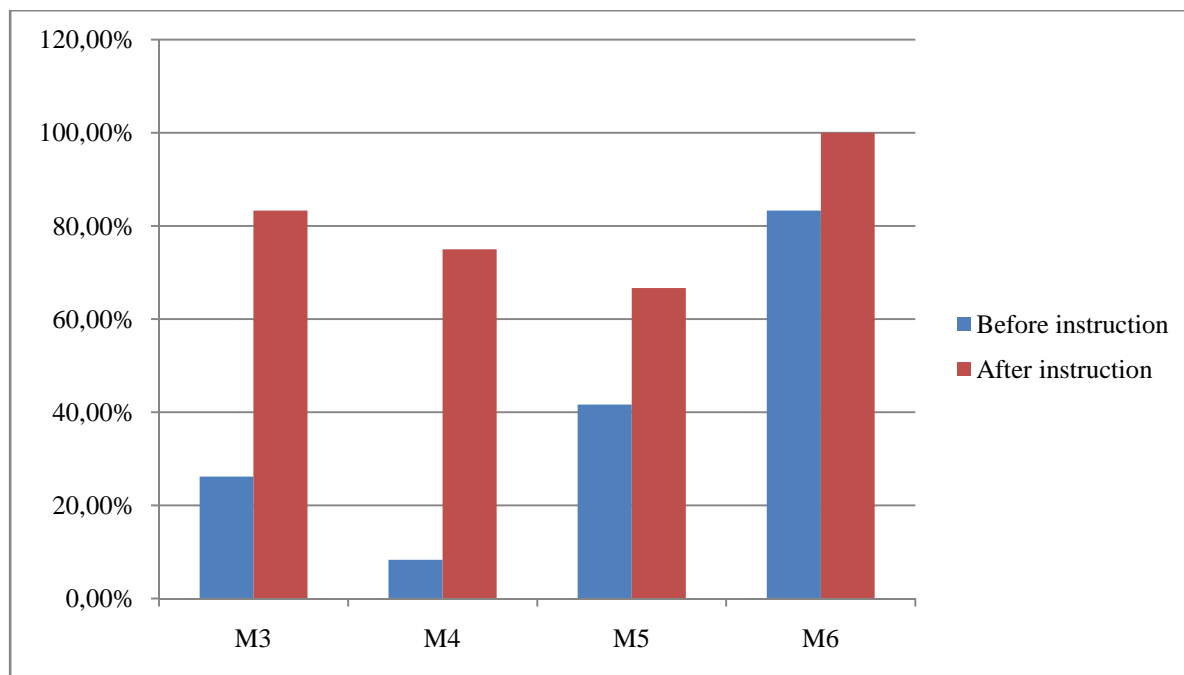
Now, a comparison between the pre and post-test results regarding the occurrence of JAL’s moves in the students’ letters before and after the instruction phases is illustrated in the following bar-graphs:



Bar-Graph 3.10: The Presence of M1 in the Pre and Post-Test



Bar-Graph 3.11: The Presence of M2 in the Pre and Post-Test



Bar-Graph 3.12: The Presence of M3, M4, M5 and M6 in the Pre and Post-Test

Bhatia (1993) recommended a number of prescribed moves to satisfy the communicative purpose of a job application letter. In this respect, the findings of the post-instruction writing test indicated that 04, 16% (01) adopted only two moves, 04, 16% (01) adopted only three moves, 16, 66% (04) adopted a combination of four moves, 62, 5% (15) adopted a combination of five moves and 12, 5% (3) adopted a combination of six moves. Table 3.7 illustrates the average number of moves adopted by the students in the post-test.

Move combination	Frequency (students out of 24)	Percentage
2 moves	1	04,16%
3 moves	1	04,16%
4 moves	4	16,66%
5 moves	15	62,5%
6 moves	3	12,5%

Table 3.11: Average Number of Moves per Letter in the Post-Test

The qualitative analysis of the post-test letters revealed that almost all the students improved their writing in some aspect or another despite their limited linguistic proficiency and hence, they were able to promote themselves effectively. The analysis of the latter showed that after using the genre-based approaches in teaching writing, students wrote more effective letters of application, with more acceptable discourse structure by including more obligatory and optional moves, and made use of the lexico-grammatical 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.

3.3.3.2. Results and Interpretation of Students' Post-Instruction Questionnaire

To obtain feedback from the subjects as to how they perceived the teaching and learning of JAL writing through genre-based instruction, a post-instruction questionnaire as a supplementary tool was administered immediately after the post-instruction test that is, in the last class meeting of the GBW course. The responses received were used to triangulate the results of data analysis or to support the research findings.

The first question of the post-instruction questionnaire sought to know the students' feelings and attitudes toward writing JAL before they started learning with genre-based approaches. 13 students out of 24 (54, 16%) mentioned that they were very worried. 7 students out of 24 (29, 16%) said that they were worried. 4 students out of 24 (16, 66%) said that they were not really worried.

For question two, the majority of the students i.e. (22 students out of 24 i.e. 91, 66%) mentioned that they were really interested in the JAL model-texts and the group-activities practised during the genre-based intervention period. They reported that all the samples and activities were very interesting and that the language in which they were written was simple; and the vocabulary was suitable for their level. Nevertheless,

nine students out of 22 students who said "Yes" confessed that the sample-texts were to some extent difficult to be understood, whereas two students out of 24 (8, 33%) said that they were not really interested in the JAL model-texts because of their lack of motivation; they also added that their major-related courses were 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.

Through the third question, the researcher wanted to know if the model-texts used in the classroom helped the students to produce better pieces of writing after the instruction period. Twenty four students i.e. (100%) thought that the sample-texts helped them to write more effective JAL in English. In this respect, all the students mentioned 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 job application letter, 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 and also empowered them to understand the move-structure of the genre of JAL through the identification of the moves and the strategies which helped them in the ordering and reordering of the text. Furthermore, they reported that analyzing models of the target genre decreased their anxiety toward writing and hence helped them to develop the confidence needed to write more effective JAL in English.

For question four of the questionnaire, the students were asked whether the group-activities made it easier for them to produce an effective JAL after the instruction period. In this standard, twenty four students i.e. (100%) mentioned that the genre-based activities helped them to produce better pieces of writing after the intervention period. The participants perceived that the exercises helped them to reinforce what they had learned in class. Moreover, the participants expressed their appreciation towards the genre analysis method employed in teaching them how to

analyse the model-texts. They indicated that they could apply this method not only to the genre of JAL they were writing, but also they could use it with other genres. They found that genre-based activities assisted them to solve their previous problems in JAL writing:

- They were helped with new vocabulary, formulaic expressions and somehow complicated structures when writing.
- They were shown samples of a certain kind of text they needed to write.
- The concept of move-structure helped them to organize well their JALs.
- They were shown what tense or language they should use in that text.
- They were also shown how to adopt more formal business style when writing their JALs.

For question five, all the twenty-four respondents i.e. (100%) reported that they found studying business writing through genre-based approaches really exciting and enjoyable. After the instruction period, twenty-two students out of 24 i.e. (91, 66 %) said they liked genre-based approaches. However, only two students out of 24 i.e. (8, 33%) thought that studying business writing with genre-based approaches was boring. The latter were considered as laggards. Their marks were very bad. They had no motivation to learn. They indifferently took part in the investigation.

For the last question of the post-instruction questionnaire and which sought to know the students' feelings and attitudes toward writing JAL after the genre-based intervention period. Eighteen student out of twenty four i.e. (75%) thought they were not really worried, whereas six students out of 24 i.e. (25%) thought that they were worried when being asked to write a JAL in English after the intervention period. Therefore, after two months studying writing with genre-based approaches, the students have been feeling better. They used to think that writing was the most difficult skill but now their attitudes have positively been changing since more than half of the students reported that they were not anxious, therefore, their motivation increased. Furthermore, they reported that the GBI course allowed them to learn from

the real life examples, and hence, they could apply the skills and knowledge obtained from the course to the workplace setting with more self-confidence.

3.4. SYNTHESIS OF THE RESULTS OF THE THREE PHASES

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 tried to identify 3rd year management students' difficulties in JAL writing pre-test, three major types of data were decided to be used during the pre- instruction phase in order to answer this question and which are respectively: JAL writing pre-test, students' pre-instruction questionnaire and teachers' structured-interview.

In this regard, as hypothesized, it was found that the students under the present investigation were not equipped with sufficient JAL' genre knowledge with respect to its generic/organizational structures and linguistic features which was mainly due to their lack of background knowledge of formal business letter writing in English. It was revealed that the students faced great difficulties not only at the micro-level linguistic components of the target genre such as: limited repertoire concerning standard phrases and formulaic expressions commonly used in business letters, irrelevant choice of vocabulary and inappropriate language inconsistent with standard business English letters and a lot of borrowed words taken from French...etc, but also at the macro-level generic structures such as unawareness of organizational structures that is to say the students' pre-letters test lacked clarity in terms of opening-body-closing structure of business letters.

Besides, the comments made by the majority of ESP teachers who participated in this study reflected their negative points of view toward teaching business writing to EBP students. These teachers said that they did nothing to raise their students' awareness of different business genres because they argued that their students had a very poor level in English that's why they emphasized more the teaching of grammar

rules and vocabulary expansion to write correct sentences than writing a whole text. They also believed that time allotted to the English session is not enough to teach business writing. Moreover, the students' answers to the pre- instruction questionnaire confirmed the pre-test results in that the students had problems in dealing with aspects such as: business vocabulary and formulaic expressions, grammatical accuracy and the knowledge of the different parts of a JAL and their intended purposes as well as organization of ideas. In other words, these writing deficiencies are of linguistic and generic nature.

Those results led the researcher to investigate the second question of the research work which tried to investigate whether explicit teaching of JAL generic structures and linguistic features through modeling of the target genre would increase 3rd year management students' overall writing performance. To find the answer to this question, the data obtained from the pre-test (administered at the beginning of the first GBI session) and the post-test (administered at the end of the last session) were treated both quantitatively and qualitatively. The difference between them was used to infer the participants' writing improvement. On the whole, one would be tempted to conclude on the bases of the quantitative and qualitative analyses of the results obtained in the post- writing test that explicit instruction of the genre of JAL had a positive impact on the students' writing performance. In fact, the overall analysis of the students' pre-instruction writing samples (see appendix 'B') showed that their texts was limited in word length, lacked clarity in terms of structure, and contained errors in the use of verb tense, prepositions, articles, plurals, comma splices, while appraisal of their the students' post-instruction writing samples (see appendix 'F') showed that their texts had a clearer structure in that their texts included an opening, body and closing structure, contained various language features of the target genre, and was more coherent, grammatically correct, and readable. Consequently, students' texts before and after the application of explicit instruction of the target genre were markedly different.

Moreover, with low-level awareness of the genre 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 in their post-writing test, after having been sensitized to the rhetorical move structure, the communicative purpose, and linguistic features that realize the move-structure over a period of eight weeks. This has been possible because the genre-based instruction seems to have enabled the learners to gain insights into the working of the target genre. Accordingly, the genre-sensitivity developed through this instruction has empowered the students not only to understand the generic structure of the target genre but also to identify the moves and the steps generally used to achieve their communicative purpose. Besides, the students' ability to reflect the crucial moves in their JALs' post-tests speaks for the impact of the genre sensitization to the communicative purpose. So, it is possible to conclude that genre knowledge developed students' clarity about the communicative purposes of the target genre.

Therefore, the students' recognition and inclusion of the intended moves in the post-test vindicate the contribution of genre awareness to the students' clarity of the organizational structure. Moreover, the ability to identify and describe the moves and their typical textual features can also be transferred to processing various other texts as the students are better placed to locate information in them quickly. In other words, by exposing learners to the models of the target genre and drawing their attention to the generic structure and linguistic features, it is possible to have them organize the content into identifiable moves that guide the reader to realize the communicative purpose of the genre. Accordingly, genre sensitivity enabled learners to develop holistic perspective of the text since the students reflected their awareness of the move- structure as well as linguistic features and the contributions of these moves to the overall communicative purpose of the target genre in their post-writing tests. Moreover, the students exhibited growing control of the genres by using appropriate associated linguistic features. Although there were some form-related errors in their post-tests, these errors however, do not interfere with the overall communicative purpose of the target genre except for two students whose marks were very bad and

they had no motivation to learn. In addition, the subjects also signaled two kinds of reader expectations in their post-tests. First, they indicated the needs of the JAL readers, and their claim to fulfill those needs by projecting their potential value in terms of self-appraisal. Second, the learners signaled textual features in terms of organizational structure with more appropriate linguistic features so as to enable the readers to see logic and flow of thought in the text.

On what concern the third question of the present study, and which attempted to examine the impact that genre-based instruction has on ESP students' attitudes towards writing in English, to find answer to this question, a post-instruction questionnaire was used. In this vein, students' increased confidence, as evidenced in the JAL post- intervention test, which could be a result of the fact that the genre chosen for sensitization has immediate relevance to their needs. Moreover, results of the post-instruction questionnaire indicated that students' motivation increased as well as their attitudes toward writing in English changed positively. In fact, the students' general interest in business English and practical writing such as job application letter writing is mainly related to their occupational goal as they fully understand that the first thing they need to do in order to get a job is to write an application letter. Hence, writing for business and professional purposes has become a must for them since it has a direct bearing on their future professional life and will contribute to their career prospects, while failing to do so will inevitably reduce their chances of getting a good job. This finding is in line with what Mansfield (1993) says about genre-based instruction:

Preparing students for real world writing, and therefore creating interest in the ESP classroom and providing students with the confidence to handle specialist genres.

On the whole, these findings come to confirm the three stated hypotheses of the current study, and indicate that the implementation of genre-based approaches is highly recommended in teaching business writing.

3.5. CONCLUSION

It is by the means of questionnaires, tests devised to students and an interview conducted with teachers from the department management at Djillali Liabes University-Sidi Bel Abbes that the researcher investigated the set hypotheses.

The findings gathered in this chapter confirmed the set hypotheses in that the problems that the students faced in JAL writing were at the micro and macro levels and that effective production of the genre under study may be achieved if the students are taught explicitly the target genre with reference to its generic structures and linguistic features. Thus, this study tried to examine the feasibility of applying genre-based instruction in teaching business writing and its effect on ESP students' writing performance. The JAL writing pieces of the pre and post-tests 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 genre. Furthermore, students' responses to the post-instruction questionnaire proved that the students were satisfied with and had positive attitudes toward the genre-based activities practised in the classroom.

In the light of these results, some recommendations and suggestions aiming at a more efficient teaching of business writing using genre-based approaches will be proposed in the next chapter.

CHAPTER FOUR

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4.1. INTRODUCTION

Drawing on the theoretical aspects of the genre approach in the ESP school reviewed on chapter one and findings of the present study discussed in chapter three, some recommendations and suggestions about the implementation of genre-based writing instruction in the ESP classroom are intended to be given in the fourth chapter.

Therefore, the present chapter seeks to present some basic guidelines on how to implement genre teaching in more practical terms, setting out some key ways in which teachers can plan, sequence, support, and assess learning and teaching of different genres. Besides, some classroom genre-based teaching techniques and exercises related to the incorporation of genre analysis into the teaching of business letter writing are also suggested to be used in the ESP classroom; the latter can fall into two categories. On the one hand, one category concerns the modes for presenting to ESP students the findings of the generic analysis of a given genre so as to enhance their confidence to handle specialist genres and also to enable teachers to teach these genres more effectively. The other category includes task-based activities to familiarise and enhance ESP students' understanding of the target genre. It also gives an overview of the factors that can bring about a supportive learning environment for genre knowledge and acquisition.

Finally, a genre-based writing lesson plan is proposed and designed according to the concept of genre put forward by the English for specific purposes school. Accordingly, some selected activities are chosen to be used in the teaching of the genre of JAL to 3rd year management students following the different stages of GBWI in order to raise their awareness of the generic structures and linguistic features of the target genre.

4.2. THE NEED FOR GENRE-BASED WRITING COURSES

Generally speaking, ESP writing classes are composed of students from different specialisms, such as architecture, science, and economics ...etc therefore, writing should be incorporated with other subject-area program. However, ESP teachers cannot be held responsible for teaching writing in the disciplines, but they can strive to create writing courses in which students learn general strategies, rhetorical principles, and tasks that they can carry over into their course work (Horowitz, 1986). To accomplish this, teachers should demystify academic and professional discourse through identifying and analysing key genres for university students, in an effort to determine what might best prepare students to acquire discipline-specific discourses and what tools would be useful to them in their accommodation to the demands of various disciplines (Swales, 1986).

ESP students have diverse purposes for learning English, such as academic and professional goals or obtaining better jobs. For this reason, the need for genre-based writing course is required. Accordingly, teachers need to help students become more successful writers of academic and workplace texts and help them understand the social functions of genres and the contexts in which these genres are used. Thus, making writing more meaningful and productive to ESP students.

4.2.1. Planning a Genre-Based Writing Course

Genre-based writing courses are usually planned around the texts students will need to use in a particular target context, and these needs are easier to identify in ESP situations. A vocationally oriented writing course, for instance, may be organised around the range of oral and written genres needed in a particular workplace. A group of laboratory technicians, for example, may have to keep inventories of materials, receive written and verbal instructions from scientists, take notes during experiments, produce written reports, and help produce project proposals.

In the English for Specific Purposes (ESP) world, examples of genres that have been identified and explored by genre analysts for teachers in use for ESP classrooms for identifying the language strategies in these genres and for constructing professional and academic texts using these strategies are most prominently research articles (Swales, 1990), MSc dissertations (Hopkins & Dudley Evans, 1988), PhD thesis (Bunton, 2005; Kwan, 2006), the sales promotion letter, job application letter, laboratory reports and legal cases (Bhatia, 1993), hotel brochures, company annual reports, advertisements (Henry and Roseberry, 1998)...etc amongst other genres.

These models are examples that might be practiced in ESP writing classrooms to help students expand specific and relevant genres and disciplines for a specific audience, and to help them become more successful writers of academic and workplace texts. Not only are these writing tasks and genre models a fundamental planning tool for teachers uniting syllabus goals, materials, and methodology, they are the ways that students come to understand and develop the abilities to write effectively (Hyland, 2003).

As far as management students are concerned, they are required to write in an ESP context. Thus, the genre based writing courses have to focus on writing business related documents to help ESP students improve and experience ways on writing different business genres to be used in their future career. It is often possible to grade the genres we find in a situation according to their rhetorical demands or their immediate value to learners and then sequence them to reflect these priorities.

4.2.2. Principles of a Genre-Based Writing Course Design

Generally speaking, ESP approaches to course design always begins with what the students know, what they are able to do, and what they are interested in learning to do. Needs analysis is therefore a concept which seeks to ensure that learning to write is seen both in the context in which it occurs and the contexts in which these skills will be used; it is the means of establishing the how and what of a course (Long, 2006).

Typically, needs are said to involve a present situation analysis concerning information about learners' current proficiencies, perceptions, and ambitions; a target situation analysis relating to communication needs rather than learning needs and referring to the linguistic skills and knowledge students need to perform competently in their future roles (Dudley-Evans & St John, 1998); and a means analysis (Holliday, 1994) involving consideration of the teachers, methods, materials, facilities, and relationship of the course to its immediate environment.

While teachers working on a genre-based writing course then ask, “why are these students learning to write?” and seek to answer this by identifying the competencies that will be required of them in target contexts. Helping the students move from current to target proficiencies becomes the purpose of the course and determines the objectives, materials, and tasks it employs. The ability to evaluate students' current needs and analyse target texts is therefore a key feature of a teacher's role and of the training which leads to becoming a writing teacher.

4.2.3. Stages in Genre-Based Course Design

The possible stages involved in designing a genre-based course from a text-focus perspective have been outlined by Burns and Joyce (1997) as follows:

1. Identify the overall contexts in which the language will be used.
2. Develop course goals based on this context of use.
3. Note the sequence of language events within the context.
4. List the genres used in this sequence.
5. Gather and analyse samples of texts.
6. Develop units of work related to these genres and develop learning objectives to be achieved.

4.2.3.1. Genre Teaching is Based On Authentic User Needs

Learning to write is needs-oriented, that is to say, effective teaching recognises the wants, prior learning, and current proficiencies of students, but in a genre-based course, it also means, as far as possible, identifying the kinds of writing that learners will need to do in their target situations and incorporating these into the course. Thus, a genre-based curriculum (course) is never an end in itself. The teacher needs to be fully aware of learners' target writing contexts to determine the kind of writing practices that they will be faced with. Thus, developing writing courses which are based on concrete goals that is context of use is of paramount importance, in that if writing is embedded in real-life contexts, and if the relevance to immediate or recognisable future needs is clear, students are likely to find learning more motivating. They are also likely to be more successful in gaining control over target genres and to see variations in these texts, how they relate to other genres, and their connections to the contexts they have to work in (Hyland, 2004).

Authenticity is therefore enhanced by integrating these genres into a course in the same way as they are integrated in real life, and thus give learners a realistic understanding of their use. An understanding of the learner needs will not only determine what needs to be learned, but also how these elements will be sequenced in the course, and what types of assessment to incorporate.

4.2.3.2. Sequencing Genres in a Writing Course

According to Hyland (2007), a number of different principles can inform the sequence in which genres are studied, but among the most common are:

- 1- Determining the most critical skills or functions relevant to students' immediate needs.
- 2- Following the sequence of a genre set in a real world series of interactions.
- 3- Grading genres by perceived increasing levels of difficulty.

One key feature of ESP pedagogy is that considerable attention tends to be given to the context in which genres are employed, and particularly to how genres form “constellations” (Swales,2004) or “colonies” (Bhatia, 2004) for users in particular areas. These concepts offer ways of contextualising what is to be learnt by basing instruction on how genres are sequenced and used in real-world events. Some of these genres may depend on others, some may be alternatives to others, some may be spoken, others read, and some will require written competence.

Genres are almost never found in isolation in the real world. Sometimes, for example, genres follow each other in a predictable chronological order, and these event sequences can be helpful in ordering genres into a writing course and allow teachers to address the third and fourth principles mentioned above: providing learners with explicit expectations and with the language resources they require to communicate. A simple illustration of a linear event is the sequence of genres often required in job seeking as described in the following figure:

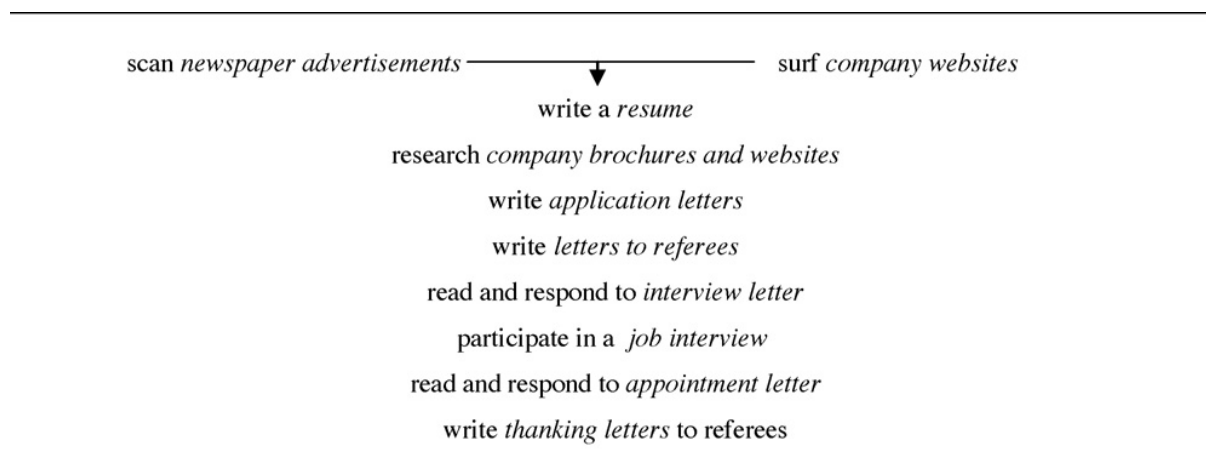


Figure 4.1: A Linear Sequence of Genres for Job Seeking

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). The concept of genre chains, therefore, refers to how communicative context or genres that cluster together as part of broader social practices, and that are often sequenced in a particular way. In this respect, Fairclough (2003:30) 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

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.

4.2.3.3. Developing Units of Work in a Genre-Based Writing Syllabus

Partlidge (2001:9) spells out the ingredients of such a hybrid model (the genre-based syllabus):

A genre-based syllabus incorporates vocabulary and grammatical structures that are typically associated with structural syllabus types, functions and notions that derive from functional-notional approaches to syllabus design, a focus on situation, social activities, and topic that derives from situational and content-based syllabuses, and a focus on specific language learning tasks and activities that draws from task-based and procedural approaches to language teaching and learning

According to Paltridge (2001:3), a genre-based approach to syllabus design has the advantage that the units are neither too small, as in a structural or functional syllabus, nor too large, as in a skill based syllabus. Units in a genre-based language

learning programme emphasise communicative purpose and allow for the demonstration of typical patterns of textual and linguistic organisation. This enables curriculum designers to group together texts that are similar in terms of purpose, organisation and audience, and provides students with knowledge of the organisational and linguistic features of genres that they need to have command of in their academic disciplines and professions (Dudley-Evans, 2000).

In addition to providing writing teachers with a way of organising their courses, genre-based writing instruction follows modern theories of learning in giving considerable recognition to the importance of collaboration, or peer interaction, and scaffolding, or teacher-supported learning.

4.3. SUPPORTING LEARNING IN GENRE-BASED WRITING COURSE

Learning to write is supported within familiar routines, or steps, and by linking new contexts and understandings to what students already know about writing. Teaching is, therefore, always a series of scaffolded developmental steps in which teachers and peers play major roles.

In addition to providing writing teachers with a way of planning and organizing their courses, genre-based writing instruction follows modern theories of learning in giving considerable recognition to the importance of collaboration, or peer interaction, and scaffolding, or teacher-supported learning. Thus, the scaffolding interpretation in ESP has taken the expression of situated learning to refer to two dimensions of a learning situation: teacher or lecturer assistance and collaboration among students.

4.3.1. Teacher's Assistance or 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. In this line of thoughts, scaffolding takes many forms but typically includes modeling and discussion of texts, explicit instruction and writing frames.

4.3.1.1. Modeling

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 approach 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 the learners are learning to write (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, it is expected that students 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).

Second, 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).

4.3.1.2. Explicit Instruction

Teachers need to scaffold learning through the explicit instruction of genre knowledge in order that learners can understand certain text features and contexts to be able to finally produce their own texts independently. Balancing form and language use can help learners understand how a particular form functions in a particular context. In fact, genre teaching involves being explicit about how texts are grammatically patterned, but grammar is integrated into the exploration of texts and contexts rather than taught as a discrete component. This helps learners not only to see how grammar and vocabulary choices create meanings, but to understand how language itself works, acquiring a way to talk about language and its role in texts. Genre analysis can therefore provide the vocabulary and concepts to explicitly teach the text structures the students are expected to produce. It places language at the centre of writing development by allowing shared understanding and explicit guidance (Hyland, 2007).

Moreover, control over the conventions of a genre is a prerequisite for creativity, and students simply require more information on the features that constitute good texts in order to improve their own writing skills. It can thus provide a methodological environment that develops writing skills and encourages creativity. It can also provide opportunities for students to reflect on and discuss how language works in a given context and how it can most effectively be employed to meet particular goals. In this regard, explicit genre teaching involves studying a representative sample of texts to identify the series of moves, or communicative stages, which make up the genre. In this respect, ESP stresses the importance of the situatedness of genres in particular contexts through rhetorical consciousness raising, both recognise that the ability to see texts as similar or different, and to write or respond to them appropriately, is vital to achieving literacy in a second language. By guiding students to explore key lexical, grammatical, and rhetorical features and to use this knowledge to construct their own examples of the genre, it is designed to produce better writers rather than simply better texts (Hyland, 2007).

Another way of providing this kind of support or scaffolding, for instance, is through the use of “writing frames” (Wray & Lewis, 1997).

4.3.1.3. Writing Frames

An important way of assisting students to become familiar with the structures of different genres is to encourage them to read and use examples of target texts in the classroom. Writing frames are simply skeletal outlines used to scaffold and prompt students’ writing. These provide a genre template which enables students to start, connect, and develop their texts appropriately while concentrating on what they want to say. Writing frames is one way of structuring writing for different readers, that is to say, they provide a structure for writing which can be revised to suit different circumstances and can take many different forms depending on the genre, the purpose of the writing, and the proficiency of the students. In other words, frames provide students with both a skeleton of the genre and ways of connecting ideas to achieve a logical and coherent text (Wray & Lewis, 1997).

Besides, they are introduced after teacher modeling and explicit discussion of the forms needed for a particular kind of text and they can be used to scaffold planning or drafting. Basically, they provide something of the prompting missing between a writer and blank sheet of paper, assisting writers to envisage what is needed to express their purposes effectively and to anticipate the possible reactions of an intended readership. Students will need to use them less and less as their confidence in writing and their competence in writing target genres grow.

4.3.2. 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.

4.4. GENRE-BASED WRITING ASSESSMENTS

Assessment is an integral aspect of the teaching-learning process and central to students’ progress towards increasing control of their writing. In this standard, genre-based approaches bring several advantages to the assessment of L2 writing, and, in particular, they take more seriously than many other approaches the following basic principles (Hyland, 2004:163–166).The latter are summarized in the following table:

Explicit	They provide explicit criteria for assessment and feedback
Integrative	They integrate teaching and assessment
Relevant	They are directly related to learners’ writing goals
Competency	They specify student competencies and genre features
Preparedness	They ensure assessment occurs when students are best prepared

Table 4.1: Advantages of Genre-Based Writing Assessment

4.4.1. Summative Writing Assessments

Summative writing assessments usually take place after some instruction has occurred, and involve assigning a value (i.e., portfolio, or a standardized test score) that articulates a measure of student achievement in writing.

4.4.1.1. Portfolio Assessment

A number of assessment strategies may be adopted. One of them is portfolio assessment. In general, a portfolio is a folder or box in which students store significant pieces of class work that mark their progress, students are able to reflect on and track their progress if they kept successive pieces of a task in a folder. For instance, an initial exercise on writing a memo can be followed up by write-ups of the same task after class revisions to help learners improve their performance. All such exercises can be filed in a portfolio, the filed tests are an accessible gauge of student's progress. It is also important that students study a number of text examples to encourage reflection on similarities and differences.

In this vein, Johns (1997) advocates using 'genre portfolios' which require students to write a range of genres and then collect them together in a folder for assessment. Essentially, the purpose of portfolios is to get a more accurate picture of students' writing, what they can do and how they can vary their language for particular purposes and readers. But they have a consciousness raising function by getting students to think about similarities and differences between genres as learners can be asked to write a reflection on the texts and on what they learnt. As Hamp-Lyons and Condon (2000:23) point out:

Reflection is one of the main strengths of portfolios as students are able to compare different genres and writing experiences and consider their writing and the criteria employed for judging it.

Accordingly, multi-genre portfolios can highlight how texts are organised differently to express particular purposes. Alternatively, a portfolio can illustrate how one genre often relates to or interacts with others as routine sequences or "genre sets," (Devitt, 1991) such as cases where students assemble all the genres for a formal job application. Because the criteria used for assessment have been made explicit,

students can use these criteria to select pieces for the portfolio and to understand more clearly the connection between what they are taught and how they are assessed. For teachers, this also provides more information about students' progress to help them give greater support to writers.

4.4.1.2. Criterion-Referenced Tests

Criterion-referenced tests are designed to measure the progress of students against a pre-specified set of objectives and/or goals for a specified population of students. For each criterion being assessed, criterion-referenced tests will reveal what the students have learned, the degree to which they have learnt it, and how much more they need to work on this skill before they are said to have 'mastered' it. Criterion-referenced tests will help teachers in planning their instruction, revision, and remedial activities (Geoffrey, 2010).

4.4.2. Formative Writing Assessments

Formative writing assessments are diagnostic tools that can provide feedback to teachers and students over the course of an instructional unit or term. Some common methods of formative writing assessment include commenting on drafts, holding writing conferences and soliciting peer response.

4.4.2.1. Conferencing and Teacher Comments

Conferencing (verbal student-teacher conferencing) with individual students is another form of learner-contextualised assessment. 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. It may be held at the end of a lesson to review students' goals to see what steps have been made towards achieving them. Conferences are an ideal setting for mutual input: both teachers and students are expected to share what they think of learner progress.

Teacher's written comments constitute another technique by which a teacher can provide feedback to learners in the drafts submitted to the teacher, student portfolios can also be discussed during such conferences (Geoffrey, 2010).

4.4.2.2. Peer Response

Another potential source of input is the other learners. Peer-response is also known as Peer feedback, peer editing or peer evaluation, provides learners with authentic audiences and discussion that leads to discovery (Freedman, 1992, Reid, 1992). Learners should receive constant peer feedback regarding their writing throughout the writing process. Peer feedback has been found to instigate further revision (Paulus, 1999; Villamil and de Guerrero, 1998) which indicates that learners do value their peers' comments when revising their drafts.

4.5. INCORPORATING GENRE ANALYSIS INTO THE TEACHING OF WRITING

ESP students need to understand the construct of any professional genre to enable them to produce these genres effectively. This can be achieved by teaching writing using the genre approach. Therefore, Genre analysis is a powerful and indispensable pedagogic tool for ESP teachers and it is also beneficial for students as knowledge of the generic structures and linguistic features provide insights into the working of the genre. However, in this section, the emphasis would neither be on a product focused analysis of a given genre that serves as a model for the learner's own attempts at creating instances of the target genre nor trying to develop as near-perfect mastery as possible of one or more genres, but on showing how genre analysis can be applied to a range of genres, and on learning about the sorts of variation that affect instances of genres, and on what levels. The emphasis would thus be on the techniques rather than the specific results of the analysis, although the teacher would develop the materials based on published genre analysis.

4.5.1. Highlighting Techniques of Genre Analysis

The approaches taken by teachers to present the generic structures of the target genre really make a difference in helping students adapt to the genre. The simplest and most traditional practice of inculcating in students a fixed conception of the generic structure seems mechanical and relatively ineffective for both teachers and students. Under such a teaching method, students are inclined to get bored with teachers' monotonous instruction on the one hand and on the other hand, overwhelmed by a large number of generic structures at one time, students may feel confused about the moves, steps and their relative sequence. In order to improve the efficiency of teachers' instruction, the following techniques and methods are suggested and encouraged to be used by ESP teachers in their business letter writing classes.

4.5.1.1. Special Effect of Words

The moves and steps grouped in each move category are marked in different colors or in various fonts to highlight the structural formula of the target genre. In this way, students will have a clear idea of the format within the shortest period of time without being disturbed by the other words and sentences irrelevant to the framework of the discourse.

4.5.1.2. PowerPoint Software

The PowerPoint software can also be used as a medium to present the move-structure of the target genre. The multi-functions of the software can empower teachers to design the courseware as they like. For example, the moves and steps can be kept in the foreground in diverse colors and fonts. Besides, they can appear in the order as teachers intend for the sake of instruction. This software not only helps demonstrate the arrangement of move-structure of and the target genre special effects of words, but also determines and adjusts the sequencing of different parts of the move- structure to facilitate teachers' presentation.

4.5.1.3. Metacommunicating

'Metacommunicating' is a term borrowed from Candlin (1981). It refers to an activity in which learners analyse and discuss a piece of discourse. In the context of genre analysis this might take the form of glossing the stages in the structural formula in functional terms, assessing field (e.g. lexis), tenor (e.g. relations between form and force, levels of formality and politeness), and mode (spoken and written forms, dialogue vs. monologue, etc...).

4.5.1.4. Learners Doing Their Own Genre Analysis

This activity is the reverse side of the coin in relation to the first activity, whereas Activity 1 makes use of the results of genre analysis carried out by applied linguists, in this activity the learners are encouraged to do their own genre analysis, examining a number of instances of a given genre to discover its prototypical features and the sorts of variation it is subject to (Flowerdrew, 1993).

4.5.1.5. Concordancing

Concordancing is another activity that can help learners investigate specific features of genre (Flowerdrew, 1993). In this activity learners are provided with a corpus made up from instances of a particular genre or, better, for comparative purposes, two corpora made up of different genres, and asked to look for particular generic structures (Wichmann et al., 1997), i.e. in a sales letter corpus, students could be asked to search, isolate and sort particular features such as concordancing the most frequent verbs and to identify their preferred grammatical forms and functions. This would lead to the discovery that a preferred verb form in sales letters is the imperative, and that its function is either to draw the attention of the reader/customer to some feature of the product for sale or to request some action on the part of the reader/customer (Ma, 1993).

4.5.2. Genre-Based Tasks for Students' Practice

After teachers' explanation of the structure and the motivations behind each move and step, it is quite hard for students to grasp all the generic structures and creatively produce their own version of the target genre. The genre-based exercises or tasks in this case play an important role in reinforcing students' understanding of generic structures in the target genre. To support the implementation of genre teaching in the ESP classroom, a range of genre-based activity types or tasks are proposed which aim at highlighting the interaction between context and text rather than trying to master a given genre. In other words, ESP students could apply genre techniques to a wide range of genre in order to understand them better.

Thus, this section describes a suite of tasks, based on the preceding suggestions analysis provided in the theoretical chapter, to sensitize students to key features of the organizational structure and linguistic features of their JAL. The suggested exercises examine the context in which a given genre occurs, the organization of content by breaking down the genre into the finer features of move structure and some language focus exercises are also given, as these can provide clues for decoding the moves.

4.5.2.1. Context Analysis

A more prominent genre-based activity is one of genre awareness or 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):

1. What is the text about?
2. What is the purpose of the text?
3. Where do you typically find this text?
4. What are the features of the text that tell you this?

5. Is this text formal or informal? How do you know?
6. Who writes it? How did you infer this from the text?
7. Who is the intended audience of the text? Which features of the text inform you of this?
8. How is the language and structure of the text influenced by each of the above factors?

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.

4.5.2.2. Identification of Generic Structures of the Target Genre

Students are given a number of examples of a particular genre and asked to analyse and identify the generic structure on the basis of their examination of the target genre (Paltridge, 1996).

4.5.2.3. Comparing Several Examples of the Target Genre

As many practitioners have pointed out, it is important to avoid presenting genres as a rigid model for reproduction. This can be achieved by presenting students with a variety of examples. In other words, students could be asked to compare several examples, identify the move-structure, and comment on the differences in the organization, inclusion, exclusion, or embedding of those move-structures.

4.5.2.4. Reconstructing the Target Genre

One common type of genre-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 JAL. Colour coding of the move-structure will also help learners to understand the schematic or generic structure of the target genre.

In this line of thoughts, teachers jumble the moves and steps of the target genre beforehand and ask their students to reconstruct the proper order of the disordered parts of the target genre based on the typical pattern and their understanding of the motivations behind the move-structure. Accordingly, students are required to reorganize the jumbled parts not only by referring to the existent pattern at hand but according to their own understanding of the logic underlying the existence of the moves, steps and their relative sequence. Again, taking JAL for instance, the sentences of the latter can be randomly reordered by teachers and students are required to rearrange the sequence of these sentences according to the move-structure of JAL as suggested by Swales (1990) and Bhatia (1993) and their own interpretation of the motivation behind the structural pattern.

4.5.2.5. Self-Discovery of the Move-Structure

Flowerdew (1993) stated that he had asked his students to examine newspaper headlines to discover the specific features of the genre successfully. In the case of business letters, teachers can adopt the same teaching approach. They may offer students three or more samples with variations among their moves, the steps or in other words the strategies used to complete each move. Students are instructed to identify the move-structure of each sample and the strategies used to achieve each move. Then they should work out the similarities and differences between these samples in terms of the moves, move sequence and the strategies used to realize each move. In other words, students carry out the genre analysis themselves under teachers' instructions.

Undoubtedly, students are not expected to produce inclusive results as the linguists did. The point here is the process in which students are engaged to figure out

the prototypical attributes of a genre and to attempt to account for them instead of the finding itself. After that, teachers may display to students the structural formula of the target genre summarized by the linguists and illustrate it with those samples.

4.5.2.6. Identifying the Absent Moves and Steps

One approach that can be taken by teachers is to cross out one or more moves or steps of a sample of the target genre and ask students to find out the problems with the sample. When reading the deliberately modified sample, students will find the logical problems with the move sequence for without the deleted moves, they cannot follow the writer's train of thought, and feel that the sample is a junk of logically unrelated sentences. Then 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).

4.5.2.7. Language Focus

In addition to recognizing prototypical generic structures and their variations, students also need to be made aware of the variety of key lexical phrases which are representative of the move-structures. Exercises are suggested for the following language points: examining the lexical phrases used for discourse organization, identifying expressions and typical phrases which characterize the target genre.

In this standard, students can be asked to underline the key lexical phrases in the genre which they feel help to identify particular move structures, and which they could use in their own texts. They can then be given, or asked to provide, alternatives, and encouraged to discuss which would be more appropriate.i.e. in business letter writing. Although students are aware of such phrases and use them in their writing, very often they are not presented in an acceptable form.

The other specific activities which can be used to highlight the techniques of genre analysis in the ESP classrooms are summarised in the following table:

Activities	Description of the Activity
Text analysis	1. Flow-chart analysis of structural formula (Flowerdew, 1993). 2. Analysis of structural formula using color coding (Flowerdew, 1993).
Matching	Matching of possible utterances to structural slots in structural formula (Flowerdew, 1993; Paltridge, 1996).
Gap-filling	Gap filling of structural slots.
Reordering	1. Reordering of jumbled structural slots (Flowerdew, 1993). 2. Reconstruct a text from its generic and text structure, a list of key content words and concepts (Paltridge, 1996).
Role-play of field/tenor/mode	Role-play focusing on variation of 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).
Translate text from L1 to L2	Learners translate a text in the mother tongue into the target language. Detailed analysis of linguistic conventions in advance is needed in order for the learners to do the translation (Flowerdew, 1993).
Intertextual writing	Give students intertextual writing experiences through the use of mixed genre portfolios (Purves et al., 1995).
Keep learning journal	Students reflect on their own practices and those that they observe in their lectures, labs and subject tutorials (Jonhs, 1990)

Table4.2: Genre-Based Activities

But in order to raise this awareness of genre and enhance students' involvement in their learning, certain conditions have to be fostered. In the next section, we shall discuss how these conditions may be pursued in the classroom so that a favourable learning environment for genre acquisition is created.

4.6. CREATING A FAVORABLE LEARNING ENVIRONMENT FOR GENRE ACQUISITION

In a genre- based approach, there are a number of factors that have to be taken into account to create this environment which engages students in the learning process. (Ellis 1990, Freedman 1994, Adam and Artemeva 2002), it is important to actively coach them to ensure that genre learning is achieved. Therefore, this section will describe them as key elements in the classroom context and how they relate to an academic setting. They can be enumerated as follows:

1. Learning has to be situated within a culture.
2. Tasks have to be meaningful and authentic.
3. Motivation plays a definite role in acquisition.
4. Instructor's knowledge and accurate descriptions of the genre taught are critical for learning.

By identifying these factors, teachers can have an insight into what brings about a supportive learning environment for genre knowledge and acquisition. As a result, it is useful to discuss each of these points separately.

4.6.1. Situated Learning

Situated learning comes from the model of situated cognition proposed by Brown, Collins and Duguid (1996: 6), based on the notion that knowledge is contextually situated and is fundamentally influenced by the activity, context, and culture in which it is used. Therefore, if we want our students to know and compose within a particular written genre (e.g. job application letters, C.V., abstract, etc.), we should actively engage them in authentic activities that provide the context for the learning of that genre to take place. This means allowing students to participate in simulated tasks of academic writing based on real-life tasks performed in the discourse community being studied. For example, in the context of ESP teaching, we are dealing

with writing in a different culture and with different discourse conventions standardized in academic or professional communities. Our students need to know how written genres operate in this new culture and in specific communities. They need to be given enough exposure and practice of these genres within the English speaking world so that they learn how to use the L2 in composing texts intimately connected to a different culture, which requires other ways of speaking, reading and writing appropriate within each community (Berkenkotter, Huckin and Ackerman, 1991: 193). But it is also important to understand what this authentic activity means and entails.

4.6.2. Meaningful and Authentic Tasks

Many writing tasks that ESP students complete in a GBA class are authentic and communication-oriented; therefore, when we design a writing task in a GBA course, we should create an appropriate communication environment in which the task is called for. Accordingly, an important technique for coaching genre based instruction is asking learners to examine the communities they aspire to join with the aim of:

1. Finding out about the types of communication that are required from members.
2. Finding examples of texts they will be expected to write.
3. Submitting their writing not only to the language teacher but also to the experts in communities for their assessment.

For this to be effective, ESP students would first have to pass through several coursework sessions of writing. They would be expected to analyse the genres and discuss their structuring, communicative purpose, and the valid ways of reasoning within a specialist community. This method may be more attuned to a small group of students (e.g. graduate students) in an advanced stage of their writing skills (Belcher and Braine, 1995). However, it is also true that teaching the features of a particular genre in the workplace may prove useful if learners are related to situations where they will be employing those types of communication, so that they can have the appropriate motivation to learn.

4.6.3. Motivation

There is no doubt that affective factors play an important role in the teaching/learning process. The motivation and attitude of learners will determine, to a great extent, their orientation in achieving learning goals and the amount of effort they expend in this direction (Gardner, 1979). The effort can stem from a series of intrinsic and extrinsic factors such as social pressure, good study habits, interest in the subject, desire to please a teacher or parent, and so on, which shape the direction for motivation to operate, whereas the goals that the learner has may be considered as a stimulus that strongly influences motivational patterns sustaining, in turn, the efforts required for learning (Gardner, 1985).

Of course, motivation not only lies ‘outside’ the individual through the influence of materials, classroom tasks, and the teaching activity itself, but can also originate from the ‘inside’, for example, through the learner him or herself and the success experienced in the attainment of goals (Skehan,1989). Learning a genre as in second language learning presupposes a certain willingness or ability on the part of the individual to be ready to adopt the language itself as well as the culture implicit in it (Gardner, 1979). In fact, the process of mastering the genres of any given language promotes in the learners a greater understanding of the other community’s culture, thus giving them future social and professional recognition (Casanave, 1995). This urge for success and recognition in a social or professional environment can be the most powerful and realistic goal for learners to acquire genre knowledge, as it inspires them to see great value in being able to communicate in the new language and have access to a different culture. Therefore, internal factors play an important role in motivating the learner to enculturate into the discourse community.

When we come to the composition classroom, methods, techniques and activities should lead to creating a real desire to communicate in the language and culture in which learners are involved. This is partly achieved by providing them with opportunities to work on genre models by means of tasks, assignments and

constructive feedback provided by the instructor. But if students are immersed in authentic activities, this may become a strong motivational force that influences their learning efforts and creates a positive attitude towards adopting the conventions of the culture.

Teachers also have some part to play in creating motivation. Although it is not their primary task to motivate students, they can foster positive attitudes to the learning process, to the other culture's values, and also to the discourse community's norms and beliefs. They need to perceive the approach brought by students to the classroom and also manage the type of instruction that will be optimally efficient for a group of individuals, at least, to the extent that it is within their power to influence the students' choice and perseverance (McDonough, 1986: 160). When the teaching approach is geared towards empowering students to develop skills and strategies needed to communicate successfully in a meaningful context, this will probably result in good motivation. In order to manage this type of instruction efficiently, teachers need to be not only facilitators of learning but also guides in the social situations created in the classroom or even outside the classroom. This implies that they will not only present activities that require students to solve the problem and discover the content, but also guide them through class discussions, lectures, and assignments in the process of construing a given genre.

In this way, the teacher will not only channel and support the students' efforts but also encourage them to develop successful strategies to reproduce the genres. Finally, teachers may not be specialists in the writing in other disciplines, but they are expected to be experts in instructional methods and approaches that generate the positive attitude to learn and, to a certain extent, to adopt the other community's values. For example, we can bring students to reflect on the positive effects of acquiring a more structured style of writing, which is required in English rhetoric (e.g. when writing a research paper) as opposed to the writing style of their own native language. This could involve opening their minds to other thought patterns and textual features that are highly regarded in the Anglophone culture, and more specifically

within the academic community. Hence, if teachers are not insiders of discourse communities, they should at least possess an accurate knowledge and command of the genre taught.

4.6.4. The Instructor's Command of the Genre

It is a truism that the role of the teacher is crucial in creating a classroom environment which facilitates and supports the learning of genre. The teacher's job is not to present a set of norms and structures of the texts under analysis but to guide and model students' ways of reasoning and thinking into the characteristic manner of a specific discipline. At the same time, the teacher will expose them to a wide range of tasks which offer opportunities for meaningful use of their linguistic resources and that enables them to gradually acquire knowledge of various genres. Thus, the teacher shapes the rich discursive context in such a way that the students learn through doing partly in collaboration (Freedman, 1995).

However, there is always the risk for instructors of not having an accurate knowledge of the characteristic of the genres taught, especially when they are not themselves members of the specialist community. This is the case described by Harper (1991) in a research study carried out at British Columbia University, where the writing specialists did not understand the complex rhetorical role of some features of the discourse at play, and therefore the teaching was ineffective. Instruction provided by teachers in the discourse of particular disciplines has been brought into question. Spack (1988) argues that the teaching of writing in the disciplines should be left to the teachers of those disciplines and L2 English composition teachers should concentrate on general principles of general English. This approach has been criticised on the grounds that, in a classroom setting, subject teachers do not feel inclined to teach literacy skills to students. Many of them think that academic discourse conventions are self-evident and universal and, as a consequence, they focus on the content of written work rather than on form (Hyland, 2002).

Despite the fact that language teachers may lack the expertise to teach subject specific conventions, they can still raise students' awareness of these conventions, give them opportunities for exposure to the new discourse, encourage their analyses and critique of texts and, if possible, ask for the help of instructors in other disciplines. For genre - based instruction to be effective, it is essential that the teacher's preparation and expertise of the genres taught are well grounded on principles and practices that govern the discourse of specialist communities. In the last resort, if they cannot offer this kind of expertise, they may always liaise with members of the discourse community for consultation and supervision.

4.7. SAMPLE OF PROPOSED GENRE-BASED WRITING LESSON PLAN

The following lesson plan is designed according to the concept of genre put forward by the ESP school. In fact, the latter is based on Bhatia's model of generic competence (1997, 136), it is suggested in the genre-based instruction phase for the classroom action research carried out in this work to train 3rd year management students to write the genre of job application letter. The main aim of the proposed lesson plan is to raise 3rd year management students' awareness of the generic and linguistic features of the target genre. The overall instructional objectives of the latter are fourfold:

1. Understand how JAL is conventionally structured by its moves and steps.
2. Familiarize with typical linguistic features that realize each step and move.
3. Conduct genre analysis on samples of JAL and assess the variations.
4. Evaluate the impact of genre-based instruction implemented during the training by administering an authentic JAL writing task to the students to complete it independently in the classroom.

Stage№01: Exposing Students to Samples of the Target Genre (Modeling)

Teacher generates discussion by providing a task that draws the students' attention to the contextual as well as the structural features of the genre of job application letter.

Activity: 01 Context Analysis:

Present model-text (1) to students and instruct the class to analyse the text together by trying to answer the following questions:

- What kind or type of text is it?
- What is its purpose?
- Who wrote it and to whom?
- What does it contain?
- What is enclosed with it?
- What style does the writer use?
- How many stages does the text go through?
- What is the function of each of these stages?
- What position is John applying for?
- What subject does she have a degree in?
- What skills and experience does he have?

The staff Manager

John Smith

M.D Bank,226,

Bridge street,

Bond Street,

Newtown.

London

19th May, 2009.

Dear Sir,

I would like to apply for the post of accountant advertised in the “Times”.

I am 28 years old and single. I graduated from Stratford Management School four years ago.

As you can see from my CV, I have already worked for central bank for 2 years as an accountant. During this time, I have become quite knowledgeable with all the accounting functions. It includes accounts payable, accounts receivable and billing. I am also a hard worker, flexible team player, with excellent IT skills.

You will find enclosed a copy of my CV, which gives further details of my education and my career to date. I would welcome the opportunity to discuss my professional history and qualifications with you in greater detail. I can be reached at 566-1907 after 6pm. I really hope that I will be suitable for this work and you will employ me.

I look forward to hearing from you.

Yours faithfully,

John Smith

Model-text (1)

Activity 02: Generic Structures

Give students the same model text and help 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.

Activity03: Linguistic Features

a) Ask students what specific vocabulary can be drawn from model-text (1) that is, are there any words/ expressions that appear frequently in this type of text? In general, is everyday or more business vocabulary used, level of formality: formal /informal, give examples from the text?

b) Have them identify specific grammatical structures (that is, tense/modal, passive/active voices), sentence structure (that is, simple/ compound/complex sentences, independent/dependent clauses, etc.) employed in the model-texts (1-2).

Stage №2: Guiding Learners to Analyze the Move-Structure

The students are provided with a detailed explanation of the communicative purpose of the genre of JAL and the various moves the writer makes use of to achieve the intended purpose. The six moves and the steps are described in table: 4.3 and given to the students compared with sample one to illustrate how the moves correspond with the sections in it. The moves are colour-coded in the sample in order to make them obvious to the students. That is to say, sample one is discussed by drawing the learners' attention to the relation between the labeling of the moves and their communicative purposes, and the linguistic features associated with the moves.

The students are also introduced to the notion of obligatory and optional moves which are also mentioned in Table 4.3 and compared with sample one to illustrate how certain moves occur in a particular order and others need not or could be omitted.

JAL's Move-Structure	Description of the Six Moves and their functions	Linguistic Features
Move 1: Establishing Credentials	The applicant should state clearly why he/she is writing the JAL, that is to say the latter should mention the position he/she is applying for and where he/she saw the job advertised or found out about it (newspaper, website)(Obligatory).	
Step 1A: Establishing a Niche	There are two types of JAL, the solicited and unsolicited, the latter is not a response to a job advertisement. In this case, The applicant writes a JAL to a prospective employer to explore the possibility of a job opening that is to say the applicant generally refers to the needs of the potential employer and state he can fulfill them.	'I am looking for a position as Human resources administrator.' 'I am writing to apply for a position as a sales manager with any foreign companies in Algeria or abroad.'
Step 1B: Referring to the Source of Job Information about a Vacancy	In this move, the applicant should clearly indicate a request for an interview by stating how he/she can be reached or contacted and when he/she will be available. The solicited JAL is written in response to a job advertisement. Therefore, in this step, the applicant refers to the source of job information about a vacancy or job advertisement.	'I would like to apply for the post of ... as advertised in today's issue of...' 'With reference to your advertisement in ... on ..., I am writing to apply for the position of...' 'I am writing to apply for the above post (of Trainee Manager) as advertised ...'
Move 2: Introducing Candidature	It is the central move in JALs. Its ultimate purpose is to build a positive image of the applicant and persuade the prospective employer to accept him (Obligatory).	
Step 2A: Offering Candidature	In this step the applicant will state definitely that he is applying for a	'I wish to make application for a lectureship in the

	<i>job position.</i>	Department of English at this university.'
Step 2B: Essential Detailing of Candidature	<i>This step is the most detailed one and intends to describe the favorable qualifications of the applicant such as mentioning qualifications on education, which can be sketched in terms of the degree, tutors, courses, extracurricular activities, honors and awards; talking about work experience, which should include any full- or part-time job positions one have held, the related responsibilities and even reasons for job changing; highlighting professional achievements, which are concrete evidence to prove the applicant's competence; or describing personal interests and attitudes toward employment to convince the prospective employer that the letter writer is the right candidate for the job.</i>	<i>'As you can see from my enclosed CV, I have worked in my present position for five years. During this time I have gained invaluable experience in ...' 'I am currently a student atstudying..... Although I have been studying full time, I have had a number of summer jobs which have helped me to gain experience in ...' 'My experience over the past two years has been at the managerial level, where I have had responsibility for ...'</i>
Step 2C: Indicating the Value of the Candidature	<i>In this step, the writer will stress that he has sufficient qualities and potential in the form of qualifications, relevant experience, personal attributes, strength of character, etc., to meet the job's requirements satisfactorily.</i>	<i>'During this time, I have become quite knowledgeable with all the accounting functions. It includes accounts payable, accounts receivable and billing. I am also a hard worker, flexible team player, with excellent IT skills.'</i>
Move 3: Enclosing documents	<i>A job application letter cannot be exhaustive in elaborating the applicant's merits. Instead, the details are enclosed in the form of resume, certificates, reference, etc. (Obligatory).</i>	<i>'The enclosed C.V. / reference indicates / includes / outlines...' 'My complete resume / certificate / reference is attached.'</i>
Move 4: Soliciting response	<i>In this move, the applicant should clearly indicate a request for an interview by stating how he/she can be reached or contacted and when</i>	<i>'I would like to have the opportunity to talk to you further about my application. I am</i>

	<i>he/she will be available(Obligatory).</i>	<i>available for interview at any time and I can be contacted at/on ...'</i> <i>'I look forward to meeting with you to discuss my application further. I am available ... and I can be contacted on/at ...'</i>
Move 5: Using pressure tactics	<i>This move functions at signaling to the potential employer the applicant's enthusiasm in getting the desired job. However, this move seldom appears in job application letters(Optional).</i>	<i>'I really hope that I will be suitable for this work and you will employ me.'</i>
Move 6: Ending politely	<i>The closing or ending of a job application letter is vital as it is able to create an impact and at the same time stimulate emotive elements in its reader or potential employer (Optional).</i>	<i>'Thank you very much.'</i> <i>'I look forward to hearing from/meeting you soon.'</i>

Table4.3: Description of the Six Moves and their Associated Linguistic Features

The staff Manager	John Smith
M.D Bank,226, Bond Street, London	Bridge street, Newtown. 19 th May, 2009.
Dear Sir,	
I would like to apply for the post of accountant advertised in the “Times”.(M1)-(S1B) , (M2)-(S2A)	
I am 28 years old and single. I graduated from Stratford Management School four years ago.(M2), (S2B)	
As you can see from my CV, I have already worked for central bank for 2 years as an accountant (M2), (S2B). During this time, I have become quite knowledgeable with all the accounting functions. It includes accounts payable, accounts receivable and billing. I am also a hard worker, flexible team player, with excellent IT skills. (M2), (S2C).	
You will find enclosed a copy of my CV, which gives further details of my education and my career to date (M3). I would welcome the opportunity to discuss my professional history and qualifications with you in greater detail. I can be reached at 566-1907 after 6pm.(M4). I really hope that I will be suitable for this work and you will employ me. (M5)	
I look forward to hearing from you.(M6).	
Yours faithfully,	
John Smith	

Model-text :(01) adapted from kucirkova (2005)

Activity 04: (Move-Analysis)

a) Provide model text 2 and encourage students to identify and mark the move in it.

Have students work in pairs or groups and then have them present the findings to the

whole class. Every move is assigned a different color. Students read and highlight each move with the color as they think is appropriate.

<p>Mr Smith Williams Recruitment manager Russell Square London</p>	<p>Jane John 71, Lambert Road Brixton 1st December, 2008</p>
<p>Dear Mr. Smith, I am writing to apply for the position of Marketing Manager for Electro-Enterprises as advertised on 30 August in The Independent. (£1) → (c)</p>	
<p>Before joining ABC, I attended the University of Sussex, where I obtained a BA degree in Business Administration with a specialism in Marketing. Since then, I have also completed a number of professional qualifications related to Sales and Marketing. (£2) → (g)</p>	
<p>I am currently working for ABC Electronica in their Sales and Marketing department. This experience has enabled me to gain a broad understanding of selling of products and services, and I would welcome the challenge of a more senior position at Electro-Enterprises in my area of expertise. In the course of my career, I have had the opportunity to experience all aspects of marketing within the electronics industry, both home and abroad, and I feel that this will allow me to make an effective contribution to the future of Electro-Enterprises. (£3) → (f)</p>	
<p>For your information, I have enclosed a copy of my CV, which I hope you will find interesting. I would be happy to discuss this further with you at your convenience; I can be reached at 566-1907 after 6pm.(£4) → (e)</p>	
<p>I look forward to hearing from you. Yours sincerely, → (i) J. Johns</p>	

Model-text: (02) adapted from Colm Downes (2008)

b) Match the following sentences (1-10) to the parts of the above job application letter (a-g):

1. End your letter with a complementary close and type your name.—
2. Give a clear context (say who you are and why you are writing).—
3. End with polite closing paragraph, leaving the reader with a positive impression of

your application and a desire to interview you. —

4. Point out your aptitude for the sorts of skills they are seeking.—
5. Mention where you saw the job advertisement.—
6. Show you are acquiring additional useful skills.—
7. Give your contact information and current date.—
8. Point out your educational background.—
9. Begin your letter with a salutation or a formal and polite greeting to address the audience.—
10. Mention the contact information of the company you are applying for. —

c) Look again at Johns's JAL again. In which paragraph she:

1. Explain her interest in the position? —
2. Create a positive final impression? —
3. Demonstrate her skills and experience relevant for the position? —
4. Introduce herself and explain her reasons for writing? —
5. Mention other relevant skills and interests to impress the employer? —

Stage №3: Developing Learners' Sensitivity to the Move-Structure

The teacher gives students some exercises for practice related to the application of structural and linguistic patterns of the target genre.

Activity05: Identification of Generic Structures and Linguistic Features of the Target Genre

- a) Fill in missing prepositions in the following JAL (with, from, to, of, at, in):

Dear the staff manager,

I am writing to apply the position of accountant manager Hillier and Thompson company advertised your website: newtips.com. Having read your job advertisement; I believe that my broad experienceaccountancy makes me an excellent candidate for this position.

As you will see my CV, I am 25 years old; I hold a licence degreemanagement. I have over seven years solid accounting experience. I would like to highlight my skills and expertise as they relate to your current requirements.

My past experienceaccountant has brought me a greater understanding of compiling and analyzing quarterly financial reports as well as balance sheets and I have a solid track record accounts payable and accounts receivable and accounts allocation. Furthermore, I have also an in depth knowledge auditing, taxation and budgeting. I possess excellent written and verbal communications skills in English and French and numerical skills, strong analytical and problem-solving skills, and good working knowledge Microsoft Excel.

I have enclosed my CV that outlines my educational and professional history. You can contact me 567-1235 or send me an email my email id. Thank you your considerationmy qualifications. I look forward your reply to arrange an interview.

Yours faithfully,

Nathalie Laurant

Model-text: (03) adapted from Colm Downes (2008)

b) In pairs, mark the moves in the above JAL.

c) Identify the linguistic features in the moves.

Activity 06: Comparing Several Examples of the Target Genre

a) Compare the moves and their associated linguistic features across the three samples

b) Comment on the differences in the organization and the use of language.

Activity 07: Reconstructing the Target Genre

Reconstruct the set of jumbled paragraphs from sample 4 by identifying its salient move-structure and then put the verbs between brackets in the correct form:

-Working for Wong and Lim Consulting appeals to me because it has a good reputation and it (to provide) excellent training. Your organisation (to produce) a high-quality service, and I can contribute to this with my leadership skills and my ability to work under pressure.

-I (to work) for Star Garment Manufactory Limited Company for three years as a project manager. During my period of employment at LSGML, I (to improve) my ability to supervise subordinates effectively as well as my ability to work within a team environment. I possess strong communication skills. I have also fluent spoken and written English.

-I (to graduate) from Hong Kong Polytechnic University with B.A. degree in Management.

-I (see) your advertisement on your website: www.wongandlimconsulting.com and I would like to apply for the position of Management Trainee at your company.

-Sir, accept my high respects.

-I am available for interview at any time. I can be contacted most easily on the mobile phone number given above. I look forward to meeting you.

Model-text: (04) adapted from Colm Downes (2008)

Activity 06: Specific Formulaic Expressions (Gap-Filling)

Complete the JAL letter below using the following phrases:

I would say that my main strength- I enclosed a copy- I would be pleased to have an interview at your convenience-As you will see from my CV- Advertised- I would like to apply- I look forward to hearing from you.

Dear Sir or Madam,
.....for the position of management consultant..... in the Sun.
....., I am 25 years old, I hold a licence degree in management.
Whilst at university I had a number of part-time jobs and I would say that my main strength is my ability to get on with other people. I am a veryperson through a range of social activities I have perfected my outstanding communication skills.
I have always wanted to work with a strategic management consultancy firm which helps its client make lasting and substantial improvements, and I can not imagine a better place to work than Thomson.
.....my CV and hope very much to be invited for interview. Should my education, skills, attributes and character traits interest you,.....I would like to thank you in advance for your time and consideration.
.....
Yours faithfully,
Nathalie Laurant

Model-text: (05) adapted from Colm Downes (2008)

Activity 07: Specific Vocabulary

a) Read again all of the JAL model-texts (1-4) and underline the adjectives, specific vocabulary and useful phrases from the extracts used to promote the applicant in terms of skills and qualifications which you could use in your own job application letter.

b) Match these skills to following sentences (1-9) :(team-player, leadership skills, organizational skills, IT skills, flexible, creative, communicative skills):

1. I am able to adapt to and work with a variety of situations, individuals and groups; I am able to cope with last-minute changes.
2. I am well-organized and always on time at work. I am also excellent at meeting deadlines.
3. I enjoy collaborating on projects. I am able to work effectively as part of a team. I am good at working and communicating within a team to achieve shared goals.
4. I am good at leading, encouraging, inspiring and supporting others to develop confidence and help them to realize their full potential.
5. I am good at coming up with imaginative solutions and new ideas to solve problems.
6. I possess excellent PC skills including Microsoft word, Excel, Access and Powerpoint.
7. I am able to express myself effectively and I am able to make my opinions totally clear and I am also excellent at written and spoken communication.
8. I am good at math and dealing with numbers.
9. I am good at analyzing data, and good at finding solutions to problems.

Activity 08: (Language appropriateness)

a) Complete the following table using the words in the box:

about-additional-contact-employer-employment-ensure-give-looking-more-receive-request-require-show-talk about-tell-want.
--

Informal	Formal	Informal	Formal
Get	1	7	Concerning/regarding
Extra	2	Make sure	8
3	Wouldlike	9	Providesomebodywith
Need	4	10	Inform
5	Discuss	Boss	11
Get in touchwith	6	12	Further/Greater

Colm Downes (2008:43)

b) Complete the following sentences using the formal words in exercise a. In sentences 4 and 5, why is ‘should’ used instead of ‘if’?

1. I am writing in response to our telephone conversation on 9th May.....the secretarial vacancy.
2. I have recently graduated with a master’s degree in computing and am currentlyfor suitablein the electronics field.
3. I would appreciate the opportunity to meet you, where I could.....my skills, capabilities and professional experience in detail.
4. I would be happy.....you.....further references should you require them.
5. Should you..... any.....information.....my application, please do not hesitate tome.

c) Rewrite the underlined sections of the following sentences using more appropriate formal language. Try to use the word in brackets:

1. I am writing about your ad for a Business Development Manager in The Economist.(response).....
2. I am writing to ask if you have got any vacancies at the moment in your human resources department.(currently).....
3. I am writing to apply for the financial administrator job.(position).....

4. As you will see from my CV, my experience and qualifications are what you are looking for.(requirements).....
5. The manager of your Milan branch told me to get in touch with you about the opening for a media consultant.(recommended).....
6. Here's a copy of my CV, and I look forward to an opportunity to demonstrate how my professional experience and skills would benefit Star Electronics.(attach).....
7. If you need any more info about my application, please do not hesitate to contact me.(should).....
8. Thanks for your time and consideration.(would).....

d) The following extract from a JAL is too informal. Rewrite the extract using appropriate formal language.

Dear Sarah,

I saw your advert for a job as a secretary on the Internet last week. I want to apply for the job.

I've been working as a secretary at Gordon financial Services in Barcelona for the last three years, but I'm looking for a new job in Milan because my husband has just got a new job with his company in Milan.

I've heard a lot about your company. I think it's one of the biggest financial service companies in Milan. I've worked for years in this area (over six years) and think that this has given me the experience that your company needs.

If you want me to talk about how my skills and experience can benefit your company in the future, I would be happy to come in and meet you.

Kind Regards, Jane

Model-text: (06) adapted from Colm Downes (2008)

Stage№4: Guiding Learners to Exploit this Awareness to Write the Genre in Hand

The teacher gives the students an authentic JAL writing task to complete it independently in the classroom. See appendix 'E'.

4.8. CONCLUSION

The present chapter has been exclusively concerned with finding out new ways to improve the teaching of business letter writing and to overcome ESP students' problems in writing the latter by means of the concept of genre as put forward by the ESP framework. To meet these ends, this concluding chapter has attempted to recommend a more adequate way of teaching and conducting writing courses through providing a framework on how to implement genre-based approach in the ESP classroom. In this respect, recommendations and suggestions outlined in this chapter may be helpful for ESP teachers who aim to teach business letter writing in the sense that it provides them with the necessary tools and techniques for approaching ESP texts through sensitizing their ESP students to explicit features of business genres which would enable their students to not only approach writing with more confidence but also equip them with genre knowledge and needed strategies in dealing with their business letter writing tasks.

GENERAL CONCLUSION

GENERAL CONCLUSION

ESP has always retained its emphasis on practical outcomes that is the main concerns of ESP have always been, and remain, with needs analysis, text analysis, and preparing learners to communicate effectively in the tasks prescribed by their study and/or work situation .Indeed, the overall concern of ESP is to assist students to gain access to the English language demands they encounter in their studies or professions and to assist them in recognising and learning the patterns of language required in various academic and professional contexts.

As predicted 3rd year management students had only a limited competence in using alien discourse forms and particularly of the genre they were expected to produce and that accessibility to such discourse forms was hardly possible in the situation where English was not used widely outside the classroom. Consequently, it can be stated that the mastery of texts does not develop naturally, thus, ESP students had to be taught directly explicit knowledge of text structure to enable them to shape their work to the conventions of the target genre and to write an acceptable job application letter in their future professional life. Accordingly, as suggested by writing scholars and researchers, this called for a more interventionist (explicit) approach in the process of teaching writing to non-native speakers.

In fact, teaching low proficiency students to write whole texts is often fraught with difficulties. The latter has to create a text that is both rhetorically and linguistically appropriate. As a result, the teaching of writing tends to be taught in a way that focuses at the sentence level and these learners often have minimal, if any, awareness at the level of complete texts. Thus, in order to empower ESP students with the consciousness to recognise rhetorical and linguistic features that are used to

construct and shape whole texts especially business related text-types, there has been a move towards explicit teaching of genres in many contexts.

In this respect, the current study tried to investigate the impact of explicit instruction of the genre of JAL on a group of 24 third year management students' writing performance. In fact, these students were exposed to a range of model-texts and they were involved in a range of learning activities that were related to discourse and language features of the target genre. Additionally, pre- and post-tests were conducted. In this respect, the scores obtained by the students in the post-test showed improved performance in writing the target genre in comparison with the pre-test scores. Furthermore, an analysis of these test scripts revealed that the students improved not only their writing ability but also their confidence to handle genres as well as their attitude toward business letter writing.

Accordingly, learners involved in the study appeared to benefit from the approach adopted even though they were exposed to it for only eight weeks (twelve hours). It can be concluded that even a limited exposure to genre-based writing instruction could lead, in the case of novice writers with limited language proficiency, to overall improvement in the quality of their written texts and increased awareness of the textual features of the target genre. As a result, explicit genre-based instruction seems a suitable way or method of teaching the students different business letter even in a very limited time period and with limited proficiency level in English.

The findings of the present study can be applied to pedagogical practice, especially for English for Specific Purposes. As it is known, ESP has high structural formation, definite communicative purpose, communicative subject and particular topic, making its discourse form different from other styles. Thus, ESP teaching is more suitable for the implementation of a genre-based teaching approach. So, the theory of genre analysis can be applied to classroom teaching consciously and teaching activities can be carried out around generic structure and linguistic feature of the target genre. Accordingly, students' awareness of communicative purposes and discourse

structure that different genres carry will be cultivated, thus a better understanding and a deeper perception will be achieved.

The results of this research work may offer several pedagogical implications for devising courses, preparing teaching materials, sensitizing ESP students to the structure and conventions of a given genre to enhance their ability to write business letters and raising ESP instructors' awareness about learners' problems in writing business genres. These difficulties encountered by ESP students can be partly solved by the application of the generic analysis of business genre in English teaching. However, the findings of this research work alone may not be sufficient to design an outstanding genre-based writing course but it could be a 'head start' and provide an idea for further research in the future toward designing the genre-based writing courses.

Genre-based teaching approaches can be therefore regarded as a powerful pedagogic tool for teachers in designing and planning their writing courses for developing students' sensitivity or awareness to diverse business genres and facilitating students' writing tasks by raising their consciousness to the move-structure of a given genre and the motivations behind it, which makes it possible for students to exploit linguistic resources creatively to achieve their personal goals in their own writings. Thus, the current study is no more than a tentative attempt concerning the teaching of business writing based on the results of genre analysis with a view to demonstrate how students can be taught to adapt to and acquire a genre.

As a conclusion, it is undeniably true that future research is needed to determine if the approach of genre-based instruction is effective in teaching other genres. It is also important to mention that there are some limitations in the design of the present study due to practical constraints. Firstly, the result of a study based on a few students and their single performance can not be generalized, an ideal research design would include a larger representative sample. In fact, the findings of this study are limited to a small selected group of third year management students from the faculty of

management and economics in Sidi Bel Abbas, therefore, the effectiveness of genre-based instruction can not be generalized to larger population. More research should be conducted in different regions and with more participants in order to make results more applicable to similar groups of students.

Secondly, the research was done in a short time, only nine weeks which was too short to judge the performance of students' writing as well as the sustainability of their affective aspects. There were only ninety-minute periods a week. It was not enough to have a valid conclusion. The researcher should implement the research for at least 8 months to make sure the results are "true". If more teachers and more students took part in the research, it would show the variety of the results and as a consequence, the researcher would discover more findings. Thus, studies with a longer period of observation will contribute to the understanding of students' writing performance and their affective aspects. Besides, with the limited time, only one genre type, Job Application Letter, was applied to the study. Future studies should examine the effectiveness of a wide range of genre in order to establish a sound genre-based syllabus. Moreover, since a sample is not a whole population, there will be always a margin of error. Accordingly, in order to investigate the situation more thoroughly, future research could be conducted by taking samples from a wider population, and for a longer period.

Four chapters were provided, the first one attempted to define some key-concepts used in this investigation, the second tried to give a brief description of the ESP teaching and learning situation at the department of management with a special focus on the teaching of business writing in the ESP classes as well as the research methodology tools. The third strived to analyse and interpret the results to hopefully find answers to the research questions related to this study. The last part of this work intended to provide some useful recommendations suggested in the light of genre-based approach in the ESP school in order to enhance ESP students' writing ability in business letters and hence, improve the teaching/learning of business writing at the tertiary level.

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APPENDICES

APPENDIX “A”:
The Pre-Instruction Writing Test

Directions:

Write an application letter to the job advertisement below.

www.recruitmentjobvacancies.com

Office Manager

Weatherford, one of the Global Leaders in Oilfield Services companies, have a vacancy for an office Manager in Algeria.

Requirements:

Apart from strong communication skills, fluency in French, English and ideally Arabic is required.

Resident of Hassi Messaoud, Algeria.

If you feel that you have the necessary skills and experience to fill this exciting opportunity, please apply for it by sending your job application letter via e-mail to:

Hassimessaoudweatherford @yahoo.fr

Adapted from “Office Manager Jobs in HassiMessaoud, Algeria”. Retrieved Juin 26, 2011.

APPENDIX “B”:

The Students’ Pre-Instruction Writing Samples

Student(01)

صفحة
PAGE

KAAROUR

SbA 06/12/2011

KERRIMIA

Dear, The Human Resources Director

objet: apply for job of manager

I am miss Kaaron KERRIMIA, My age is 21 years;
I have a diploma of management

I have 2 years of experience. I need to work
in your company and I have skills are
exceptional communicative
and I have three language are: French English
and Arab

Thank you for your interest.

Kaaron

Language Appropriateness: 01,5

Mechanics and Grammar: 02

Organisation: 01,5

Sentence Structure: 02

Content: 02

06/12/2011

Mr. Babu Mohamed

SBA - Algeria

The human resources Director

Object: To apply for a job

I am honoured to send this letter for you, Sir Director, because

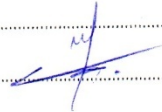
of your article in newspaper, I inform you that I have all conditions

qualified me to work in your big company (diploma, skills, exceptional

communicative and responsibility ...)

I wish to give the addition to the company, finally I want to thank for

your attention.



Language Appropriateness: 02.

Mechanics and Grammar: 02,5

Organisation: 01,5

Sentence Structure: 02

Content: 02

Student (03)

Rasbi Ben M'hidi street

Ain Temouchent

December, 06th, 2011

Mr The director of BEA bank,

I have a great honour to Present to you Mr director of BEA bank my demand of job.

I have a licence in management and my speciality is accounting, I have an experience of four years in BNA bank with a knowledge of computer. You will find Mr the director my e.v with the demand.

? I hope you will accept this demand Mr the director with all my respects and thanks.

Rassayah Bouadi

[Signature]

Language Appropriateness: 02,5.

Mechanics and Grammar: 03,5.

Organisation: 02,5.

Sentence Structure: 02,5

Content: 03.

Dear sir,

Student (04)

My name is ?. I have 25 years old. I had seen your advertisement for recruit a sales manager in the newspaper last week. ^{V.T}
_{ART}

I have a diploma in management ? and another in the Informatique.

I have experience of 3 years like a manager of the human resources in [?] company. ?

I have skills you want.

I have power to get a job in your company.

A.W S.P

?
Thank you,
CAP

Language Appropriateness: 01,5.

Mechanics and Grammar: 02,5.

Organisation: 01,5.

Sentence Structure: 01,5.

Content: 02.

Student (05)

Sidi Bel Abbes le 6th Nov 2020

Belhouari Radia

née le 23/12/1989 à SBA ?

E-mail: Radia@hotmail.com

A.W

A.W

/ Director of Bank P

Object: To apply for a job in your company

Dear Sir,

I apply for a job in your bank.

I study Management specialy accounting, I finish
my studies with succes, I obtain licence in
this domaine, I would like you to accept me in your
company.

Thank you for your comprehension.

yours Sincerely,

Belhouari Radia

Language Apperistence = 02.

Mechanics and Grammar = 01.

Organisation = 01,5.

Sentence Structure = 01,5.

Content: 01,5.

Batbakhi Nerim Salma.

Sunday 06th December 2012.

born 30.06.1990 in SPA.

Tel. _____

Email: the_reasm@hotmail.com.

For Director to the Human resources,
Object: Apply for a job in your company ^{Prep} ^{w.o}

Good Morning: ?

I have read your job advertisement and I'm very interested, I'm very motivated and ambitious, I have an experience and knowledgement in diverse "domains" ^{wif} ^{S.P} ^{S.P} [?]
example in sales, communication with another person, maintenance computer.

Language Appropriateness = 01,5.

Mechanics and Grammar = 02.

Organisation = 0,5.

Sentence Structure = 01,5.

Content = 01,5.

Larbi Walid

The human resources
director

Apply for a job X

Dear, sir →

I'm honored to write this letter for you Mr/Director.
I have read your job advertisement, and I think I have
the conditions that you refer in your article.
I will send you my enclosed C.V soon.

respectly yours,
CAP SP

Language Appropriateness = 02.

Mechanics and Grammar = 02,5.

Organisation = 01,5.

Sentence Structure = 01,5.

Content = 01,5.

Student (08)

06/12/2011

to the director of bank "B.N.A", CAP

I have ^{A.W} honor to ^{SP} demand to you a job in your bank and I inform you that I have a ^{SP} licence in management and another ^{SP} diploma in informatique, I have ^{A.W} not [?] any [?] experience. I have a good skill in communication.

My C.V. is ^{SP} accompanied with this letter.

can you ^{CAP} sin accept my ^{SP} sincere respect.

Interesse

~~BA~~ ?

Language Appropriateness = 0,5.

Mechanics and Grammar = 0,5.

Organisation = 0,5.

Sentence Structure = 0,5.

Content = 0,2.

Student (09)

06/12/2011

^{A.W}
Dear Director Belkadi,
_{S.P}

^{AW}
I have honour to write this letter to
your society. I wrote your article in El Khabar
and I want to find my job in your's. I have
a licence in comptabilite management and
I have diploma on informatique, I haven't
any experience before.
_{S.P} _{ther} _P _P

all my respect and I will
prove my skills if you accept me.
_{S.P} _{CAP}

Yours faithfully P

Khadija

Language Appropriateness = 01.
Mechanics and Grammar = 01.
Organisation = 01,5.
Sentence Structure = 01.
Content = 01,5

Amr Mohamed
Amr Mohamed

06/12/2011

Apply to Job

I'm Honored to write this letter for you/ Mr Director,
I have to Apply Job in your company, I read your job advertisement and I have All conditions now it's demanded in your article and I hope to be Accepted.

Amr

Language Appropriateness: 01,
Mechanics and Grammar: 01,5.
Organization: 0,5.
Sentence Structure: 01,5.
Content: 01,5.

APPENDIX “C”:

Students’ Pre-Instruction Questionnaire

The present questionnaire is an attempt to gather information about your own needs in developing business letter writing skills and more specifically JAL 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.

عزيزي الطالب

أنت مدعو للمشاركة في هذا البحث, من فضلك ضع علامة (+) في الخانة المناسبة أو اجب على الاسئلة المطروحة بملأ الفراغات حسب رأيك. الاسئلة مترجمة من اللغة الانجليزية إلى اللغة العربية, يمكنك الاجابة عليها بأي لغة تفضلها اللغة العربية, الانجليزية, الفرنسية او العامية (الدرجة). شكرا على مشاركتك.

Section one :

1. Age:.....

1. السن:.....

2. For how long have you been studying English?

2. منذ متى و انت تدرس اللغة الانجليزية؟

.....

Section two :

3. According to you, how important is English for your future professional life?

Very important. Quite important. Not important at all.

3. ما هو مدى أهمية اللغة الانجليزية بالنسبة إلى مستقبلك المهني؟

ليست مهمة إطلاقاً.

مهمة بعض الشيء.

مهمة جداً.

4. What is your purpose of learning English?

4. ما هو هدفك من دراسة اللغة الانجليزية؟

.....
.....

5. Which skill appears to you to hold the greatest importance for your future professional life?

Writing.

Reading.

Speaking.

Listening.

Please, Explain why?

.....
.....

5. أي من المهارات الآتية , مهمة بالنسبة إلي مستقبلك المهني؟

التحدث باللغة الانجليزية.

القراءة باللغة الانجليزية.

الكتابة باللغة الانجليزية.

الاستماع باللغة الانجليزية.

لماذا؟

.....
.....

6. Which skill appears to pose serious difficulties to you?

Writing.

Reading.

Speaking.

Listening.

Please, Explain why?

.....
.....

6. أي من المهارات الآتية ، هي الأصعب بالنسبة إليك ؟

التحدث باللغة الانجليزية.

القراءة باللغة الانجليزية.

الكتابة باللغة الانجليزية.

الاستماع باللغة الانجليزية.

لماذا؟

.....
.....

Section three:

7. In general, do you write in English?

Yes.

No.

If 'Yes', what do you write?

.....
.....

7. عموماً، هل تكتب باللغة الانجليزية؟

لا

نعم

إذا أجبت بنعم، ماذا تكتب باللغة الانجليزية؟

.....
.....

8. Have you ever written a job application letter before) in the past years)?

Yes.

No.

If yes, in which language?.....

Arabic.

French.

English.

8. هل سبق لك كتابة رسالة طلب عمل من قبل (في السنوات الماضية)؟

لا.

نعم.

إذا أجبت بنعم، ما هي اللغة التي استعملتها لكتابة رسالة طلب عمل؟

اللغة الفرنسية.

اللغة الانجليزية.

اللغة العربية.

9. Have you ever had any form of writing instructions in your ESP class?

Yes. No. If yes, what was the focus?

A. Explanation of grammar rules and translation of sentences.

B. How to develop and organise ideas. C. How to write more complex sentences.

D. How to find appropriate words. E. How to write a whole text.

9. هل سبق لك دراسة الكتابة باللغة الانجليزية بالجامعة في السنوات الماضية؟

نعم. لا.

إذا أجبت بنعم، فما هي الأمور التي درستها؟

.....
.....

دراسة قواعد وترجمة الجمل و النصوص باللغة الانجليزية. طريقة إيجاد الأفكار وترتيبها.

طريقة كتابة جمل مركبة. طريقة إيجاد الكلمات المناسبة. طريقة كتابة نص بكامله.

10. Do you need business writing outside the academic context?

Yes. No. If yes, in which context and why?

10. هل تظن انك تحتاج إلي الكتابة العملية والتجارية باللغة الانجليزية خارج نطاق دراستك الاكاديمية؟

نعم. لا. إذا أجبت بنعم، في أي مجال، أين ولماذا؟

.....

11. What kind of business writing do you need to learn?

Business letters and emails. CV's. Business Reports(annual reports).

Other: Please, specify.....

11. ما هي أنواع الكتابة العملية التي تود تعلم طريقة كتابتها باللغة الانجليزية ؟

الرسائل التجارية، العملية والالكترونية. السير الذاتية. التقارير التجارية و المالية.

إذا هناك أنواع أخرى، ما هي ؟

.....
.....

Section four :

12. What problems did you encounter in job application letter writing ? (Check all that apply)

A. Business vocabulary and formulaic expression (choice of words and expressions)

B. Grammar errors. C. organization of ideas.

D. Development of ideas. E. business style (formal/informal).

F. Unawareness of the parts of a business letter and their intended purposes (the opening-body-closing structure).

G. Other: Please, specify.....

12. ما هي الصعوبات التي صادفتها في كتابة رسالة طلب عمل باللغة الانجليزية ؟

أخطاء لغوية. صعوبات في إيجاد الكلمات المناسبة والجمل الخاصة بكتابة رسالة طلب عمل باللغة الانجليزية.

صعوبات في ترتيب الأفكار.

صعوبات تتعلق بعدم معرفة الأسلوب المتداول في كتابة رسالة طلب عمل باللغة الانجليزية.

صعوبات تتعلق بعدم معرفة الأجزاء المتعلقة بكتابة رسالة طلب عمل باللغة الانجليزية وهدف كل منها.

إذا هناك صعوبات أخرى، ما هي ؟

.....
.....

13. In your opinion, what are the main causes of the difficulties that you encountered in JAL writing?

- A. Poor writing methodology.
- B. Your own negative attitudes and lack of motivation.
- C. Insufficient business letter writing practice.
- D. lack background knowledge of formal/business letter / JAL writing.
- E. unrelated to your field of study.
- F. Other: Please, specify.....

13. ما هي أسباب الصعوبات التي صادفتها في كتابة رسالة طلب عمل باللغة الانجليزية؟

- طريقة تدريس غير ملائمة للكتابة باللغة الانجليزية في السنوات الماضية.
- مواقفك السلبية و عدم اهتمامك.
- عدم تكريس وقت اكبر لممارسة الكتابة التجارية و العملية باللغة الانجليزية.
- عدم تعرضك أو دراستك لكيفية كتابة الرسائل التجارية والعملية خاصة رسالة طلب عمل باللغة الانجليزية بالجامعة في السنوات الماضية.
- كتابة الرسائل التجارية والعملية خاصة رسالة طلب عمل باللغة الانجليزية ليس لديها أي ارتباط بدراستك أو بمستقبلك المهني.
- إذا هناك أسباب أخرى, ما هي ؟

.....

.....

Section five :

14. What are the major aspects that you want to improve most specifically in business letter writing? (Check all that apply)

- A. Specific grammatical structures(tense, preposition-conjunction-modal...etc)
- B. Business vocabulary and formulaic expression (choice of words and expressions).
- C. Organisation of the different parts of a business letter.
- D. Development of ideas. F. Sentence structure. (simple/complex sentences)
- E. Business style (level of formality).
- G. Other: Please, specify.....

14. ما هي الأمور التي تود دراستها لتطوير قدراتك أو مستواك فيما يخص كتابة الرسائل التجارية والعملية باللغة الانجليزية؟

أمر تتعلق بقواعد اللغة الخاصة بكتابة الرسائل التجارية والعملية باللغة الانجليزية(صيغة الفعل- حروف الجر- أدوات الوصل...الخ).

أمر تتعلق بإيجاد الكلمات المناسبة والجمل الخاصة بكتابة الرسائل التجارية والعملية باللغة الانجليزية.

أمر تتعلق بطريقة ترتيب أجزاء الرسائل التجارية والعملية. أمر تتعلق بإيجاد الأفكار وعرضها.

أمر تتعلق بطريقة كتابة الجمل البسيطة والمعقدة الخاصة بالرسائل التجارية والعملية باللغة الانجليزية.

أمر تتعلق بالأسلوب المتداول في كتابة الرسائل التجارية والعملية باللغة الانجليزية.

إذا هناك أمور أخرى, ما هي ؟

.....
.....

15. What do you suggest to improve your writing ability, specifically in business letter writing?

.....
.....

15. في الأخير, ماذا يمكنك أن تقترح لكي تطور من قدراتك أو مستواك فيما يخص كتابة الرسائل التجارية والعملية باللغة الانجليزية؟

.....
.....
.....
.....

Thank you very much for your cooperation

APPENDIX “D”:
Teachers’ 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 business letter writing . Thus, you are kindly requested to answer the following questions by selecting the answer that best reflect your opinion or answering in few words the open questions and making comments whenever necessary. Thank you for your cooperation.

Section One:

1. What is your status in the department of economics?

Full time teacher. Part time teacher.

2. What is your degree?

Licence. Magister. Doctorat.

3. How long have you been teaching English for Specific Purposes?

.....

4. Have you received any type of training in teaching ESP?

Yes. No.

Justify your answer

.....

.....

Section Two:

5. According to you, which skill is more important for management students in relation to their future professional life?

Speaking. Writing. Reading. Listening.

Justify your answer.

.....
.....

6. What is the most practised skill in your ESP classroom?

Speaking. Writing. Reading. Listening.

-Explain why?

.....
.....

7. In view of your experience, what is your opinion about management students writing performance?

Excellent. Good. Average. Poor.

8. Are the students reluctant to practice writing in the ESP class?

Yes. No.

If yes, explain why?

.....
.....

Section Three:

9. What is the focus of writing instruction in your ESP class?

A. Explanation of grammar rules and translation of sentences.

B. How to appreciate good readings and learn from those readings.

C. How to develop and organize ideas.

D. How to write more complex sentences.

E. How to find appropriate words.

F. How genres or text-types are written differently, according to their purpose, audience and message through text analysis and reconstruction.

G. Other: Please, specify.....

10. What approach do you often use to teach writing in your ESP classroom?

The Product Approach.

The Process Approach.

The Genre Approach.

A mixture of any of these.

Other: Please,specify.....

-Please, explain your choice?

.....
.....
.....

11. Do you help your students become aware of the target genre or text-type they are going to write through analysis of model texts?

Yes. No.

If yes, please explain how?

.....
.....

12. Do you require students to do multiple drafts?

Yes. No.

If yes, how do you give feedback?

A. Marginal written comments. Letter. Conference.

D. Other: Please, specify.....

13. What kind of feedback do you generally give?

A. Grammar correction and mechanics.

B. Feedback on content and organization.

C. Feedback on word choice. Sentence structure.

E. Language appropriateness.

F. Other: Please, specify.....

14. What kind of feedback (formative assessment) do you think most benefit the students?

Teacher –student conferences. Teacher feedback. Peer-feedback.

Self-assessment. All of them.

-Please, say why?

.....
.....

15. What kind of summative assessment do you use to evaluate your students' writing?

Essaywriting test. Collection of students' writing (portfolio).

Other: Please, specify.....

-Please, say why?

.....
.....

Section Four

16. Do you teach business letters writing in your ESP class?

Yes. No.

-If yes, what kind of business letters writing do you mainly teach in your ESP class?

.....
.....
.....

17. How do you proceed in teaching business letter writing?

.....
.....
.....

18. What kind of problems did your students encounter in business letter writing?

- A. Development of ideas. B. Grammar errors.
- C. Lack knowledge of appropriate formal business style.
- D. Lack knowledge of relevant business vocabulary and formulaic expression.
- E. Lack knowledge of structural organization (Opening-body-closing structure).
- F. Unawareness of expected audience and intended purpose.
- G. Sentence structure.
- H. Other: Please, specify.....

19. According to you, are the causes of their difficulties in business letter writing due to?

- A. Insufficient teaching time for classroom practice.
- B. Inadequate writing methodology.
- C. Students' lack of motivation and negative attitudes.
- D. Lack of background knowledge of formal/business letter writing.
- F. Other: Please, specify.....
.....

Section Five:

20. Accordingly, how can we make business letter writing classes more effective for ESP learners?

.....

.....

.....

.....

Thank you very much for your cooperation

APPENDIX “E”:

The Post-Instruction Writing Test

Directions:

Write an application letter to the job advertisement below. Your application letter should include the opening, main body and closing.

www.recruitmentjobvacancies.com

Accountant Manager

Geoservices company, one of the world's leader in the oil and gas industry, operating in over 50 countries, is looking to recruit a highly motivated and dynamic accountant manager to join their expanding team in Algeria.

You will be responsible for:

Managing all accounting & administrative function of the office in Hassi Messaoud.

Analysing quarterly balance sheets and financial reports.

Managing salary payment.

Qualifications required:

Good knowledge of accounting and administration aspects of business in Algeria.

Knowledge of Microsoft Excel.

Requirements

Resident of Hassi Messaoud, Algeria

Send your job application letter and CV via e-mail to:

Hassimessaoudgeosevices@yahoo.fr

Adapted from "Acconts Manager Jobs in HassiMessaoud, Algeria".RetrievedJuin 26, 2011.

APPENDIX “F”:
The Students’ Post-Instruction Writing Samples

Student (01)

Hassi Messoud Reservoirs.
President of Hassi Messoud
Algeria

KAROUK KERROUMIA
502, Bab el Bhar
Saida
07th February, 2012

Dear Sir;

I would like to apply for the job: accountant advertised
in "El cRevuek": A.W A.W

I am 26 years old, I am single in my CV you can see
that I hold a license degree in ^{Bus} management; I have
already worked for Naftal company in Saida; During
this time, I was responsible for: Managing all accounting
and administrative functions of the office in Naftal, and
analyzing quarterly balance sheet ~~and~~ financial reports;
and managing salary payment, and I have become knowledgeable of
Microsoft Excel; and I have a solid track record in accounting and
good knowledge of administration aspects of business in Algeria,
and I have three years of experience, also I have a lot of skills.
I have good numerical and analytical skills, and I have strong verbal
and written communication skills in English, French and Arabic,
and I am a good worker, flexible and team player.

you will find in my copy of CV more details from
my education, you can call me at 07-47-88-07-69.
I really hope I can be suitable for this work and you can
employ me.

I forward to hearing from you.
Yours faithfully,
A.W
S.P

KAROUK KERROUMIA

Language Appropriateness: 04
Mechanics and Grammar: 03
Pronunciation: 035

The staff manager,
Geo services company
Hassi Messaoud.

Baber Mohamed,
H.A.S. car co.
Phone: 0776 37 03 82
7th February, 2012

Dear Sir,

I am writing to apply for the post of accountant manager at Geoservice company advertised on your website: www.recruitment.job.algeria.com

M21
M21

Having read your job advertising, I believe that my broad experience makes me responsible for managing administrative functions, analysing quarterly ~~by~~ balance sheets and financial reports.

As you will see from my cv; I am 23 years old, single, I have a licence degree in management, I have good knowledge of administration a sports of business in Algeria, also a good knowledge of MICRO SOFT EXCEL, I possess excellent or strong verbal and written communication skills in English, French and Arabic.

M21
M21

Furthermore, I have good numerical and analytical skills, I have enclosed my cv with real photo to your e-mail, you can contact me at my number phone, sir accept my high respects.

M16

Yours Faithfully,
Baber Mohamed.

- Language Appropriateness: 04.
- Grammar and Mechanics: 03, 5.
- Organisation: 03.
- Sentence Structure: 03, 5.
- Content: 03, 5.

الصفحة
PAGE

Student (03)

Geo Services Company
Hassimessaoudgeo@ yahoo.fr
Resident of Hassi Messaoud
Algeria

Beslayah Soud
Rabi Ben M. khali street
Ain Temouchent
February, 7th, 2012.

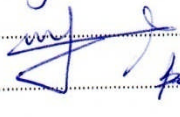
Dear Mr. the director / A.W

I'm writing this letter to apply for the position of an accountant manager according to your annonce at www.recruitmentjobvacancies.com website.

As you will see from my cv, I am 27 years old, I have a license in management option accounting and I have an experience of three years that has brought me a greater understanding of all the accounting and administrative functions, plus a good knowledge of computer.

I have enclosed my cv that outlines my educational and professional history, you can contact me at soudou - 9012 @ hotmail.fr and I will have a great pleasure if I will receive your acceptance.

Yours sincerely,


Beslayah Soud

Language Appropriateness: 03,5

Mechanics and Grammar: 03,5

Organisation: 04

Sentence Structure: 03,5

Content: 04

Student = (04)

صفحة
PAGE 9

Re Human resources Director.
Geoservices Company.
HASSI MESSAOUD
Algeria.

Seddiki wabida
Themleu
wabida.Hotmail@.fr.

Dear Sir,

I would like to apply for the post of accountant manager advertised on www.recruitmentjobvacancies.com.

I'm 26 years old and single, I hold a licence degree in management. Having read your advertisement job, I believe that my broad experience in accountancy makes me an excellent candidate for this position.

As you can see from my CV, I worked for central bank for 07 years as an accountant. This experience of accountant has brought me a greater knowledge of all the accounting (record in accounts payable) functions; I have a solid track record in accounts payable, accounts receivable, accounts allocation and financial reports.

I'm a hard worker, flexible team player with IT and strong analytical and problem solving skills. I have also a strong verbal and written communication skills in French, English and Arabic.

For your information, I enclosed a copy of my CV, with I hope you will find interesting.

I would be pleased to have an interview in your convenience. I can be reached at 0793210 or wabida.Hotmail@.fr.

I look forward to hearing from you.

Yours faithfully,
S.P
wabida.

Language Appropriateness = 03,5.

Mechanics and Grammar = 03.

Organisation = 03,5.

Sentence Structure = 03,5.

Student: (05)

Feb 2017, 2012

Geservices Company
Resident of Hassi Massaud, Algeria
Hassimassaud.geservice@yahoo.fr

Belhouari Radia
3 Rue de Tripoli
La rue de France
Email: radia@f

To The Responsible of Geservices Company

Objet: job application
Dear Sir,

I have the great honour to beg[?] you to accept my request for the position of "Accountant Manager" in your company.

I graduated from ^{CAP} management school, of ^{W.O} accounting and I have a good experience[?] and skills in numerical and analytical, this makes me an excellent candidate for this position.

Find enclosed^{S.P} a copy of my CV and my diploma.

My best regards for Mr the head master of the company. [?] [?]

I look forward to hearing from you.

Yours Sincerely,

Belhouari Radia
[Signature]

Language Appropriateness: 02.5

Mechanics and Grammar: 03

Organisation: 02.5

0 1 2 3 4 5

Student (06)

Sidi Bel Abbès, le February 07th, 2012

Geoservice, Company
Resident of HASSI NESSAOU, ALGERIA
Hassim.essaou@geoservice@yahoo.fr

Benbakhli Neriem Salima -
24, Rue sidi ben dimenad SPA
Email: the.nasm@hotmail.com
Phone number: 01 93.05.93.32

To the human resources Director, CAP

? Objet: Job application X
ANS: r;

I have the honor to request your kindness to give me a position in your company "Accountant Manager" ? ?

I would like to ^{A.W} join your team, the desire to evolve in a society like yours with ^{WIC} her experience who looks to the future and opening in over 50 ^{WIC} countries leads me to apply.

I like very much working with you and I put my ^{VIT} intourisme and my youth at your service, my skills in ^{VIT} languages Ar, Fr, En ? ?

I would be happy to give more details in an coming-up interview, and for your information, I graduated after ^{ANC} 4 years from management school.

I beg you to believe, sir, the assurance of my distinguished greetings.

Yours sincerely,

Enclosed ^{A.W} my curriculum vitae and my diploma. ^{SP}

Benbakhli Neriem Salima

- Language Appropriateness = 02.
- Mechanics and Grammar = 02,5.
- Organisation = 04,5.
- Sentence = 03.
- Content = 03

Student (09)

Hassimessaid geze vices @ job for
Algeria

Berkane Khadija
266 log. Beni Saf
043 64 03 02
07.02.2012

A.W

Dear/Director P


with reference to your advertisement in
web site job for, I wish to apply for the post of ^{Prep}
accountant manager. ^{S.P}

I graduated from the economic university
SBA in 2012, I worked as an assistant to an account
manager for 5 years I have enough experience

and I have ^{S.P}diplomat in computer sciences, I
speak 3 languages, arabic, french and english. ^{CAF}

I enclose my cv, please do not hesitate
to contact me if you require any further details.

Yours faithfully,



Language Apperitenses = 03.

Mechanics and Grammar = 02,5.

Organisation = 03.

Sentence Structure = 03.

Content = 03.

07 February 2012

Bellel Khaoula
Ain Tenouchent

Dear Sir P

I am writing to apply for the position of accountant Manager in your company. ^{Prep}
G.e.s services company

CAP

As you can see from my c.v, I am 24 years old, I worked for the "BNA" Bank for 2 years. I would like to mention my skills and expertise as they relate to your current requirements from my past experience in working at "BNA" Bank, I have ~~X~~ strong ^{CAP} verbal and written communication in English, French and Arabic and good numerical analytical skills. I want to ^{SSP} inform you that my knowledge of administration aspects of business is good as my knowledge of Microsoft Excel.

For your information, I have inclosed a copy of my c.v which I hope you ^{CAP} will find interesting. I can ^{SSP} be reached at: Khaoula@35 live.com
be reached

Yours faithfully P

Bellel Khaoula

Prep

Language Appropriateness = 03,5.

Mechanics and Grammar = 02,5.

Organisation = 03,5.

Sentence Structure = 03.

Content = 03,5.

Student (09)

Hassimessaid geze vices @ job for
Algeria

Berkane Khadija
266 log. Beni Saf
043 64 03 02
07.02.2012

A.W

Dear/Director P


with reference to your advertisement in
web site job, I wish to apply for the post of ^{Prep}
accountant manager. ^{S.P}

I graduated from the economic university
SBA in 2012, I worked as an assistant to an account
manager for 5 years I have enough experience

and I have ^{S.P}diplomat in computer sciences, I
speak 3 languages, arabic, french and english. ^{CAP}

I enclose my cv, please do not hesitate
to contact me if you require any further details.

Yours faithfully,



Language Apperitenses = 03.

Mechanics and Grammar = 02,5.

Organisation = 03.

Sentence Structure = 03.

Content = 03.

الإيميل
PAGE

Student (10)

Hamimemadsubjeos evine@panoo.fr

Algerie

07/02/2012

BAHOUS Mohamed

Mohamed - Rio @ Hotmail.fr

Tel : 0794867231

14 Belkoudri Med

(al. 17. bel) Ain Temouchent

Dear Director P

I read your job advertisement in your site panoo
I write this demande to apply for the position
of accountant manager. I have a licence in
management and I have good numerical and
analytical skills, I have strong verbal and
written communication skills in English, French
and Arabic. I have an experience before.

Sir, Accept my high respect

Language Appropriateness = 02.

Mechanics and Grammar = 02.

Organisation = 01.5.

Sentence Structure = 02.

Content = 09

Yours Sincerely,
BAHOUS Mohamed

APPENDIX “G”:
Students’ Post- Instruction Questionnaire

The present questionnaire is an attempt to collect data about your progress in JAL writing post-test. 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 filling in the questionnaire below.

Please, answer each question by ticking (+) in the right box, or answering in few words the open questions, according to your opinion. Thank you for your cooperation.

عزيزي الطالب،

أنت مدعو للمشاركة في هذا البحث، من فضلك ضع علامة (+) في الخانة المناسبة أو اجب على الاسئلة المطروحة بملا الفراغات حسب رأيك. الاسئلة مترجمة من اللغة الانجليزية إلى اللغة العربية، يمكنك الاجابة عليها بأي لغة تفضلها: اللغة العربية، الانجليزية، الفرنسية او العامية (الدرجة)، شكر ا على مشاركتك.

1. How did you feel when your teacher asked you to write a job application letter before the instruction period?

Very worried. Worried. Not really worried.

1. ماذا أحسست عندما طلب منك الأستاذ كتابة رسالة طلب عمل باللغة الانجليزية قبل دراستك لها في القسم؟

قلق جدا. قلق بعض الشيء. غير قلق.

2. How did you find the model-texts and exercises related to the target genre (job application letter)?

Interesting. Boring. -Say why?

.....
.....

2. كيف وجدت النصوص والتمارين الخاصة برسالة طلب عمل باللغة الانجليزية المقدمة في القسم؟

مملّة.

مفيدة.

اشرح لماذا؟

.....
.....

3. Did the model-texts related to the target genre help you to write an effective job application letter in English after the instruction period?

.....
.....

3. هل ساعدتك النصوص بكتابة رسالة طلب عمل باللغة الانجليزية بطريقة أفضل بعد دراستك لها في القسم؟

.....
.....

4. Did the group-activities make it easier for you to produce better pieces of writing after the instruction period?

Yes. No. If yes, in what ways?

.....
.....

4. هل ساعدتك التمارين بكتابة رسالة طلب عمل باللغة الانجليزية بطريقة أفضل بعد ممارستك لها في القسم؟

لا.

نعم.

إذا أجبت بنعم، كيف ساعدتك؟ إذا أجبت بلا، لماذا لم تساعدك؟

.....
.....

5. How did you find the way you were taught to write the genre of job application letter in English?

Very interesting. Interesting. Not really interesting.

-Say, why?

.....
.....

5. كيف وجدت الطريقة التي درست بها كتابة رسالة طلب عمل باللغة الانجليزية؟

مفيدة. مفيدة بعض الشيء. ليست مفيدة اطلاقا.

لماذا؟

.....
.....

6. How did you feel when your teacher asked you to write a job application letter after the instruction period?

Very worried. Worried. Not really worried.

6. ماذا أحسست عندما طلب منك الأستاذ كتابة رسالة طلب عمل باللغة الانجليزية بعد دراستك لها في القسم؟

قلق جدا. قلق بعض الشيء. غير قلق.

Thank you very much for your cooperation

APPENDIX “H”:

Calculating SD_1 Before Instruction

N	Scores	X₁	S-X	(S-X)²
1	09	7,56	1,44	2,0736
2	10	7,56	2,44	5,9536
3	08	7,56	0,44	0,1936
4	07	7,56	-0,56	0,3136
5	09	7,56	1,44	2,0736
6	06	7,56	-1,56	2,4336
7	06	7,56	-1,56	2,4336
8	14	7,56	6,44	41,4736
9	07	7,56	-0,56	0,3136
10	12	7,56	4,44	19,7136
11	08	7,56	0,44	0,1936
12	06	7,56	-1,56	2,4336
13	06	7,56	-1,56	2,4336
14	06,5	7,56	-1,06	1,1236
15	06,5	7,56	-1,06	1,1236
16	07,5	7,56	-0,06	0,0036
17	10,5	7,56	2,94	8,6436
18	04,5	7,56	-3,06	9,3636
19	06,5	7,56	-1,06	1,1236
20	06,5	7,56	-1,06	1,1236
21	06,5	7,56	-1,06	1,1236
22	06,5	7,56	-1,06	1,1236
23	03	7,56	-4,56	20,7936
24	09	7,56	1,44	2,0736
			Total A	129,6564

$$SD_1 = \sqrt{\frac{A}{24}} = \sqrt{\frac{129,6564}{24}}$$

$$SD_1 = 2,32$$

APPENDIX “I”:

Calculating SD_2 After Instruction

N	Scores	X ₂	S-X	(S-X) ²
1	17,5	13,47	4,03	16,2409
2	17,5	13,47	4,03	16,2409
3	16	13,47	2,53	6,4009
4	15	13,47	1,53	2,3409
5	15	13,47	1,53	2,3409
6	14,5	13,47	1,03	1,0609
7	13	13,47	-0,47	0,2209
8	18,5	13,47	5,03	25,3009
9	12	13,47	-1,47	2,1609
10	13	13,47	-0,47	0,2209
11	13	13,47	-0,47	0,2209
12	12	13,47	-1,47	2,1609
13	09,5	13,47	-3,97	15,7609
14	11,5	13,47	-1,97	3,8809
15	11	13,47	-2,47	6,1009
16	13	13,47	-0,47	0,2209
17	13	13,47	-0,47	0,2209
18	14	13,47	0,53	0,2809
19	15,5	13,47	2,03	4,1209
20	14	13,47	0,53	0,2809
21	16	13,47	2,53	6,4009
22	08	13,47	-5,47	29,9209
23	06,5	13,47	-6,97	48,5809
24	14,5	13,47	1,03	1,0609
			Total B	191,7416

$$SD_2 = \sqrt{\frac{B}{24}} = \sqrt{\frac{191,7416}{24}}$$

$$SD_2 = 2,82$$

APPENDIX “J”:

Calculating *t*-test, *Eta-squared*

t-test, this statistical procedure can be calculated as follows:

$$t = \frac{x_1 - x_2}{S \sqrt{\frac{1}{N_1} + \frac{1}{N_2}}}$$

x_1 : Mean for the pre- test

x_2 : Mean for the post- test

N_1 : Number of participants before instruction

N_2 : Number of participants after instruction

S: Standard deviation

$$S = \sqrt{\frac{A+B}{(N_1-1)+N_2-1}} = \sqrt{\frac{129,65+191,74}{23+23}} = 2,64$$

$$t = \frac{7,56 - 13,47}{2,64 \sqrt{\frac{1}{24} + \frac{1}{24}}}$$

$$t = \frac{-5,91}{2,64 \sqrt{\frac{2}{24}}}$$

$$t = -7,77$$

The *Eta squared* can be calculated as follows:

$$Eta\ squared = \frac{t^2}{t^2 + (N-1)}$$

N : Number of the population.

The effect size can be worked out as follows:

$$Eta\ squared = \frac{(-7,77)^2}{(-7,77)^2 + 23} = \frac{60,37}{83,37}$$

$$Eta\ squared = 0,72$$

APPENDIX “K”

**An Analytic Rubric for Scoring Business Writing
Documents**

Assessment Criteria	Maximum score	Actual score
<p>Language appropriateness - 04 points</p> <p>4 - The language being use for writing business documents shows syntactic variety and displays a strong command appropriately to the audience.</p> <p>3 - The language being use for writing business documents shows adequate command of language and usually appropriate to the audience.</p> <p>2 - The language being use for writing business documents employs limited vocabulary or poor word choices and frequently inappropriate for the audience.</p> <p>1 - The language being use for writing business documents is completely inappropriate.</p>	<p>04/03</p> <p>03/02</p> <p>02/01</p> <p>01/00</p>	<p>—</p> <p>—</p> <p>—</p> <p>—</p>
Total	04	—
<p>Sentence structures - 04 points</p> <p>4 - Complete sentences of varying length.</p> <p>3 - Some variation in sentence length. One sentence is a fragment.</p> <p>2 - Two fragments.</p> <p>1 - More than two fragments</p>	<p>04/03</p> <p>03/02</p> <p>02/01</p> <p>01/00</p>	<p>—</p> <p>—</p> <p>—</p> <p>—</p>
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>04/03</p>	<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.	03/02	—
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.	02/01	—
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	01/00	—
Total	04	—
Organization -04 points		
4 - Organization is appropriate to the writer's purpose; the paragraph order follows the suggested model; and the message is complete and correct.	04/03	—
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.	03/02	—
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.	02/01	—
1 - No organization pattern is apparent; the paragraph order does not follow the suggested format; the message is incorrect and ineffective.	01/00	—
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

GLOSSARY

GLOSSARY

Assessment: The process of evaluating and measuring an individual's achievement, typically done with assessment tools such as assignments or examinations.

Background Knowledge: knowledge that students have based on experiences or previously learned information.

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).

Coherence: The unity of a piece of discourse such that the individual sentences or utterances are connected to each other to form a meaningful whole.

Cohesion: The use of various grammatical or lexical devices/ cohesive devices (i.e. reference, repetition, substitution) to explicitly link together all the propositions in a text.

Discourse: Discourse is a general term for examples of language use, i.e. language which has been produced as an act of communication. Whereas grammar refers to the rules of a language used to form grammatical units such as clause, phrase and sentence, discourse refers to a larger unit of language such as paragraphs, conversations and interviews.

Discourse analysis: It is the second phase of ESP development which is known as discourse phase, ESP gradually became closely involved with discourse or rhetorical analysis, and the focus was shifted to the level beyond sentence. DA examines language in a higher level than the sentential level in register analysis, the text, that is, how sentences are combined in discourse to produce meaning—in other words, organizational patterns in text. The key factor of discourse analysis is the rhetorical patterns and the linking devices in a text.

English for Specific Purposes School (ESP): ESP is a linguistic approach to genre characterized by analysis of the features of texts in professional and academic fields, research in this field commonly emphasises the use of genre analysis for applied ends. It 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. In this vein, examples of genres that have been identified and explored for teachers in use for ESP classrooms are most prominently research articles, MSc dissertations, PhD thesis, sales promotion letters, job application letters, laboratory reports and legal cases, job application letters and hotel brochures, company annual reports amongst other genres.

Essay Test: A test in which a student is required to write an extended piece of text on a set topic.

Explicit teaching of genre: A pedagogical approach focusing on the explicit teaching of prototypical features of genres, including syntactic, lexical, discursive, and rhetorical features. Both English for Specific Purposes (ESP) genre-based pedagogies are committed to the idea that the explicit teaching of relevant genres provides access to disadvantaged learners. There is ongoing debate about the roles and relative importance of explicit teaching and tacit acquisition in the teaching and learning of genre.

Genre Constellations/Colonies: The term genre colony refers 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.

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.

Macro-level structure: The underlying high-level structure that accounts for the overall organisation of a text or discourse.

Micro-level structure: Low-level textual elements found in a piece of discourse, i.e. forms or constructions such as tense, aspect patterns, use of active versus passive voice, and so forth.

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

Register analysis: RA is the first stage of ESP development which focused on language at sentence level. It is a surface-level linguistic description which shows that there are differences in language use for different fields that is to say, registers, it focuses mainly on the identification of statistically significant lexico-grammatical features of a linguistic variety i.e. economics, medicine, architecture".

Rhetorical pattern: A rhetorical pattern or rhetorical features refers to the underlying structure of a discourse that accounts for the organization of the discourse.

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

Terminology:It refers to a systematic collected and organised vocabulary of technical terms used in particular field, subject or science.

ملخص باللغة العربية:

موضوع هذا البحث يتمحور حول دراسة نوع خاص بالرسائل التجارية و هو رسالة طلب عمل باللغة الانجليزية، باستخدام التحليل القائم على النوع باعتباره أداة تعليمية قوية من جهة، و التطرق إلى إمكانية تطوير مهارة الكتابة التجارية لدى طلاب السنة الثالثة جامعي، قسم علوم التسيير-جامعة جيلالي ليابس-سيدي بلعباس من جهة أخرى، و ذلك عن طريق رفع وعيهم حول النسق العامفضلا عنالمميزات اللغوية الخاصة بهذا النوع الهدف. في هذا الصدد، تهدف الدراسة الحالية لفحص مدى فعالية تطبيق النهج الخاص بتدريس الكتابة القائم على النوع في مساعدة طلاب هذا القسم تحسين مستواهم المنخفض و المتعلق بكتابة الرسائلالتجاريةفضلا عن موافقهم السلبية نحو مهارةالكتابة بشكل عام.

الكلمات المفتاحية: النوع، رسالة طلب عمل، تدريس الكتابة القائم على النوع، النسق العام، المميزات اللغوية، طلاب السنة الثالثة جامعي، قسم علوم التسيير.

Résumé en Français :

La présente étude est une tentative d'examiner la lettre de demande d'emploi en utilisant une analyse fondée sur le genre, afin d'améliorer la qualité de l'enseignement de l'écriture à des fins professionnelles au niveau supérieur en référence aux étudiants de la troisième année sciences de gestion en les sensibilisant aux structures génériques ainsi que les caractéristiques linguistiques du genre cible. L'enquête actuelle est donc menée pour examiner l'efficacité de l'enseignement de l'écriture à l'aide de l'approche basée sur le genre afin d'améliorer le niveau faible des étudiants concernant la rédaction de lettres d'affaires ainsi que leurs propres attitudes négatives envers la compétence d'écriture d'une façon générale.

Mot -Clés : genre, la lettre de demande d'emploi, l'enseignement de l'écriture à l'aide de l'approche basée sur le genre, les structures génériques, les caractéristiques linguistiques, les étudiants de la troisième année sciences de gestion.

Summary in English:

The current study is an attempt to investigate the genre of job application letter using genre-based analysis as a powerful educational tool, in order to improve the teaching of business writing at the tertiary level with reference to third-year management students by raising their awareness of the generic structures as well as the linguistic features of the target genre. The present investigation is therefore carried out to examine how effective genre-based writing instruction is in helping third-year management students at Djillali Liabes University improve their low level in business letter writing as well as their own negative attitudes towards the writing skill in general.

Key- Words: genre, job application letter, genre-based instruction, generic structures, linguistic features, third-year management students.

PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA
MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH

ABOU BEKR BELKAID UNIVERSITY – TLEMCEM
FACULTY OF LETTERS AND LANGUAGES
DEPARTMENT OF FOREIGN LANGUAGES
SECTION OF ENGLISH



Résumé de la thèse

**RAISING ESP STUDENTS' AWARENESS OF THE GENERIC
STRUCTURES AND LINGUISTIC FEATURES OF JOB
APPLICATION LETTERS THROUGH THE APPLICATION OF
GENRE-BASED INSTRUCTION AT THE TERTIARY LEVEL: THE
CASE OF 3rd YEAR MANAGEMENT STUDENTS DJILLALI
LIABES UNIVERSITY, SIDI BEL ABBES**

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Academic Year: 2011/2012

Summary of the thesis

There is no denying the dominance of English in today's world as a lingua franca of the international business scene. The importance of writing, especially business genres such as business letters and e-mails, advertisements and business reports which require proficiency in written communication cannot be overestimated. However, motivating ESP students in a writing class is often difficult because they do not even think writing is that important, at least not in the real or content courses such as Economics, Accounting and Management or do not see clearly how it relates to their degree or future career. The root of the problem is in fact due to the students' failure in relating the language to their communicative needs in real life. For example, the students would choose to skip ESP classes to make last minute preparations for other subjects' quizzes, tests, or exams. Therefore, it seems logical then that by contextualising the students' learning within their domains of study, it could create relevance of the language they learn to their life.

Accordingly, ESP involves learners who have clearly defined professional communities; therefore, contextualizing language within the learners' study environment makes the language learning experience more relevant and meaningful, thereby increasing the learners' motivation to learn English Language. Thus, it is the task of ESP teachers to situate or contextualize language learning within a specific and relevant context because ESP students are concerned with the communicative needs of particular academic and professional groups and so genres are seen as the purposive actions routinely used by community members to achieve a particular purpose. So while genres are seen more specifically as related to groups, they are also seen in the wider context of the activities that surround the use of texts. As far as management students are concerned, they are required to write in an ESP context. Thus, ESP writing classes have to focus on writing business related documents to help ESP students improve and experience ways on writing different business genres to be used in their future career.

In the Algerian context nowadays, the growing number of national corporations and foreign companies especially in the oil and gas drilling industries such as: Sonatrach and some private sectors such as logistics as well as banks, shipping and trading companies indicates the increasing use of English as the main medium of communication especially in day to day dealings as well as business correspondence. As a result, English has become a must for job seekers who wish to apply for jobs in those companies because it is not only a necessary tool to perform effectively in the working place but also to get promoted and therefore obtain a job. And as the search for promising career position is very competitive in those companies, graduates need to be well equipped with not only paper qualification i.e. certificates or degrees, but also with other important skills such as the necessary workplace writing skills in this case job application letters. Consequently, there is a need to ensure that the latter meet the standard of language required in the workplace.

In fact, the teaching of business letters in English is a part of courses of English for business communication, a branch of English for Specific Purposes. ESP students, however, have to 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 letters writing in English intensively. Nevertheless, the knowledge of writing business letters in English is considered a need for ESP students who will soon graduate and might have to use the knowledge in working life. With those difficulties, the teaching of English for business communication in general and writing business letters in English in particular is really a challenge. What the teacher can do is to develop effective and adequate writing methodology that help students understand how to create a text that is both rhetorically and linguistically appropriate and design useful exercises for practicing both rhetorical and language aspects.

In this regard, the present study is proposed to find out those necessary teaching strategies for the section of teaching business letters writing and specifically job

application letters using genre-based analysis framework. Thus, this work aims at investigating the application of genre-based approach to teaching writing in the English for Specific Purposes (ESP) context, especially for learners aiming to use English in the professional setting. Indeed, this research seeks to find out ESP students difficulties in business letter writing and the reasons behind them and the ways to overcome these problems. Hence, a specialized training was introduced as a way to help ESP students to better prepare them to meet the demands of effective business writing skills, specifically job application letters writing for their future endeavour. As a result, a number of genre analysis strategies were presented to demonstrate how learners can be taught to modify and blend their choices according to the contexts in which they write and to help them to make their choices in deciding what kind of information should be put in their writing and in what order to create meaningful and purposeful texts.

However, it is worth mentioning that this research work focused only on one type of text or genre which is job application letter. This is mainly because of time restrictions and third year management students' background knowledge to assimilate all the aspects related to job application letter writing practice in a very limited period of time.

The current study is an attempt to investigate the genre of job application letter using genre-based analysis as a powerful educational tool, in order to improve the teaching of business writing at the tertiary level with reference to third-year management students by raising their awareness of the generic structures and linguistic features of the target genre. In this regard, this research work is based on the theory of genre analysis in ESP; it aims to help future graduates to perceive the discourse of business letter so as to better write the latter in agreement with international conventions. In fact, writing for business and professional purposes presents many challenges to learners as it involves many different areas of knowledge and skills.

As a result, students should be prepared in advance for the kind of requirements in order to increase their overall marketability in the Algerian job market. The present investigation is therefore carried out to examine how effective genre-based writing instruction is in helping third year management students at DjillaliLiabesUniversity improve their low level in business letter writing as well as their own negative attitudes towards the writing skill in general.

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

- ✓ To find out third-year management students' problems in business letters and specifically JAL writing and the reasons behind them and the ways to overcome these problems.
- ✓ To find out ESP students' needs in writing business letters.
- ✓ To create efficient writing teaching methods suitable for ESP students' needs in order to overcome their problems in business letter writing.
- ✓ To consider whether the implementation of genre-based approach in the ESP class improves the students' low proficiency level as well as their own negative attitudes towards the writing skill in general.

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

4. What might be the main difficulties of third-year management students in job application letter writing pre-test ?
5. Does raising third-year management students' awareness of JAL' generic structures and linguistic features through modeling of the target genre increase their overall writing performance in the post-test?
6. What impact does genre-based instruction has on third-year management students' attitudes towards writing in English?

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

4. Third-year management students may lack awareness of the target genre with regard to its generic structures and linguistic features and hence, causing them difficulties in deciding what kind of information is appropriate and how information can be organized in their JALs.
5. Raising third-year management students' awareness of JAL' generic structures and linguistic features through modeling of the target genre would increase their overall writing performance in the post-test in that they would have less difficulty as what to write in their letters and how to go about it.
6. Genre-based instruction would reduce third-year management students' negative attitudes towards writing in English in the sense that it would contextualize language learning within a relevant context and thus, enhancing their career opportunities by providing access to use the language in real-life writing situations.

To support the above hypotheses, the researcher used a classroom action research design to investigate the impact of explicit instruction of the genre of JAL on 3rd year management students' writing performance. Accordingly, the informants of this study are twenty four (24) 3rd year management students of Djillali Liabes University of Sidi Bel Abbes, and five ESP teachers from the department of management. Initially, a diagnostic test (pre- instruction test) was used to elicit the nature of 3rd year management students' lacks in JAL letter writing. Meanwhile, a pre-instruction questionnaire was administered to the same group (24) in order to investigate the students' difficulties encountered during the JAL writing pre-test, their needs, wants and expectations towards business letter 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 letters writing to ESP students.

After the genre-based instruction phase, the students were submitted to another writing test which is an achievement test in order to evaluate the impact of the implementation of GBI in the ESP classroom on their overall writing achievement. Finally, another questionnaire (post-instruction questionnaire) was administered to the same group and it sought to know the students' reaction and perception of their progress in JAL writing after the instruction phase. Accordingly, the present research work is planned as follows:

The first chapter is concerned with the theoretical framework of this study; it provides key definitions of genre and genre analysis as put forward by the ESP school. It also looks at approaches to genre analysis. Then, it presents the analysis of the genre of JAL based on the theory of genre analysis in ESP. Finally, it reviews the literature related to ESP genre-based pedagogies to teaching writing.

The second chapter sets the research methodology used in order to conduct this research work. It starts with a general discussion of the status of English as well as the methodology used to teach the writing skill at the department of management. It also gives a detailed description of the target population and presents the methodological approach that guided the research design of the present study. In the research design which then follows, the research instruments –tests, questionnaires and structured-interview are also presented. These are then followed by the section specifying how pre and post tests were analyzed.

The third chapter strives to analyse and interpret the data gathered through different research instruments. 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.

The fourth chapter is concerned with the pedagogical implications of the present research findings, it presents some useful recommendations with regard to the implementation of genre-based writing instruction in the ESP classroom, it also

suggests a set of techniques and tasks related to the incorporation of genre analysis into the teaching of business letter 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 tried to identify 3rd year management students' difficulties in JAL writing pre-test, three major types of data were decided to be used during the pre- instruction phase in order to answer this question and which are respectively: JAL writing pre-test, students' pre-instruction questionnaire and teachers' structured-interview.

In this regard, as hypothesized, it was found that the students under the present investigation were not equipped with sufficient JAL' genre knowledge with respect to its generic/organizational structures and linguistic features which was mainly due to their lack of background knowledge of formal business letter writing in English. It was revealed that the students faced great difficulties not only at the micro-level linguistic components of the target genre such as: limited repertoire concerning standard phrases and formulaic expressions commonly used in business letters, irrelevant choice of vocabulary and inappropriate language inconsistent with standard business English letters and a lot of borrowed words taken from French...etc, but also at the macro-level generic structures such as unawareness of organizational structures that is to say the students' pre-letters test lacked clarity in terms of opening-body-closing structure of business letters.

Besides, the comments made by the majority of ESP teachers who participated in this study reflected their negative points of view toward teaching business writing to EBP students. These teachers said that they did nothing to raise their students' awareness of different business genres because they argued that their students had a very poor level in English that's why they emphasized more the teaching of grammar rules and vocabulary expansion to write correct sentences than writing a whole text. They also believed that time allotted to the English session is not enough to teach

business writing. Moreover, the students' answers to the pre- instruction questionnaire confirmed the pre-test results in that the students had problems in dealing with aspects such as: business vocabulary and formulaic expressions, grammatical accuracy and the knowledge of the different parts of a JAL and their intended purposes as well as organization of ideas. In other words, these writing deficiencies are of linguistic and generic nature.

As predicted 3rd year management students had only a limited competence in using alien discourse forms and particularly of the genre they were expected to produce and that accessibility to such discourse forms was hardly possible in the situation where English was not used widely outside the classroom. Consequently, it can be stated that the mastery of texts does not develop naturally, thus, ESP students had to be taught directly explicit knowledge of text structure to enable them to shape their work to the conventions of the target genre and to write an acceptable job application letter in their future professional life. Accordingly, as suggested by writing scholars and researchers, this called for a more interventionist (explicit) approach in the process of teaching writing to non-native speakers.

Those results led the researcher to investigate the second question of the research work which tried to investigate whether explicit teaching of JAL generic structures and linguistic features through modeling of the target genre would increase 3rd year management students' overall writing performance. To find the answer to this question, the data obtained from the pre-test (administered at the beginning of the first GBI session) and the post-test (administered at the end of the last session) were treated both quantitatively and qualitatively. The difference between them was used to infer the participants' writing improvement. On the whole, one would be tempted to conclude on the bases of the quantitative and qualitative analyses of the results obtained in the post- writing test that explicit instruction of the genre of JAL had a positive impact on the students' writing performance. In fact, the overall analysis of the students' pre-instruction writing samples showed that their texts was limited in word length, lacked clarity in terms of structure, and contained errors in the use of

verb tense, prepositions, articles, plurals, comma splices, while appraisal of their the students' post-instruction writing samples showed that their texts had a clearer structure in that their texts included an opening, body and closing structure, contained various language features of the target genre, and was more coherent, grammatically correct, and readable. Consequently, students' texts before and after the application of explicit instruction of the target genre were markedly different.

Moreover, with low-level awareness of the genre 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 in their post-writing test, after having been sensitized to the rhetorical move structure, the communicative purpose, and linguistic features that realize the move-structure over a period of eight weeks. This has been possible because the genre-based instruction seems to have enabled the learners to gain insights into the working of the target genre. Accordingly, the genre-sensitivity developed through this instruction has empowered the students not only to understand the generic structure of the target genre but also to identify the moves and the steps generally used to achieve their communicative purpose. Besides, the students' ability to reflect the crucial moves in their JALs' post-tests speaks for the impact of the genre sensitization to the communicative purpose. So, it is possible to conclude that genre knowledge developed students' clarity about the communicative purposes of the target genre.

Therefore, the students' recognition and inclusion of the intended moves in the post-test vindicate the contribution of genre awareness to the students' clarity of the organizational structure. Moreover, the ability to identify and describe the moves and their typical textual features can also be transferred to processing various other texts as the students are better placed to locate information in them quickly. In other words, by exposing learners to the models of the target genre and drawing their attention to the generic structure and linguistic features, it is possible to have them organize the content into identifiable moves that guide the reader to realize the communicative purpose of the genre. Accordingly, genre sensitivity enabled learners to develop

holistic perspective of the text since the students reflected their awareness of the move- structure as well as linguistic features and the contributions of these moves to the overall communicative purpose of the target genre in their post-writing tests. Moreover, the students exhibited growing control of the genres by using appropriate associated linguistic features. Although there were some form-related errors in their post-tests, these errors however, do not interfere with the overall communicative purpose of the target genre except for two students whose marks were very bad and they had no motivation to learn. In addition, the subjects also signaled two kinds of reader expectations in their post-tests. First, they indicated the needs of the JAL readers, and their claim to fulfill those needs by projecting their potential value in terms of self-appraisal. Second, the learners signaled textual features in terms of organizational structure with more appropriate linguistic features so as to enable the readers to see logicity and flow of thought in the text.

On what concern the third question of the present study, and which attempted to examine the impact that genre-based instruction has on ESP students' attitudes towards writing in English, to find answer to this question, a post-instruction questionnaire was used. In this vein, students' increased confidence, as evidenced in the JAL post- intervention test, which could be a result of the fact that the genre chosen for sensitization has immediate relevance to their needs. Moreover, results of the post-instruction questionnaire indicated that students' motivation increased as well as their attitudes toward writing in English changed positively. In fact, the students' general interest in business English and practical writing such as job application letter writing is mainly related to their occupational goal as they fully understand that the first thing they need to do in order to get a job is to write an application letter. Hence, writing for business and professional purposes has become a must for them since it has a direct bearing on their future professional life and will contribute to their career prospects, while failing to do so will inevitably reduce their chances of getting a good job. This finding is in line with what Mansfield (1993)says about genre-based instruction:

Preparing students for real world writing, and therefore creating interest in the ESP classroom and providing students with the confidence to handle specialist genres.

Accordingly, learners involved in the study appeared to benefit from the approach adopted even though they were exposed to it for only eight weeks (twelve hours). It can be concluded that even a limited exposure to genre-based writing instruction could lead, in the case of novice writers with limited language proficiency, to overall improvement in the quality of their written texts and increased awareness of the textual features of the target genre. As a result, explicit genre-based instruction seems a suitable way or method of teaching the students different business letter even in a very limited time period and with limited proficiency level in English.

The findings of the present study can be applied to pedagogical practice, especially for English for Specific Purposes. As it is known, ESP has high structural formation, definite communicative purpose, communicative subject and particular topic, making its discourse form different from other styles. Thus, ESP teaching is more suitable for the implementation of a genre-based teaching approach. So, the theory of genre analysis can be applied to classroom teaching consciously and teaching activities can be carried out around generic structure and linguistic feature of the target genre. Accordingly, students' awareness of communicative purposes and discourse structure that different genres carry will be cultivated, thus a better understanding and a deeper perception will be achieved.

The results of this research work may offer several pedagogical implications for devising courses, preparing teaching materials, sensitizing ESP students to the structure and conventions of a given genre to enhance their ability to write business letters and raising ESP instructors' awareness about learners' problems in writing business genres. These difficulties encountered by ESP students can be partly solved by the application of the generic analysis of business genre in English teaching. However, the findings of this research work alone may not be sufficient to design an

outstanding genre-based writing course but it could be a 'head start' and provide an idea for further research in the future toward designing the genre-based writing courses.

Genre-based teaching approaches can be therefore regarded as a powerful pedagogic tool for teachers in designing and planning their writing courses for developing students' sensitivity or awareness to diverse business genres and facilitating students' writing tasks by raising their consciousness to the move-structure of a given genre and the motivations behind it, which makes it possible for students to exploit linguistic resources creatively to achieve their personal goals in their own writings. Thus, the current study is no more than a tentative attempt concerning the teaching of business writing based on the results of genre analysis with a view to demonstrate how students can be taught to adapt to and acquire a genre.

As a conclusion, it is undeniably true that future research is needed to determine if the approach of genre-based instruction is effective in teaching other genres. It is also important to mention that there are some limitations in the design of the present study due to practical constraints. Firstly, the result of a study based on a few students and their single performance can not be generalized, an ideal research design would include a larger representative sample. In fact, the findings of this study are limited to a small selected group of third year management students from the faculty of management and economics in SidiBel Abbes, therefore, the effectiveness of genre-based instruction can not be generalized to larger population. More research should be conducted in different regions and with more participants in order to make results more applicable to similar groups of students.

Secondly, the research was done in a short time, only nine weeks which was too short to judge the performance of students' writing as well as the sustainability of their affective aspects. There were only ninety-minute periods a week. It was not enough to have a valid conclusion. The researcher should implement the research for at least 8 months to make sure the results are "true". If more teachers and more students took

part in the research, it would show the variety of the results and as a consequence, the researcher would discover more findings. Thus, studies with a longer period of observation will contribute to the understanding of students' writing performance and their affective aspects. Besides, with the limited time, only one genre type, Job Application Letter, was applied to the study. Future studies should examine the effectiveness of a wide range of genre in order to establish a sound genre-based syllabus. Moreover, since a sample is not a whole population, there will be always a margin of error. Accordingly, in order to investigate the situation more thoroughly, future research could be conducted by taking samples from a wider population, and for a longer period.