Trends in EBP: A comparison of <u>Market Leader's</u> writing tasks to findings in written discourse

Spoken and Written Discourse

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Select an intermediate or advanced level English coursebook commonly used in your teaching context. Discuss the extent to which the book takes account of the findings of written discourse analysis and suggest ways in which it could be improved. You can think, for example, about the ways social actors are represented linguistically and visually, the ways cultural values are reinforced, etc.

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<u>Introduction</u>

Second language textbooks often make the claim that their reading and writing sections are realistic and thus useful to the students who undergo a particular course of study. English for Specific Purposes (ESP) in general and English for Business Purposes (EBP) specifically has an important obligation to provide its students with authentic instruction and practice in written correspondence.

The purpose of this essay is to first examine common characteristics of written business correspondence; and secondly, to compare these findings with writing assignments in a Business English textbook in order to determine whether and how these assignments can be improved. This paper seeks to answer the following questions:

1. To what extent does the textbook take account of the findings of written discourse analysis in business contexts?

2. With consideration to the answer to the first question, how can the writing tasks in the textbook be improved?

Section one will look at relevant elements of discourse analysis, or "text linguistics" (Coulthard, 1994: 1) as they relate to business correspondence. Section two will explain the data collection procedure used for this paper, as well as the method for analyzing and evaluating the data obtained. In section three I will discuss my findings. Then I will evaluate the effectiveness of writing tasks in "Market Leader", (Cotton, Falvey, and Kent, 2005) an EBP textbook commonly used in my teaching context. The essay concludes with pedagogical implications and suggestions for further research.

<u>I. Literature Review</u>

1.0 Background: Types of Discourse and Approaches to Analysis

The Oxford Dictionary of Applied Linguistics defines "Discourse Analysis" as "the study of how sentences in spoken and written language form larger meaningful units such as paragraphs, conversations, interviews, etc." (Richards and Schmidt, 2002: 161). This is in stark contrast to the Chomskyan School of structural linguistics, which focuses on sentence-level grammar.

(Chomsky, 1965) Celce-Murcia and Olshtain (2005) state that discourse analysis can "deal with all modes of human communication (including spoken, written, gestural, and nonverbal)." (Celce-Murcia and Olshtain, 2005: 730) McCarthy (1991) says that problems present in spoken discourse are absent in written discourse. For example, in written discourse, the writer has the time to gather his/her thoughts and consider the grammaticality of the sentences being written, without having to deal with others talking at the same time. Halliday (1985) notes that the lexical density or, "the number of lexical items as a proportion of the number of running words," (Halliday 1985:64) is higher in written discourse than spoken discourse. And while Gunnarsson (1997) asserts that there is no clear division between written and spoken discourse, Swales (1990) points out that writing is the discourse mode used when communicating with someone at a distance, and is more uniform than spoken discourse.

Swales also put forth the "ESP Approach" (1990: 45) to written discourse analysis, summarized in Trappes-Lomax (2004) as follows:

> *"The 'ESP approach'…is a pedagogically oriented approach to genre…The two most prominent features of this kind of analysis are the description of genre in terms of functionally-defined stages, moves, and steps (in effect Birmingham-style analysis transmuted to the written mode), and the association of genres with particular 'discourse communities.'"* (Trappes-Lomax, 2004: 148)

When considering approaches used for analyzing discourse, Trappes-Lomax (2004) notes four means, as outlined in Table 1:

Table 1: Approaches to Discourse Analysis (Trappes-Lomax, 2004: 136)

Rules and Principles	• pragmatics (including speech act theory and politeness theory) • conversation analysis
Contexts and cultures	• ethnography of communication • interactional linguistics
Functions and structures	• systemic-functional linguistics (SFL) • Birmingham school discourse analysis • text-linguistics
Power and politics	• pragmatic and sociolinguistic approaches to power in language • critical discourse analysis (CDA)

Trappes-Lomax goes on to say that analysis may use one or a combination of the above approaches. He then draws a distinction between "approach" and "focus": "By focus, I mean particular attention to certain aspects of the total discourse reality…" (Trappes-Lomax, 2004: 140) One example of this focus is interaction. He illustrates this in Figure 1.

Figure 1: Factors of Interaction (Trappes-Lomax, 2004: 143)
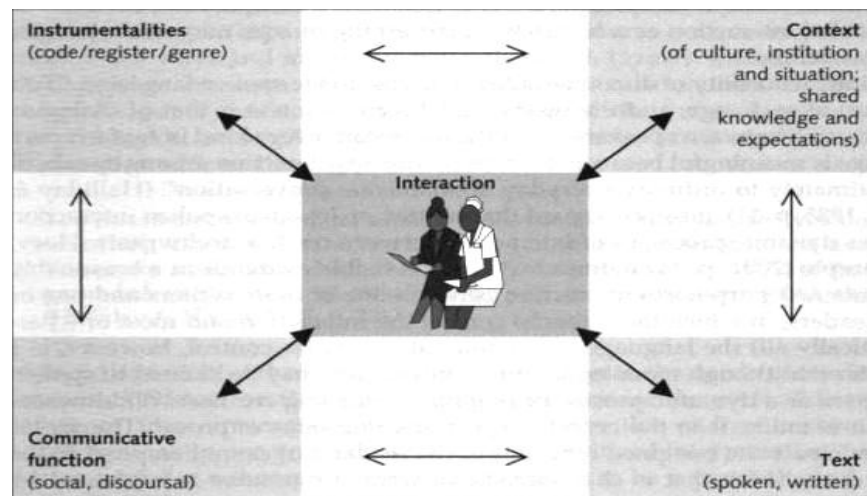
Later in this essay, I will use a combination of Swale's approach and the approaches outlined in Table 1; therefore I will consider "communicative function" from the SFL approach to analysis as well as "position," from CDA; and "politeness," an aspect of Rules and Principles. I will be focusing on written text and the following factors: genre and text type; frequency of written texts, and situation.

1.1 Genre and Text Type

There are almost as many explanations of the term "genre" as there are types of genre. Perhaps the most well-known definition of "genre" is that of Swales, (1990) who said that a genre is determined by its communicative purpose. Swales also put forward a framework for genre analysis, in which the communicative purpose is determined by considering a series of steps and moves. According to Dudley-Evans, (1994) factors to consider when classifying moves include those relating to "linguistic evidence, comprehension of the text, and understanding of the expectations that…the particular discourse community (has) of the text." (Dudley-Evans, 1994: 226) Fairclough (1992) also suggests that genre is "a relatively stable set of conventions that is

associated with, and partly enacts, a socially ratified type of activity," (Fairclough, 1992: 126) effectively echoing Swale's assertion that communicative purpose is a prerequisite for determining genre. Moreover, Bhatia, (1993) in an attempt to expand upon Swale's work, also attributed communicative purpose to text type: "(Genre) is a recognizable communicative event characterized by a set of communicative purpose(s) identified and understood by the members of the professional or academic community in which it regularly occurs." (Bhatia, 1993: 13)

On the other hand, Askehave and Swales (2001) later acknowledged that it is sometimes not possible to conclusively determine a genre based on its communicative purpose alone, as in the case of promotional materials and lists. The temptation then is to do away with the idea of communicative purpose entirely in order to arrive at a heuristic method for determining genre. Halliday and Hasan (1989) had previously posited one such method, attributing a text's genre to its field (situation), tenor (roles), and mode (linguistic features). Another possibility is that genres are determined by using external criteria, for example newspaper articles considered as such because they are found in newspapers. Biber (1989) eloquently states: "(G)enre distinctions do not adequately represent the underlying text types of English …; linguistically distinct texts within a genre represent different text types; linguistically similar texts from different genres represent a single text type." (Biber, 1989: 6) Finally, Paltridge (1996) also made a distinction between genre and text type. This can be illustrated by considering a "recipe" the genre and its purpose, "procedure" the text type.

1.2 Genre frequency

In order to gauge the "real-worldness" of writing tasks in "Market Leader," it is necessary to first ascertain whether those tasks reflect the frequency of genres in actual use. This section will address the frequency of such texts.

Flately (1982) conducted a survey of written communication among low, mid, and upper-level managers. He asked about the type of communication employed most often on a day-to-day basis. Figure 2 is a summary of Flately's (1982: 42) findings based on a survey of 82 managers.

Figure 2: Written communication used by managers 41 percent or more of the time, by types and organizational level. (%) (Flately, 1982)
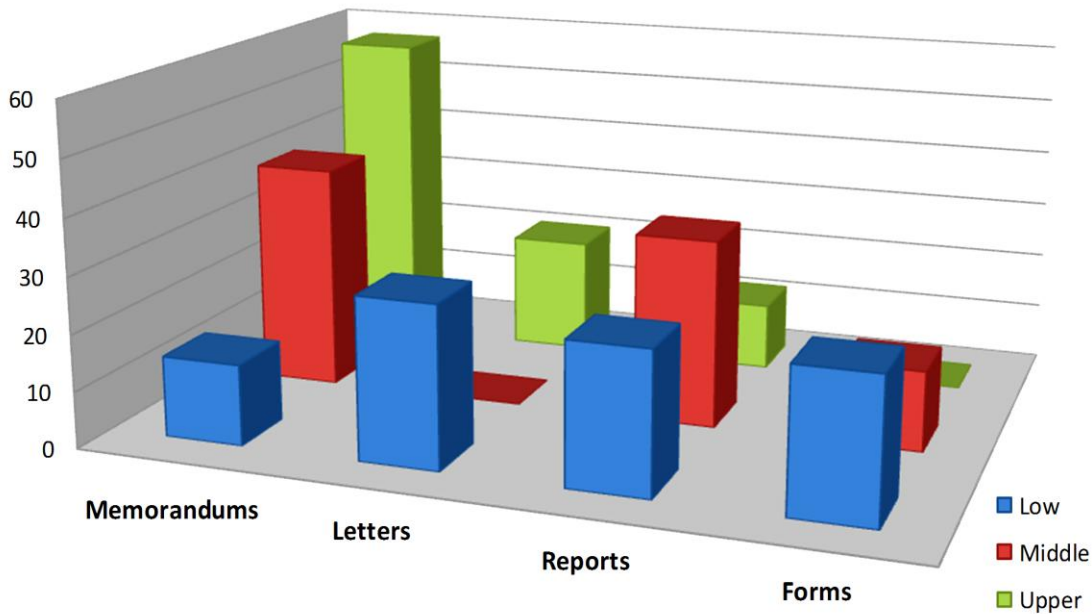
Flately found that letters are the most common mode of communication for low-level managers, with memos dominating the written discourse of middle and upper managers. This would appear to be only partially consistent with Gunnarsson's (1997) findings with regard to position and text type, shown in Table 2.

Table 2: Types of documents and positions commonly associated with them (Gunnarsson, 1997)

Position	Text Type
High	Plans, reports, pronouncements
Middle	Letters, information papers, memoranda, newsletters, descriptive and summarizing texts
Low	Minutes and lists (standardized texts)

This survey was answered by 33 employees. Is this case, "Low" refers to non-managerial positions; "Middle" assumes at least a supervisory role, and "High" can be equated with Flately's "Upper" category. It is worth noting that Gunnarsson's study was conducted fifteen years after Flatley's, which could imply that written correspondence trends had changed over that period of time.

Nickerson's (1998) similar survey of 107 British subsidiaries returned the following results:

Figure 3: Documents sent to the head office (Nickerson, 1998: 287)
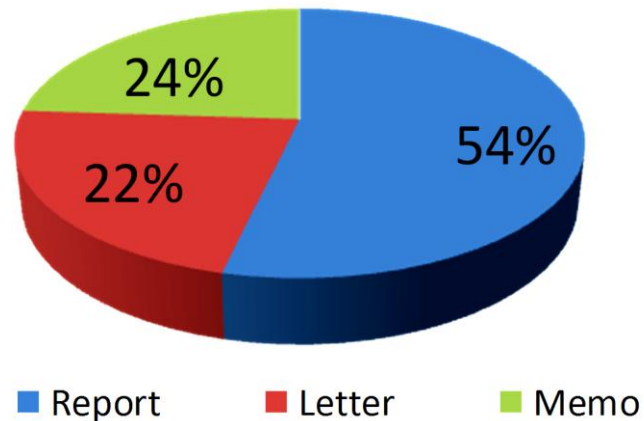
His questionnaire was sent to those in senior positions; therefore the data reflects the habits of those at a higher level within the company. The report is the most frequently used document by those in upper-level positions, and this is consistent with Gunnarsson's findings from a year earlier.

Orlikowski and Yates (1994) analyzed 1,332 electronic mail messages between mid-level staff. They found that the majority (41%) of these messages were memos, the purpose being to "document intraorganizational communication." (Orlikowski and Yates, 1994: 554) Only 20% of messages consisted of dialog, or two-way correspondence.

Currently, email is the most common method of business correspondence due to increased globalization and ease of access to the World Wide Web. (Broadhead and Light, 2007) Radicati (2011) recently published the results of a survey of electronic communication on frequency of email use in corporate settings, summarized in Table 3.

Table 3: Corporate email sent and received per user per day, 2011-2015 (Radicati, 2011: 3)

Business Email	2011	2012	2013	2014	2015
Average Number of Emails Sent/Received Per User/Day	105	110	115	120	125
Average Number of Emails Received	72	75	78	81	84
Average Number of Legitimate Emails	*58*	*62*	*65*	*68*	*71*
Average Number of Spam Emails*	*14*	*13*	*13*	*13*	*13*
Average Number of Emails Sent	33	35	37	39	41

The number of corporate email accounts is expected to increase from the current figure of slightly less than 800 million to 1.1 billion over the next four years; however email communication is expected to decrease overall due to the impact of other forms of communication, including social networks and text messaging. (Radicati, 2011)

1.3 Discourse Communities and Politeness

Cook posits "higher levels" (1989: 79) of discourse elements, including shared knowledge and social relationships. These levels of discourse are present in all discourse communities. A "Discourse Community" consists of members who have an agreed-upon set of terms for their communication practices. (Gunnarsson, 1997, Swales, 1990)

In order to position oneself within a discourse community, one must adhere to established norms. (Bremmer, 2006) In addition to complying with genre standards, these norms consist of employing what Brown and Levinson (1987) refer to as positive and negative politeness strategies. Though their model has been most often associated with spoken discourse, it can be adapted to a written analysis (see Arvani, 2006). Positive strategies are those which serve to reinforce commonalities between the two speakers. These strategies are most effective when the participants see themselves as being in equal positions. (Arvani, 2006; Maier 1992) Negative strategies, on the other hand, are more indirect. One example of a negative politeness strategy is using indirect speech such as modals for requests. Negative strategies also "convey the speaker's respect for the addressee and his/her lack of intention to impede the addressee's freedom of action." (Maier, 1992: 195) The strategy employed will depend upon the relationship of the

interlocutors as well as their relative positions. (Pilegaard, 1997) For instance, Yli-Jokipii (1994) analyzed more than 500 business letters and found that the genre consisted primarily of requests. She suggested that writers tend to be less direct, thus employing Brown and Levinson's negative politeness strategies. Additionally, several other studies have shown the request to be the dominant purpose of emails (Ho, 2009, 2010a, 2010b; Kong, 2006; Lee, 2004; Nickerson, 1999; Virtanen and Maricic, 2000).

So far I have discussed features of Discourse Analysis which I consider relevant to both EBP and the textbook under investigation. The next section will explain how those features have informed the methods of data collection and analysis.

II. Methodology

This section will describe the students who use "Market Leader," discuss the book itself, and explain the procedure used for data collection.

2.1 Participants

The students considered here are predominantly Korean men, ages 35+; and they are all in a managerial position within an engineering company in South Korea. They study over the course of ten weeks at our training center, from 8am to 9pm, 5 days a week. Table 4 shows our students and their level within the company for the past three ten-week programs. I'm using the terms "Low," "Mid" and "Upper" as they pertain to Flately (1982).

Table 4: Students and their Managerial Levels

n=101	Summer 2011	Spring 2011	Winter 2010	Total	%
Assistant Manager (low/ supervises staff)	11	8	14	33	33%
Junior Manager (mid)	11	9	17	37	36%
Manager (mid)	8	10	4	22	22%
Senior Manager (upper)	3	5	1	9	9%
Total	33	32	36	101	100%
Low	33%				
Mid	58%				
Upper	9%				

I distributed a survey to the students in the Spring, 2011 program (see Appendix 1) in order to see whether their writing habits correspond to those in the research. The following is a summary of that survey.

Figure 4: Students' managerial levels and frequency of genres used (%)
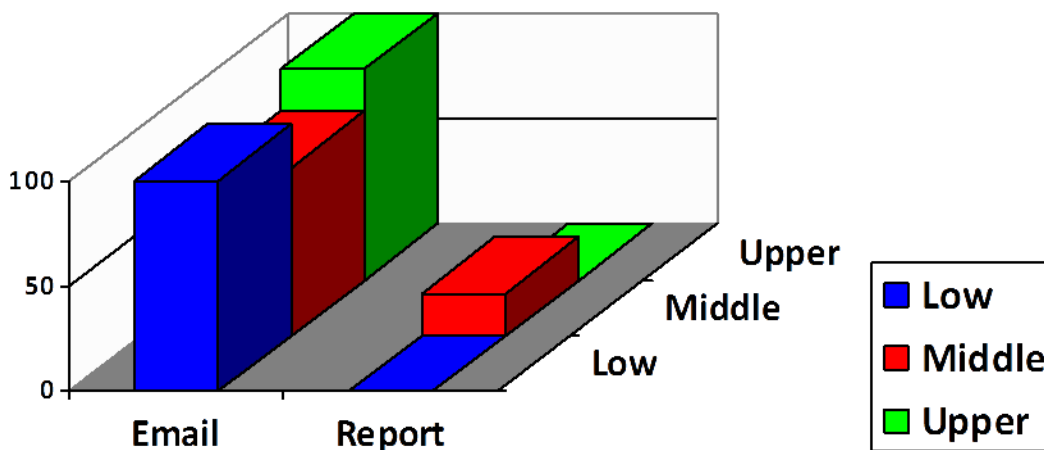
Email is by far the most frequently used form of correspondence, at 100% for both low and upper-level employees. Mid-level employees reported using reports 20% of the time, and email the remaining 80%.

2.2 Materials

The book under investigation is Pearson-Longman's "Market Leader: Intermediate Student's Book." (Cotton, et al., 2005) According to the author, "The course is intended for use either by students preparing for a career in business or by those already working who want to improve their English communication skills." (Cotton, et al., 2005: 3) The book consists of writing tasks, in which the students are given a role and situation and asked to respond accordingly; for example: "As the Account Manager for Corporate Travel at Universal Airlines, write an email to the manager of the hotel chosen for the seminar." (Mascull, 2005: 21) Additionally, the students are given writing samples of various genres to reference, including letters, emails, and reports.

2.3 Data collection procedure

For the purposes of this evaluation, "genre"—as the term relates to Biber and Paltridge—has been predetermined by the textbook authors (for example, "Write an *email*…"). Also, the phrase "written discourse analysis" comprises several factors; therefore I have restricted my work to

Swale's (1990) "ESP Approach" (Swales, 1990: 45) to written discourse analysis.

Thus I will consider the purpose of each writing task (its "text type") and its social actors, in addition to its genre when determining the effectiveness of the textbook. The focal points for this investigation are 1) Genre / Text Type and frequency; 2) Discourse community; and 3) Communicative Purpose and Politeness Strategies. 1 and 2 comprise the Writing Tasks; 3 will be applied to the Writing Samples.

I will be analyzing both the writing tasks in "Market Leader", which are given at the end of each unit and the writing samples, given at the back of the book. I will use the instructions in the book to ascertain the purpose of each task. In addition, I will compare the authors and frequency of texts in the book to those from the studies mentioned in section 1.2. I will also determine the discourse community based on the nature of the correspondence and the "writer's" managerial level. Communicative purpose will be determined by applying Swale's (1990) analysis of moves framework to the writing samples in the back of the book.

Brown and Levinson's (1987) framework has been adapted to suit this study, since calculating the weight of face-threatening acts for each writing activity would go beyond the scope of this assignment. Therefore I will only consider whether or not each writing sample includes positive or negative politeness strategies. Finally, I will only analyze the genres which would require a response—agendas, action minutes, summaries, notices, etc. have a clearly defined communicative purpose already; and in my opinion, the benefits of determining politeness strategies used would be minimal. Therefore my analysis of samples will consist of the sample emails and letter.

III. Analysis

Regarding the two questions posed in the Introduction, the answer to question 1 can be found after analyzing the items mentioned in Section II. If the writing tasks in "Market Leader" are assigned to the same level of employees; and if those tasks appear at a similar frequency as those outlined in Section 1.2, I will consider the book "realistic." Furthermore, if the writing samples closely correspond to the writing tasks assigned; and if they contain politeness strategies, I will

consider the samples "useful." If any gaps appear between my research and the classification of writing activities in "Market Leader," I will make the recommendations necessary to answer question 2. Finally, in order to add a practical dimension to the analysis, I will consider the results of the survey given to the students who use the textbook.

3.1 Writing Tasks

Table 5 shows the communicative purpose of each writing task.

Table 5: Purpose of Writing Tasks in "Market Leader"

Type of text	Purpose
e-mail 1	**Summarize** a meeting
e-mail 2	**Confirm** a hotel booking for a seminar
Report 1	Give a summary and recommendations
Action Minutes	Summarize a meeting
e-mail 3	Make **recommend**ations
Summary	Summarize an ad campaign
e-mail 4	**Summarize** a program for a client visiting from overseas
Letter 1	**Offer** employment
e-mail 5	**Summarize** a negotiation
Report 2	Give an action plan to improve services
Letter 2	To **inform** an employee of disciplinary action
e-mail 6	**Persuade** a talent agent to bring their client to a record store
Press Release	Promote a product for a clothing design competition
e-mail 7	**Confirm** the details of a negotiation

Emails account for 50% of all writing tasks; letters and reports make up 14% each. Six tasks ask the writer to summarize; "confirm," "recommend," and "inform" are given 2 tasks each. The remaining purposes are to persuade and promote, at one each. Figure 4 shows the genre and given role of the writing tasks in "Market Leader."

Figure 4: Genre and Position, from "Market Leader" Intermediate (%)
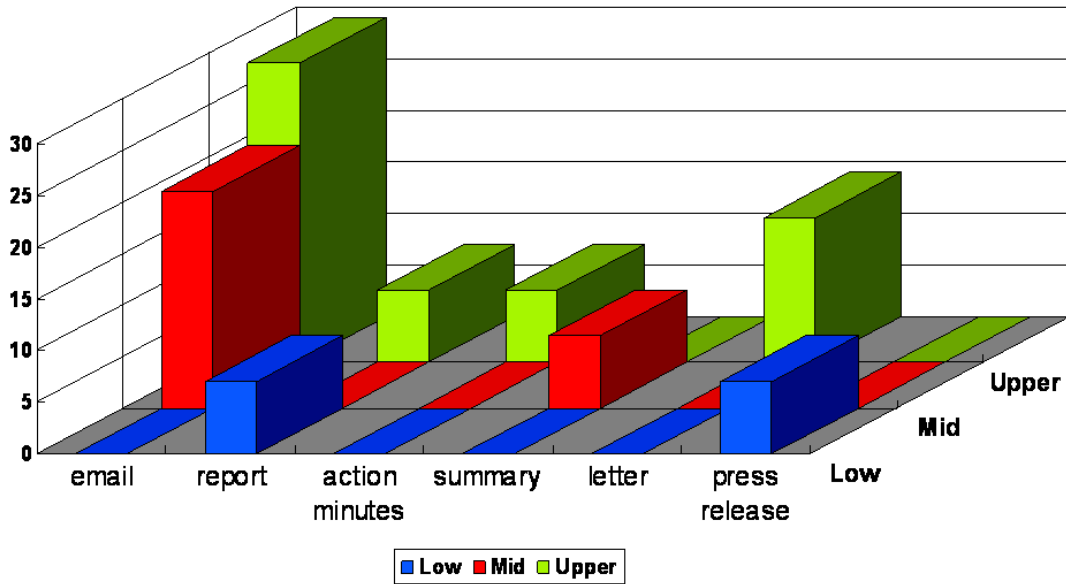
Of the 14 tasks assigned in "Market Leader", 2 are given to low-level employees; 4 to mid-level managers, and 8 to upper-level. Most of the tasks—29% of upper-level tasks and 21% of mid-level—consist of emails. Upper-level managers alone are asked to write a letter 14% of the time, while the two tasks assigned to low-level employees consist of a report and a press release.

3.2 Writing Samples

The following is a summary of the writing samples in the back of the book.

Table 6: Writing Samples in "Market Leader"

Characteristics	Sample 1	Sample 2	Sample 3
Genre	Letter	Email, Informal	Email, formal
Communicative Purpose	To request action	To confirm details of a meeting	To request details
Writer	a personnel manager	unknown; possibly middle-management.	a managing director
Politeness Strategies	Sample 1	Sample 2	Sample 3
Positive	Attending to receiver "Thank you…"	none.	Claim agreement: "We agreed that…" Attend to receiver: "We look forward to…"
Negative	Indirectness "I would appreciate it if you could…"	none.	Indirectness "Can you please…?"

Characteristics were determined using Swale's framework (see Appendix 2). The two formal pieces displayed the same purpose, making a request. Samples 1 and 3 clearly stated who the writer was in the closing. The writer in Sample 2 was surmised to be a mid-level manager because of the line "I'll be with our sales director…" However this is open to interpretation.

IV. Discussion

In this section I will discuss the relevance of writing tasks and the usefulness of the writing samples. I will also make recommendations based on my findings.

4.1 Results

4.1.1 Relevance to Students

With regard to our students' typical managerial levels, the writing tasks in "Market Leader" were a mismatch. Fourteen percent of tasks asked the student to assume the role of a low-level employee, vs. 33% of low-level employees in our program. Mid-level tasks accounted for 29% of total assignments, while 58% of our students are in a mid-level position. Finally, and perhaps most telling, the assignments which required an upper-level perspective composed 57% of all tasks, whereas a mere 9% of our students are typically at that level.

On the other hand, the writing tasks proved more realistic in terms of genre and frequency. Students reported using email the majority of the time, and the majority of writing tasks were emails. Furthermore, mid-level managerial emails accounted for a slightly lower percentage of tasks than emails for upper-level tasks; and this was echoed in the results of the survey given to our students. However, while our mid-level students indicated that the report is the second most common type of correspondence, the writing tasks did not allocate any reports to this level.

With regard to writing samples, two-thirds were examples of interaction between upper-level employees, while one was presumed to show correspondence between mid-level employees. Therefore the analysis suggests that the writing tasks in "Market Leader" are most relevant for students in an upper-level position; while low-level employees may expect to receive the least benefit.

4.1.2 Relevance to Other Research

Flately (1982) and Gunnarsson (1997) found that most mid-level writing tasks consisted of letters, however both of the letter-writing tasks in "Market Leader" were assigned to upper-level, rather than mid-level employees. Furthermore, the purpose of the two letter-writing assignments consisted of offering and informing, respectively. This is inconsistent with Yli-Jokipii's (1994) findings that letters consist primarily of requests. Flately, (1982) Gunnarsson, (1997) Nickerson, (1998) and Orlikowski and Yates (1994) all found that memos were one of the most frequently used forms of written communication among middle and upper-level managers. Therefore the textbook's absence of memo-related tasks was surprising. Here it is prudent to consider the age of the research cited. The lack of memos could be due to email's pervasiveness in both the textbook and in real-world business communication. However, once again, while Ho (2009), Kong (2006), Lee (2003), et al. showed the prevalence of requests in email communication, none of the email tasks required the student to make a request. Nevertheless, the sample email in the back of the book is a model for requesting; which takes us to the next step: determining the usefulness of the writing samples.

4.1.3 Usefulness of Writing Samples

Sample 1 consists of a formal letter, written by an upper-level employee in order to request action. The letter-writing tasks, on the other hand, consisted of offering employment and informing an employee of disciplinary action. The book therefore asks the students to write for a specific purpose without giving them the necessary model to do so. Yet if we were to consider the writing sample on its own we would find the incorporation of both positive and negative politeness strategies, suggesting that if the students were to follow this model in order to request action, they may successfully accomplish their aims while attending to the receiver and using indirectness effectively. Therefore from a pedagogical standpoint, the sample does not support the program of study; from a pragmatic one, the sample is useful.

Sample 2 is an informal email, presumably written by a mid-level employee in order to confirm the details of a meeting. Two of the email tasks ask the students to confirm: the first asks them to confirm the details of a hotel booking; the second, to confirm the details of a negotiation. Conversely, the sample email is informal. This is disconcerting because the two writing tasks call for more formal use of language, especially since the interlocutors do not know each other, and

would therefore need to use politeness strategies. The usefulness of Sample 2 is questionable, and in my opinion, potentially damaging if the students decided to use the sample as a template when conducting either of the real-world tasks given.

Sample 3 is a formal email, written by a managing director in order to request details. Once again, none of the email tasks require the students to practice making requests. This implies that the sample is not useful. However, taken on its own, the sample email does include two positive politeness strategies and one negative, indicating that it is a good model to follow should the students need to write a formal email for this purpose.

4.2 Recommendations for Improvement

In order to be both realistic and useful, the tasks and samples should reflect common practices of the discourse communities heretofore discussed. It is my recommendation that the roles assigned to each task should be more varied, as they are "top-heavy." If we examine the authors' claim that the book is designed to be used "either by students *preparing for a career* in business *or* by those already working," (my emphasis), then it seems as though those preparing for a career are likely to get the least benefit from the writing tasks in the book. Therefore, allocating more tasks to low-level employees should improve the book's appeal significantly. Another solution would be to assign the same task three times—once to each managerial level—in order to help the students become aware of the different contexts and discourse communities in which tasks may be used.

The analysis also revealed that the book could benefit from assigning letter-writing tasks to mid-level employees in order to be consistent with research in the field. Additionally, since it has been found that requests are prevalent in business correspondence, it does our students a disservice not to include that function in the writing tasks. Another suggestion is to include memo-writing practice in order to reflect actual business practices.

The writing samples should give the students a model to follow for the writing tasks. As it stands, the samples are isolated instances of requesting and confirming. Requesting is a task not found in the book; and confirming is called for in formal situations while the sample given is of little or no practical use. Therefore the authors should either include more requests—either formal or

informal—in the writing tasks; or change the writing samples to match the tasks, for example "summarizing" instead or "requesting." Furthermore, the samples for two-way correspondence are limited to two emails and one letter. While "Market Leader" is not, strictly speaking, a textbook for business writing, having a wider variety of samples would certainly benefit students.

5. Conclusion

This essay discussed the extent to which "Market Leader" takes into account the findings of written discourse analysis and suggested ways in which it could be improved. However, what are we as teachers to do with this information? First, armed with the knowledge that certain tasks are more common at different managerial levels, we can focus on those tasks which correspond to the levels of our students. For example, if we have a class of entry-level employees, it wouldn't be useful to have them do the tasks which call for them to take on the role of upper management. Secondly, we can modify the tasks which are not relevant to their situation. Instead of asking the students to confirm details by email, we can direct them to the writing samples and ask them to request information, following the model in the book. Finally, we can point out that confirming is not only an informal task, as the writing sample suggests; and we can discuss the contexts in which such an email would be acceptable; or how to make the sample email in the book more formal.

There are a few caveats to consider. In hindsight, the survey I designed could have distinguished "communicative purpose" in order to avoid what could be interpreted as disproportionate results. Another shortcoming of this research is that email as a dominant genre should have been identified early on; which could have changed the direction and focus of this essay. Finally many of the sources, while widely cited and relied upon, are losing their currency. Presently, there appears to be less research on written business correspondence and an increasing trend towards email correspondence.

It is my wish that the research presented here has provided further insight into the trends of business correspondence over the past 25 years. It appears that most forms of communication have been subsumed by email. However, there is also the expectation that email itself will become less common with the rise of social networking and smartphones. Therefore future

research may do well to focus on styles of communication in this area. Perhaps new genres will emerge with the advent of new technologies, and tracking that emergence could prove interesting and informative. Additionally, examining levels of formality within these new genres could provide further insight into the ways in which members of discourse communities position themselves with the use of new communication media.

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Appendix 1: Survey Given to Students

Please circle one answer for each question and sign at the bottom. Thank you!

1. Which type of written communication do you most often use?

    a.) e-mail

    b.) letter

    c.) report

    d.) promotional

    e.) other (please write)_____

2. (Choose one) I am a/an:

    a.) Assistant Manager

    b.) Junior Manager

    c.) Manager

    d.) Senior Manager

I consent to this information being used in research:

Signed:_____

Appendix 2: Analysis of steps and Moves

Sample 1: Formal Letter

Salutation
Dear Mr. Garcia:

Referencing topic

Re: Roxanna Garbey

Move 1: Establishing a reason for the following request

Step 1: Background information

Roxanna Garbey has been accepted for a position as Passenger Service Agent with Far Eastern Airways at Gatwick Airport.

Step 2: Stating company policy

In order for Roxanna to work at Gatwick, she must have a special pass which would permit her to visit high security areas.

Step 3: Stating the reason for sending the letter

She has given your name as a reference.

Move 2: Soliciting action

Step 1: Referring to required paperwork
I would appreciate it if you could complete the enclosed form and return it to us as soon as possible.

Step 2: Stating time limits

She is due to start work with us on March 15, but can only do so after we receive your reference.

Move 3: Prompting further contact

Step 1: Expressing expectation of reply
Thank you for your cooperation.

Step 2: Explicit mention of means of replying

I enclose a stamped addressed envelope.

Yours Sincerely,

J.P Dent

Personnel Manager

Appendix 2a:

Sample 1: Formal Letter

FAR EASTERN AIRWAYS COMPANY LIMITED

Regent House, 5th Floor,
12/16 Haymarket, London W1V 5BX
Administration: 020 7285 9981
Reservations: 020 7564 0930
Fax: 020 7285 9984

Mr Roberto Garcia
Universal Imports
28 Whitechapel Court
London E10 7NB

15 February 2006

Dear Mr Garcia
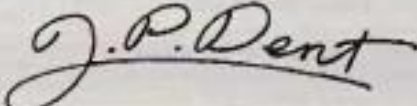
Re: Roxanna Garbey

Roxanna Garbey has been accepted for a position as Passenger Service Agent with Far Eastern Airways at Gatwick Airport.

In order for Roxanna to work at Gatwick, she must have a special pass which would permit her to visit high security areas. She has given your name as a reference.

I would appreciate it if you could complete the enclosed form and return it to us as quickly as possible. She is due to start work with us on 15 March, but can only do so after we receive your reference.

Thank you for your cooperation. I enclose a stamped addressed envelope.

Yours sincerely

J. P. Dent

J. P. Dent
Personnel Manager

Appendix 2: Analysis of steps and Moves

Sample 2: Informal Email

To...	tom.hunt@promoworld.com
From...	Harry King
Cc...	mary.fowler@audiovision.com
Bcc...	claudia.stahnke@audiovision.com
Subject:	Friday's meeting

Tom

Move 1: Confirming a previously agreed event → Just to confirm that we will be able to attend the meeting next Friday.

Move 2: Stating one's personal intention → I'll be with our Sales Director, Mary Fowler.

Harry

Appendix 2: Analysis of steps and Moves

Sample 3: Formal Email

Salutation

Dear Mr. Waters

<u>Move 1: Establishing a link</u>

Step 1: Referencing previous meeting

It was very good to see you again at our meeting in Paris on 16 July.

Step 2: Establishing goodwill

I hope you had a safe journey home afterwards.

<u>Move 2: Soliciting Information</u>

Step 1: Specifying transaction details

We agreed that your company will continue to represent us and to promote the full range of our services throughout Europe, the Middle East and North Africa for three years with effect from 1 August. During this period we expect to see an increase of at least 15 percent in the value of business we do in this region.

Full details of the payments we will make and the expenses we will cover are included in the attached agreement.

Step 2: Requesting transaction details

Can you please check this and, if all is in order, sign and return one copy of the agreement to me.

<u>Move 3: Prompting further contact</u>

Step 1: expressing expectation of reply

We look forward to continuing to develop our business in the region in association with yourselves.

Best wishes

Peter Lewis

Managing Director

Appendix 2b

Sample 3: Formal Email

From...	Peter Lewis
Subject:	Extension of trading agreement

Dear Mr Waters

It was very good to see you again at our meeting in Paris on 16 July. I hope you had a safe journey home afterwards.

We agreed that your company will continue to represent us and to promote the full range of our services throughout Europe, the Middle East and North Africa for three years with effect from 1 August. During this period we expect to see an increase of at least 15 percent in the value of business we do in this region.

Full details of the payments we will make and the expenses we will cover are included in the attached agreement. Can you please check this and, if all is in order, sign and return one copy of the agreement to me.

We look forward to continuing to develop our business in the region in association with yourselves.

Best wishes
Peter Lewis
Managing Director
Mesnik Professional Services
397 City Lane
London EC2 3RW