The cross-cultural component in teaching Business English to native Russian speakers

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The cross-cultural component in teaching Business English to native Russian speakers

by

Maria Loukianenko

A thesis submitted to the graduate faculty
in partial fulfillment of the requirements for the degree of
MASTER OF ARTS

Co-majors: Teaching English as a Second Language/Applied Linguistics (English for Specific Purposes); Rhetoric, Composition, and Professional Communication

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This is to certify that the master’s thesis of

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has met the thesis requirements of Iowa State University

Signatures have been redacted for privacy
# TABLE OF CONTENTS

ABSTRACT ............................................................................................................................. iv  
CHAPTER 1. INTRODUCTION ............................................................................................. 1  
   Rationale ......................................................................................................................... 1  
   Intercultural education and students in ESP courses ....................................................... 2  
   Suggested approach ....................................................................................................... 3  
   Background ..................................................................................................................... 6  
   The objectives and research questions .......................................................................... 12  
   Target situation analysis (Hutchinson & Waters, 1987) ............................................... 14  
CHAPTER 2. LITERATURE REVIEW ................................................................................ 16  
   Research in anthropology ............................................................................................... 16  
   Research in sociology ..................................................................................................... 17  
   Research in linguistics .................................................................................................... 19  
   Research in cross-cultural or corporative management ................................................ 27  
   Transfer of theory into practice ..................................................................................... 34  
CHAPTER 3. METHODOLOGY .......................................................................................... 37  
   Framework specifications ............................................................................................... 37  
   Methods of the study ...................................................................................................... 38  
CHAPTER 4. RESULTS AND DISCUSSION ...................................................................... 42  
   Power distance ................................................................................................................ 42  
   Uncertainty avoidance ................................................................................................. 46  
   Individualism/collectivism ............................................................................................ 54  
   Overall conclusions ....................................................................................................... 56  
CHAPTER 5. CONCLUSION .............................................................................................. 60  
   Research questions ....................................................................................................... 62  
   Possible applications .................................................................................................... 63  
   Limitations .................................................................................................................... 67  
   Suggestions for future research ................................................................................... 68  
APPENDIX A. TABLES WITH THE DATA ....................................................................... 70  
APPENDIX B. RAW DATA ................................................................................................ 93  
REFERENCES ..................................................................................................................... 125  
ACKNOWLEDGEMENTS .................................................................................................. 136
This thesis project is designed to conduct a cross-cultural analysis of rhetorical patterns in Russian and American business correspondence.

The study reviews the literature on previous findings in international business communication presented by both linguists and international management and marketing theorists. A special focus is on Hofstede’s theory of cultural dimensions (power distance, uncertainty avoidance, and individualism/collectivism). The study adapts his theory for the linguistic and rhetorical analysis of the American and Russian business letters.

As a part of the research, a preliminary framework is set up that allows the comparison of the data in terms of the cultural dimensions. The framework is tested with limited data to illustrate the approach that should be taken while teaching the aspect of cross-cultural rhetoric in English for Specific Purposes (ESP) business writing courses as well as general Business Communication courses.

The research offers a qualitative analysis of the letters through the suggested framework. It also offers possible methodological considerations for Business English instructors who work with native Russian speakers.
Culture is a reality that is social, political, and ideological and... the difficulty of understanding cultural codes stems from the difficulty of viewing the world from another perspective, not of grasping another lexical or grammatical code”
Claire Kramsch, 1993, p.188

CHAPTER 1. INTRODUCTION

Rationale
The economic globalization that we are experiencing at the beginning of the 21st century calls for a new perception of business communication across cultures. International business with various intercultural enterprises and corporations is becoming the cornerstone of the world economy, making the English language the main and probably the only medium for facilitating the processes of business communication across borders. Consequently, understanding the potential risk of miscommunication between cultures becomes extremely important, as miscommunication results in wider scale damages and losses in the world market. Contemporary theorists of management and international marketing demonstrate a very thorough and complex approach to the problems of international communication. Many scholars fully realize the importance of acknowledging and addressing the cultural differences that inevitably affect even the most common everyday business practices. The “global village” that the world is becoming does not erase the identity of the cultures participating in international business. Contemporary international management asserts: “Despite continuing globalization and the increasing presence of international businesses in various parts of the world, there are still national, corporate identities and cultures which
have remained distinct and which need to be appreciated by companies doing business in other cultures” (Ju Choi & Kelemen, 1995, p.vi).

**Intercultural education and students in ESP courses**

Current business communication courses for mainstream students (mostly native English speakers) attempt to address the issue of intercultural communication (Miles, 1997, DeVoss et al., 2002). English for Specific Purposes (ESP) research and practices, however, lack discussions about how to help students develop intercultural competence, which manifests itself in the ability to conduct a cross-cultural analysis of a given communicative situation and make not only linguistic but also rhetorical choices that are most appropriate. Most of the studies that describe issues of teaching Business English to non-native speakers (Hagen, 1998, Edwards, 2000, Eustace, 1996, Stevens, 2001) limit their reflection to factoids about cross-cultural misunderstanding. The Western model of communication becomes dominant in these studies, thus marginalizing the native communicative patterns of students in ESP courses and labeling the presence of “otherness” in students’ writing as problematic and negative. Hagen (1998) fairly described the nature of this approach to the research: “I was still thinking like an American, making American assumptions” (p. 110). In 1997 Miles expressed awareness of the problem non-native English speaking students have with professional communication curricula:

The division of labor is such that the non-native English speakers comprise a great number of clients and business people, but are almost nonexistent in our classes. The result is a rather ethnocentric portrayal of American students as active producers and all ‘others’ as passive consumers from somewhere else… Non-native English speakers are not seen as an active audience who co-construct meaning, but a passive one who functions as little more than barriers to ‘successful communication.’ (pp.186, 188)
This issue, therefore, necessitates the joint efforts of theorists and practitioners in two areas: ESP research, and Rhetoric and Professional Communication studies. The task of current ESP research is to find out the ways to help students move beyond the recipes for “successful communication” and become active “producers” of meaning, who can critically reflect on intercultural communication and decide by themselves what rhetorical patterns they would choose to communicate with foreign partners. Just as any other professional communication experts, ESP researchers need to avoid the risks of

- Underestimating the complexity of the issue of intercultural communication
- Seeing non-native English speaking students as passive recipients of knowledge
- Oversimplifying their curricula and narrowing them down to a set of “tips” for communicating across cultures

**Suggested approach**

Although ESP (Business English in particular) courses and general Business Communication courses make attempts to sensitize students to cultural differences, they usually limit their practices to discussing various stories and examples of communication between cultures and provide often generalized views on particular cultures with a list of do’s and don’ts. Helpful by themselves, these methods do not teach students to develop strategies to analyze rhetorical and situational contexts of cross-cultural interaction and make critical decisions about the language. Rather than advice, students need a framework, or even a few
frameworks that they could apply to a specific communicative situation to analyze the cultures involved in the interaction. As some critics state, “Such advice prompts students to research their target cultures, true, but they do nothing to provide the framework on which an appreciation of and sensitivity to the possibilities and parameters of other cultures might be built. The result is a quick fix, a generalized sense of the need to learn more about others in order to avoid cultural pratfalls” (Miles, 1997, p. 189).

Some researchers in economic disciplines have attempted to address the issue in a fairly complex way. Contemporary theories of international marketing describe various national, corporate, organizational, and professional sources of cultural conflicts; several frameworks have been developed to form cultural capabilities for international business (Ju Choi & Kelemen, 1995, p.88). One of the most impressive and respectable is the theory of cultural dimensions offered by G. Hofstede (1984), which I attempt to apply to my linguistic study presented in this thesis research. Hofstede’s theory suggests looking at international communication through the dimensions of cultures participating in such interaction. To facilitate this approach, Hofstede offers four dimensions of culture-related values that he finds significantly affecting the ways people communicate in business: power distance, uncertainty avoidance, individualism vs. collectivism, and masculinity vs. femininity. In my study, I use these cultural dimensions to develop a framework for contrastive linguistic and rhetorical analysis of business sales letters written by American and Russian businesspeople in their native languages (English and Russian).

I believe this study might become a valid contribution to cross-cultural research in the fields of both TESL (ESP) and Rhetoric and Professional Communication. Although it seems natural to assume that since language is a big part of any culture, the problem should be
addressed from a linguistic perspective as well, it is often not easy to find linguistic studies offering the same complex theoretical approach to intercultural business communication. Unfortunately, although language might be a major source of national cultural conflicts, there are still only a few ESP studies of how non-native speakers use English as a major communication means to interact in business settings. No solid theoretical framework has been offered yet to study cross-cultural differences and to compare and contrast the rhetorical patterns used by English- and non-English speaking business people.

Even though English is the international business (and not only business!) language, and most non-English speaking managers are trained in it, in numerous Business English courses, their speaking and hearing abilities might not be the same as their writing abilities. They still come across major challenges when they have to write in a business setting. Moreover, they are rarely aware of the business rhetoric of a different culture.

The present study suggests understanding the concept of international business writing as a very complex system in which the whole spectrum of national language(s) and rhetorical patterns should be considered along with social, economical, political, and cultural aspects of national economics studied earlier by management and marketing theorists. The study argues that the basic writing skills taught by Business English courses should help ESL students develop not only proper vocabulary and grammar skills but also the ability to recognize cultural patterns in business writing since “management practice and discourse developed in one country will not operate in another” (Ju Choi & Kelemen, 1995, p. 82).
Background

Countries and cultures that present quite different ways of doing business and communicating through writing should raise particular interest for a cross-cultural study. The U.S.A. and Russia are two cultures that I find quite illustrative in this respect. The U.S.A. demonstrates the typical “Western” approach to written correspondence that goes back to the history of classical rhetoric and the movement of ‘*ars dictaminis*’ (art of letter writing). Russia is much different and quite peculiar as it presents a mixture of “East” and “West” in its tradition of communication. Therefore, while it is possible to find parallels between the two cultures, some patterns seem to be tremendously different.

Due to the highly complex nature of the problem, which involves many theoretical parties and can be addressed from various perspectives, the study takes an interdisciplinary approach, which “is called for to take account of language, interpersonal communication skills, business know-how and cultural issues” (St John, 1996, p.3). Thus, the background for U.S.-Russian business communication is not only presented from a linguistic position. I decided that some cultural, geo-political, historical, and economical factors should also be considered as well as the history of letter writing in the two countries.

- Cultural and geo-political factors

There are a few peculiarities about Russia that may explain many of the cultural differences found in the two countries to be considered while comparing the patterns of business interaction in Russia versus the United States. While many researchers generalize the cultural patterns of business relationships in many countries by assigning them to the West versus East/Eastern Europe countries versus Oriental countries cultural frame, it would
be not exactly correct to apply the same classification to Russia. First of all, the size of
Russia makes it impossible to define it as a country with exclusively either Eastern or
Western cultural traditions. It presents a unique mixture of both: one half of the country (to
the west of the Ural Mountains) was developed under a great historical influence of Western
civilization (most of which occurred during the Peter The Great regime), and the other half
traditionally followed the fundamental concepts of the Eastern civilization and philosophy
(e.g., conservatism, family and group loyalty, etc.) brought by Asian influence. The two parts
inevitably transferred these cultural traits to each other, which resulted in a highly
complicated and unique cultural system of relationships that the Russian people have
exhibited until the present day.

- Historical and economical factors

   Russia’s history has defined its industrial and economic development. Its
industrialization was not completed under a market regime as it was in Western Europe and
the U.S.A., and therefore “the population lacks experience of private ownership and has had
little exposure to market mechanisms” (Hertz, 1997, p.9). I would also add that the
population involved in international businesses and industrial production lacks experience
with business communication accepted in cultures with highly developed market structures.
The whole process of the industrial development of Russia took place during the years of the
Communist regime when the economy was centrally planned and governed by the state. The
enterprises had no power to decide on their management, business specifications, or even the
products. In this situation of total dependence on the state and the Ministry of Economics, it
was extremely important to maintain good personal contacts rather than develop strong
business ties. As Hertz (1997) puts it,

Under the old system, Russian business relationships were internalized: they were
carried out either through vertical integration or through the planning process. The state
owned all productive assets, and contracts and contract law were alien to the planned,
highly centralized economy... Within the apparently monolithic plan, ... an intricate
web of personal competitive contacts coordinated economic activity... It was well
accepted that a successful manager had to rely on personal contacts, and must often
break the law. Trust was maintained in these relationships through reputation and
through perception of mutual advantage. (pp.10-11)

Hertz goes on to share his observations from the perspective of an individual who is
used to the Western model of business communication where mutual profit is the dominant
reason for establishing any business contacts whatsoever. In Russia, however, businesspeople
maintain the tradition of communication with the goal to primarily establish personal
relationships that might potentially lead to more concrete and more business-like (in Western
sense) partnerships:

One of my main discoveries... was how important personal relationships were in
Russia... Even under the centrally planned economy, enterprises always had direct
relationships with their suppliers and customers and their overseeing ministry, the
personal side of which was always highly important... Enterprise directors would meet
regularly and personal relationships would be maintained, in order to ensure good
quality and complete and prompt deliveries. Relationships between directors and their
contacts at the ministry above them were also considered very important, for a good
relationship with the right person gave an enterprise a greater chance of securing scarce
supplies, easier plan targets and financial and practical support... (pp.159-160)

Of course in modern Russia there is more economic freedom in terms of enterprise
management and marketing policies. However, the same studies notice the way the heritage
of the centrally-planned economy affects business communication. Thus, one of the main
observations is a great emphasis on oral and face-to-face interaction as compared to the
importance of written correspondence in the U.S. Russian business people prefer to make
decisions related to their business after they personally meet the partner and have a face-to-
face discussion of the topic. From personal experience I can testify that, as a rule, written
communication usually results in nothing whereas a phone call or even a personal visit will
more than likely provide the expected result.

Therefore it would be natural to assume that written business communication might be
perceived by Russian businesspeople as purely formal, routine, and ineffective. In this case I
would not expect the Russian business letters to be so goal- and reader-oriented as the
American business letters. I would probably expect to see a characteristic which is very
typical of Japanese letters: the Japanese business letter is “non-person oriented, reflecting an
overall tendency to frame communication in terms of the relationship between people rather
than in terms of the people” (Connor, 1996, p.330). In fact, when Hertz (1997) studied
Russian contracts, he noted that even such an important written document as a contract is
perceived much differently than the same document in Western culture:

[T]he contracts themselves tended to be remarkably incomplete. Although all the
enterprises feel it necessary to draw up a contract before a transaction can take place,
the specifications of the contract are often left open, so that the contract in many ways
more like... a framework within which relationships will work; it does not provide a
high degree of certainty, as it is subject to constant revision or even
cancellation.(p.161)

Interestingly, Hertz himself finds the same pattern in Eastern business writing culture,
e.g., in Japanese contracts. He says that in Russia and Japan one can notice
the sense of duty that parties have over and above the terms of the written contract,
which assures fulfillment of its terms and thus makes relational contracting viable...
This sense of acting for the common good is in keeping with socialist ideology. For the
Russians seem to share with the Japanese the perception that a contract is basically a
source of comfort... Russia lacks those effective external institutions that... have been
seen in economic history to raise the benefits of co-operative solutions or the costs of
defection, and so it makes sense for a more internal set of rules to hold, such as culture or tradition. (p.163).

• History of letter writing

As a rule, American business writing and especially letter writing is characterized by
a set of accepted conventions and rules to follow. The rhetorical tradition of letter writing in
the Western world was thoroughly developed by Medieval rhetoric in the XII and XIII
centuries. Before then, classical rhetoric addressed the art of persuasion in a more general
manner. In the Middle Ages, though, letters became a more common medium of
communication, administration, and propaganda. This resulted in an elaborate collection of
rules, exercises, and sample letters.

The first appearance of the art of letter writing, or *ars dictaminis*, dated as early as
1000 C. E. Alberic, one of the monks in the Benedictine abbey supported by Roman Catholic
Church, was the first to move from providing *models* for letter writing to discussing a *theory*
of letter writing (Bizzell & Herzberg, 2001, p.429). He efficiently exploited Cicero’s theory
of parts of oral speech and argued that in letter writing the four Ciceronian parts of speech
(*exordium, narratio, argumentatio, and conclusio*) are crucial for the success of writing.
Moreover, he introduced a notion of *salutatio*, which precedes *exordium* proper. Alberic
argued for specific importance of these two opening sections as they “make the reader
‘attentive, docile, and well-disposed’” (Bizzell & Herzberg, 2001, p.430).

Some scholars (e.g., German medievalist Franz-Josef Schmale) argue that the real
author of the *ars dictaminis* was Albert Samaritani, who wrote the first manual for letter
writing, *Composition Lessons (Precepta dictaminum)*, between 1111 and 1118. He did not
focus on the *theory* of the discipline, as did Alberic, but on letter-writing *technique*. Thus, Samaritani “had invented a new literary genre” (Patt, 1978, p.138). Since the skills of letter-writing were in great demand then, the *ars dictaminis* became “not a localized product which spread to the rest of Europe from individual centers which successfully dominated the field, but rather a *cultural* development which occurred more or less simultaneously in Italy, France, Germany, and perhaps other parts of Europe as well” (Patt, 1978, p.139, emphasis added).

Therefore, the rhetorical tradition to write letters according to the rules might be considered as a characteristic of the Western approach to written correspondence. If we remember that the majority of the immigrants constituting the population of the United States came from European countries, the same rhetorical tradition of following a set of rules for letter writing we may see in the American business correspondence is self-explanatory. “The form of letters came to be treated as in etiquette manuals, as it still is to the present day” (Bizzell & Herzberg, 2001, p.430).

In Russia, on the other hand, it is impossible to trace the same historical pattern of the rhetorical tradition in letter writing. For the first five-six centuries of its development until the reign of Peter The Great (1689-1725) Russia had no close connections with, and did not experience, the influence of Western rhetorical thought. By the seventeenth century it already presented a country with established cultural traditions of communication between people, which was mostly through *oral* interaction. Writing was predominantly the domain of the Russian Orthodox Church and the very few who belonged to the upper level of the society. Considering the great size of Russia and the fact that its bigger Eastern part was under the obvious influence of the neighboring Asian countries (and their cultures and traditions!), it is
understandable why the Western rhetorical patterns of writing did not spread to most parts of the country. I may argue, though, that by the eighteenth century the main principles of *ars dictaminis* did find their development in major cities with the largest concentration of the educated population, such as Moscow and St. Petersburg, as we could see in then numerous existing letter-writing manuals. Nevertheless, I assume that on a bigger scale of historical and cultural development of Russia, strong and long-term traditions of oral communication could have eventually taken over; therefore, following a certain set of rules for letter writing has never become as crucial in Russia as it did in European countries and, eventually, in the United States.

**The objectives and research questions**

The study sets to design research that would help ESP students and all other students who study Business Communication comprehend the *interactive* nature of communication between cultures. The framework that I am offering describes the ways both American and Russian writers and readers “draw on their own backgrounds, values, and communities” while they create a written text (a sales letter) and also the ways they “respond to verbal, visual, and cultural cues in the text before them” (Thrush, 1997, p.174). This comparison of the rhetoric of American and Russian business writing through the suggested framework should also help ESP practitioners define the patterns to be attended and taught to native Russian speakers by Business English courses.

Therefore, the objectives of the study are the following:

- To research the literature on previous studies of international business communication and miscommunication/damage control conducted by both linguists and international
management and marketing theorists to see the approaches that have been accepted and time-tested. A special focus will be on Hofstede’s theory of cultural dimensions as it has been adapted for the linguistic and rhetorical analysis of business letters.

- To develop a theoretical framework to compare and contrast different rhetorical features of business letters that emerge due to different cultural backgrounds of their authors.

- To test the developed framework with limited data (business letters written by native English and Russian speakers) to illustrate the approach that should be taken while teaching the aspect of cross-cultural rhetoric in ESP business writing courses as well as general Business Communication courses.

- To complete a qualitative contrastive analysis of the letters through the suggested framework and to offer possible methodological considerations for Business English instructors who work with native Russian speakers.

The research question of the study:

*What are the writing differences associated with dimensions of cultures (power distance, uncertainty avoidance, individualism vs. collectivism, and masculinity vs. femininity) evident in business letters produced by native English and Russian speakers?*

Additionally, I will look at the ways these differences can be addressed through the cross-cultural component of a Business English writing curriculum designed for native Russian speakers.*
Target situation analysis (Hutchinson & Waters, 1987)

Native Russian speakers who learn Business English in Russia are mostly those who already have a job somehow related to the English-speaking business context, or have to communicate in English at work place due to the type of the company (joint venture, English-speaking partners, etc.). Ellis and Johnson (1994) provide possible reasons for non-native business people to learn Business English (p.17). Among these there are several that could be applied broadly to the situations of many Russian business people:

- The company is multinational, and English is a company language, therefore employees are in daily contact with native speakers (e.g., Pepsi Cola Corporation, McDonalds)

- The company has subsidiaries in Europe, and English thus is a company language for communication (e.g., “Aeroflot – Russian Airlines”, LUKoil – Russian biggest oil and gas corporation)

- Employees of an import-export company need to travel frequently to the United States, where they will use English for business and socially (e.g., Boeing Corporation buying Russian titanium)

- The company is in the process of internationalizing, and has decided to use English as a joint company language (e.g., Delta Leasing company)

Therefore these Russians speakers can be classified as job-experienced learners who are highly motivated to improve their language skills. “This experience has the effect of focusing their attention on what they perceive as their own short-comings in terms of fluency, getting the message across, and being able to understand the people from other countries they have to deal with” (Ellis and Johnson, 1994, p.5). These people already
possess the necessary basic language skills and specialist vocabulary, which are taught in Business English courses in Russia. Thus, they are ready to learn the pragmatic aspects of English communication, which can be addressed only with full consideration of rhetorical and cultural peculiarities of international business communication. In this situation, "The practical use of the language will be more important than theoretical knowledge about the language" (Ellis and Johnson, 1994, p.6, emphasis added).
CHAPTER 2. LITERATURE REVIEW

Just as many factors have affected the development of cultural and rhetorical communicative patterns in the U.S. and Russia, various studies from a number of disciplines have contributed to current understanding of a complex process of intercultural communication. A contemporary researcher who wants to investigate the issue should draw from concepts from anthropology, sociology, linguistics, and cross-cultural or corporative management. The scope of the present thesis research, however, does not allow me to give a detailed account of studies from each discipline. Therefore, I will briefly go over the major trends in theoretical research and practices with a more thorough focus on findings from linguistics and management. The first research of human interaction across cultures goes back to studies in anthropology and sociology.

Research in anthropology

Several anthropological studies served as premises to Hofstede’s model of cultural dimensions and also attempted to develop a framework for analysis of the interaction between people from different cultural backgrounds. Thus, Edward Hall (1973) divided cultures, according to their ways of communicating, into high and low context cultures. According to this division, most communities in the United States fall into the category of low context cultures, and in Russia into high context ones. Even though this classification seems to be oversimplified, I find its major assumptions about the two types of cultures should be taken into consideration for my study (cf., Hagen, 1998). For example, in high-context communication (the context for the Russian letters) the information in a message is
mostly internalized in the person, or even in the physical context, and very little is “in the coded, explicit, transmitted” (Hall, 1973, p.91) part of it. As Thrush (1997) noted, “In a high-context culture, writers and speakers do not need to give extensive details or to give much support for their opinions because they can assume that the audience shares their values and attitudes” (p.166). Alred’s (1997) study of ESL business writing also supports the stance that since “people in high-context cultures... depend more on shared history (or context)…, words and written contracts are not so important, whereas personal relationships are paramount” (p.356). In low-context communication (the American letters) Hall (1976) observes just the opposite: “the mass of the information is vested in the implicit code” (p.91). “[In] a low-context culture… the writer must work hard to make sure that analogies are clear, details are inclusive, and sufficient support is included to persuade someone who comes to the text with entirely different assumption about the world and how it works” (Thrush, 1997, p.166). “Because people in low-context cultures tend to assume little prior knowledge on the part of those with whom they communicate, thorough documentation is important – written agreements (contracts) are expected, and rules are spelled out in detail” (Alred, 1997, p.356). Consequently, we may expect American business writing be more reader-oriented, detailed, and precise while Russian business communication may be more vague since the context and personal relationships provide most of the information.

Research in sociology

Sociological research of cross-cultural communication usually defines cultural identity of a group of people in terms of group versus individual orientation (Thrush, 1997), which often results in putting cultures into vast categories of Western and Eastern cultures. In
spite of such a large generalization, many researchers find it interesting to analyze the ways these orientations manifest themselves in business correspondence. For example, Thrush (1997) talks about the importance of signatures in business writing as it assigns responsibility,

In American correspondence, ... the signature indicates the individual who takes ultimate responsibility for the content of the document... In Japan, ... contracts are often sealed with the company stamp rather than the signature of an individual, reflecting the fact that the terms of the contract are the result of a group decision-making process. (p.170)

Even in mono-cultural business correspondence it is still possible to define the author's identity: either group or individual. Thus, Couture (1992) argues that "we can evaluate writers' assumptions of corporate identity in administrative prose through attending to the use of personal pronouns, particularly corporate we and authoritative I... We [links] individuals to a corporate interest... The repeated use of I [is] traditionally associated with a direct or authoritative rhetorical stance" (pp.22-23). Couture's observation makes me question the sufficiency of this classification in terms of cross-cultural linguistic research since it reduces cultures to having either group or individual orientation. I agree that such tendencies exist in cultures but I would support a more complex approach that includes more cultural dimensions.

Another way sociological studies look at group versus individual orientation of cultures is the difference in focus on competition versus consensus. Thus, in cultures with individual orientation people tend to be more competitive, which results in "the kind of assertive, self-confident style of expression advocated in American business writing texts" (Thrush, 1997, p.170). In cultures with group orientation, business people would likely value
consensus over victory and their writing style would be more self-effacing. Some linguists support this view and transfer the competition versus consensus concept into communicative styles’ research. However, they do not make an assumption that the differences in communicative styles should be culturally attributed (Tannen, 1984).

Research in linguistics

Many cross-discipline linguistic studies find their implications in cross-cultural and ESP research. For example, Brown and Levinson’s politeness strategies theory (1987) is used as a framework by many scholars who set to investigate communication between people from different cultures. Brown and Levinson constructed a two-dimensional interactional model consisting of a speaker and an addressee, both of them endowed with positive and negative face. According to politeness theory, certain acts are intrinsically face threatening to either the speaker or addressee. Thus, orders, requests, suggestions, offers, and promises from the speaker can threaten the addressee’s face, while expressing thanks or offering excuses can threaten the speaker’s face. Maier (1992) used politeness theory as a framework for her study of politeness strategies in business letters because of its “cross-cultural scope and... interactional approach” (p.190). Maier concluded that “the degree to which an act threatens the face of either participant is determined not only by social distance separating the two conversational partners and their relative power, but also by ranking of the imposition of the particular culture” (p.191). Connor, Davis, and Teun (1998) found out in their study of cover letters written by American and Flemish students how different are cultural views on the business-writing genre. American students used more negative politeness strategies, while Flemish students not only employed mostly positive politeness
strategies but also tended to rely on the addressee to read between the lines. These studies prove that Brown and Levinson’s politeness strategies theory can be used for cross-cultural linguistic research. However, I think that its two-dimensional approach needs to be expanded beyond the speaker-addressee model to include more parties and factors that affect the rhetorical context of a communicative situation.

Gumperz (1992) offered contextualization cues theory (p.231) as yet another way to research the context of communication. Although he focused on oral discourse, the levels of speech production that he distinguished (prosody, paralinguistic signs, code choice, and choice of lexical forms) may be applied, as a frame, to written discourse. Thus, such linguistic variables as syntax (sentence length, punctuation) and general organization of the text might be considered written version of prosodic contextual cues; graphic features, font, margins, number of abbreviations, etc., are counterparts of paralinguistic signs; register and shared idioms correspond to code, or style choice; opening and closing routines, exact vs. vague language, etc., demonstrate the choice of lexical forms, or formulaic expressions. Contextualization cues should differ from culture to culture, thus providing a researcher with vast opportunities for cross-cultural linguistic analysis.

Any researcher who approaches the task of analyzing texts should also refer to Swales’s genre analysis theory (1990). His theory is valid since along with a conceptual definition of genres as “communicative vehicles for the achievement of goals” (p.46), Swales demonstrated that “it is indeed possible to use genres for teaching purposes without reducing courses to narrow prescriptivism or formalism and without denying students opportunities for reflecting upon rhetorical or linguistic choices” (p.45). His theory was innovative in terms of how he defined a shared set of communicative purposes to be the principal feature that “turns
a collection of communicative events into a genre” (p.46). Swales’s theory allowed a number of studies to emerge that looked at written texts from the standpoint of Swales’s criteria for genres. Thus, one of the ways Louhiala-Salminen analyzed business correspondence among Finnish businesspeople conducted in English was through Swales’s theoretical framework. Interestingly, Swales (1990) himself states that, “Correspondence... itself does not constitute a genre as it does not represent a coherent set of shared purposes” (p.53), which is true of such a generic notion as a business letter, for instance. Louhiala-Salminen (1996) agrees that a letter, or a business letter, cannot be defined as a genre even though it is a means of communication, since it “[lacks] sufficient indication of purpose” (p.49). However, when business letters are further classified into sales letters, promotion letters, etc., they are given a certain ascribed purpose that allows the issue of genre to arise (Swales, 1990, p.61, Lauhiala-Salminen, 1996, p.49). Lauhiala-Salminen’s view on a business letter as an “overarching pre-genre” and a sales letter as a “more specific genre” (p.49) might be operable in my study as well since we usually assume that sales letters are united by the shared purpose of persuasive communication.

- English for Specific Purposes and contrastive rhetoric research

Besides various cross-disciplinary theories that proved to be applicable to most of linguistic studies, there also exist a number of more focused studies in ESP and contrastive rhetoric, which I find to be particularly interesting for my research. The amount of ESP research, especially those studies that focus on Business English, is relatively small. Some scholars distinguish two research traditions in the field of Business English. One exists in the United States, where “the focus seems to be more on written business communication and
rhetoric” (Louhiala-Salminen, 1996, p.40) and the researchers look at the communication from the L1 perspective. The other is the European view, which focuses on research in both L1 and L2 environments. In spite of the difference in research traditions, more scholars are particularly interested in written communication in their studies of Business English. The preference businesspeople give to the written mode of communication is obvious. For example, Louhiala-Salminen (1996) demonstrates the importance of everyday routine correspondence (almost 100% of which deals with short messages: letters, e-mails, etc.) in the table, the frequency of various written English situations (p.45):

<table>
<thead>
<tr>
<th>Category</th>
<th>Total (%)</th>
<th>Business Graduates (%)</th>
<th>Engineers (%)</th>
<th>Secretaries (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exchange of written messages (letters, faxes, telexes, e-mail)</td>
<td>96</td>
<td>94</td>
<td>96</td>
<td>99</td>
</tr>
</tbody>
</table>

At the same time Louhiala-Salminen argues that the Business Letter has become rare in business and the focus should be shifted to teaching electronic correspondence (p.37).

Eustace (1996), on the contrary, argues in his study of current business practices that “there is still a clear need for formal letters” (p.53). Although Eustace makes valuable observations about stressful situations in contemporary business, when “anything which saves... time wins favor for that reason alone” and “brevity has therefore become a much-prized virtue” (p.53), he reduces his strategies for teaching effective letter writing to “treating the content as a set of functional boxes,” and stresses the importance of only two areas: sentence length and clarity (p.56). This is the usual approach we see in Business English
textbooks (Miles, 1997, DeVoss et al., 2002, Woolever, 2001), which does not fully address the situation with ESL students and their needs. As DeVoss et al. (2002) claim, this pedagogy simply suggests “guidelines for intercultural communication that are remarkably similar to those strategies for good technical communication in general. These guidelines can be used as a teaching point but should be supplemented with an attention to the cultural specificity and contextual nature of each communication situation” (p.82).

Some research, however, recognizes the importance of taking a more rhetorical approach to teaching Business English as an ESP course, which, instead of giving students samples to follow in their writing practices, provides them with vast opportunities to think and analyze the context of intercultural communication (e.g., Brady, 1993, Alred, 1997) in the light of their own and their communicators’ cultural assumptions and expectations. Thus, Alred (1997) introduces the notion of rhetoric of culture while describing his experience of teaching in Germany. He admits that initially he prepared to teach his business writing course “as if the students were being transferred to America” (p.368), which, apparently, is one of the common mistakes in the ESP practices (cf., Hagen, 1998). Later he realized though that German students are not able to correlate the expectations of “American business writing” and their own cultural upbringing. Alred (1997) found that introducing Aristotelian rhetorical concepts of ethos, pathos, and logos, and their functioning in both American and German cultures helps his students comprehend the conflict of rhetoric of culture and its reflection in the rhetoric of the workplace (p.362). Alred also offers the case study method to be most effective in translating theory of rhetoric of culture into teaching practices.

Unfortunately, very few ESP studies address the practices of the US-Russian business interaction. Hagen compared American and Russian approaches to written business
communication by studying the samples of business contracts. She traced the differences in
the two discourses to Russian well-developed traditions of oral communication and rhetoric
as compared to American highly conventional business rhetoric that traditionally prescribes
clear and concise writing. Hagen (1998) explained the different format of business
documentation in Russia by the high-context nature of Russian culture, which gives
“precedence to oral communication, implicit communication, and personal promises”
(p.118). “The distinction between oral, relationship-centered high-context [Russian] and
written, legalistic low-context [American] orientations seemed to describe the cultural
differences I encountered with great accuracy” (p.119). Thus, Russian business writing has
more “personal” context, employs more positive politeness strategies, and respects less the
official format of business writing.

Stevens (2000) also analyzed Russian business documentation (professional contracts).
Her study demonstrated that, compared to Americans, Russians communicate more
implicitly, and the phrasing in written contracts is sometimes vague. Artemeva’s 1998 study
offers discourse analysis of linguistic features of technical reports written by native Russian
and native English speakers. Her data demonstrate the major differences in professional
discourses: top-down approach in English versus chronological approach in Russian; “one
paragraph, one idea” in English versus discussion of many loosely related issues within one
paragraph in Russian; “one sentence, one concept” in English versus long compound
sentences that include several related concepts in Russian, etc. Artemeva’s study is an
example of “how individuals from different cultures can have different expectations
regarding the same kind of document” (Constantinides et al., 2001, p.32).
All these empirical studies suggest interesting insights about cultural impact on business writing but they present more of a case study research with the data of only two-three documents. The authors do not offer any theoretical account for the findings but rather share their personal observations and cross-cultural experiences. Although these studies demonstrate a certain amount of awareness of miscommunication due to different cultural and rhetorical patterns in business interaction, no theoretical explanation was offered, and no possible ways to address the issue were suggested.

Research in contrastive rhetoric analyzes how people with different cultural backgrounds accomplish certain communication tasks. Researchers are interested in both how people function in their first and second language capacity and which characteristic features can be traced back to the native language (language interference) or result from previous instruction in the English language. Most importantly, contemporary research in contrastive rhetoric "contributes to knowledge about preferred patterns of writing in a variety of "English-for-specific-purposes" situations with the goal of helping teachers and students around the world" (Connor, 2001, p.75). To complete such analysis, researchers look at various patterns of organization, length of text units, ways of phrasing, format of documents, specific speech acts, etc.

The most popular and controversial study of cross-cultural aspects of writing was of course Kaplan’s theory. His revolutionary 1966 study ascribed cultural specifics to the variables of human interaction other than spoken language: logic and rhetoric. "Rhetoric, then, is not universal either, but varies from culture to culture and even from time to time within a given culture" (Kaplan, qtd in Connor, 1996, p.2). Kaplan studied the L1 cultural conventions’ transfer to second language performance and concluded that students’ ESL
writing is pre-determined by their L1 rhetorical conventions. Remarkably, he took the research of non-native writing from the level of phrase and sentence to the level of the text as a whole. Kaplan claimed, "There are differences at the level of the discrete sentence and even at the level of the phrase and the word. The interesting distinction occurs, it seems to me, at what I have decided to call the rhetorical level; i.e., at the level of organization of the whole text" (Kaplan, 1987, pp.9-10). I assume that this might be what Business English courses in Russia lack: approaching business writing as a complex rhetorical skill, not only teaching the correct word choice and sentence structures. Although Kaplan presented a landmark study, his work was widely criticized for addressing rhetorical styles only, without an explanation of the reasons for culture-specific writing styles (Connor, 1996).

Leki’s (1992) contrastive rhetoric study of ESL writing is more interested in pedagogical implications of cross-cultural findings. Having taught English writing to non-native speakers for many years, she argues for making students active participants of a writing classroom. Leki believes that only after students realize their own cultural and rhetorical writing patterns are they able to comprehend and use correctly the patterns of the English language. "Students who are having trouble writing in English and who are made aware of cultural differences in rhetoric suddenly view themselves, not as suffering from individual inadequacies, but as coming from a particular rhetorical tradition, which they must retain of course, but which cannot be applied wholesale to English writing" (p.138).

In spite of all this criticism, research in contrastive rhetoric proves to be valuable as it attempts to consider all possible cultural, linguistic, and situational aspects of communication. It has a promising future. Moreover, Reynolds (2001) offers using contrastive rhetoric as an umbrella term for the efforts to “assemble a much wider range of
‘difference rhetoric’ discussions and analyses than Kaplan, Connor, Leki, and other... pioneers may have originally envisioned” (p.123).

**Research in cross-cultural or corporative management**

Cross-cultural or corporative management research looks at how “individual organizational members import culture into their organization, and the researcher is concerned with variations in practices and attitudes across countries” (Constantinides et al., 2001, p.33). I noticed that a lot of cross-cultural and corporative management research relates to Swales’s concept of genre prototypes (1990). In these studies prototypes are used to perform a complex analysis of corporate culture to define how the prototypes function within a corporate culture and across cultures. Thus, Constantinides et al. (2001) write about Ulijn & Strother’s research of prototypes in international corporate cultures:

> Corporate models of ‘acceptable discourse’ can vary from culture to culture according to specific communication patterns... These ‘information prototypes’ can affect credibility within the context of different corporate cultures. These differences in turn affect how members of various corporate cultures view and interact with one another. Correspondingly, success within an international corporate culture involves understanding the ‘prototypes’ or stylistic and rhetorical expectations that a culture associates with professional credibility. (p.36)

Driskill (1996) looks at the way intercultural collaboration may be affected by cultural prototypes and preferences concerning organization of information in written documents. For example, as compared to British or New Zealand documents, North American writing uses “less passive voice, and more informal syntactic constructions” (p.28). Driskill concludes that prototype preferences are defined more by culture than by language. Similarly, Andrews (1998) uses the theory of prototypes to argue about successful...
strategies for intercultural interaction. As Constantinides et al. (2001) annotate her research, “She advises first learning about an audience by looking for meta-patterns of behavior in a given culture, and then determining the underlying cultural and historical reason to anticipate the stylistic or rhetorical expectations (prototypes) of a given audience” (p.37).

As mentioned earlier, one of the most influential theories of intercultural business communication is Geert Hofstede’s study of cultural differences with work-related value orientations (1980). Compared to Hall’s classification, Hofstede’s theory of cultural dimensions defined by work-related values seems more informative and applicable for a linguistic study. Values, according to Hofstede, are “a broad tendency to prefer certain states of affairs over others” (Swiderski, 1993, p. 27) and they should be considered by managers and organizations operating in different cultures or having international business partners. In his study Hofstede came up with four major cultural dimensions, which he applied to rate forty countries and statistically analyze the data. These dimensions are power distance, uncertainty avoidance, individualism-collectivism, and masculinity-femininity. “Power distance refers to a culture’s value orientation about the importance of status differences and hierarchies. Uncertainty avoidance is related to the means that cultures select to adapt to changes and cope with uncertainties. Individualism-collectivism is related to peoples’ relationships to the larger social groups of which they are a part. Masculinity-femininity pertains to the extent to which cultures prefer either achievement and assertiveness or nurturance and social support” (Connor, 1996, pp.101-102).

Surprisingly, among the countries Hofstede picked for his study, there was no place for Russia and therefore I cannot borrow data from his research directly related to Russian workplace culture. Nevertheless, personal experience and cultural background allow me to
take liberty to accept numbers from Hofstede’s data related to Yugoslavia and compare them with the statistical evidence for the US. Yugoslavia is a Slavic country, which is very close to Russia in its cultural values: we share the same religion, we followed approximately the same historical and economical routes of development, and finally our languages have the same linguistic origin. Therefore I believe that Hofstede’s analysis of the data for Yugoslavia more than likely reflects the situation in Russian business culture.

**Power distance** (Yugoslavia – 76 (high); US – 40 (low)) could be analyzed by the way cultures tolerate inequality, order, or hierarchy. Thus, in cultures with larger power distance business people feel more comfortable when formal hierarchies are actively supported and reinforced on all levels of interaction including written communication.

“Superiors and subordinates consider each other as unequal; the hierarchical system is felt to be based on some existential inequality. Indigenous organizations centralize power more and subordinates are expected to be told what to do… There are more visible signs of status, and contacts between superiors and subordinates are supposed to be initiated only by superiors” (Hoecklin, 1995, p.30, emphasis added). In low power distance cultures, superiors and subordinates are considered more as equals; superiors have power and authority not by simply default of their hierarchical position but because they *have earned* it and from now on they have to actively maintain this status. “[T]he hierarchical system is just an inequality of roles, established for convenience and… may change depending on the circumstances. Organizations have a tendency to become decentralized” (Hoecklin, 1995, p.30). I will argue that this cultural dimension creates difference in the workplace power relationship in the two countries, which inevitably results in different rhetorical patterns in business sales letters.
Uncertainty avoidance (Yugoslavia – 88 (high), US – 46 (low)) is best represented by the amount of formal rules to follow during the communication in a certain culture, rejecting deviant ideas and behavior, etc. In the countries with a high uncertainty avoidance index, “management reduces uncertainty and provides coordination and control by emphasizing who has authority over whom and in what way this authority can be exercised” (Hoecklin, 1995, p.35). This, I think, also resembles power distance characteristics. In cultures with a low uncertainty score, on the contrary, people feel less comfortable with the strict control over their performance throughout all the stages of it; they value more freedom and flexibility in decision-making process. “Control and coordination tends to take place through mutual adjustment of people through informal communication, and by specifying the desired results” (Hoecklin, 1995, p.35). Apparently, this flexibility versus rigidity of management opposition should find its illustration in written documentation (the letters).

I also believe that there might be yet another view on the cultural dimension of uncertainty avoidance. Hofstede mostly talks about uncertainty that is related to the perception of future events and present diversity: managers in low uncertainty avoidance cultures are optimistic and flexible decision-makers who accept and appreciate diversity of opinions whereas managers in high uncertainty avoidance cultures are just the opposite. “On the national cultural level, tendencies toward prejudice, rigidity and dogmatism, intolerance of different opinions, traditionalism, superstition, racism, and ethnocentrism all relate to intolerance of ambiguity” (Hofstede, 2001, p.146). I believe that in this case the differences between cultures have been significantly stereotyped and highly opinioned. I will argue that on the level of linguistic research, it is possible to offer another interpretation of the same dimension in order to understand better the rhetorical context and language conventions in
the two cultures. If we treat uncertainty avoidance in written business communication as a reason to provide sufficient context for business situation to promote and facilitate decision-making, then the United States should be considered as a high uncertainty avoidance culture as compared to Russia. This claim can be tested through the analysis of the ways writers provide sufficient information, clarity of writing, and directness of stating the purpose statement.

Individualism/collectivism (individualism scores for Yugoslavia – 27 (low), for the US – 91 (the highest score!!) could be explained as an opposition of priorities: a concern for yourself as an individual as opposed to concern for the group to which you belong. As Hofstede (2001) puts it, “in the collectivist society the personal relationship prevails over the task and over the company and should be established first; in the individualist society, in contrast, the task and the company are supposed to prevail over any personal relationships” (p.239). I think that linguistically such distinctions could be analyzed through the way the authorship of the written text is established: the writers from collectivist cultures would tend to write from the group, the writers from individualist cultures would write for themselves and thus would take the sole responsibility for their writing. The writers would refer to their individualist or group identity possibly through the signature at the end of the letters, or/and the choice of pronouns. “The language spoken in individualist cultures tends to require speakers to use the I pronoun when referring to themselves; language spoken in collectivist cultures allow the dropping of this pronoun. It is also remarkable that the language spoken in the most individualist countries, English, is the only one… that writes I with a capital letter” (Hofstede, 2001, p.233).
Masculinity/femininity (masculinity scores: Yugoslavia – 21, US – 62) to my opinion resembles both uncertainty avoidance and individualism/collectivism dimensions. The cultures are analyzed by the most accepted management styles and are defined both in terms of gender roles, and conversational and negotiation styles. Thus, “the masculine manager is assertive, decisive and ‘aggressive’ – which carries a positive connotation in masculine countries… The manager in a feminine culture is less visible, intuitive rather than decisive, and accustomed to seeking consensus” (Hoecklin, 1995, p.68). Also, Hofstede (2001) claims that “masculinity/femininity is about ego enhancement versus relationship enhancement, regardless of group ties” (p.291). This definitely reminds me of the group versus individual orientation. However, I would not define cultures as well as management and conversational styles in terms of gender roles and gender-situated discourses. Some studies of conversational styles, such as Tannen’s, argue for male/female speech patterns to be cultural rather than gender defined. Boiarsky refers to Tannen’s example of Bassiouni’s Arabic, Asian, and Native American cultures, where indirectness is not a typical female speech trait but a “cultural convention that crosses genders… In these societies men as well as women use indirect speech pattern because directness is considered inappropriate and rude behavior regardless of gender” (Boiarsky, 1995, p. 246).

Hofstede designed his study as a questionnaire where all of the questions somehow reflected the cultural reality of a given country. It is interesting to note that although Hofstede focuses primarily on behavioral patterns and values at workplace, he fully acknowledges the great influence of language in the cultural patterns he analyzed. He agrees that “language is the most recognizable part of the culture and the part that has lent itself most readily to systematic study and theory building. Language is very evidently a learned characteristic (not
an inherited one)” (Hofstede, 2001, p.21). He is very much concerned with the role the language plays as a ‘culture’s consequence’ in international business and management due to inevitable language (and thus cultural!) transfer when, for example, managers have to interact via a mediator/interpreter or to maintain correspondence in their second/third, etc., language:

Language is not a neutral vehicle. Our thinking is affected by the categories and words available in our language... Sapir and Whorf in the United States in the 1920s and 1930s stated in various ways what has become known as the “Whorfian hypothesis” (Whorf, 1956). One of its formulations is that “observers are not lead by the same picture of the universe, unless their linguistic backgrounds are similar or can in some ways be calibrated” (Fishman, 1974, p.65). Differences in categories for thinking about the universe can be found in many fields and are larger for languages that are structurally further apart. (Hofstede, 2001, p.21)

However, Hofstede does not see the linguistic side of the problem in cross-cultural business communication in its full complexity; he accepts only the potential danger of the language transfer during the process of translation. I will argue that the problem goes beyond the L1 interference. The texts in the two languages are already constructed differently in their original L1 versions. Even having the same formal purpose and supposedly the same conventions of business letter writing, the correspondences in the two languages are not similar in their form and content. Therefore, I believe that the problem lies not only or even primarily with the language transfer in the process of translation from one language into another, but is caused by the different cultural and rhetorical perspectives that the two texts exhibit in their contexts.

Nevertheless, I see no reason why Hofstede’s theoretical approach to cultural dimensions cannot be adapted to linguistic research in the area of international business communication considering that contemporary language studies lack their own theoretical frameworks for such cross-cultural comparison, whereas Hofstede’s model proved to be
workable and addresses the issues raised in this study from a very practical and, what is extremely important today, teachable perspective.

Transfer of theory into practice

The possibility to transfer theory into practice becomes crucial nowadays. As I noticed, a lot of research of current teaching practices points out the existing gap between theoretical studies and real classrooms, especially concerning ESL and EFL courses. “These courses have generally not taken a theoretical or rhetorical approach. As one observer notes, in Germany Business English courses have focused on vocabulary and thus have not achieved their hoped-for success” (Alred, 1997, p.367). In Russia the situation with Business English courses is the same. As an overview of current trends in ESP teaching in Russia (Cheremissina & Petrushova, 2002) shows, even the project ‘English for Professional Communication’ jointly run by the British Council, Open Society Institute, and the Ministry of Education of Russian Federation does not achieve the goals of meeting the needs of Russian students learning Business English.

First, the project focuses on teaching British English, although Russian corporations have significantly more business partners from the U.S.A. From my experience, Business English courses in Russia, as well as General English courses, recognize the difference between British and American English only in terms of vocabulary and spelling without addressing any other differences, including cultural. Almost all the textbooks for Business English courses are of British origin, or refer to British English. Assuming that most of the students will have American partners, it is discouraging to realize that the existing textbooks hardly mention “culture, …intercultural communication, international communication,”
cross-cultural communication, and other related terms” (DeVoss et al., 2002, p.72), which, apparently constitutes a highly recognized problem in professional communication studies.

Second, in spite of methodological support from the Soros Foundation, the course materials used by ESP teachers in Russia lack “up-to-date teaching materials that would reflect the language level and personal interests of learners..., lack of practice in... writing skills in typical job-related situations” (Cheremissina & Petrashova, 2002). Surprisingly enough, the necessity to increase awareness of cross-cultural differences is still never mentioned by Russian ESP practitioners and methodologists.

Also, the problem with teaching materials used in Russia is that Russian students are usually not part of the intended audience of the textbooks published by British and U.S. publishing houses. As St John (1996) notices, in such teaching materials “the underlying business culture is a Western European/North American one and published materials assume a familiarity with and understanding of this culture” (p.9). Russian students, however, like probably most EFL and ESL students, are not part of this culture, as for most Eastern European students the present state of entering the reality of market economy poses even more challenges in terms of acquiring business communication skills. They have to learn both the reality (content) of contemporary business communication and the way to communicate in business world, often new to them:

In Eastern Europe concepts such as banking, insurance, customer care, marketing have not been commonplace and so business English teachers have encountered two problems: (i) working within the parameters of the current published materials is difficult because of the different background; and (ii) students look to the language teacher to provide both language and content. (St. John, 1996, p.9)

Unfortunately, most teaching materials adopted for Business English courses taught in Russia are largely based on following models and do not teach the content of communication, to say

"The materials provide examples and models for learners to ‘copy’ but do little to develop language awareness; e.g., analytical activities to identify information patterns and appropriate realizations are not common" (St. John, 1996, p.11).

Therefore, it seems that in order to define the particular problems to be addressed while teaching Business English to Russian speakers, a more thorough exploration in this area is needed. As Connor mentions in “Contrastive Rhetoric” (1996), “Significant changes in emphasis of research are obvious... This change reflects the realization that English is now the international language of science and commerce, and the consequent need for English for specific purposes in both the United States and other countries” (p.55). She locates the gap in the research by stating that “There is relatively little linguistically oriented research on business communications cross-culturally” (p.137), the gap that needs to be bridged through combining the efforts by both linguists and theorists of international management.
CHAPTER 3. METHODOLOGY

Framework specifications

In order to effectively adapt Hofstede’s theory of cultural dimensions to my cross-cultural linguistic research, I needed first to define what linguistic parameters might reflect dimensions of power distance, uncertainty avoidance, collectivism/individualism, and masculinity/femininity. As mentioned earlier, ascribing different language and rhetorical variables to gender characteristics is highly disputable. Additionally, as noted in the previous discussion about Hofstede’s theory, many of masculine/feminine communicative styles overlap with the dimensions of individualism/collectivism and uncertainty avoidance. Therefore, I decided not to set up linguistic parameters for masculinity/femininity cultural orientation. Consequently, my framework became reduced to dimensions of power distance, uncertainty avoidance, and individualism/collectivism only.

Features of written business discourse (business sales/product promotion letters) that would illustrate the difference in power distance were defined as reference to previous communication, salutation, and closing the communication. These patterns are likely to demonstrate the distance maintained by the communicators. The degree of uncertainty avoidance might be measured holistically by looking at such features of the letters as form of command/request, form of stating the purpose of the letter, placement of the thesis/purpose statement, form of providing contact information, using graphics/layout, sentence length, and using abbreviations. Finally, the best way to define the author’s identity (her individualist versus collectivist cultural orientation) might be to analyze form of reference to self. Table 2
shows the framework I used for my study that combines Hofstede’s dimensions of culture and linguistic variables.

Table 2

Framework Specifications

| Power Distance | - Reference to previous communication  
|               | - Salutation  
|               | - Closing the communication  
| Uncertainty Avoidance | - Form of command/request  
|                      | - Form of stating the purpose of the letter  
|                      | - Placement of the thesis/purpose statement  
|                      | - Form of providing contact information (in the text of the letters)  
|                      | - Using graphics/layout  
|                      | - Sentence length  
|                      | - Using abbreviation  
| Individualism/Collectivism | - Form of reference to self  

Methods of the study

- Data limitations

One limitation of the research was the availability of data. Many researchers notice how difficult it is to obtain data from real work-related situations, especially in a business context. As St John (1996) writes about companies participating in such studies, “For them the issue is one of confidentiality and, perhaps a concern over how the data would be used” (p.4). I managed to accumulate *fifteen letters written by native English speakers* and
addressed to native English speakers, and *seventeen letters written by native Russian speakers* and addressed to native Russian speakers.

Another limitation of the study was the language of the letters. I narrowed my research to *monolingual* written business communication only, as my task was to look at the structures and patterns that initially *originate* in American and Russian business cultures and might be reflected in business discourse. If I had bilingual data, or data involving multicultural audiences (e.g., Russian authors write in English, or Russian authors writing to American partners), this would pose additional challenges, such as setting methods and defining the extent of L1 transfer, measuring the level of the communicators’ language proficiency and their familiarity with the target culture, and its affect on communication, etc. Although very engaging, these concerns do not fall into the scope of my research. It would also take me a longer period of time to accumulate such data because I do not have access to any of the US-Russian enterprises. However, such concerns might present interest for further research in the area of US-Russian business interaction. My study, though, focuses on defining trends and tendencies in cultural and rhetorical patterns of the two countries and speculating on how they might affect the communication across cultures.

- **Data sources**

The American data were collected from various sources. Thus, part of the letters I accumulated myself through searching through regular mail and collecting all relevant samples I came across. Also, part of the American letters was given to me by Kelly Peterson, a former M. A. graduate student at Iowa State University. She is also interested in written business communication and courteously shared her collection of data. The Russian letters all
came from the same source, a secretary at administrative quarters of a Russian oil and gas corporation “YUKOS” (Neftegorsk city, Samara region). Although coming from the same place, the Russian letters are written by various authors and sometimes addressed to different people. As I mentioned earlier, it is often difficult to access business data, thus obtaining precise information about the authors and addressee of the letters, which would shed even more light on the nature of communication and writers’ rhetorical decisions, was impossible for this study.

• Data Characteristics

As I said, in this study, samples of American and Russian business communication typical for these countries were compared and analyzed. I decided to narrow the focus of the study to business letters, as this is the most common way of business corresponding in English for Russian business people. More precisely, I was looking at actual sales/product promotion letters. Although the formal rhetorical purpose of all the letters looked the same (to establish partnership/to sell the product), the assumption was that the two written discourses produced by American and Russian speakers are different due to different cultural backgrounds and conventions. As Purves puts it, “Several researchers have called for the expansion of contrastive rhetoric to include not only the analysis of written products but also an examination of those educational, cognitive, and social dimensions of composition that enter into cross-cultural writing” (qtd in Connor, 1996, p.157). These dimensions may produce a certain impact on the way business people not only convey information and give rhetorical force to their message, but also the way they foster successful business. I tried to fully consider this comment for my research. However, due to the unavailability of complete
information related to the authors of these writing samples (educational background, social status of the authors, etc.), this study focused on cross-cultural analysis of the texts only. The purpose of the letters in both American and Russian data is either to sell a product/service directly, or to establish business contacts first, and then sell the product.

- Procedures

The letters written in Russian were translated into English for a wide English speaking audience. However, in the study I analyzed the *originals* in order to preserve the accuracy of the Russian business rhetoric, and to eliminate the possibility of L1 transfer during the translation, which could have significantly affected the results of the study. The style, organization, and format of the originals were preserved to the best of my abilities for an English speaking audience to comprehend better the traits of Russian business rhetoric. Because of confidentiality issues, all personal names and names of the companies have been changed, and all contact information (telephone a fax numbers, e-mail addresses, and personal web pages’ URLs) has been removed.

The data were analyzed in accordance with the offered framework based on the major cultural dimensions of Hofstede’s study: power distance, uncertainty avoidance, and individualism/collectivism. The texts of both American and Russian letters were broken down and put into tables with the linguistic and rhetorical characteristics viewed through these cultural dimensions". 
CHAPTER 4. RESULTS AND DISCUSSION

For each characteristic, I present the data analysis in terms of the cultural dimensions the data illustrate. The results are as following:

**Power distance**

- Reference to previous communication

The data show that the American authors of the letters refer to previous communication significantly more than the Russian authors and try to use any opportunity to remind the reader, that to a certain extent, they have already established contact. At times this reference to previous communication even looks like an attempt to ‘continue the conversation,’ which assumes that the writer feels comfortable with the reader’s power status, which in this case is not perceived as a communication barrier ("I enjoyed our visit...", "from our conversation...", "as promised..."). Even if the previous personal encounter did not exist, the American authors still try to refer to any type of connection that gives them a chance to create first positive appeal to the reader. For example, they remind the reader of and convey thanks for approaching the writer with a question, thus supporting the image of the writer as approachable indeed ("Thank you for your interest...", "Thank you for your inquiry...").

The Russian data, on the contrary, do not display such a way of “bridging the gap”. Although in some cases we may assume some kind of previous contact between the

*For complete tables with the data (originals in English and in Russian, and translation) see Appendix A*
participants, the Russian writers do not seem to employ this technique to strengthen their position as "being equal and approachable" with the reader and sound vague in claiming this position: "Позвольте воспользоваться предоставлённой возможностью и выразить Вам глубокое уважение (Let us use the given opportunity to express our deepest respect)" (emphasis added). I would even say that in this case the writer may potentially increase the power distance by expressing the high degree of deference.

- Salutation

One of the differences between the American and Russian letters is the surprising inconsistency in the way the salutation is composed in the Russian data as compared to the American data. While the American writers simply stick to the letter writing conventions, the Russian writers feel free to change the font and letters size of the salutation, handwrite it, capitalize it, make it an exclamatory phrase, or even skip it (!). I could assume here that for the Russian authors the salutation does not play the same formal conventional role as it does for the American authors: to greet the addressee in the most appropriate, polite, and recognizable form. The Russian authors of these letters seem to use the salutation more as a way to attract attention to their correspondence and to make it somehow stay out. Thus, it is not simply an established convention that ultimately recognizes a business letter as a genre of business correspondence, but it has extra functions: its purpose in the Russian letters is to make a difference and to draw the reader's attention. This makes it an interesting rhetorical move. It is surprising, however, that such a significant amount of the Russian data (seven letters out of seventeen) demonstrates negligence in respect to this technique. This makes me
assume that it is not the *primary*, or the *only*, way to interest the reader. At the same time I may suggest that the Russian authors may not even consider the reader’s attention as important as it probably should be.

Also, the American writers seem comfortable using the addressee’s first name for salutation purposes. In the cases when the American writers do not know the name, they use the addressee’s generic title (e.g., “Colleague”, “Principal”). Thus, the power distance between the American writers and their readers hardly exists, or it is successfully decreased. The Russian authors also prefer to address their reader by the name, which includes patronymics as well (e.g., “Иван Иванович” (Ivan Ivanovich)). Such patronymics are traditionally used in Russian culture to express respect and to stress an unequal status of the communicators. Additionally, the Russian authors seem to avoid the liberty to use generic titles instead of the names for the salutation purposes. It seems that they would rather skip the salutation altogether then take the risk to challenge the power status by calling the addressee simply “Colleague”, for instance.

- Closing the communication

According to the data, the American authors of the letters generally use closing remarks:

- to establish positive attitude toward further communication (“XYZ will, of course, continue to answer your questions or provide technical support if Pat is unavailable.”)
- to reinforce, or even pressure, further communication ("I'll call you soon, but if you have any questions or need additional information, please give me a call.")

- to give the reader another opportunity to contact the writer ("To reserve your space, please call me at 630-000-0000 ex 00, or I will be in contact after you have time to review the media kit.")

- to establish a personal corresponding connection with the reader ("Thank you for your consideration and I will call you to follow-up.")

The Russian authors of the letters primarily use closing remarks:

- to give additional information about the product/service ("В заключении предлагаем Вам просмотреть перечень поставляемой нами продукции: — задвижки стальные; задвижки нержавеющие; клапана (КОП, СППК и др.); фланцы; вентиля; электроприводы; крепеж… С уважением, [signature]" ("In conclusion, we suggest your looking through the list of the supplied items: valves, taps, …[list of the equipment]"))

- to express hope for further communication without reinforcing it ("Надеемся, что мы заинтересовали Вас своим предложением и будем рады сотрудничать с Вами." ("We hope that we made you interested in our offer and we will be glad to be your partners.")

- to state the purpose of the communication ("Просим рассмотреть возможность применения нашей продукции на Вашем предприятии." ("We ask you to consider the possibility to use our produce at your factory.")

From the data I may conclude that for the Russian authors it seems important to save the reader's face and not to "threaten" the reader with an open reinforcement of the letter's purpose. The Russian writers prefer to hope for future communication, which makes me suggest that the real action is more likely to be discussed later, in a different communicative situation. I could take the liberty to suggest that this situation would probably occur during oral interaction (face-to-face or over the phone), which is highly characteristic of the Russian culture. As compared to the American letters, the Russian letters maintain a much bigger power distance and have a rather indirect, suggestive message than a direct and straightforward one, as in the American data.

It is interesting to note that all the American authors personally sign their correspondence (in letter #7 the author uses only the first name as a signature), while the Russian authors do not always follow this convention and may simply give their name and title ("Заместитель генерального директора ООО ИНТЕРВАЗ инженеринг Якушин А. А." (Vice-President "INTERVAZ engineering" Yakushin A. A.)), or even skip these altogether, or use the generic name of the whole company as a “signature” ("Коллектив ОАО Красилово крановый завод" (The Open Joint-Stock Company 'Krasilovo Crane Factory' staff); “ООО Издательство ДеНаш” (‘DeNash’ Publishing House Ltd.)).

Uncertainty avoidance

- Form of command/request
Generally, the data illustrate that the American letters are more precise and direct in stating a request for further action: only four of the American letters demonstrate a vague request for an action, and there are no letters in the American data that do not request any action from the reader. Six of the Russian letters out of seventeen have a vague request, and six have no request at all. Therefore, I assume that the Russian letters may not necessarily aim at initiating any specific action on the reader's part. They do not necessarily anticipate any tangible movement or change after the recipient reads the letter. Most of them include an invitation rather than an aggressive call for an action (e.g., “просим… посетить”; “надеемся на Ваш… ответ”; “предлагаем” – “we ask… to visit”; “we hope for your… answer”; “we are offering”).

Additionally, the American letters may employ more graphics in their 'stating the purpose' section in order to clarify and simplify the anticipated action (e.g., “Mail by February 15, 2002 OR Fax by February 22, 2002 to 609 000-0000”). The only visible graphic feature I found in the Russian data was the list of supplied produce offered by the company, which serves an informative rather than a persuasive purpose (letter #12).

- Form of stating the purpose of the letter

Just as in the case of expressing command/request, the form of stating the purpose of the letters differs between the American and Russian letters. Four out of seventeen Russian letters are not very precise in defining the purpose of the communication. The American letters, on the contrary, demonstrate more attention to explaining the reason for writing.
Moreover, four American letters (#5, 7, 11, and 12) include direct call for an action by forming imperative utterances, whereas almost all Russian letters (#2, 3, 4, 5, 7, 8, 9, 11, 12, 13, 14, 17) offer an opportunity rather than call for an action. The word “offer” is actually used in the form of stating the purpose in these Russian letters but only one American letter (#6) has it in its purpose statement. This observation supports Grobman’s (1999) claim about the kinds of discourse valued by different cultures: the “US-centered” focus on clarity versus “indirectness, ambiguity, silence, and absence” demonstrated by other cultures (p.431).

- Placement of the thesis/purpose statement (bottom-line of the message)

The data illustrate that the American writers attempt to achieve an “agreement” with a customer in a more aggressive and straightforward way. All but one place the thesis statement in the first paragraph of the letter. Most of them choose it to be the first or the second sentence in the paragraph. Some of them (#8, 9, and 11) break down the message into a few sentences, thus making a bigger part of the letter serve the primary author’s intention: to persuade the reader to "buy" the product/service. This creates an image of the American authors as managers who are “expected to be decisive and –assertive” (Hofstede, 1997, p.96). They try to win the reader from the very beginning of their correspondence.

The Russian writers, on the contrary, seem to exercise a more subtle way to persuade the reader. They are not as straightforward with the claim statements as their American colleagues are. In fact, three of the seventeen letters are very vague in stating the main purpose of communication. Only in six letters do the writers place the thesis statement in the first paragraph. In most of them it occurs in the second, or fourth, sixth, seventh, and even
ninth (!) paragraphs. In many cases it takes the last position in the text of the letter (e.g., #5, 6, 10, 13, 14, 15, and 16). These delayed statements demonstrate the writers’ restraining from any open pressure on the readers and preferring to resolve the situation by negotiating through further dialogue if the readers deem so. The Russian authors seem to picture managers who “use intuition and strive for consensus” (Hofstede, 1997, p.96). This strategy, however, might not be understood by American businesspeople, who as Precht (1998) also noted, “immediately justify their reasons for writing” (p.251).

- Form of providing contact information (in the text of the letters)

The form of providing contact information deserves specific attention in the study of the data. In my analysis I was looking at the way this information is presented in the text of the letters. The reason is that generally all the letters, both American and Russian ones, utilize to some extent letterheads as a part of the letters’ layout, in which the authors/the companies provide the necessary contact information. In the actual texts of the letters, however, this information is not always openly disclosed. For this study I was more interested in the in-text information rather than the letterheads since I see a letterhead more as a collective image/authorship of the company or corporation. The fact that the authors of the letters use the letterheads for this type of documentation gives little information about the rhetorical decisions a particular author makes; it is simply an accepted form of the paper layout for business letters. Alternatively, the decision to give the contact information in the text of the letter along with the same information used for the letterhead will give some food
for thoughts about the effectiveness of communication in terms of meeting its purpose – to sell the product/service.

Thus, almost all the American letters have contact information in the text of the letter along with the same information being displayed through the letterhead. Only three Russian letters provide more or less full contact information in the texts of the letters; among the rest one letter (#17) gives only on-line contacts as if the company exists only virtually, and one letter refers the reader to the letterhead (#10 - “Наши реквизиты указаны в верхней части страницы” (Our contact information is given at the top of the page)). Obviously, the Russian authors do not make an attempt to facilitate further communication, and thus make the reader fully responsible for finding out the way to contact the writer/the company. Moreover, along with the contact information, the American letters explicitly indicate what action is expected from the reader (e.g., “please call me at...”; “In placing a telephone order, please call...”, etc.). One of them (#1) even includes both the contact information and the action input as early as in the third paragraph of the letter (total number of paragraphs is five) to stress the importance of the anticipated action. Only one Russian letter says, “call us” (#9).

Thus, the American writers try to avoid uncertainty in communication; they make sure their readers know the purpose of the letter, what they are expected to do after they read the letter, and how to do it in the most efficient way. The Russian writers do not seem to be concerned with the tangible result their letters produce since their correspondence leaves the reader with more questions than answers and directions.

- Using graphics/layout
The data illustrate Kostelnick’s (1996) argument that “supra-textual design... projects the style of a document, revealing its character and voice as well as the designer’s attitude toward the subject and audience” (p.26). Therefore, it is possible to make assumptions about the American and Russian writers’ rhetorical decisions by analyzing the graphical features they use in their letters. The American data seem to meet some of the stylistic functions of the design outlined by Kostelnick (pp.26-27), e.g., engendering interest and creating emphasis. Thus, the American authors are consistent in using bold font for either highlighting the information to remember directions (e.g., “The College Board will offer a two-hour version of the SAT® II: ELPT™ (English Language Proficiency Test™) in participating high schools on Tuesday, April 23, 2002.”; “Mail by February 15, 2002 OR Fax by February 22, 2002 to 609 000-0000”), or the information that “sells” the product/service through rhetorical conventions to arouse interest (e.g., rhetorical questions “How does it work? ... How do I install it? ... Where else can I use it? ... Can I afford it?”, and an emphasis on bonus features “New advertisers are eligible for an introductory program!”). The American authors are also consistent in using italic font for the books’ and journals’ titles (e.g., “interest in Athletic Management”; “Advertising in Athletic Management”; “our magazine, Coaching Management Baseball”; “Athletic Management (AM) provides”; “Coaching Management publishes”). Also, the four examples of using lists that I found in the American letters direct the reader’s attention to important information which may potentially influence the reader’s decision and promote the action: one was used for specs and prices of the requested (not introduced) product (#1), one for outlining the characteristics of a journal (#5), and two for explaining the bonus features of a credit card account and a new energy
efficiency program (#12 &14). All these lists are kept very short (two bullets in #8 & 12, and four bullets in #14) and are accountable rhetorically.

The Russian authors seem to have a different agenda for using graphics in their letters. Thus, the fonts are used for multiple functions: the bold font highlights the salutations, product specifications, contact information, a book’s title, and the main claims of the letters/any other information the writers consider important. The lists in the Russian data are longer (from four to seven bullets) and more complex (e.g., letter #2 has two lists with two different sets of list symbols). The Russian authors use the lists for the sole purpose of organizing additional information about the products. I would argue that in some cases (e.g., #2 and 15) the lists create unnecessary emphasis, which might mislead the reader and direct her attention to less significant aspects of the letter rather than its initial claim(s). Also, the freedom with which the Russian authors use capitalization for no obvious reason (salutation, expressing hope for further cooperation, closing, etc.) along with unsystematic ways to visually engender interest, may decrease the credibility of the writer and produce an impression of her being unreliable and inconsistent among a particular audience; I would assume, native English speakers. As Kostelnick (1996) puts it, overusing, or misusing of supra-textual features may, instead of pulling the reader inside the document, backfire and create mistrust by undermining the text’s credibility (p.26).

- Sentence length and number of one-sentence paragraphs

Traditionally, longer sentences are regarded by English business communication practices as more confusing and harder for an immediate perception (Couture, 1992, p.27). In
this light, the Russian letters would be less clear and concise as compared to the American letters as their average number of words per sentence is higher. Moreover, I found it is more interesting to compare the number of the paragraphs consisting of only one sentence in relation to the total number of paragraphs. There is a surprising difference between the American and Russian letters (33.3% versus 72.4%). Adding to this discrepancy in the number of one-sentence paragraphs, the location of such paragraphs within a text differs greatly. Thus, in the American letters, a one-sentence paragraph usually takes either the initial position in the discourse (first paragraph – letters #3, 6), the final position (last paragraph – letters #1, 2, 5, 9, 11), or both (letters #4, 12, 13, 14, 15). These one-sentence paragraphs orient the reader and signal the opening and closing of the communication. In the Russian letters, one-sentence paragraphs may take any position in the text; there are many cases in the Russian data when a part of a letter with a few sequential paragraphs consists of only one-sentence paragraphs (e.g., #1, 2, 6, 7, 10, 11, 13, 15, 16). I may assume that for a native English speaker such an organization of a letter should be more confusing than orienting and would cause difficulty defining where the focus of the information is. I would also assume that such an organization might diffuse the reader’s attention and hinder the main purpose of the communication. Unofficial interviews with native English speakers have supported this observation as all the interviewees reported they would have the same reaction to such letters.

- Using abbreviations
As compared to the Russian data, the American letters use more abbreviations: eleven in the American letters, and five in the Russian letters. I would take this number of abbreviations in both data samples as an attempt on the authors' part to look more professional and comfortable while communicating in a particular area of business; using professional terms and abbreviations generally adds to the author's credibility. However, the American and Russian writers take different approaches to operating these abbreviations within the text. Thus, none of the abbreviations in the Russian letters was explained in any way to the reader. Apparently, the Russian authors shift this responsibility to their readers: the readers are supposed to be familiar with the abbreviations accepted in the field, and need to decode them themselves. The American writers, on the other hand, explain seven of the abbreviations, three are not explained but they are used in the context as names of the products and may be taken as single semantic units. Only one abbreviation in the American letters is not explained.

Therefore, I may assume that the American discourse in this context is more "reader-friendly" and reader-oriented. The American authors try to eliminate any possible misunderstanding that may potentially cause frustration and resistance on the part of the reader. The Russian authors do not seem to be so concerned with the reader's ability to understand everything in their letters. They assume that the reader by default shares the same information and does not need any additional explanation.

Individualism/collectivism

- Form of reference to self
The form of reference to self that the American and Russian writers demonstrate in the data may help to illustrate how cultural orientation toward either individualistic or collectivist views on business communication is displayed through the language. Reference to the self might be a very complex notion, therefore, to make the date manageable, I reduced my observation to defining only two ways of the author’s identifying herself through a letter: either by referring to self as an individual ("I", "my", "me", etc.), or as a community/collective image (name of the organization/company). I decided to disregard using of the pronoun “we” as it is not easy with qualitative research to follow the dynamics of the meaning change of this pronoun; in some cases it may refer to a collective image of the author as a team (“We are committed...” - an act of a team), in other cases it may refer to the author herself, but as being an individual representing a group (“We send you...” – an act of one person).

The data show that the American letters have eleven instances of the author’s referring to herself as an individual and eight instances as a group/company. The Russian letters have four individual references (all are in one letter - #17) and twenty group references. Additionally, the Russian data demonstrate more lexical variety in displaying the group identity of the authors. Thus, along with the names of the companies, the Russian writers use the combinations “наше предприятие” (our company), “наше издательство” (our publishing house), etc. to refer to the self. Also, a ‘no-subject’ sentence, a grammatical structure typical to formal Russian discourse, adds to the collective image of the authors of the letters. In this structure, the verb is most always plural but since there is no definite subject in the sentence, the reader naturally correlates the verb with the imaginary subject, which, therefore, has to be plural too (e.g., “обращаем Ваше внимание” – “[we] address
your attention’). This grammatical phenomenon adds to the collective image of the authors of the letters.

Additionally, the closing of the letters discussed earlier, supports the observation of the American writers’ personal disclosure versus Russian collective authorship.

**Overall conclusions**

- The American authors attempt to reduce power distance by referring to previous encounter(s) with the reader, by always using the convention of salutation and trying to address the reader personally, even if they do not know the reader’s name, and assuming and reinforcing the follow-up communication through personal address to the reader in closing remarks. The Russian authors maintain power distance by avoiding personal address to the reader, inconsistency in salutation conventions, which assumes even more “reading between the lines”, and expressing hope for further contact rather than reinforcing it in closing remarks.

- The American letters are reader-oriented and the authors take specific care to provide all necessary information that can facilitate the expected action (exact dates, contact information in the text of the letters, methods to perform the expected action, etc.). These letters generally state the purpose in clear terms and employ deductive organization by placing the thesis statement at the beginning of the message. The American letters mostly include a direct request for further action, and the language is brief and exact. The Russian authors seem to assume that their readers share the same information with them since the letters are vague and ambiguous, often without a statement of the purpose of communication and/or expected actions, or the inductive
placement of the purpose statement at the end of the message. The Russian letters also add to uncertainty by inconsistency in opening and closing remarks, and by the form in which they provide contact information and use graphical features and abbreviations.

- The Russian authors prefer to use a collective image of self, while the American authors usually refer to themselves as individuals. This might imply the American authors’ readiness to take personal responsibility for the action they are calling for in their messages, which is not necessary for the Russians, I think, since very little action, if any, is expected in their letters.

As compared to the American letters, the Russian letters seem not to take the communication to the level of making business decisions and taking actions; they are suggestive rather than persuasive. The words “hope” and “offer/suggestion” are common in the Russian data. The Russian letters seem to aim at establishing personal contacts first, before getting to the point of making a business decision or signing a partnership contract. This strategy is generally associated in Russia with meaningful and efficient business collaboration.

This discrepancy suggests the different perspectives on business communication exhibited in the business sales letters. For the American authors the purpose of communication is clearly to sell the product/service, while the Russian authors of the letters seem to use this communication to simply announce their existence on the market and leave the decision exclusively up to the reader. This speculation is consistent with Swales’s (1990) understanding of genres as “a means of social action, one situated in a wider sociorhetorical context and operating not only as a mechanism for reaching communicative goals but also of
clarifying what those goals might be” (p.44, emphasis added). In the context of the Russian data, the genre of a business sales letter acquires new characteristics; the Russians take an additional step in the selling process and use the written message to establish more general contacts first. Only after the reader is comfortable enough to make her own decision about the action gently suggested by the message, the business contact would be made. The contact would be made, more than likely, through an oral agreement first, after both sides personally meet each other. I would suggest that in this interpretation the genre of the presented Russian letters might be placed somewhere between business sales letters and business goodwill messages. However, to prove this hypothesis, new research has to be designed and performed.

The techniques of creating business “personal” contact employed by the Russian authors might be potentially risky for those who would use them for the American audience. It might be predicted that when native Russian speakers write business letters to their native speaking American partners, they will more than likely transfer both their L1 linguistic features and their L1 rhetorical conventions to the letters written in English and addressed to an English-speaking audience. This may potentially cause communication problems, as English-speaking businesspeople do not share an identical set of cultural assumptions, rhetorical patterns, and probably even genre conventions with Russians. Therefore, it is crucial for teachers of Business English to introduce Russian learners to appropriate rhetorical conventions, the ones that are recognized by their American partners. On the other hand, Russian rhetorical strategies might become recognized by American audience and even become potentially beneficial when, for instance, the purpose of the communication is to simply establish contacts and to express goodwill intentions. Therefore, it would be
reasonable to discuss the differences between the letters as differences only, without measuring their effectiveness, since both the American and the Russian letters seem to follow the conventions in accordance with their purposes. It would be helpful therefore for ESL students, as well as American students in Professional Communication courses, to discuss first the rhetorical purposes of the documents that are technically the same but created under different cultural and rhetorical influences. This could enable students to consider these purposes and influences along with language patterns to create business messages that are not simply correct, but most importantly, effective.
CHAPTER 5. CONCLUSION

"We need to be trained to recognize and understand our own behavior so that we can value and handle those of others and adapt to different situations" (St. John, 1996, p.8).

Studying problems of international business communication from the linguistic perspective becomes extremely crucial in our age of fast communication when business people prefer to do their business by regular mail or electronic mail correspondence rather than through face-to-face interaction. While some misunderstanding might be potentially overcome to a certain extent by personal encounters, negotiations, and business meetings, long distance correspondence usually does not leave any room for clarifying the intended message and therefore has significantly more potential for jeopardizing the whole communication.

Business communication practices can and should be discussed in terms of national culture. Communicators need to "become more aware of culturally-based stylistic differences, understand how these differences can affect the ways in which readers from different cultures will perceive a document, and analyze reader's communicative expectations in order to create more effective documents for a particular culture" (Constantinides et al., 2001, p.45).

Many sources for teaching Business English express concern that, at present, "Business English is an area often neglected by linguistic researchers [while it] must be seen in the overall context of English for Specific Purposes (ESP) [because] it implies the
definition of a specific language corpus and emphasis on particular kind of communication in a specific context” (Ellis and Johnson, 1994, p.3). Unfortunately, this ‘specific language corpus’ and ‘particular kind of communication’ are often interpreted in a very narrow manner. For example, it is very typical of native Russian-speaking instructors to consider specialist vocabulary to be the only aspect that distinguishes Business English courses from General English courses. Therefore, most of the existing Business English classes are preoccupied with business-related words and terminology and thus neglect other aspects of teaching Business English such as increasing awareness of different rhetorical patterns in American Business writing that define shared cultural and contextual conventions of business communication. My study was an attempt to address Thrush’s (1997) concern about “falling back on ‘tips’ on international communication” (p.163). As she argues, “What is needed is a framework for looking at cultures, a framework that will help... communicators make reasonable hypotheses about how members of the culture will communicate and how they will receive and interpret attempts at communication” (p.163).

The described study, therefore, performed a cross-cultural analysis of written business discourses in order to set up a preliminary framework for looking at cultural differences. The study answered the research question stated at the beginning of the presented paper and offered suggestions for possible applications. It also defined potential limitations of cross-cultural research; all these make it possible to offer suggestions for future studies in the discipline.
Research question

What are the writing differences caused by dimensions of culture (power distance, uncertainty avoidance, individualism/collectivism, and masculinity/femininity) evident in business letters produced by native English and Russian speakers?

Masculinity/femininity dimension was removed from the suggested framework as controversial one in terms of gender issues and potentially overlapping with individualism/collectivism and uncertainty avoidance cultural characteristics. The writing differences in business sales letters produced by native English and Russian speakers and possibly caused by the rest of cultural dimensions (Hofstede) are the following:

- the Russian data exhibit greater power distance and degree of deference as compared to the American data
- the American authors demonstrate higher degree of uncertainty avoidance and make their letters reader-oriented as compared to Russian writer-oriented letters that assume the writer and the reader share the same context
- the American authors construct individualist identity and authorship in their letters as opposed to collectivist identity and authorship of the Russian authors; this characteristics presumes greater American authors’ responsibility for the information that promotes further action from the reader’s part.
Business English writing instructors need to develop the cross-cultural component of their curricula in order to sensitize native Russian speakers to these differences.

These differences should be addressed by pointing out and making explicit for students the different purpose of the American and Russian letters; although written in the same genre of a sales letter (Swales), their communicative intent is different: the American letters aim at immediate reaction/concrete action from the reader’s part, while the Russian letters set the scene for possible future contacts thus informing the potential partners about business possibilities.

Possible applications

I believe that, if brought to the classroom, such an analysis should be particularly helpful to non-native learners of Business English and should teach them how to comprehend and critically evaluate cultural differences in business rhetoric in terms of the purpose of communication (business sales letters). Practitioners could use this analysis to address such challenges in teaching intercultural communication and, particularly, Business English as an ESP course, as:

1. “focusing on the characteristics of students’ own cultures
2. replacing notions of cultural stereotypes (positive and negative) with more fluid, dynamic understandings of tendencies” (DeVoss et al., 2002, p.76, emphasis added)

In today’s international business communication, standard, or norm, becomes a very abstract concept. In reality, when English is used by both native and non-native speakers, and
even more by non-native speakers as a *lingua franca*, what is recognized and appropriately interpreted by a particular individual in a particular communicative situation becomes a norm. And this norm is determined by the rhetorical situation, not simply by language conventions. For example, there might be situations when observed Russian rhetorical patterns might become recognized and accepted by native English speakers. They can become even beneficial in certain genres, such as goodwill messages. Thus, it is not enough to teach ESL students to master the “correct patterns” that they should have in their “Business English toolbox”. It is crucial, however, to show them how to critically evaluate these “toolbox” resources to make right rhetorical choices and not to fall into a quick fix, or what Hofstede (1996) called a *fast food approach to intercultural diversity and communication*. Ideally, we would want our students become “communication specialists who are sensitive to contrasting rhetorics in all aspects of their work and learn to negotiate rhetorical strategies that fit each situation” (Woolever, 2001, p. 52).

Some effective pedagogical methods have already been suggested. Thus, Alred (1997) proposes teaching “the Rhetoric of Culture” (p. 353) through the method of case analysis, which is a widely accepted practice in MBA courses. He claims that “The case method became an effective pedagogy for translating theory into practice” (Alred, 1997, p. 370). Also, some suggestions have been made and some changes have been noticed in relation to Business Communication textbooks. For example, DeVoss et al. (2002) observed at least three positive changes in design and methodology of the most recently published textbooks: “One positive trend was a move toward stronger definitions of *culture* and the identification of its complexities... Another trend was the inclusion of published articles from experts in intercultural communication... A third trend... was the inclusion of specific
documents from particular cultures in context" (DeVoss et al., 2002, pp.73-74).

Unfortunately, these positive changes occur in the area of professional communication targeted at native speakers of English who major in business. However, I believe that the same changes should take place in English for Specific Purposes theory and methodology. Thus, students in ESP course would benefit a lot if they are given more opportunities to 1) exercise their critical thinking skills and 2) experience a more flexible, descriptive rather than prescriptive pedagogical approach in their course materials.

ESP (Business English) courses and teaching materials should expose students to cross-cultural communication not only through teaching “correct” patterns and vocabulary but through developing their analytical and critical thinking skills. This would enable learners to analyze and decide for themselves what patterns or structures should be most appropriate in a particular situation. It might be the most important practical skill that our students would take from the course we teach, since in a real workplace situation there are no models or recipes to follow. There are options, and only those who can evaluate these options and make the right choice would succeed in modern international business.

I believe that the suggested framework may potentially develop necessary critical thinking skills. Among those are “identifying and questioning assumptions, seeking a multiplicity of voices and alternatives on a subject, making connections, and fostering active involvement” (Kienzler, 2001, p.319). Critical thinking skills become especially valuable for today’s students because, as I already mentioned, globalization makes it possible to blur such notions as norms and conventions. Indeed, “The standards and norms of writing in English are changing [and] the native-speaker norm is no longer considered the only standard” (Connor, 2001, p.76). In this situation it is important to help students realize that they already
possess valid rhetorical experience that they bring to the classroom with their cultural background, and the best start would be a thorough analysis of their initial cultural and rhetorical baggage. “Students can begin to see the complicated nature of intercultural communication only if they begin to see themselves as part of a distinct culture as well” (DeVoss et al., 2002, p.77).

More changes should be expected from Business English ESL textbooks as well. Professional Communication textbooks already start setting an example of positive changes (DeVoss et al., 2002). I see no reason why ESL students should not exercise the same attitude through their Business English classes and textbooks. As Woolever (2001) states, “Rather than reinforcing stereotypes and cementing cultural differences, textbooks should assume that communication can and must be negotiated among people from equally intelligent and equally privileged cultures. The goal should not be to recognize and maintain difference, but to understand contrasting rhetorical practices” (p.62, emphasis added). After ESL students see themselves and their cultural and rhetorical patterns as equally valuable with those of their native English speaking partners, they will gain enough confidence to evaluate these differences and communicate more effectively, not just correctly.

Additionally, the suggested framework for performing cross-cultural analysis might be used in Professional Communication courses for native English speakers. The terms cross-cultural analysis and cultural differences can be interpreted for them in a broader way that goes beyond the concept of ethnicity and embraces the notion of a multi-layered society. Cultural/subcultural diversity is a part of any, even monolingual, business setting. Therefore, this activity involving students into cultural and rhetorical analysis should help:
• "Raise awareness of the differences in communication styles and strategies across national and cultural boundaries.

• Demonstrate sensitivity to those cultures and avoid implications that we are measuring other cultures by our own…

• Avoid cultural imperialism…” (Thrush, 1997, p.163).

Limitations

Any cross-cultural research poses a number of limitations. As the presented study revealed, data availability and language barriers are just few of the possible limitations. The small number of written samples does not allow it to make any kind of generalization about what might be rules of Russian and American rhetorical patterns; only tendencies apparent in this limited collection were analyzed. The fact that the data were monolingual posed yet another limitation. I was able to look at the genre of a business sales letter only in terms of their functioning in a monolingual environment: the letters were written in the authors’ L1 languages and for the authors’ L1 addressees. Therefore, it was impossible to define what changes the letters might undergo in the process of communication between the two cultures. The study looked at the L1 linguistic and rhetorical features only and the hypothesis that there might be possible transfer of these features into L2 writing still needs to be tested.

Unfortunately, it was impossible to contextualize the data in the presented study. Thus, the authors’ socio-economic status, education, age, business experience, and experience in the area of professional communication were not possible to measure. These are extremely important factors that might have significantly increased my understanding of the differences between the American and Russian letters but were impossible to address.
This is why I believe that a researcher needs to define a focus of the study and the sacrifice she might have to make for the sake of the study's manageability. The characteristics of a cross-cultural study would present a number of challenges in terms of both cultural variety and, most importantly, contextual variety. I presume that only a limited number of these challenges can be realistically addressed in the study's design.

**Suggestions for future research**

More pedagogical research, of course, would be helpful to test the suggested framework in a real Business English classroom to see if and how it may help students analyze rhetorical patterns in their native language as compared to English. It would also be interesting to see if such analysis enables students to make better rhetorical decisions about appropriateness of certain patterns in a given situation.

Possibilities for future linguistic and cross-cultural research could include studies that would address various contextual factors that affect communication, other than cultural differences. Also, it would be interesting to trace the potential language and rhetoric transfer during the process of intercultural communication. To what extent would the Russian authors preserve their L1 patterns while writing in English? If they demonstrate sufficient understanding and efficiency in communication practices with American partners, what is the source of such an understanding: language proficiency, work experience, familiarity with the culture? How important is it to consider each of these in ESL teaching practices in Russia? The list of research questions might be endless. This suggests that cross-cultural studies are very promising for contemporary communication and language theories, as well as teaching practices.
To achieve the goal of researching cross-cultural communication and effective teaching of it in both English for Specific Purposes (Business English) and Professional Communication classes, the combined efforts of theorists and practitioners in all related areas are needed: general linguistics, English as a Second Language, contrastive rhetoric, and international marketing and management. As Woolever (2001) claims, "Increasingly, business is [already] realizing that the best way to deal with cultural differences in communication is neither to deny the contrasts or to focus on them. Instead, companies are beginning to view the middle ground of collaboration as the solution to doing global business" (p.52). I believe this is what is needed for contemporary cross-cultural research: "the middle ground of collaboration" that would allow us perform a better and fairer evaluation of the processes in global business communication.
APPENDIX A. TABLES WITH THE DATA

Power distance

- Reference to previous communication

<table>
<thead>
<tr>
<th>American letters</th>
<th>Russian letters (originals)</th>
<th>Russian letters (translation)</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1 ---</td>
<td>#1 ---</td>
<td>#1 ---</td>
</tr>
<tr>
<td>#2 “It was nice meeting you, I enjoyed our visit.”; “I have used a smaller size than the sample that you gave to me.”</td>
<td>#2 ---</td>
<td>#2 ---</td>
</tr>
<tr>
<td>#3 “From our conversation, attached is the media kit for Athletic Management…”</td>
<td>#3 ---</td>
<td>#3 ---</td>
</tr>
<tr>
<td>#4 “As promised, enclosed is your copy…”</td>
<td>#4 ---</td>
<td>#4 ---</td>
</tr>
<tr>
<td>#5 ---</td>
<td>#5 ---</td>
<td>#5 ---</td>
</tr>
<tr>
<td>#6 ---</td>
<td>#6 ---</td>
<td>#6 ---</td>
</tr>
<tr>
<td>#7 ---</td>
<td>#10 ---</td>
<td>#10 ---</td>
</tr>
<tr>
<td>#8 “Thank you for your interest in Athletic Management.”</td>
<td>#11 [vague] – “Позвольте воспользоваться предоставленной возможностью и выразить Вам глубокое уважение.”</td>
<td>#11 [vague] – “Let us use the given opportunity to express our deepest respect.”</td>
</tr>
<tr>
<td>#9 ---</td>
<td>#12 ---</td>
<td>#12 ---</td>
</tr>
<tr>
<td>#10 ---</td>
<td>#13 ---</td>
<td>#13 ---</td>
</tr>
<tr>
<td>#11 “Thank you for your inquiry relative to ABC, Inc. wrestling mats.”</td>
<td>#12 ---</td>
<td>#13 ---</td>
</tr>
<tr>
<td>#12 ---</td>
<td>#14 ---</td>
<td>#14 ---</td>
</tr>
<tr>
<td>#13 “In connection with your recent dispute…”</td>
<td>#14 ---</td>
<td>#15 ---</td>
</tr>
<tr>
<td>#14 ---</td>
<td>#15 ---</td>
<td>#15 ---</td>
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<tr>
<td>#15 ---</td>
<td>#16 ---</td>
<td>#16 ---</td>
</tr>
<tr>
<td></td>
<td></td>
<td>#17 ---</td>
</tr>
<tr>
<td>American letters</td>
<td>Russian letters (originals)</td>
<td>Russian letters (translation)</td>
</tr>
<tr>
<td>--------------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------</td>
</tr>
<tr>
<td>#1 “Dear Megan:”</td>
<td>#1 “Уважаемые господа!”</td>
<td>#1 “Dear Sirs!”</td>
</tr>
<tr>
<td>#2 “Katy,”</td>
<td>#2 “Уважаемые господа!”</td>
<td>#2 “Dear Sirs!”</td>
</tr>
<tr>
<td>#3 “Dear Katy,”</td>
<td>#3 ---</td>
<td>#3 ---</td>
</tr>
<tr>
<td>#4 “Dear Katy,”</td>
<td>#4 “УВАЖАЕМЫЙ ПЕТР ПЕТРОВИЧ!”</td>
<td>#4 “DEAR PETR PETROVICH!”</td>
</tr>
<tr>
<td>#5 “Dear Katy”</td>
<td>#5 “Уважаемый Иван Иванович!”</td>
<td>#5 “Dear Ivan Ivanovich!”</td>
</tr>
<tr>
<td>#6 “Dear Colleague:”</td>
<td>#6 ---</td>
<td>#6 ---</td>
</tr>
<tr>
<td>#7 “Dear Principal,”</td>
<td>#7 “Уважаемые господа,”</td>
<td>#7 “Dear Sirs,”</td>
</tr>
<tr>
<td>#8 “Dear Jack:”</td>
<td>#8 ---</td>
<td>#8 ---</td>
</tr>
<tr>
<td>#9 “Dear Colleague,”</td>
<td>#9 “Уважаемый Иван Иванович!”</td>
<td>#9 “Dear Ivan Ivanovich”</td>
</tr>
<tr>
<td>#10 “Dear Superintendent of Buildings &amp; Grounds:”</td>
<td>#10 “Уважаемый(ая) Иван Иванович!” (handwritten)</td>
<td>#10 “Dear Ivan Ivanovich!” (handwritten)</td>
</tr>
<tr>
<td>#11 “Dear Name,”</td>
<td>#11 “Уважаемые господа,”</td>
<td>#11 “Dear Sirs,”</td>
</tr>
<tr>
<td>#12 “Dear Marie A. Zhivago,”</td>
<td>#12 ---</td>
<td>#12 ---</td>
</tr>
<tr>
<td>#13 “Dear Megan Larson,”</td>
<td>#13 ---</td>
<td>#13 ---</td>
</tr>
<tr>
<td>#14 “Dear Valued Customer:”</td>
<td>#14 ---</td>
<td>#14 ---</td>
</tr>
<tr>
<td>#15 “Dear Megan Larson,”</td>
<td>#15 “Уважаемые господа!”</td>
<td>#15 “Dear Sirs!”</td>
</tr>
<tr>
<td></td>
<td>#16 ---</td>
<td>#16 ---</td>
</tr>
<tr>
<td></td>
<td>#17 “Уважаемый Иван Иванович!”</td>
<td>#17 “Dear Ivan Ivanovich!”</td>
</tr>
</tbody>
</table>
• Closing the communication

<table>
<thead>
<tr>
<th>American letters</th>
<th>Russian letters (originals)</th>
<th>Russian letters (translation)</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1 “XYZ will, of course, continue to answer your questions or provide technical support if Pam is unavailable. Sincerely, [signature]”</td>
<td>#1 “НАДЕЕМСЯ, ЧТО НАШЕ СОТРУДНИЧЕСТВО БУДЕТ ВЗАИМОВЫГОДНЫМ! Коллектив ОАО Красило в крановый завод”</td>
<td>#1 “WE HOPE THAT OUR PARTNERSHIP WILL BE MUTUALLY BENEFICIAL! The Open Joint-Stock Company ‘Krasilovo Crane Factory’ staff”</td>
</tr>
<tr>
<td>#2 “If you have any questions, please give me a call. Kindest regards, [signature]”</td>
<td>#2 “Просим рассмотреть возможность применения нашей продукции на Вашем предприятии. Приложение: Реклама – экз. Краткий перечень – 1 экз. С уважением, [signature]”</td>
<td>#2 “We ask you to consider the possibility of using our produce at your factory. Enclosures: Advertisement. Short list. Yours faithfully [signature]”</td>
</tr>
<tr>
<td>#3 “To reserve your space, please call me at 630-584-5333 ex 13, or I will be in contact after you have time to review the media kit. Cordially, [signature]”</td>
<td>#3 “По Вашему запросу вышлем имеющиеся у нас лицензии на интересующие Вас виды деятельности. С уважением, [signature]”</td>
<td>#3 “Upon your request we will provide copies of our licenses for the services you are interested in. Yours faithfully, [signature]”</td>
</tr>
<tr>
<td>#4 “I’ll call you soon, but if you have any questions or need additional information, please give me a call. Katy, thank you for your consideration. Best Regards, [signature]”</td>
<td>#4 “Готовы предоставить дополнительную информацию. Наши телефоны (095) 000-00-00, -00. С уважением, [signature]”</td>
<td>#4 “We are ready to provide additional information. Our telephone numbers are (095) 000-00-00-00. Yours faithfully, [signature]”</td>
</tr>
<tr>
<td>#5 “If you have any questions about your account, please feel free to call our technical support number at 233-0000. Thanks! [signature]”</td>
<td>#5 “Направляем Вам также информационный буклет о деятельности кафедры в новом учебном году и будем рады видеть Вас и Ваших коллег среди участников наших программ профессиональной переподготовки и повышения квалификации. С уважением, [signature]”</td>
<td>#5 “We also are sending you an information booklet on the Department schedule for the new academic year and we will be happy to see you and your colleagues among the participants in our professional training programs. Yours faithfully, [signature]”</td>
</tr>
<tr>
<td>#6 “We look forward to your school’s participation in the ELPT. If you have any questions or concerns, please contact us by phone (609 000-0000), fax (609 000-0000), or e-mail (<a href="mailto:xxx@etc.org">xxx@etc.org</a> ). Sincerely, [signature]”</td>
<td>#6 “Просим Вас посетить выставку, познакомиться с нашей экспозицией и получить интересующую Вас информацию, касающуюся нашей продукции и условий её поставки. С уважением, [signature]”</td>
<td>#6 “We ask you to attend the exposition, look at our exhibit, and get the information you need about our produce and the shipment. Yours faithfully, [signature]”</td>
</tr>
<tr>
<td>#7 “We hope that this book will be very much interesting and useful for you. Yours faithfully, [signature]”</td>
<td>#7 “We hope that this book will be very much interesting and useful for you. Yours faithfully, [signature]”</td>
<td>#7 “We hope that this book will be very much interesting and useful for you. Yours faithfully, [signature]”</td>
</tr>
</tbody>
</table>
#7 “We look forward to hearing from you!
Sincerely, [signature – only the first name]”

#8 “Thank you for your consideration and I will call you to follow-up. In the meantime, if you have any questions, please contact me. Sincerely, [signature]”

#9 “We wish you the greatest success in your teaching and hope that our materials will help you reach your goals. Sincerely yours, [signature]. P.S. If you are interested in other Cambridge University Press titles, please contact your local representative (see enclosed).”

#10 “If you are interested in our Cover Guard or possibly in our Gym Divider Curtain, please contact us direct at (515) 000-0000. Sincerely, [signature]”

#11 “Please feel free to contact us again if questions arise. Sincerely, [signature]”

#12 “Please be sure to have your credit card available when you call. Keep that New Year’s resolution and take advantage of these special low rates today! Wishing you the best for the new year. Sincerely, [signature]”

#7 “Надеемся, что эта книга будет для вас по-настоящему интересной и полезной. С уважением, ООО “Издательство ‘ДеНаш’”

#8 “Надеемся, что мы заинтересовали Вас своим предложением и будем рады сотрудничать с Вами.
С УВАЖЕНИЕМ!!!

#9 “Всего Вам добrego и успехов в Вашей деятельности!
Наш адрес: 420049, Казань, ул. Черри, дом 0. Звоните: (8432) 00-00-00. С уважением, [signature]”

#10 “Искренне рады сотрудничеству с Вами. Пакет документов прилагается. Наши реквизиты указаны в верхней части страницы. [signature]”

#11 “Надеемся на Ваш скорый ответ с указанием необходимого Вам оборудования. С уважением и желанием быть Вам полезными, Заместитель генерального директора ООО “ИНТЕРВАЗ инженеринг” Якушин А. А.”

#12 “В заключении предлагаем Вам просмотреть перечень поставляемой нами продукции: – задвижки стальные;
- задвижки нержавеющие;
- клапана (КОП, СППК и др.);
- фланцы;
- вентиля;
- электроприводы;
- крепеж…
С уважением, [signature]”

’DeNash’ Publishing House’ Ltd.”

#8 “We hope that we made you interested in our offer and we will be glad to be your partners.
YOURS FAITHFULLY!!!

#9 “We wish you all the best and success in your business! Our address: 420049, Kazan City, Cherry Street, 0. Call us at: (8432) 00-00-00. Yours faithfully, [signature]”

#10 “We are sincerely glad to cooperate with you. A set of the documents is enclosed. Our contact information is given at the top of the page. [signature]”

#11 “We hope to promptly receive your answer with an indication of the equipment you need. With respect and wish to be helpful, Vice-President ‘INTERVAZ engineering’ Yakushin A. A.”

#12 “In conclusion, we suggest your looking through the list of the supplied items:
- valves
- taps
- [list of the]
- supplied
- items of
- the equipment
- ...

Yours faithfully, [signature]”

#13 “Due to the above stated information, we have an opportunity to offer a mutually beneficial partnership, and are mailing a price-list in accordance with the present assortment in store. [signature]”
#13 “If you have any further questions, please contact us. Sincerely, [signature]”

#14 “Thank you, and please remember to practice energy efficiently! Sincerely, [signature]”

#15 “Thank you for choosing Capital One. Sincerely, [signature]”

#13 “Исходя из вышеизложенного, имеем возможность предложить взаимовыгодное сотрудничество и высылаем прайс-лист по состоянию склада в настоящий момент. [signature]”

#14 “Надеемся на дальнейшее сотрудничество с вашим предприятием. Тел/факс (8432) 00-00-00, 8-9033-000000. [signature]”

#15 “Надеемся на долговременное и выгодное сотрудничество! [signature]”

#16 “Просим сообщить реквизиты для заключения договора и предоставить календарный график поставок. [signature]”

#17 “Информацию о нас и нашей продукции можно найти на сайте www.xxx.ru. С уважением, [signature] e-mail: xxx@list.ru.”

#14 “We hope to further cooperate with your company. Telephone/Fax (8432) 00-00-00, 8-9033-000000. [signature]”

#15 “We hope for a long-term and mutually beneficial partnership! [signature]”

#16 “We ask you to give specifications for signing the contract and to provide the schedule of supplies. [signature]”

#17 “The information about us and our produce can be found online at www.xxx.ru. Yours faithfully, [signature] e-mail: xxx@list.ru.”

## Uncertainty avoidance

- Form of command/request

<table>
<thead>
<tr>
<th>American letters</th>
<th>Russian letters (originals)</th>
<th>Russian letters (translation)</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1 “Please be sure to stop by ELLIS booth at the Iowa Language and Cultural Concerns Conference, February 20-21, 2002, in Des Moines, Iowa. [Come see what all the ELLIS excitement is about at the Iowa Conference or call Pam now for more information.]”</td>
<td>#1 ---</td>
<td>#1 ---</td>
</tr>
<tr>
<td>#2 “Просим рассмотреть возможность применения нашей продукции на Вашем предприятии.”</td>
<td>#2 “We ask you to consider the possibility of using our produce at your factory.”</td>
<td>#3 “Upon your request we will provide copies of our licenses for the services you are interested in.”[vague]</td>
</tr>
<tr>
<td>#3 “По Вашему запросу вышлем имеющиеся у нас лицензии на интересующие Вас виды”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Page</td>
<td>Text</td>
<td></td>
</tr>
<tr>
<td>------</td>
<td>------</td>
<td></td>
</tr>
<tr>
<td>#2</td>
<td>&quot;When ordering, you may take advantage of quantity breaks.&quot;</td>
<td></td>
</tr>
<tr>
<td>#3</td>
<td>&quot;You can start an effective advertising program with our April/May 99, Gym &amp; Indoor Facility Components issue of Athletic Management. To reserve your space, please call me at...&quot;</td>
<td></td>
</tr>
<tr>
<td>#4</td>
<td>--- [vague]</td>
<td></td>
</tr>
<tr>
<td>#5</td>
<td>&quot;All that is left for you to do is to follow the instructions from page 30-35 in the enclosed manual&quot;</td>
<td></td>
</tr>
<tr>
<td>#6</td>
<td>&quot;To participate in the April 2002 ELPT school-based administration, please complete the Preregistration Order Form and return it by the following deadlines: <strong>Mail by February 15, 2002 OR Fax by February 22, 2002 to 609 000-0000</strong>&quot;</td>
<td></td>
</tr>
<tr>
<td>#7</td>
<td>&quot;If you are interested in learning more about Sound Relief, Please contact ABC&quot;</td>
<td></td>
</tr>
<tr>
<td>#8</td>
<td>--- [vague]</td>
<td></td>
</tr>
<tr>
<td>#9</td>
<td>&quot;Please use the enclosed special order form/price list... in placing a telephone order, please call 1-800-000-0000 Monday through Friday between 9:00 a.m. and 5:00 p.m. ET and mention this order form code: ME2ESL... please visit our website at <a href="http://www.cambridge.org/esl-efl">www.cambridge.org/esl-efl</a> ... please contact your local representative&quot;</td>
<td></td>
</tr>
<tr>
<td>#10</td>
<td>--- [vague]</td>
<td></td>
</tr>
<tr>
<td>#11</td>
<td>&quot;We ask you to attend the exposition, look at our exhibit, and get the information you need about our produce and the shipment.&quot;</td>
<td></td>
</tr>
<tr>
<td>#12</td>
<td>&quot;Upon your request detailed information about our company and our services will be provided.&quot;</td>
<td></td>
</tr>
<tr>
<td>#13</td>
<td>&quot;We will be glad if you place an order for the equipment supply and we guarantee fast and quality service. We hope to promptly receive your answer with an indication of the equipment you need.&quot;</td>
<td></td>
</tr>
<tr>
<td>#14</td>
<td>&quot;In conclusion, we suggest your looking through the list of the supplied items: valves, taps, [list of the supplied items of the equipment]... please contact your local representative&quot;</td>
<td></td>
</tr>
<tr>
<td>#15</td>
<td>&quot;We are offering you to sign a contract for chemicals' supplies and become one of our clients.&quot;</td>
<td></td>
</tr>
</tbody>
</table>
| #16  | "We ask you to give
<table>
<thead>
<tr>
<th>#10</th>
<th>“Enclosed you will find our Gymnasium Cover Guard brochure and a brochure for our most popular Gym Divider Curtain model, the Fold-Up system... If you are interested in our Cover Guard or possibly in our Gym Divider Curtain, please contact us direct at (515) 000-0000.”</th>
</tr>
</thead>
<tbody>
<tr>
<td>#11</td>
<td>[vague] “Enclosed, please note the price listings for various standard sizes at the three common thickness. Included at the bottom of the page are items of choice included in the price. Extras are listed as additional cost items.”</td>
</tr>
<tr>
<td>#12</td>
<td>“Simply call us at 1-800-000-0000 to transfer high-rate credit, department store and other balances to your AT&amp;T Universal credit card account... Or, call us to request a personalized balance transfer check made out directly to you... you must respond by February 23, 2004.”</td>
</tr>
<tr>
<td>#13</td>
<td>“Please complete the enclosed document, have your signature notarized, and return the Fraud Information Form to us before 02/29/03.”</td>
</tr>
<tr>
<td>#14</td>
<td>[vague] “Luckily, Success Energy makes it easy to practice energy efficiency and participate in our cash incentive program for energy efficiency... If you’d like additional details</td>
</tr>
<tr>
<td>#15</td>
<td>specifications for signing the contract and to provide the schedule of supplies.”</td>
</tr>
<tr>
<td>#16</td>
<td>[vague] “The information about us and our produce can be found online at <a href="http://www.xxx.ru">www.xxx.ru</a>.”</td>
</tr>
<tr>
<td>#17</td>
<td>[vague] “The information about us and our produce can be found online at <a href="http://www.xxx.ru">www.xxx.ru</a>.”</td>
</tr>
</tbody>
</table>
on how we can help, visit us on-line at www.xxx.com, or call our Efficiency Solutions Hotline at 1-800-000-0000.”

#15 “call the customer service number on the back of your card. Or manage your account anywhere, anytime with our Online Account Services at www.xxx.com.”

- Form of stating the purpose of the letter

<table>
<thead>
<tr>
<th>American letters</th>
<th>Russian letters (originals)</th>
<th>Russian letters (translation)</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1 [vague]</td>
<td>#1 “ОАО Красило крановый завод обращается к Вам с коммерческим предложением о взаимовыгодном сотрудничестве.”</td>
<td>#1 “Open Joint-Stock Company ‘Krasilovo Crane Factory’ is addressing you with a business proposal of mutually beneficial partnership.”</td>
</tr>
<tr>
<td>#2 “Thank you for giving Modern Graphics the opportunity to quote on some of your printed material needs.”</td>
<td>#2 “Мы готовы предложить Вам уровневерную продукцию выпускаемую нашим предприятием:”</td>
<td>#2 “We are ready to offer you the equipment that our factory produces:”</td>
</tr>
<tr>
<td>#3 “From our conversation, attached is the media kit for Athletic Management, and Coaching Management magazines.”</td>
<td>#3 “В связи с началом договорной кампании на 2002 год приглашаем Вас к сотрудничеству с нашим предприятием. Предлагаем Ваши вниманию перечень работ, выполняемых ЗАО САМАРАТЕХНОМОНТАЖ (прилагается).”</td>
<td>#3 “In view of the beginning of the 2002 contract campaign we offer you cooperation with our enterprise. We offer for your attention a list of services provided by Joint-Stock Company ‘SAMARATECHNOMONTAZH’ (enclosed).”</td>
</tr>
<tr>
<td>#4 “As promised, enclosed is your copy of the inaugural issue of RECREATIONAL SPORTS &amp; FITNESS”</td>
<td>#4 “Предлагаем Вам сделать первый реальный шаг и провести экспресс-диагностику системы управления Вашего предприятия.”</td>
<td>#4 “We are offering you to make the first real step and conduct an express diagnosis of the management system at your company.”</td>
</tr>
<tr>
<td>#5 “Your AmesNet account is set up and ready to go. [] follow the instructions from page 30-35 in the enclosed manual… [] I have also enclosed a copy of the invoice that you have already paid, so you can have it on record.”</td>
<td>#5 [vague] - “Предлагаем Вам внимание эту книгу”, or - “Направляем Вам также информационный буклет о деятельности кафедры в новом</td>
<td>#5 [vague] - “We offer this book for your attention”, or - “We are sending you also an information booklet on the Department schedule for the new academic year and we will be happy to see you and your colleagues among the participants in our professional training programs”</td>
</tr>
<tr>
<td>#6</td>
<td>“The College Board will offer a two-hour version of the SAT® II: ELPT™ (English Language Proficiency Test™) in participating high schools on Tuesday, April 23, 2002.”</td>
<td></td>
</tr>
<tr>
<td>#7</td>
<td>“ABC, Inc. has designed a solution to your gym echo and sound problems: Sound Relief Pillows. [If you are interested in learning more about Sound Relief, Please contact ABC”]</td>
<td></td>
</tr>
<tr>
<td>#8</td>
<td>“Following is information about the upcoming June/July issue which provides advertisers with additional exposure at the ABCDE Conference. Also enclosed is 2001 media kit information and sample of last year’s June/July issue. Additionally, I’ve enclosed information on our magazine…”</td>
<td></td>
</tr>
<tr>
<td>#9</td>
<td>“Welcome to the 2001 Cambridge Books for Language Teachers catalog. In this catalog you will find a wide range of books covering all areas of language teaching…”</td>
<td></td>
</tr>
<tr>
<td>#10</td>
<td>“Enclosed you will find our Gymnasium Cover Guard brochure and a brochure for our учебном году и будем рады видеть Вас и Ваших коллег среди участников наших программ профессиональной переподготовки и повышения квалификации”</td>
<td></td>
</tr>
<tr>
<td>#6 [vague]</td>
<td>“Просим Вас посетить выставку, познакомиться с нашей экспозицией и получить интересующую Вас информацию, касающуюся нашей продукции и условий её поставки.”</td>
<td></td>
</tr>
<tr>
<td>#7 [vague]</td>
<td>“Наше издательство предлагает ваму внимание книгу Дениса Еврина &quot;Добыча. Всемирная история борьбы за нефть, деньги и власть&quot;, второе издание.”</td>
<td></td>
</tr>
<tr>
<td>#8 [vague]</td>
<td>“Фирма Алмаз предлагает Вам поставку лабораторной посуды из стекла, фарфора, кварца (прозрачного и не прозрачного), термометров технического и медицинского назначения, ареометров всех видов, предметных и покровных стёкол, фильтров мембранных и биологических любого назначения и щёточные изделия, а также химреактивы (ХЧ.Ч.ЧДА).”</td>
<td></td>
</tr>
<tr>
<td>#9 [vague]</td>
<td>“Юридическая компания Ю. Носов и Партнёры предлагает Вам сотрудничество по работе в Федеральном арбитражном суде Поволжского округа.”</td>
<td></td>
</tr>
<tr>
<td>#10 [vague]</td>
<td>“Искренне рады сотрудничеству с Вами. Пакет документов прилагается.”</td>
<td></td>
</tr>
<tr>
<td>#6 [vague]</td>
<td>“We ask you to attend the exposition, look at our exhibit, and get the information you need about our produce and the shipment.”</td>
<td></td>
</tr>
<tr>
<td>#8</td>
<td>“Company ‘Almaz’ offers you a supply of glassware made out of pyrex, porcelain, quartz (transparent and matte), technical and medical thermometers, areometers of all kinds, slides, all purpose membrane and biological filters, and chemicals (ChP. P. PFA).”</td>
<td></td>
</tr>
<tr>
<td>#9</td>
<td>“Law company ‘U. Nosov and Partners’ offers you assistance in Povolzhsk Federal arbitration court procedures.”</td>
<td></td>
</tr>
<tr>
<td>#10 [vague]</td>
<td>“We are sincerely glad to cooperate with you. A set of the documents is enclosed.”</td>
<td></td>
</tr>
<tr>
<td>#11</td>
<td>“Today we can offer you a supply of broad range of industrial equipment. The list of the equipment we offer is in the Catalog which we enclose with this letter.”</td>
<td></td>
</tr>
<tr>
<td>#12</td>
<td>“Joint-Stock Company ‘Technoshara’ offers you professional services in supplying pipe steel frameworks and pipe joints to build up production sets.”</td>
<td></td>
</tr>
<tr>
<td>#13</td>
<td>“Due to the above stated information, we have an opportunity to offer a mutually beneficial partnership, and are mailing a price-list in accordance with the present assortment in store.”</td>
<td></td>
</tr>
</tbody>
</table>
most popular Gym Divider Curtain model, the Fold-Up system."

#11 “Enclosed, please note the price listings for various standard sizes at the three common thickness. Included at the bottom of the page are items of choice included in the price. Extras are listed as additional cost items.”

#12 “Because you are a valued AB&C Universal cardmember, we want you to help you keep that New Year’s resolution to save money. Start saving with two great low Annual Percentage Rates (APRs) when you transfer balances to your AB&C Universal credit card account.”

#13 “In connection with your recent dispute, we are enclosing an Affidavit and Fraud Information Form that will allow us to resolve your claim.”

#14 [vague] “We’ve included a brochure that explains our energy efficiency programs.”

#15 [vague] “because you’ve shown us you can manage your credit, we want to be sure and support your continued growth.”

#14 “‘Action’ Ltd. offers supplies of chemicals, indicators, indicator pipes, filters, glassware, equipment, technical chemicals.”

#15 ---

#16 “Our organization is ready to supply to your address in the year 2004 the following produce:... We ask you to give specifications for signing the contract and to provide the schedule of supplies.”

#17 “I am addressing you with an offer of partnership.”
- Placement of the thesis statement/purpose statement (bottom-line of the message)

<table>
<thead>
<tr>
<th>American letters</th>
<th>Russian letters (originals)</th>
<th>Russian letters (translation)</th>
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</thead>
<tbody>
<tr>
<td>#1 1st paragraph, 3d sentence – “TEC will be working with CER to provide marketing and support to Iowa ESL/Bilingual Education customers”</td>
<td>#1 1st paragraph, 1st sentence - “ОАО ‘Красило крановый завод’ обращается к Вам с коммерческим предложением о взаимовыгодном сотрудничестве.”</td>
<td>#1 1st paragraph, 1st sentence - “Open Joint-Stock Company ‘Krasilovo Crane Factory’ is addressing you with a business proposal of the mutually beneficial partnership.”</td>
</tr>
<tr>
<td>#2 1st paragraph, 2nd sentence – “Thank you for giving Modern Graphics the opportunity to quote on some of your printed material needs.”</td>
<td>#2 2nd paragraph, the end of the 1st sentence – “Мы готовы предложить Вам уровеньную продукцию выпускаемую нашим предприятием:”</td>
<td>#2 2nd paragraph, the end of the 1st sentence – “We are ready to offer you the equipment that our factory produces:”</td>
</tr>
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<td>#4 2nd paragraph, 1st sentence – “We offer you to make the first real step and conduct an express diagnosis of the management system at your company.”</td>
</tr>
<tr>
<td>#5 1st paragraph, 2nd sentence – “All that is left for you is follow the instructions”</td>
<td>#5 [vague] - 2nd paragraph, 3rd (last) sentence and 3rd paragraph, 1st (and only) sentence – “Предлагаем Вашему вниманию эту книгу, надеемся, что она заинтересует Вас и будет полезна при разработке стратегии управления персоналом в Вашей Компании. Направляем Вам также информационный буклет о деятельности кафедры в новом учебном году и будем рады видеть Вас и Ваших коллег среди участников наших программ профессиональной</td>
<td>#5 [vague] - 2nd paragraph, 3rd (last) sentence and 3rd paragraph, 1st (and only) sentence – “We offer this book for your attention and hope that it will be of interest for you and will be helpful for strategic development of human resources management in your company. We are sending you also an information booklet on the Department schedule for the new academic year and we will be happy to see you and your colleagues among the participants in our</td>
</tr>
<tr>
<td>#6 1st paragraph, 1st sentence - “The College Board will offer a two-hour version of the SAT® II: ELPT™ (English Language Proficiency Test™) in participating high schools on Tuesday, April 23, 2002.”; “Mail by February 15, 2002 OR Fax by February 22, 2002 to 609 000-0000”</td>
<td>#6 1st paragraph, 1st sentence - “The College Board will offer a two-hour version of the SAT® II: ELPT™ (English Language Proficiency Test™) in participating high schools on Tuesday, April 23, 2002.”; “Mail by February 15, 2002 OR Fax by February 22, 2002 to 609 000-0000”</td>
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<td>#7 2nd paragraph, 1st sentence – “ABC, Inc. has designed a solution to your gym echo and</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>


sound problems: Sound Relief Wall Pillows.

#8 1st paragraph, 2nd and 3rd sentences, 2nd paragraph, 1st sentence - “Following is information about the upcoming June/July issue which provides advertisers with additional exposure at the ABCDE Conference. Also enclosed is 2001 media kit information and sample of last year’s June/July issue. Additionally, I’ve enclosed information on our magazine, Coaching Management Baseball.”

#9 1st paragraph, 1st two sentences – “Welcome to the 2001 Cambridge Books for Language Teachers catalog. In this catalog you will find a wide range of books covering all areas of language teaching…”

#10 1st paragraph, 2nd sentence – “One way to keep that brand-new shine for as long as possible is to protect the floor with our Gymnasium Cover Guard.”

#11 [vague] – 1st paragraph, 2nd, 3rd, and 4th sentences - “Enclosed, please note the price listings for various standard sizes at the three common thickness. Included at the bottom of the page are items of choice included in the price. Extras are listed as additional cost items.”

#12 1st paragraph, 2nd sentence – “Start saving with two great low Annual Percentage Rates (APRs) when you transfer balances to you’re AB&C Universal credit card account.”

переподготовки и повышения квалификации.”

#6 2nd (last) paragraph, 1st (and only) sentence - “Просим Вас посетить выставку, познакомиться с нашей экспозицией и получить интересующую Вас информацию, касающейся нашей продукции и условий её поставки.”

#7 1st paragraph, 1st sentence – “Наше издательство предлагает вашему вниманию книгу Дениса Еврина “Добыча. Всемирная история борьбы за нефть, деньги и власть”, второе издание.”

#8 1st paragraph, 1st sentence - “Фирма Алмаз предлагает Вам поставку лабораторной посуды из стекла, фарфора, кварца (прозрачного и не прозрачного), термометров технического и медицинского назначения, ареометров всех видов, предметных и покровных стёкол, фильтров мембранных и биологических любого назначения и щёточные изделия, а также химреактивы (Х.Ч.ЧДА).”, or/and 4th (last) paragraph, 1st (and only) sentence – “Надеемся, что мы заинтересовали Вас своим предложением и будем рады сотрудничать с Вами.”

#9 1st paragraph, 1st sentence - “Юридическая компания Ю. Носов и партнёры предлагает Вам сотрудничество по работе в Федеральном арбитражном суде Поволжского округа.”

professional training programs.”

#6 2nd (last) paragraph, 1st (and only) sentence - “We ask you to attend the exposition, look at our exhibit, and get the information you need about our produce and the shipment.”

#7 1st paragraph, 1st sentence – “Our publishing house offers you the second edition of Dennis Evrin’s book ‘Exploitation: The World History of Fight for Oil, Money, and Power’.”

#8 1st paragraph, 1st sentence - “Company ‘Almaz’ offers you a supply of glassware made out of pyrex, porcelain, quartz (transparent and matte), technical and medical thermometers, areometers of all kinds, slides, all purpose membrane and biological filters, and chemicals (ChP. P. PFA).”, or/and 4th (last) paragraph, 1st (and only) sentence – “We hope that we made you interested in our offer and we will be glad to be your partners.”

#9 1st paragraph, 1st sentence - “Law company ‘U. Nosov and Partners’ offers you assistance in Povolzhsk Federal arbitration court procedures.”

#10 [very vague] – 6th paragraph, 1st (and only) sentence – “We are sincerely glad to cooperate with you.”

and/or 7th paragraph, 1st (and...
| 13 1st paragraph, 1st sentence | 10 [very vague] – 6th paragraph, 1st (and only) sentence – “Искренне рады сотрудничеству с Вами.” and/or 7th paragraph, 1st (and only) sentence – “Пакет документов прилагается.” | 11 6th paragraph, 1st and 2nd sentences – “Today we can offer you a supply of broad range of industrial equipment. The list of the equipment we offer is in the Catalog which we enclose with this letter.” | 12 2nd paragraph, 1st sentence – “Joint-Stock Company ‘Technoshara’ offers you professional services in supplying pipe steel frameworks and pipe joints to build up production sets.” |
| 14 2nd paragraph, 1st (and only) sentence – “Success Energy makes it easy to practice energy efficiency and participate in our cash incentive programs for energy efficiency.” | 12 2nd paragraph, 1st sentence - “ООО “Техношара” предлагает Вам профессиональные услуги по комплектации производственных объектов трубопроводной арматурой и соединительными деталями трубопроводов.” | 13 4th (the last) paragraph, 1st (and only) sentence - “Due to the stated above, we have an opportunity to offer a mutually beneficial partnership, and are mailing a price-list in accordance with the present assortment in store.” | 14 7th (the last) paragraph, 2nd (the last) sentence - “We offer you to sign a contract for chemicals’ supplies and become one of our clients.” |
| 15 1st paragraph, 1st sentence – “You’ve earned a higher credit limit on your Country One® card simply by handling your account responsibly.” Also, 2nd paragraph, 1st sentence – “Plus, because you’ve shown us you can manage your credit, we want to be sure and support your continued growth.” | 13 4th (the last) paragraph, 1st (and only) sentence - “Исходя из вышеизложенного, имеем возможность предложить взаимовыгодное сотрудничество и высылаем прайс-лист по состоянию склада в настоящий момент.” | 14 7th (the last) paragraph, 2nd (the last) sentence - “We hope for a long-term and mutually beneficial partnership!” | 15 [vague] 9th (the last) paragraph, 1st (and only) sentence – “We ask you to give specifications for signing the contract and to provide the schedule of supplies.” |
| 16 2nd (the last) paragraph, 1st (and only) sentence – “We hope for a mutually beneficial partnership!” | 15 [vague] 9th (the last) paragraph, 1st (and only) sentence – “We hope for a long-term and mutually beneficial partnership!” | 16 2nd (the last) paragraph, 1st (and only) sentence – “We ask you to give specifications for signing the contract and to provide the schedule of supplies.” | 16 2nd (the last) paragraph, 1st (and only) sentence – “We hope for a long-term and mutually beneficial partnership!” |
• Form of providing contact information (in the text of the letters)

<table>
<thead>
<tr>
<th>American letters</th>
<th>Russian letters (originals)</th>
<th>Russian letters (translation)</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1 “Pam can be reached at (866) 000-0000 or on the Internet at <a href="mailto:xxx@sirus.com">xxx@sirus.com</a>. Pam will be contacting you in the near future to introduce herself and to offer assistance with implementing an ELLIS strategy.”</td>
<td>#1 ---</td>
<td>#1 ---</td>
</tr>
<tr>
<td>#2 ---</td>
<td>#2 ---</td>
<td>#2 ---</td>
</tr>
<tr>
<td>#3 “please call me at 630-0000-0000 ex 00, or I will be in contact after you have had time to review the media kit.”</td>
<td>#3 ---</td>
<td>#3 ---</td>
</tr>
<tr>
<td>#4 “If you have any questions about your account, please feel free to call our technical support number at 233-0000.”</td>
<td>#4 ---</td>
<td>#4 “Готовы предоставить дополнительную информацию. Наши телефоны (095) 000-00-00, -00.”</td>
</tr>
<tr>
<td>#5 ---</td>
<td>#5 ---</td>
<td>#5 ---</td>
</tr>
<tr>
<td>#6 “If you have any questions or concerns, please contact us by phone (609 000-0000), fax (609 000-0000), or e-mail (<a href="mailto:xxx@ets.org">xxx@ets.org</a>).”</td>
<td>#6 ---</td>
<td>#6 ---</td>
</tr>
<tr>
<td>#7 “please contact ABC, Inc. at</td>
<td>#7 ---</td>
<td>#7 ---</td>
</tr>
<tr>
<td>#8 ---</td>
<td>#8 ---</td>
<td>#8 ---</td>
</tr>
<tr>
<td>#9 “Наш адрес 420049, Казань, ул. Черри, дом 0. Звоните (8432) 00-00-00.”</td>
<td>#9 ---</td>
<td>#9 “Our address: 420049, Kazan City, Cherry Street, 0. Call us at: (8432) 00-00-00.”</td>
</tr>
<tr>
<td>#10 “Наши реквизиты указаны в верхней части страницы.”</td>
<td>#10 ---</td>
<td>#10 “Our contact information is given at the top of the page.”</td>
</tr>
<tr>
<td>#11 ---</td>
<td>#11 ---</td>
<td>#11 ---</td>
</tr>
</tbody>
</table>
515-000-0000. You can also find us on the web at www.xxx.com.”

84

#8 ---

#9 “In placing a telephone order, please call 1-800-000-0000 Monday through Friday between 9:00 a.m. and 5:00 p.m. ET and mention this order form code: ME2ESL... please visit our website at www.cambridge.org/esl... please contact your local representative (see enclosed)”

#10 “If you are interested in our Cover Guard or possibly in our Gym Divider Curtain, please contact us direct at (515) 000-0000.”

#11 ---

#12 “Simply call us at 1-800-000-0000 to transfer high-rate credit card... Call us anytime toll-free at 1-800-000-0000 to take advantage of these two great low rates”

#13 “[signature, title] Phone: (800) 000-0000, ext. 000-0000 Fax: (800) 000-0000”

#14 “If you’d like additional details on how we can help, visit us online at www.xxx.com, or call our Efficiency Solution Hotline at 1-800-000-0000.”

#15 “call the customer service number on the back of your card. Or manage your account anywhere, anytime with our Online Account Services at www.xxx.com.”

#16 ---

#17 “Информацию о нас и нашей продукции можно найти на сайте www.xxx.ru. С уважением, [signature] e-mail: xxx@list.ru.

Yours faithfully, [signature] e-mail: xxx@list.ru.

- Using graphics/layout

<table>
<thead>
<tr>
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</thead>
</table>
The following are the specs and prices for each quote. [a list with capitalization follows]

PRODUCT: Brochures (eleven different subjects)

A sample of this size is enclosed with the quote. [a list with capitalization follows]

PRODUCT: Tractor fed shipping labels

---

You can start an effective advertising program with our April/May 99, Gym & Indoor Facility Components issue of Athletic Management. New advertisers are eligible for an introductory program!

As promised, enclosed is your copy of the inaugural issue of RECREATIONAL SPORTS & FITNESS; “As you can see, RECREATIONAL SPORTS & FITNESS is going to be the magazine for the recreational market

---

The College Board will offer a two-hour version of the SAT® II: ELPT™ (English Language Proficiency Test™) in participating high schools on Tuesday, April 23, 2002.; “Mail by February 15, 2002 OR Fax by February 22, 2002 to 609 000-0000

Each paragraph starts with a question in bold font – “How does it work? … How

---

Dear Sirs!

Open Joint-Stock Company ‘Krasilovo Crane Factory’ produces a list of technological equipment used in gas and oil industry].

‘WE HOPE THAT OUR PARTNERSHIP WILL BE MUTUALLY BENEFICIAL!’

Dear Sirs!:

If you need to have an update information about the level of: liquid viscous crumbly other materials and solutions; “the equipment that our factory produces:

[→ a list ⇒ of the equipment ⇒ offered ⇒ by the promoters (authors)]

---

Dear Petr Petrovich!

We are ready to provide additional information. Our telephones are (095) 000-00-00, -00.”

---

Dear Ivan Ivanovich!

We congratulate you and your colleagues with your professional holiday– The Day of an oil and gas industry worker.; “we have published a new book – “Human Resources of Oil
do I install it? ... Where else can I use it? ... Can I afford it?"

#8 “interest in Athletic Management”; “Advertising in Athletic Management”; “our magazine, Coaching Management Baseball”; “Athletic Management (AM) provides”; “Coaching Management publishes”; “Coaching Management Baseball reaches 17,317 head college and high school baseball coaches, which includes ...; and is distributed three times per year: February (pre-season), September (post-season) and December (American Baseball Coaches Association Convention).”

#9 “…new publications by well-known authors such as Jack C. Richards and Theodore S. Rodgers (Approaches and Methods in Language Teaching 2e); David Nunan and Ronald Carter (The Cambridge Guide to Teaching English to Speakers of Other Languages); Michael McCarthy (Issues in Applied Linguistics); and Marianne Celce-Murcia and Elite Olshtain (Discourse and Context in Language Teaching).”; “There are strong additions to our popular Cambridge Handbook for Language Teachers series including, Using the Board in the Language Classroom by Jeannine Dobbs, and The Internet and the Language and Gas Companies”; “Yours faithfully,”

#6 ---

#7 “Уважаемые господа,”

#8 “Руководителю.”; “С УВАЖЕНИЕМ!!!”

#9 “Юридическая компания Ю. Носов и Партнёры предлагает Вам сотрудничество по работе в Федеральном арбитражном суде Поволжского округа.”; “нами накоплена хорошая практика по отмене решений судов первой и второй инстанций, в том числе и с вынесением новых решений сразу в кассации.”

#10 “Уважаемый(ая) Иван Иванович!” (handwritten)

#11 “Уважаемые господа,”

#12 “В заключении предлагаем Вам просмотреть перечень поставляемой нами продукции: – задвижки стальные; задвижки нержавеющие; клапана (КОП, СППК и др.); фланцы; вентиля; электроприводы; крепеж...”

#13 “Коммерческое предложение”

#14 “Action’ Ltd. offers supplies of chemicals, indicators, indicator pipes, filters, glassware, equipment, technical chemicals.”
Classroom by Gavin Dudeney.; “Highlights to our Cambridge Applied Linguistics series include Computer Applications in Second Language Acquisition by Carol Chapelle, and Learning Vocabulary in Another Language by Paul Nation.”

#10 “Schools and Community Centers agree that preventing floor damage is much simpler than repairing floor damage.”

#11 ---

#12 “As an added bonus, there are no balance transfer fees with this offer. Save with a 5.99% APR until November 1, 2004.* Save with a 7.99% APR until the balances are paid in full.”*; “Call us anytime toll-free at 1-800-000-0000”

#13 ---

#14 “We’ve included a brochure that explains our energy efficiency programs, including cash incentives for: New heating and cooling equipment High efficiency washing machines Replacement windows New home construction”

#15 ---

#15 “Dear Sirs!”
“... the following produce: [the list of the supplied chemicals including the amount, the price, and the tax conditions]”

#16 “Business proposal” [title]
“... the following produce: [the list of the equipment] And also provide complex supplies of: pipes ([the list]) pipes’ joints and parts: [the list] electric equipment: [the list]”

#17 “Dear Ivan Ivanovich!”
“The defects occurring most frequently:
1. Dislocation of the "0" parameter point, which results in the system error during the parameters’ registration and causes the calculation errors.
2. Low quality of perforation holes, which results in the ribbons’ malfunction, ribbon machine pollution, and the equipment breakdown.”;
“The newly appeared self-made publishing houses try to make “quick money” and affect not only our profits, but also jeopardize the safety of the technological processes at your factories.”;
“The information about us and our produce can be found online at www.xxx.ru. Yours faithfully, [signature] e-mail: xxx@list.ru.”

фіксаналы, фільтры, лабораторную посуду, оборудование, техническую химию.”

“Уважаемые господа!”
“Мы производим: Ответные фланцы из различных марок стали. Крепёжные изделия для фланцевых и других соединений различных типоразмеров. А также осуществляем комплектные поставки: Трубопроводной арматуры... Деталей трубопроводов... Электрооборудования…”

“Коммерческое предложение” [title]
“… следующую продукцию: - диэтилэтилцеллюозу в количестве от 15-20 тн в месяц по цене 26200 р/тн (с НДС на условиях франко-склад покупателя) - моноэтаноламин от 40-50 тн в год по цене 35000 р/тн (с НДС на условиях франко-склад покупателя)”

“Уважаемый Иван Иванович!”;
“Наиболее часто встречаются следующие отклонения:
1. Смещение "0" отметки отсчета параметра, что вносит систематическую ошибку при регистрации параметров и приводит к ошибкам при расчетах.
2. Низкое качество вырубки перфорационных отверстий, их вытяжка и несоосность, что приводит к срывам лент с лентопротяжного устройства, его засорению и к поломке приборов.”;
"Появившееся кустарные типографии, гонясь за "короткими деньгами", портят не только наши заработки, но и не дают возможности гарантировать безопасность технологических процессов Ваших производств."
"Информацию о нас и нашей продукции можно найти на сайте www.xxx.ru. С уважением,
[signature] e-mail: xxx@list.ru

- Sentence length and number of one-sentence paragraphs

<table>
<thead>
<tr>
<th>American letters</th>
<th>Russian letters (originals)</th>
<th>Russian letters (translation)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average 16 words per sentence</td>
<td>Average 20 words per sentence</td>
<td></td>
</tr>
<tr>
<td>25 one-sentence paragraphs out of the total of 75 paragraphs (33.3%)</td>
<td>71 one-sentence paragraphs out of the total of 98 paragraphs (72.4%)</td>
<td></td>
</tr>
</tbody>
</table>

- Using abbreviations

<table>
<thead>
<tr>
<th>American letters</th>
<th>Russian letters (originals)</th>
<th>Russian letters (translation)</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1 &quot;(TEC)&quot; – explained; &quot;ELLIS&quot;; &quot;CER&quot; – explained; &quot;ESL/Bilingual&quot;</td>
<td>#1 ---</td>
<td>#1 ---</td>
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<tr>
<td>#2 ---</td>
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<td>#3 ---</td>
<td>#4 ---</td>
<td>#4 ---</td>
</tr>
<tr>
<td>#4 &quot;YM/YWCAs&quot; – not explained</td>
<td>#5 ---</td>
<td>#5 ---</td>
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<tr>
<td>#5 ---</td>
<td>#6 ---</td>
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<tr>
<td>#6 &quot;SAT® II&quot;; &quot;ELP™&quot; – explained</td>
<td>#7 “ТЭК” – not explained</td>
<td>#7 “ТЭК” – not explained</td>
</tr>
<tr>
<td>#7 ---</td>
<td>#8 “(ХЧ.Ч.ЧДА)” – not explained</td>
<td>#8 “(ChP. P. PFA)” – not explained</td>
</tr>
<tr>
<td>#8 “ABCD” – delayed explanation; “AM” – explained; “AEMA” – explained</td>
<td>#9 ---</td>
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<td>#9 ---</td>
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<td>#10 ---</td>
<td>#11 ---</td>
<td>#11 ---</td>
</tr>
</tbody>
</table>
### Individualism/collectivism

- Form of reference to self

<table>
<thead>
<tr>
<th>American letters</th>
<th>Russian letters (originals)</th>
<th>Russian letters (translation)</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1 “X... Y... Z... continually strives...”; XYZ will, of course, continue to answer...”</td>
<td>#1 “ОАО ‘Красилоно крановый завод’ обращается к Вам”; “направляем Вам” – ‘no-subject’ sentence, plural; “надеемся, что наше сотрудничество” – ‘no-subject’ sentence, plural; “Коллектив ОАО ‘Красилоно крановый завод’”</td>
<td>#1 “Open Joint-Stock Company ‘Krasilovo Crane Factory’ is addressing you”; “are sending you” – ‘no-subject’ sentence, plural; “hope that our partnership” – ‘no-subject’ sentence, plural; “The Open Joint-Stock Company ‘Krasilovo Crane Factory’ staff”</td>
</tr>
<tr>
<td>#2 “I enjoyed our visit”; “Thank you for giving Modern Graphics the opportunity to quote...”; “I have used a smaller size...”; “please give me a call”</td>
<td>#2 “ОАО ‘Завод НОВОРУСДЕТАЛЬ’”; “Мы готовы рассмотреть” – ‘no-subject’ sentence, plural</td>
<td>#2 “Open Joint-Stock Company ‘NOVORUSDETAL Factory’”; “We are ready to offer”; “ask you to consider” – ‘no-subject’ sentence, plural</td>
</tr>
<tr>
<td>#3 “Athletic Management is targeted”; “Our editorial is in tune with the market. Athletic Management keeps readers informed...”; “We provide you...”; “We send you...”; “please”</td>
<td>#3 “приглашаем Вас к сотрудничеству”, “предлагаем Вашему вниманию”, “пробуем Ваши внимание”, “вышлем имеющиеся у нас” – all ‘no-subject’ sentences, plural; “работ выполненных ЗАО САМАРАТЕХНОМОНТАЖ”</td>
<td>#3 “offer you cooperation”, “offer for your attention”, “address your attention”, “provide copies of our licenses” – all ‘no-subject’ sentences, plural; “services provided by Joint-Stock Company ‘SAMARATECHNOMONTAZH’”</td>
</tr>
<tr>
<td>#4 “offer you to make”; “offer you to refer to the feedback”; “are ready to provide” - all ‘no-subject’ sentences,</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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#9 ---
#10 ---
#11 ---
#12 “APRs” – explained
#13 ---
#14 ---
#15 ---
#16 “НДС” – not explained
#17 ---
call me at 630-000-0000 ex 00, or I will be in contact...

#4 “I’ll call you soon, ... please give me a call.”

#5 “I have also enclosed”

#6 “After we receive your form, we will send you”; “We look forward to your school’s participation”; “please contact us”

#7 “ABC, Inc. has designed a solution...”; “please contact ABC, Inc.”; “find us on the web”; “We look forward to hearing from you!”

#8 “I’ve enclosed information”; “we list all companies”; “we’ll distribute product literature”; “I will call you to follow-up”; “please contact me.”

#9 “we are delighted”; “we’re offering”; “we accept”; “We are committed”; “We wish you”

#10 “We at A.B.C., Inc.”; “we have an established... network”; “please contact us”

отзывов”; “Готовы предоставить» - all ‘no-subject’ sentences, plural; “обработка анкет проводится нами”

#5 “Поздравляем Вас”; “Позвольте пожелать”; - all ‘no-subject’ sentences, plural; “Нам приятно сообщить”; “мы выпустили новую книгу”; “Предлагаем Вашему вниманию эту книгу, мы надеемся, что она заинтересует Вас”; “Направляем Вам также... и будем рады видеть” – ‘no-subject’ sentence, plural

#6 “наше предприятие

#7 “Наше издательство”; “Надеемся, что эта книга” – ‘no-subject’ sentence, plural; “ООО “Издательство ‘ДеНаш’” – instead of the signature

#8 “Фirma “Алмаз” предлагает Вам”; “Фirma “Алмаз” имеет многолетний опыт”; “Надеемся, что мы заинтересовали Вас... и будем рады сотрудничать”

#9 “Юридическая компания ‘Ю. Носов и Партнёры’ предлагает Вам”; “Мы специализируемся”; “нами были накоплены”; “которые мы и предлагаем”; “мы с удовольствием окажем Вам содействие”; “нами накоплена хорошая практика”;

“Обращайтесь к нам”; “Будем рады видеть Вас” – ‘no-subject’ sentence, plural

#10 “Искренне рады сотрудничеству с Вами.” – ‘no-subject’ sentence, plural

#11 “Наши компании”;

plural; “data analysis takes us a week”

#5 “congratulate You”; “Let us wish”; - all ‘no-subject’ sentences, plural; “We are happy to announce”; “we have published a new book”; “We offer this book for your attention and hope that it will be of interest for you”; “are sending you also... and will be happy to see” – ‘no-subject’ sentence, plural

#6 “our company”

#7 “Our publishing house”; “hope that this book” – ‘no-subject’ sentence, plural; “‘DeNash’ Publishing House’ Ltd.” – instead of the signature

#8 “Company ‘Almaz’ offers you”; “Company ‘Almaz’ has been partners for many years”; “We hope that we made you interested... and we will be glad to be your partners.”

#9 “Law company ‘U. Nosov and Partners’ offers you”; “We specialize”; “we have accumulated”; “which we offer”; “we will be glad to assist you”; “we have a record of success”; “Address us”; “will be glad to see you” – ‘no-subject’ sentence, plural

#10 “are sincerely glad to cooperate with you.” – ‘no-subject’ sentence, plural

#11 “Our company”; “Our highly professional staff”; “We choose”; “we try to create”; “we can offer”; “the equipment we offer”; “we enclose”; “you can count on us”; “We guarantee”; “will be glad... and guarantee”; “hope” – the last two – ‘no-subject’ sentences, plural

#12 “Joint-Stock Company ‘Technoshara’ is”; “We work”; “Joint-
| #11 “contact us” | “коллектив наших специалистов”; “Мы выбираем”; “мы пытаемся создать”; “мы готовы предложить”;
“предлагаемого нами оборудования”; “мы прилагаем”; “Вы можете рассчитывать на нас”; “Мы гарантируем”; “Будем рады... и гарантируем”;
“Надеемся” – the last two – ‘no-subject’ sentences, plural |
| #12 “we want”, “call us”; “Call us anytime” | “ООО “Техношара” является”; “Мы работаем”; “ООО “Техношара” предлагает”;
“Мы готовы рассмотреть”; “предлагаем Вам” – the last one - ‘no-subject’ sentence, plural |
| #13 “we are enclosing”, “will allow us”; “return... to us”; please contact us | “ООО “ТПС””; “мы оставляем цены”; “имеем возможность предложить... и высылаем” – the last one – ‘no-subject’ sentence, plural |
| #14 “We’ve included”; “We can have”; “we’ll either give you”; “how we can help”; “visit us online” | “ООО “Экин” предлагает”; “предлагаем продукцию” – ‘no-subject’ sentence, plural; “ООО “Экин” отдает предпочтение”;
“предлагаем Вам”; “Надеемся” – the last two – ‘no-subject’ sentences, plural |
| #15 “you’ve shown us”; “we want to be sure”; “we’ll periodically review” | “Наше предприятие”; “Мы производим”; “Наши специалисты”; “используем гибкую систему скидок”;
“Отгрузку продукции осуществляем”; “Надеемся” – the last three – ‘no-subject’ sentences, plural |
| #16 “Our company”; “We produce”; “Our specialists; “use flexible discount system”; “Provide the produce shipment”; “Hope” – the last three – ‘no-subject’ sentences, plural |
| #17 “Am addressing you”; “Am aware of”; “Let me assure you” – ‘no-subject’ sentences, singular (“I”); “we state the fact”; “We... sell”; “Am sure that, ... and thus am offering” – ‘no-subject’ sentence, singular (“I”); “We focus”; “Our Factory”; “The information about us” | “Техношара” offers”; “We are ready to consider”; “suggest your looking” – the last one - ‘no-subject’ sentence, plural |
| #13 TPS' Ltd.; “we make the prices”; “have an opportunity to offer... and are mailing” – the last one – ‘no-subject’ sentence, plural |
| #14 “Action’ Ltd. offers”; “offer the produce” – ‘no-subject’ sentence, plural; ”“Action’ Ltd. prefers”, “offer you”; “Hope” – the last two – ‘no-subject’ sentences, plural |
| #15 “Our company”; “We produce”; “Our specialists; “use flexible discount system”; “Provide the produce shipment”; “Hope” – the last three – ‘no-subject’ sentences, plural |
| #16 “Our organization”; “Ask you to give” – the last one – ‘no-subject-sentence, plural |
| #17 “Am addressing you”; “Am aware of”; “Let me assure you” – ‘no-subject’ sentences, singular (“I”); “we state the fact”; “We... sell”; “Am sure that, ... and thus am offering” – ‘no-subject’ sentence, singular (“I”); “We focus”; “Our Factory”; “The information about us” | Stock Company ‘Technoshara’ offers”; “We are ready to consider”; “suggest your looking” – the last one - ‘no-subject’ sentence, plural |
"(I)"; "мы констатируем факт"; "Мы... торгем"; "Уверен, что, ... и по этому предлагаю" – 'no-subject' sentence, singular ("I"); "Мы ориентируемся"; "Наша Фабрика"; "Информацию о нас"
Уважаемые господа!

ОАО «К» " завод" обращается к Вам с коммерческим предложением о взаимовыгодном сотрудничестве.

ОАО «К» является изготовителем мостовых ручных подвесных и опорных кранов, эл. кранов-штабелеров, ручных червячных талей, механизмов тягово-монтажных, кошек и лебедок.

Поставка оборудования осуществляется железнодорожным (контейнера, платформы) и автомобильным транспортом по разовым заявкам и на основе долгосрочных договоров по отгрузочным реквизитам, указанным Вами.

Одновременно вместе с предложением о сотрудничестве направляем Вам прайс-лист предлагаемой нами продукции.

НАДЕЕМСЯ, ЧТО НАШЕ СОТРУДНИЧЕСТВО БУДЕТ ВЗАИМОВЫГОДНЫМ!

Коллектив ОАО "К" " завод"

P.S. У заказе нашего оборудования просим ссылаться на исходяющий номер.
Russian letter # 2.

Уважаемые господа!

ОАО "..." с 40-ка летним стажем является одним из ведущих предприятий России по производству приборной продукции, в том числе и уровнемерной техники которая применяется во многих областях промышленности.

Если Вам необходимо иметь постоянную информацию об уровнях:

- жидких
- вязких
- сыпучих
- других материалов и жидкостей

Мы готовы предложить Вам уровнемерную продукцию выпускаемую нашим предприятием:

⇒ акустические датчики уровней жидкостей, сыпучих и кусковых веществ ЭХО - 5 и ЭХО-5П с индикацией измеряемого уровня в метрах на табло жидкокристаллического индикатора;
⇒ датчики уровня ёмкостные ДУЕ - 1 и ДУЕ - 1М который позволяет одновременно производить измерение уровня в ёмкостях с различным значением уровни электропроводных и незлектропроводных однородных жидкостей;
⇒ датчики - реле уровней жидкостей РУ-1М и РО-1;
⇒ датчики - реле уровней жидкостей электрические ДУЖЭ-200М и пневматические ДУЖП-200М;
⇒ пневматический ограничитель уровня светильных нефтепродуктов и конденсата ПОУН-1М.

Качество всех выпускаемых изделий отвечает современным требованиям, что подтверждается сертификатами и лицензиями на право допуска к их применению.

Просим рассмотреть возможность применения нашей продукции на Вашем предприятии.

Приложение: Реклама - 1 экз.
Краткий перечень - 1 экз.

С уважением
Начальник ОМС

В. И. Г.
Руководителю предприятия

В связи с началом договорной кампании на 2002 год приглашаем Вас к сотрудничеству с нашим предприятием. Предлагаем Вашему вниманию перечень работ выполняемых ЗАО «...» (прилагается). Обращаем Ваше внимание, что заблаговременное заключение договора позволяет обеспечить своевременную поставку качественных материалов и существенно сокращает сроки производства работ.

По Вашему запросу выплачиваем имеющиеся у нас лицензии на интересующие Вас виды деятельности.

С уважением.

Генеральный директор

Ю.Е.
УВАЖАЕМЫЙ

Осеня - удобное время для того, чтобы оценить ожидаемые результаты за год и задуматься о том, что необходимо улучшить в работе.

Предлагаем Вам сделать первый реальный шаг и провести экспресс-диагностику системы управления Вашего предприятия.

Прежде всего, это позволит Вам определить, может ли предприятие работать лучше, что ему мешает. Решение некоторых управленческих проблем повысит результативность работы, освободит Вас в силу и время для более важных задач. Формирование руководства предприятия согласованное и однозначное понимание ситуации, осознание имеющихся проблем и их приоритетности — это начало их разрешения.

Процедура проведения диагностики не только дает Вам информацию, но и предлагает пути улучшения существующего положения. А также заставит руководителей подразделения задумываться над возможностями повышения качества управления, «включить» их в процесс повышения эффективности своей деятельности.

Проведение экспресс-диагностики по нашей методике «Рапиду-метод» занимает меньше 3-х часов работы управленческой команды при акцентировании, обработке и анализе данных в срок до недели. Стоимость проведения диагностики составляет всего 1-2 тысяч долларов (включая накладные расходы).

Высокая эффективность и достоверность результатов при минимальных затратах средств и времени обеспечивается тем, что диагностика основывается на мнениях членов управленческой команды предприятия, которые хорошо знают реальное положение.

Принимаем выдержки из отзывов, — мнения Ваших коллег позволяют лучше понять, что дает наша работа.

Готовы предоставить дополнительную информацию. Наши телефоны (895)

С уважением,

Генеральный директор

V.A.
Уважаемый!

Поздравляем Вас и Ваших коллег с профессиональным праздником Днем работника нефтяной и газовой промышленности. Позволь пожелать Вашей Компании динамичного развития, а её сотрудникам и лично — здоровья, счастья и огромных творческих успехов.

Нам приятно сообщить, что традиционно, ко Дню нефтяника газовика, в рамках серии "Нефтегазовый бизнес" мы выпустили новую книгу — "Человеческие ресурсы нефтегазовых компаний". В ней монографии представлены современные тенденции управления персоналом нефтегазовых компаний. Предлагаем Вашему вниманию эту книгу, надеемся, что она заинтересует Вас и будет полезна при разработке стратегии управления персоналом в Вашей Компании.

Направляем Вам также информационный буклет о деятельности кафедры в новом учебном году и будем рады видеть Вас и Ваших коллег среди участников наших программ профессиональной переподготовки повышения квалификации.

С уважением,
Зав. кафедрой,
д.э.н., профессор

Приложение: 1. Кафедра "Нефтегазовый бизнес" — информационный буклет.
2. Информация о книге "Человеческие ресурсы нефтегазовых компаний"
Russian letter #6.

ОБЩЕСТВО С ОГРАНИЧЕННОЙ ОТВЕТСТВЕННОСТЬЮ
«ВЕНИБЕ-РОСС-КОМПЛЕКТ»

Официальный представитель АО «ВЕНИБЕ» (Литва)
(Свидетельство о предоставлении дискретных прав на территории
Российской Федерации № 2-2001 от 5 ноября 2001 года)

КОМУ: ОАО

В.В.

ФАКС: (84678)
8462

Исх. № 769

Дата: 12. 08. 02 г.

В период с 17 по 20 сентября 2002 г. в г. Москве в культурно-выставочном
центре «Сокольники» (метро ст. «Сокольники») будет проведена выставка
«Насосы, компрессоры, арматура», в котором наше предприятие примет участие
со своей экспозицией клапанов, поршневых колец для поршневых компрессоров,
а также роторных воздуховодов.

Просим Вас посетить выставку, познакомиться с нашей экспозицией и
получить интересующую Вас информацию, касающуюся нашей продукции и
условий ее поставки.

С уважением,
директор

К. В.

Россия 428020, г. Чебоксары, 100010, Тел./факс (8352) 203061
Тел. (8352) 203061, Факс (8352) 203061
Уважаемые господа,

Наше издательство предлагает вашему вниманию книгу Даниила Ергина «Добыча. Всемирная история борьбы за нефть, деньги и власть», второе издание.

Автор книги – признанный эксперт в области ТЭК и международных отношений – был удостоен за нее престижной Пулитцеровской премии.

Российские деловые издания неоднократно называли ее настоящей «нефтяной Библией», ведь описанные в ней события охватывают всю историю становления нефтяной индустрии, начиная от первой скважины в Пенсильвании.

Зачастую неожиданная подоплека многих событий в мировой истории, так или иначе связанных с нефтью, делает повествование захватывающим и увлекательным.

Несомненную ценность книги составляет то, что в ее основу легли реальные факты и события. Автор переработал огромное количество архивов и брал интервью у многих людей, среди которых были государственные деятели, политики, менеджеры высшего звена из отрасли и многие другие.

Впервое воскресенье сентября нефтяная отрасль отмечает свой профессиональный праздник, и такая книга могла бы послужить хорошим подарком сотрудникам и партнерам по бизнесу.

Более подробную информацию о книге и издательстве вы найдете в прилагаемом информационном листке.

Надеемся, что эта книга будет для вас по-настоящему интересной и полезной.

С уважением,

ООО «Издательство «...»
100

Russian letter # 8.

Общество с ограниченной ответственностью

141600 г. Клин Московской обл.
телефакс: код(096-24)
Реквизиты: ИНН "OOO"
Р/с. в Среднерусском Банке СБ РФ 2563
Кор/сч. БИК
ОКПО ОКПХ
ст.Клин Октябрьской Ж/Д код ст. код предприятий

-----------------------------------------------

Руководителю.

Фирма " предложает Вам поставку лабораторной посуды из стекла, фарфора, кварца (прозрачного и не прозрачного), термометров технического и медицинского назначения, аргрометров всех видов, предметных и покровных стекол, фильтров мембранами, и разнообразных и любого назначения и щёточно-щеточные изделия, также химреактивы (ХФ, ЧДА). Качество продукции гарантируется.

Доставка производится во все регионы России и СНГ. Способ доставки - вагонами, контейнерами, автотранспортом и самовывозом.

Фирма "Акция" имеет многолетний опыт работы с такими предприятиями как ООО" , A/О" , A/О " и другими, обеспечивая их производство лаборатории хим.-лаб посудой, термометрами, аргрометрами, химреактивами, щетинощеточными изделиями, а также и индивидуальными заказами.

Надеемся, что мы заинтересовали Вас своим предложением и будем рады сотрудничать с Вами.

С УВАЖЕНИЕМ!!!
Уважаемый

Юридическая компания "B" и Партнеры" предлагает Вам сотрудничество по работе в Федеральном арбитражном суде Поволжского округа.

Мы специализируемся на хозяйственном праве и управленческом консалтинге и являлись одним из лидеров регионального юридического рынка. За долгие годы работы нами были накоплены значительный опыт, известность и связи, которые мы и предлагаем Вам использовать в рамках сотрудничества.

Если в Вашей работе возникнут какие-либо проблемы, связанные с ведением дел в Федеральном арбитражном суде Поволжского округа (который, как Вы знаете, находится в Казани и рассматривает по кассационной инстанции все дела из Астраханской, Волгоградской, Пензенской, Самарской, Саратовской, Ульяновской областей и Республики Татарстан), мы с удовольствием окажем Вам содействие в их решении. Все условия обсуждаются.

В работе нашей компании одновременно находятся десятки различных дел с суммами исков от сотен тысяч до сотен миллионов рублей, в связи с чем нами накоплена хорошая практика по отмене решений судов первой и второй инстанции, а том числе и с вынесшем новых решений сразу в кассации.

Сотрудничество также возможно по ведению дел в Арбитражном суде Республики Татарстан и по сопровождению исполнения решений в отношении должников на территории Татарстана (включая покупку долгов в виде векселей, исполнительных листов и т.п.).

Обращаюсь к вам как к своему старому добрым знакомым и любое удобное для Вас время. Будем рады видеть Вас среди наших клиентов и партнеров. По Вашему запросу Вам будет предоставлена подробная информация о нашей компании и о нашей работе.

Всего Вам доброго и успехов в Вашей деятельности! Ваш адрес: 420049, Казань, ул. Дом. Звоните: (8432)

С уважением,
Уважаемый(ая)!


Предлагаемое издание будет состоять из биографических статей наиболее достойных людей, оказывающих существенное влияние на развитие общественно-политического, научно-производственного, экономического, культурного и творческого потенциала общества.

Наряду с биографической статьей публикуются визитные карточки городов, районов, предприятий области.

Издание, посвященное Самарскому региону, наиболее полно представит его всей России и за рубежом.

Вы и руководимое Вами предприятие достойны занять место в этом престижном издании (полноцветная полиграфия, альбомный формат, твердый переплет и т.д.), которое осуществляется в Российской Федерации впервые.

Искренне рады сотрудничеству с Вами.
Пакет документов прилагается.
Наши реквизиты указаны в верхней части страницы.

Директор Ф.

Член Союза писателей России Ф. Ф.
Уважаемые господа,

Позвольте воспользоваться предоставленной возможностью и выразить Вам глубокое уважение.

Наша компания специализируется на поставках промышленного оборудования, комплексной комплектацией объектов и обеспечении гарантийного обслуживания поставляемого оборудования.

Высококлассный коллектив наших специалистов, знание продукции и специфики производства позволяет наиболее полно удовлетворить потребности наших Заказчиков в минимальные сроки.

Мы выбираем наших поставщиков исходя, из высокого качества их продукции и не только тесно сотрудничаем с ведущими производителями промышленного оборудования из России и СНГ, но и являемся их представителями.

С первого дня нашей работы с Заказчиками мы пытаемся создать атмосферу взаимовыгодного сотрудничества и доверительного партнерства.

Сегодня мы готовы предложить Вам поставки широкой номенклатуры промышленного оборудования. Перечень предлагаемого нами оборудования указан в Каталоге, который мы прилагаем к настоящему письму.

Номенклатура поставляемой продукции не ограничивается указанной в Каталоге, и Вы можете рассчитывать на нас в случае поставки любого другого необходимого Вам оборудования.

Мы гарантируем Вам предоставление наиболее конкурентных цен и наилучших условий поставки и оплаты, в том числе оплату по различным схемам (бартер, вексельные расчеты, взаимозачеты, замена старого оборудования на новое с зачетом стоимости, лизинг и т.д.)

Будем рады в получении любых заказов на поставку оборудования от Вашего предприятия и гарантируем их оперативное и качественное выполнение.

Надеемся на Ваш скорый ответ с указанием необходимого Вам оборудования.

С Уважением и желанием быть Вам полезным,

Заместитель генерального директора
ООО «ИНТЕРТЕХ инжиниринг»

А.А.
ЗАО «...»

ЗАО «...» является поставщиком трубопроводной арматуры для предприятий нефтяной, нефтехимической, газовой, энергетической отраслей. Участвует в крупных проектах. Мы работаем с такими компаниями, как ОАО «...», ОАО «...», ОАО «...», ОАО «...» и др.

ЗАО «...» предлагает Вам профессиональные услуги по комплектации производственных объектов трубопроводной арматурой и соединительными деталями трубопроводов. Номенклатура поставляемых товаров достигает 1500 наименований.

Принципы и позиции ЗАО «...» нацелены на развитие прочных и долговременных партнерских отношений с заказчиком.

Мы готовы рассмотреть любые Ваши предложения по номенклатуре необходимой продукции, качества и объему сервисных услуг, и предложить самые эффективные пути их достижения.

В заключении предлагаем Вам просмотреть перечень поставляемой нами продукции: заглушки стальные;
- заглушки нержавеющие;
- клапана (КОП, СППК и др.);
- фланцы;
- вентили;
- электроприводы;
- крепеж...

С уважением,
Начальник отдела маркетинга

В. В.
Общество с ограниченной ответственностью

«Т»

(ООО «Т»)

443091, Самара, Тел./факс (8462) 5

ОАО Банк «Промсвязь» г. Самара

К/к № — БИК

ОКПО — ИНН/КПП

19.11.2008 № —

Руководитель предприятия

Отдел снабжения

Коммерческое предложение

На протяжении ряда лет ООО «Т» осуществляет поставку труб нефтяного, газового и строительного сортамента по ГОСТ, ГУ и API заводов-изготовителей.

Объем проведенных работ по снабжению нефтегазовой и теплоэнергетической отраслей, налаженные связи с поставщиками по решению вопросов ценообразования представляют нашу компанию как одного из ведущих поставщиков в нашем регионе.

Пользуясь гибкой ценовой политикой, мы оставляем цены на товары самыми привлекательными, что обеспечивает нашим партнерам большой резерв в использовании и экономии своих денежных средств.

Исходя из вышесказанного, имеем возможность предложить взаимовыгодное сотрудничество и выкладываем прайс-лист по состоянию склада в настоящий момент.

Директор ООО «Т» — А.Б
ООО «А. » предлагает к поставке химические реактивы, индикаторы, индикаторные трубки, фиксанталы, фильтры, лабораторную посуду, оборудование, техническую химию. Возможна поставка любой химической продукции по Вашей заявке.

Предлагаем продукцию производства ОАО «К. » - это полиэтилен высокого и низкого давления, этиленгликоль.

А также продукцию из синтетического каучука - герметики силиконовые типа «Виксент», каучуки силиконовые, герметики тиоколовые, смеси резиновые силиконовые и т.д.

ООО «А. » отказывает предпочтение гибкой ценовой политике и работает не только по предоплате, но и факту поставки. Действует система скидок в зависимости от объема поставки и условий оплаты.

Возможна доставка любого количества продукции транспортом нашей фирмы, почтой, ж/д транспортом.

Химическая продукция, поставляемая на Ваше предприятие, проходит контроль качества и сопровождается сертификатом качества.

В клиентскую базу ООО «А. » входят крупнейшие предприятия Пермской, Саратовской, Самарской и других областей. Предлагаем Вам заключить договор на поставку химической продукции и стать одним из наших клиентов.

Надеемся на дальнейшее сотрудничество с вашим предприятием.

Тел./факс (8432)  
Менеджер по сбыту:
Уважаемые господа!

Наше предприятие является официальным представителем ОАО «...» им. И.И. Лепсе и специализируется в области поставок трубопроводной арматуры, электрооборудования, а также производства деталей трубопроводов.

Мы производим:
• Ответные фланцы из различных марок стали.
• Крепежные изделия для фланцевых и других соединений различных типоразмеров.

А также осуществляем комплексные поставки:
• Трубопроводной арматуры (клапана, задвижки, краны, лимбы, затворы, и др.) различного назначения ведущих заводов изготовителей Ду 3-1200 и Рус 0.1-400.
• Деталя трубопроводов: отводы, переходы, тройники, заглушки, фитинги.
• Электрооборудования: насосы, электродвигатели, кабель, щиты, изоляторы, вентиляторы, промышленные светильники и другое оборудование.

Благодаря отличным контактам на заводах-изготовителях поставляемая продукция отличается высоким качеством, и срок исполнения размещаемых Нами заказов сводится к минимуму.

Наш специалист всегда подготовит Вам квалифицированную информацию по вопросам, связанным с проектированием, применением и поставкой продукции и ответят на ваши вопросы четко и оперативно.

Для работы с клиентами всегда используем гибкую систему скидок и различные формы оплаты. Отгрузку продукции осуществляем любыми возможными средствами.

Производственная база позволяет комплектовать трубопроводную арматуру отвечающими фланцами собственного изготовления, что способствует серьезному снижению цен на комплексные поставки.

Всё это позволяет удовлетворить потребности крупнейших предприятий нефтегазовой и нефтехимической отрасли, среди которых нашими клиентами являются:
• ..., ..., ..., ..., ..., ..., ..., ..., ..., ..., ..., ..., ..., ..., ..., ..., ..., ..., ..., ..., ..., ..., ..., ..., ..., ..., ..., ..., ..., ..., ..., ..., ..., ..., ..., ..., ..., ..., ..., ..., ..., ..., ..., ..., ..., ..., ..., ..., ..., ..., ..., ..., ..., ..., ..., ..., ..., ..., ..., ..., ..., ..., ..., ..., ..., ..., ..., ..., ..., ..., ..., ..., ..., ..., ..., ..., ..., ..., ..., ..., ..., ..., ..., ..., ..., ..., ..., ..., ..., ..., ..., ..., ..., ..., ..., ..., ..., ..., ..., ..., ..., ..., ..., ..., ..., ..., ..., ..., ..., ..., ..., ..., ..., ..., ..., ..., ..., ..., ..., ..., ..., ..., ..., ..., ..., ..., ..., ..., ..., ..., ..., ..., ..., ..., ..., ..., ..., ..., ..., ..., ..., ..., ..., ..., ..., ..., ..., ..., ..., ..., ..., ..., ..., ..., ..., ..., ..., ..., ..., ..., ..., ..., ..., ..., ..., ..., ..., ..., ..., ..., ..., ..., ..., ..., ..., ..., ..., ..., ..., ..., ..., ..., ..., ..., ..., ..., ..., ..., ..., ..., ..., ..., ..., ..., ..., ..., ..., ..., ..., 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Общество с ограниченной ответственностью
НАФТЕН

446213, Самарская обл., г. Новокуйбышевск

в Ф АК СП РО ОАО Новокуйбышевский отд. № 7723 г. Новокуйбышевск

ОКПО
ОКПО
НП

Иск. № 4/8 от 8.01.2004 г.

Руководителю

Коммерческое предложение.

Наши общирные возможности готовы поставить в Ваш адрес в 2004 году следующую продукцию:

- диизолинол в количестве от 15-20 т/м в месяц по цене 26200 р/тн (с НДС на условиях франко-склад покупателя)
- монозола от 40-50 т/м в год по цене 35000 р/тн (с НДС на условиях франко-склад покупателя)

Просим Вас сообщить реквизиты для заключения договора и предоставить календарный график поставок.


Тел.: (8462) . . (84635)
Факс: (84635)
Уважаемый

Обращаюсь к Вам с предложением о сотрудничестве.

Мне известно, что сегодня некоторые поставщики предоставляют Вам не всегда качественную диаграммную продукцию. Смею заверить Вас, что это не случайно.

В нашей отрасли появилась "скороспелые" производители. Всем известно, насколько просто стало получать в разрешительных инстанциях соответствующие сертификаты и лицензии на продукцию.

Потребители диаграммной продукции нередко обращаются в наш адрес, как к авторитетным специалистам, для проведения экспертизы на соответствие ГОСТ 7826 диаграммных лент и дисков, изготовленных нововведенными производителями.

К сожалению, мы констатируем факт появления на рынке продукции низкого качества, которая не соответствует ГОСТу и конструкторской документации. Наиболее часто встречаются следующие отклонения:

1. Смещение "0" отметки отчета параметра, что вносит систематическую ошибку при регистрации параметров и приводит к ошибкам при расчетах.

2. Низкое качество вырубки перфорационных отверстий, их вытяжка и несоосность, что приводит к срывам лент с лентопротяжного устройства, его засорению и к поломке приборов.

Появившиеся кистарные типографии, гоняясь за "короткими деньгами" портят не только наши заработки, но и не дают возможности гарантировать безопасность технологических процессов Ваших производств.

Мы, действительно, ищем дороже, но хорошее должно быть дорогим. Качество требует дополнительных затрат, а пренебрегая им, действительно можно производить все, что угодно.

Уверен, что Вы, как хороший хозяин, знаете, где можно и нужно экономить, и поэтому предлагаете нам наше сотрудничество. На фабрике произошли кардинальные перемены в сторону сокращения расходов и увеличения производительности труда. Изменена и ценовая политика. Мы ориентируемся на удовлетворение нужд потребителя.

Наша Фабрика всегда была гарантом качества и надежности.

Информацию о нас и нашей продукции можно найти на сайте www.

С уважением,

Директор

e-mail:
January 15, 2002

Ms.,

Iowa State University

Ames, IA 50014-2859

Dear,

Continuously strives to provide our customers with the best possible service and support. We are pleased to announce that The Education Connection (TEC) has assumed responsibility for ELLIS in your area. TEC will be working with CER to provide marketing and support to Iowa ESL/Bilingual education customers.

will be contacting you in the near future to introduce herself and to offer assistance with implementing an ELLIS strategy.

Please be sure to stop by ELLIS booth at the Iowa Language and Cultural Concerns Conference, February 20 - 21, 2002, in Des Moines, Iowa. will be delighted to meet you and introduce you to ELLIS which was again recognized with a Software Award of Excellence at the recent Technology and Learning Conference. ELLIS was further honored with an EDDIE Award, naming ELLIS Kids - "The Best Elementary Education ESL Software". Come see what all the ELLIS excitement is about at the Iowa Conference or call PatI now for more information.

Sincerely,

President

ELLIS

The Most Exceptional English Training Software in the World!

Recipient of Technology & Learning's TOP WINNERS AWARD, 1998-1999

ELLIS Business Recipient of Technology & Learning's Award of Excellence, 1999-2000

ELLIS Kids Recipient of 2001 EDDIE Award - Named the Best Elementary Education ESL Software

ELLIS Kids Recipient of Technology & Learning's Award of Excellence, 2001-2002
Feb. 12, 1999

[Address]

It was nice meeting you, I enjoyed our visit. Thank you for giving Graphics the opportunity to quote on some of your printed material needs.

There are two different quote in this letter. The following are the specs and prices for each quote.

**PRODUCT:** Brochures (eleven different subjects)
**MATERIAL:** 80 # White House Enamel
**BROCHURE SIZE:** 8.5" X 11"
**SPECIAL:** Each brochure to be tri-folded
**QUANTITIES & PRICES:**
1M 2M 4M 6M 8M 10M
2 color front, 1 color back $330 $369 $429 $499 $579 $660
4 color process, 1 back $510 $540 $596 $658 $749 $835
All prices shown are total dollars per that quantity. Prices include all pre-press costs if furnished on disc or camera ready. Four color process require pictures on disc or 35MM film.

When ordering, you may take advantage of quantity breaks. Example: If you order 4 different brochures in equal quantities, you may use the 4M pc. price.

The following are the prices for your shipping labels. Pay close attention to the size, I have used a smaller size than the sample that you gave to me. A sample of this size is enclosed with the quote.

**PRODUCT:** Tractor fed shipping labels
**SIZE:** 2.875" X 4"
**MATERIAL:** white paper
**IMPRINT COLORS:** (1) blue
**SPECIAL:** fan folded
**QUANTITY AND PRICES:**
1000 1500 2000 2500
$112 $124 $136 $150 (total quantity prices)
**PLATE CHARGE:** $30.00 (one time)

If you have any questions, please give me a call.

Sales Mgr

Manufacturers of State-of-the-Art Printed and Die-cut Products
American letter # 3.

3/8/99

Coaching Management

P.O. Box 639
Roland, IA 50236

Dear [Name],

From our conversation, attached is the media kit for Athletic Management and Coaching Management magazines.

Athletic Management is targeted to an active readership of 30,511 high school and college athletic directors, including their administrative staff across the U.S. and Canada.

Athletic directors control the budget for their departments. They are involved in the decision making, and the approval process for purchases. No other publication can give your advertising a direct route to this readership without waste.

Our editorial is in tune with the market. Athletic Management keeps readers informed with how-to features, including the trends, and technologies that effect the day to day operation of a high school, and college athletic department.

Advertisers receive multiple benefits. We provide you up to three four color product write ups per issue that include reader response numbers to generate leads. We send you "buying leads," they are reader survey responses, indicating reader buying interests.

You can start an effective advertising program with our April/May 99, Gym & Indoor Facility Components issue of Athletic Management. New advertisers are eligible for an introductory program! To reserve your space, please call me at [phone number], or I will be in contact after you have had time to review the media kit.

Cordially,

[Name]

Sales Representative
March 5, 1999

Ms. Emily Roland
P.O. Box 719
Roland, IA 50236

Dear Ms. Roland,

As promised, enclosed is your copy of the inaugural issue of RECREATIONAL SPORTS & FITNESS, the official magazine of the National Intramural-Recreational Sports Association.

As you can see, RECREATIONAL SPORTS & FITNESS is going to be the magazine for the recreation market in colleges and universities—with YM/YWCAs and community recreation programs as a bonus.

The June 1999 issue is our Buyers Guide which spotlights various products and services relating to the world of sports and fitness.

I'll call you soon, but if you have any questions or need additional information, please give me a call.

Thank you for your consideration.

Best Regards,

Account Executive
American letter # 5.

September 15, 1998

Dear :,

Your AmericanNet account is set up and ready to go. All that is left for you to do is follow the instructions from page 30-35 in the enclosed manual, and you will be ready to use the net. I have also enclosed a copy of the invoice that you have paid, so you can have it on record.

If you have any questions about your account, please feel free to call our technical support number at.

Thanks!

AmesNet
Dear Colleague:

The College Board will offer a two-hour version of the SAT® II: ELPT™ (English Language Proficiency Test™) in participating high schools on Tuesday, April 23, 2002.

The ELPT, which is used for college admission and placement, is intended for students attending high schools in the United States, and American schools in other countries, whose primary language is not English and who have had two to four years of English language instruction. It is also appropriate for students whose best language is not English and who usually speak a language other than English at home. This test is given at test centers in November and January only, and it is also offered in April at schools like yours for students who want the ELPT to be a part of their college admission process.

This two-hour ELPT is a paper-and-pencil test with 168 multiple-choice questions that test listening and reading comprehension equally. It is divided into three 20-minute listening sections and two 30-minute reading sections. There is a 5-minute break midway through the test. Approximately 30 additional minutes are required for administrative tasks. One audiocassette is provided for the listening sections. The test administrator supplies a cassette player and plays the audiocassette according to the directions in the administration manual so that all test takers can hear it; this eliminates the need for each student to bring a personal cassette player.

Five test scores are reported to students, high schools, and colleges: total score, reading and listening subscores, and reading and listening proficiency ratings. Proficiency-level descriptors explain the skills and abilities reflected in the ratings. General information about the ELPT is available on the College Board Web site at www.collegeboard.com.

To participate in the April 2002 ELPT school-based administration, please complete the Preregistration Order Form and return it by the following deadlines:

Mail by February 15, 2002 OR Fax by February 22, 2002 to 609-...

After we receive your form, we will send you the special ELPT Student Registration Forms and Procedures as well as practice materials for you to duplicate and provide to your students prior to the test date. If you agree to participate as the test administrator, you will need to coordinate student registration, including collection of fees. The per student fee is $12, which is $10 less than the fee for taking the ELPT at the November or January administrations.

We look forward to your school’s participation in the ELPT. If you have any questions or concerns, please contact us by phone (609-...), fax (609-...), or e-mail (...).

Sincerely,

Program Director, SAT II: Subject Tests
July 12, 2000

Dear Principal,

Does the echo in your gym irritate your fans, teachers, students, visitors, and sports teams? Do you leave the cafeteria with a headache from the non-stop sound and lingering echoes?

Inc. has designed a solution to your gym echo and sound problems: Sound Relief Wall Pillows. Sound Relief Wall Pillows are a lightweight, easy to install, and unobtrusive means of muffling the noise in your gym.

How does it work?
The acoustical foam sheets are scientifically developed to absorb low frequency sound waves. The conical shapes in the foam deflect sound waves striking at an angle and allows them to be reflected and reabsorbed by other cones, thus effectively “entrapping” sound. The white mesh covering this acoustical foam keeps the dust out of the foam and enhances its visual effect.

How do I install it?
Sound Relief Wall Pillows can easily be installed by one person in a variety of ways. Inc. manufactures its standard Sound Relief Wall Pillows in one and a half inch thick by 54"w x 82"l sheets and attaches them top and bottom to eye bolts or concrete anchors. These sheets can be placed virtually anywhere in your gym!

Where else can I use it?
Sound Relief Wall Pillows are most often used in the rafter areas of gymnasiums, but they can also be found in cafeterias, common areas, band rooms, and industrial shop areas. Wherever you need relief from “sound echo”, you can install Sound Relief Wall Pillows.

Can I afford it?
The average high school gymnasium is 70' wide x 100' long. Each 1-1/2" x 54" x 82" pillow is $35, so you could install Sound Relief Wall Pillows throughout the gymnasium for only $1,750, plus freighting and minimal installation costs. If you plan ahead, this amount can be easily accounted for in the next fiscal budget. So, can you afford it? Yes!

If you are interested in learning more about Sound Relief, please contact Inc. at 515-

You can also find us on the web at www.nge-inc.com. We look forward to hearing from you!

Sincerely,

National Sales Manager
March 27, 2000

Mr. ,

Athletic Management
Training & Conditioning
Coaching Management

Roland, IA 50236

Dear,

Thank you for your interest in Advertising in . Advertising in enables you to reach more high school and college athletic departments than any other magazine serving this industry. Following is information about the upcoming June/July issue which provides advertisers with additional exposure at the Conference. Also enclosed is 2001 media kit information and sample of last year's June/July issue.

Additionally, I've enclosed information on our magazine, Coaching Management Baseball. If you're trying to reach head baseball head coaches to sell your batting cages, this would be a good publication to consider. More information follows.

 provides total coverage to the high school and college athletic marketplace, reaching 100% of all four-year and two-year colleges and universities in the United States and 100% of all high schools with enrollments of more than 100 students. is delivered to 30,327 athletic directors, facility managers and team equipment managers at over 20,000 high schools and colleges. No other magazine reaches this many college and high school athletic departments.

The June/July issue previews the NACDA (National Association of Collegiate Directors of Athletics) and AEMA (Athletic Equipment Managers Association) Conventions and the companies that advertise receive bonus coverage. In the Convention Spotlight section of the issue, we list all companies exhibiting at the convention, and advertisers listings are highlighted. In addition to the company name and booth number(s), advertisers' listings include their address and phone number and a brief description of their product line. As an additional benefit for advertisers in this issue, we'll distribute product literature at our booths for you, with no additional charge.

Coaching Management Baseball

Coaching Management publishes sport-specific editions on baseball, football, basketball, volleyball and softball that are delivered to 100% of the head coaches for that sport by name and title, as supplied by the Clell Wade Coaches Directory—the No. 1 supplier of mailing labels for this market. Our Coaching Management publications reach a total audience of more than 100,000 high school and college head coaches. On the following page is specific circulation information regarding our Baseball edition.

Coaching Management Baseball

- reaches 17,317 head college and high school baseball coaches, which includes 15,720 high school coaches; and
- is distributed three times per year: February (pre-season), September (post-season) and December (American Baseball Coaches Association Convention).

Thank you for your consideration and I will call you to follow-up. In the meantime, if you have any questions, please contact me.

Sincerely,

E-mail: 


Dear Colleague,

Welcome to the 2001 Cambridge Books for Language Teachers catalog. In this catalog you will find a wide range of books covering all areas of language teaching, including classroom teaching, teacher training, and research in applied linguistics.

For 2001 we are delighted to announce new publications by well-known authors such as Jack C. Richards and Theodore S. Rodgers (Approaches and Methods in Language Teaching 2e); David Nunan and Ronald Carter (The Cambridge Guide to Teaching English to Speakers of Other Languages); Michael McCarthy (Issues in Applied Linguistics); and Marianne Celce-Murcia and Elite Olshtain (Discourse and Context in Language Teaching).

There are strong additions to our popular Cambridge Handbooks for Language Teachers series including, Using the Board in the Language Classroom by Jeannine Dobbs, and The Internet and the Language Classroom by Gavin Dudeney.

Highlights to our Cambridge Applied Linguistics series include Computer Applications in Second Language Acquisition by Carol Chapelle, and Learning Vocabulary in Another Language by Paul Nation.

For the first time we’re offering a special 15% discount! To qualify for this discount, please use the enclosed special order form/price list. We accept MC, VISA, and AMEX. If placing a telephone order, please call 1-800-ME2ESL Monday through Friday between 9:00 a.m. and 5:00 p.m. ET and mention this order form code: ME2ESL.

We are committed to creating the kind of professional materials you want and thank you for your continued support. For more information on new and forthcoming titles, please visit our web site at www.cup.cam.ac.uk.

We wish you the greatest success in your teaching and hope that our materials will help you reach your goals.

Sincerely yours,

Marketing Manager

P.S. If you are interested in other Cambridge University Press titles, please contact your local representative (see enclosed).
Dear Superintendent of Buildings & Grounds:

We at ..., Inc. can only imagine how good your new gym floor looks. One way to keep that brand-new shine for as long as possible is to protect the floor with our Gymnasium Cover Guard. Schools and Community Centers agree that preventing floor damage is much simpler than repairing floor damage.

Our flexible 18 ounce polyester reinforced vinyl "Cover Guard" comes in 20' x 100' sections in four colors: blue, gray, green, and beige. Enclosed you will find our Gymnasium Cover Guard brochure and a brochure for our most popular Gym Divider Curtain model, the Fold-Up system.

..., Inc. has been in the gymnasium equipment business for almost twenty years and we have an established nationwide dealer network. If you are interested in our Cover Guard or possibly in our Gym Divider Curtain, please contact us direct at (515):

Sincerely

National Sales Manager
..., Inc.
American letter # 11.

P.O. Box 1234
Roland, IA 50236

2/22/99

Company
Attn:
Address
City, ST zip

Dear [Name],

Thank you for your inquiry relative to X Inc. wrestling mats. Enclosed, please note the price listings for various standard sizes at the three common thicknesses. Included at the bottom of the page are items of choice included in the price. Extras are listed as additional cost items.

Freight costs are not listed as this varies with mat size and distance from the factory to delivery site.

Please feel free to contact us again if questions arise.

Sincerely,
Dear ,

Because you are a valued Universal cardmember, we want to help you keep that New Year’s resolution to save money. Start saving with two great low Annual Percentage Rates (APRs) when you transfer balances to your Universal credit card account. As an added bonus, there are no balance transfer fees with this offer.

- Save with a 5.99% APR until November 1, 2004.*
- Save with a 7.99% APR until the balances are paid in full.*

Simply call us at 1-800-... to transfer high-rate credit card, department store and other balances to your Universal credit card account for any amount up to your available credit line. These offers will help you save time and money as you consolidate your monthly bills into one easy payment. Or, call to request a personalized balance transfer check made out directly to you. Deposit it into your bank account to pay off your high-rate credit card balances, or use it as cash – you decide.

The savings are yours, but you must respond by February 23, 2004. Call us anytime toll-free at 1-800-... to take advantage of these two great low rates when you transfer balances by phone or to request a personalized balance transfer check. Please be sure to have your credit card available when you call. Keep that New Year’s resolution and take advantage of these special low rates today!

Wishing you the best for the new year.

Sincerely,

Vice President and Business Manager

P.S. Before time runs out, call 1-800-... to take advantage of these two great rates. Remember you must respond
American letter # 13.

Capital One
P.O. Box 13153
Richmond, VA 23285-5133

29 January, 2003

Creditor: Capital One Bank

Ames, IA 50014-3022

Re: Customer Number:

Dear [Customer]

In connection with your recent dispute, we are enclosing an Affidavit and Fraud Information Form that will allow us to resolve your claim.

Please complete the enclosed document, have your signature notarized, and return the Fraud Information Form to us before 02/29/03. Once your document is received, your claim will be resolved within 60 days. For your convenience, a postage-paid return envelope is enclosed.

If you have any further questions, please contact us.

Sincerely,

[Signature]

Fax: (800) [Number] ext. [Number]
Spring 2003

Dear Valued Customer:

Investing in energy efficiency is something you can be proud of doing. It’s good for the environment, good for your home, and most importantly, it’s good for your energy bill.

Luckily, Alliant Energy makes it easy to practice energy efficiency and participate in our cash incentive programs for energy efficiency.

We’ve included a brochure that explains our energy efficiency programs, including cash incentives for:

- New heating and cooling equipment
- High efficiency washing machines
- Replacement windows
- New home construction

There’s also information on how you can have a professional Home Energy Audit that will identify ways to increase your home’s energy efficiency, and you may qualify for upgrading your attic insulation at little cost to you.

Perhaps you have an extra refrigerator or freezer using excess energy. We can have a recycling contractor pick it up and dispose of it for you, and we’ll either give you $20 or donate $20 to your favorite charity as thanks.

There are countless ways you can increase your home’s energy efficiency and comfort. If you’d like additional details on how we can help, visit us online at www.alliantenergy.com, or call our Efficiency Solutions Hotline at 1-800-...-...

Thank you, and please remember to practice energy efficiency!

Sincerely,

Product Manager
American letter # 15.

More credit

means more room on your card for the things you want.

Enjoy the benefits
of increased credit:

More purchasing power.

Effective immediately

And more

Dear [Customer Name],

You've earned a higher credit limit on your [Card Name] card simply by handling your account responsibly. Now you'll have even greater buying power with your new credit limit of $500. And there's no form to fill out, no waiting period, and no call to make. You've earned your increased credit limit and it's already in effect. So, start enjoying it today.

Plus, because you've shown us you can manage your credit, we want to be sure and support your continued growth. That's why we'll periodically review your account for credit limit increases. By making at least the minimum payment on time, you may be eligible for similar increases in the future.

If you have any questions about your new credit limit or anything about your [Card Name] account, call the customer service number on the back of your card. Or manage your account anywhere, anytime with our Online Account Services at www.card.com. Thank you for choosing .

Sincerely,

[Signature]

Senior Vice President,
REFERENCES


ACKNOWLEDGEMENTS

I would like to thank Kelly Petersen, Maria Cochran, and my sister Yuliya Gadailna for their invaluable assistance in collecting the data for my research. I am deeply indebted to Marina Zhuravleva, who assisted in the translation of my data; her technical knowledge facilitated this time consuming process. I would also like to thank my major professors: Dan Douglas for his encouragement, professional advice, and constant support and guidance through many difficulties in my thesis, and Lee Honeycutt for helping me find the way to combine my two M. A. majors’ interests into one thesis research.

I wish to thank Brenda Daisy for proofreading my work and Oksana Opsomer for assisting me with the formatting tips; their comments were invaluable.

I address my special gratitude to my precious daughter, Nina, for her amazing patience, love, and understanding. Her presence, as always, became a blessing for me during all three years in graduate school.