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Beyond Linguistic Accuracy: An ESP Perspective on Requests and Proposals in Entrepreneurial Communication in Algerian Higher Education

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ABSTRACT: *The growing emphasis on entrepreneurship within Algerian higher education has highlighted the importance of effective professional communication skills among university students. This shift has expanded the role of English for Specific Purposes (ESP), which is now expected to prepare learners for authentic communicative tasks encountered in professional and entrepreneurial settings. Among these tasks, requests and proposals represent two essential forms of communication through which individuals seek information, resources, collaboration, and support for new initiatives. Drawing on ESP theory, Genre Analysis, and Speech Act Theory, this paper adopts a descriptive-analytical approach to examine how requests and proposals function as professional genres in entrepreneurial communication, with particular attention to their communicative purposes, rhetorical organisation, and audience orientation. The paper also discusses how these genres characteristics can inform ESP writing instruction in Algerian universities. Through an analysis of the communicative characteristics of requests and proposals as professional genres, the paper highlights the importance of moving beyond linguistic accuracy towards communicative effectiveness. It argues that greater attention to genre conventions, communicative intentions, and audience expectations can enhance students' ability to produce purposeful and contextually appropriate texts. The paper concludes by proposing pedagogical recommendations for integrating authentic communication practices into ESP writing courses and strengthening students' preparedness for entrepreneurial and professional communication.*

KEYWORDS: ESP Writing; Entrepreneurial Communication; Genre Analysis; Speech Acts; Communicative Competence.

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Introduction

In recent years, entrepreneurship has assumed an increasingly prominent role inhigher education worldwide. Universities are no longer expected solely to transmit disciplinary knowledge; they are also encouraged to equip students with the skills required to participate effectively in professional and economic life. Consequently, communication has emerged as a key competence for graduates seeking to engage in entrepreneurial activities, collaborate with stakeholders, and present innovative ideas in different professional contexts. Within this context, the ability to communicate effectively through writing is particularly important, as many entrepreneurial interactions rely on written communication to initiate partnerships, seek resources, propose projects, and negotiate opportunities.

In the Algerian context, the growing emphasis on entrepreneurship and innovation has been reflected in a series of higher education reforms aimed at strengthening students' professional readiness and fostering entrepreneurial thinking. These reforms include the establishment of university incubators, Entrepreneurship Development Centres (CDEs), and the introduction of the Diploma-Startup/Diploma-Patent initiative by the Ministry of Higher Education and Scientific Research to promote innovation and entrepreneurial engagement among university students(Khoualed, Baci, Gueroui, & Almi, 2024). Accordingly, university graduates are increasingly expected to demonstrate not only disciplinary expertise but also the ability to communicate effectively in professional environments. This expectation is especially relevant in contexts where English serves as an international language of business, innovation, and professional exchange. Therefore, developing effective English communication skills has become an important objective of university education, particularly within courses designed to address specific professional needs.

Within this framework, ESP occupies a central position. Unlike general English courses, ESP is primarily concerned with preparing learners to use language in specific academic, professional, or occupational contexts. According to Hutchinson and Waters (1987), ESP is an approach to language teaching in which all decisions regarding content and methodology are based on learners' reasons for learning. Similarly, Dudley-Evans and St John (1998) emphasise that ESP instruction should respond directly to the communicative requirements of particular professional and academic communities. Consequently, effective ESP teaching extends beyond the development of grammatical competence to include the ability to perform meaningful communicative tasks that reflect real-world situations.

Although communication is now widely recognised as an essential professional skill, writing instruction in many educational contexts continues to place considerable emphasis on linguistic accuracy, often prioritising grammatical correctness over communicative purpose and audience awareness (Hyland, 2002, 2004). Students are frequently evaluated on their mastery of vocabulary, grammar, and sentence structure, while less attention is devoted to the communicative purposes that writing is intended to achieve. As Hyland (2004) argues, effective writing extends beyond the accurate use of language forms to include an understanding of audience, purpose, and the conventions of the target discourse community. Similarly, Swales (1990) maintains that successful writing is shaped by its communicative purpose and the expectations of the community for which it is produced. Although linguistic accuracy undoubtedly contributes to effective communication, it does not necessarily guarantee that a text will accomplish its intended objective. A grammatically correct message may still fail to persuade, request, propose, negotiate, or inform effectively if it lacks a clear purpose, a defined audience, or an appropriate rhetorical structure. For example, a business proposal may be linguistically accurate yet fail to secure support if it does not address the needs and expectations of potential stakeholders or present a persuasive rationale for the proposed initiative(Bhatia, 1993).

The importance of this distinction becomes particularly evident in entrepreneurial communication, where language functions as a tool for action rather than merely a vehicle for information. As a matter of fact, entrepreneurs routinely rely on communication to obtain support, establish partnerships, request information, secure funding, and present new ideas. Among the various communicative practices involved in these activities, requests and proposals occupy a particularly important place. Requests enable individuals to seek assistance, information, resources, or collaboration, whereas proposals allow them to present solutions, advocate projects, and persuade potential stakeholders. In both cases, successful communication depends not only on linguistic correctness but also on audience awareness, communicative intention, and strategic organisation. From an applied linguistics perspective, requests can be understood as directive speech acts through which speakers or writers attempt to encourage a particular response from others (Searle, 1969). Proposals, in turn, may be viewed as professional genres designed to persuade audiences of the value, feasibility, or relevance of a particular idea or course of action (Bhatia, 1993). Therefore, examining these forms of communication offers valuable insights into the relationship between language use, communicative purpose, and professional effectiveness. Furthermore, such an examination contributes to a broader understanding of how ESP instruction can better prepare learners for the communicative demands of entrepreneurial and workplace environments.

Building on these theoretical considerations, the present paper adopts a descriptive analytical approach to investigate the role of requests and proposals in entrepreneurial communication and examine their implications for ESP writing instruction in Algerian universities. Drawing on ESP theory, Genre Analysis, and Speech Act Theory, the paper discusses the communicative characteristics of these two forms of writing and highlights their relevance to contemporary professional communication. Ultimately, it argues that effective ESP instruction should move beyond a narrow focus on linguistic accuracy and place greater emphasis on communicative effectiveness, audience awareness, and purpose-driven writing.

1. ESP Writing and Professional Communication

The growing importance of professional and entrepreneurial communication has reinforced the need for language instruction that extends beyond the development of general linguistic competence. In contemporary academic and workplace environments, learners are expected to use language to accomplish specific communicative purposes, interact with different audiences, and respond to real-world professional demands. Within this context, ESP provides a valuable framework for understanding how language instruction can be aligned with the communicative needs of particular groups of learners. Accordingly, this section examines the relationship between ESP and professional communication, with particular attention to the role of writing as a purposeful and context-sensitive activity.

1.1 ESP as Needs-Based Instruction

ESP emerged from the recognition that language learning should respond to learners' specific academic, professional, and occupational needs rather than rely exclusively on general language instruction. Unlike traditional approaches that often emphasise the mastery of grammatical structures and general language skills, ESP focuses on preparing learners to use language effectively in particular contexts and for clearly defined purposes. Consequently, the central concern of ESP is not the language itself, but the communicative situations in which that language is required. This perspective has also been reinforced by later developments in ESP research, which increasingly emphasise the relationship between language, genre, and professional practice. As Paltridge (2013) argues, ESP instruction should prepare learners to participate effectively in the discourse practices of their target communities by developing an understanding of the genres and communicative conventions that characterise professional contexts.

The emergence of ESP was largely driven bychanging social, economic, and professional demands. As English increasingly became the language of international business, science, technology, and professional communication, the need for specialised language instruction grew accordingly. In

response to these developments, ESP evolved as an approach that seeks to align language teaching with the actual communicative requirements of learners. According to Hutchinson and Waters (1987), ESP should be viewed not as a particular type of language or methodology, but as an approach in which decisions regarding content and instruction are determined by learners' reasons for learning. This perspective places learners' needs at the centre of the teaching and learning process.

A key principle underlying ESP is needs analysis. Needs analysis refers to the systematic identification of the linguistic, communicative, and professional requirements that learners are expected to meet in specific contexts (Hutchinson & Waters, 1987). Building on this prespective, Dudley-Evans and St John (1998) argue that effective ESP programmes should be designed on the basis of a careful examination of learners' target situations and communicative purposes. Therefore, ESP instruction aims not only to develop language proficiency but also to prepare learners to perform the communicative tasks that they are likely to encounter in academic and professional environments.

From this perspective, writing occupies a particularly important position. In many professional settings, written communication serves as a primary means of exchanging information, presenting ideas, negotiating opportunities, and maintaining professional relationships. Accordingly, ESP writing instruction extends beyond the teaching of grammatical accuracy and textual organisation to include the development of communicative effectiveness. Learners are expected to produce texts that respond to specific purposes, address particular audiences, and achieve clearly defined objectives. In other words, successful writing is evaluated not only by its linguistic correctness but also by its ability to accomplish its intended communicative function. This perspective is particularly relevant to ESP instruction in Algerian higher education, where students are increasingly expected to develop professional communication skills that support entrepreneurship and innovation alongside disciplinary knowledge.

This perspective is especially relevant in entrepreneurial contexts, where communication frequently serves as a tool for action (Austin, 1962; Searle, 1969). Entrepreneurs rely on written communication to seek information, establish partnerships, request resources, present proposals, and persuade potential stakeholders, reflecting the central role of writing in everyday professional activity(Louhiala-Salminen, 2002). As a result, effective communication depends on a combination of linguistic competence, audience awareness, and strategic message design. From an ESP perspective, preparing learners for such communicative demands requires instruction that reflects authentic professional practices and emphasises the purposeful use of language in context (Dudley-Evans & St John, 1998). From a genre perspective, effective professional writing also requires an understanding of the rhetorical conventions and communicative expectations that characterise different workplace genres (Bhatia, 1993)(Paltridge, 2013). Accordingly, ESP writing instruction should be viewed as a means of enabling learners to participate effectively in real-world communicative situations rather than merely as an opportunity to demonstrate grammatical knowledge. This shift from language as form to language as purposeful action provides an important foundation for understanding the role of requests and proposals in entrepreneurial communication, where they can be viewed as professional genres that constitute two of the most common and influential forms of workplace communication. For Algerian university students preparing to participate in entrepreneurial initiatives such as university incubators and startup projects, mastering these genres represents an increasingly important component of professional communication competence.

1.2 Writing as Professional and Social Action

Traditionally, writing was primarily viewed as a means of demonstrating linguistic knowledge and mastery of grammatical structures. However, contemporary approaches to language teaching and writing instruction increasingly recognise that writing serves a broader communicative function. Rather than being a simple linguistic product, writing is now understood as a social and purposeful activity through

which individuals communicate ideas, achieve objectives, and interact with particular audiences. Consequently, effective writing involves much more than producing grammatically accurate sentences; it requires writers to consider why they are writing, for whom they are writing, and what they intend to accomplish through their texts.

Within the field of Applied Linguistics, this shift has been strongly influenced by genre-based approaches to writing. According to Hyland (2004), writing is a socially situated practice that reflects the expectations, values, and communicative conventions of specific discourse communities. Similarly, Swales (1990) emphasises that genres are characterised by shared communicative purposes recognised by members of particular communities. From this perspective, successful writing depends not only on linguistic competence but also on an understanding of the social and rhetorical expectations associated with different types of texts. This understanding is particularly relevant in professional and entrepreneurial contexts, where written communication is often used to perform specific actions. Professionals frequently write to request information, propose projects, negotiate agreements, seek support, or persuade potential partners. In such situations, the effectiveness of a text depends largely on its ability to achieve its intended purpose. A message may be grammatically correct yet fail to produce the desired outcome if it lacks clarity, audience awareness, or an appropriate organisational structure. Furthermore, professional writing requires writers to adapt their language choices to the needs and expectations of their intended audience. As Hyland (2002) notes, effective communication involves anticipating readers' expectations and presenting information in ways that facilitate understanding and engagement. Therefore, writing should be viewed as an interactive process in which writers actively consider the perspectives, interests, and potential responses of their readers.

From an ESP perspective, this implies that writing instruction should not be limited to the teaching of vocabulary and grammatical structures. Instead, learners should be encouraged to understand how language functions within specific professional contexts and how different genres are used to achieve particular communicative goals. Such an approach enables students to develop not only linguistic competence but also the ability to participate effectively in real-world communication. Viewed from this perspective, requests and proposals represent particularly significant forms of professional writing. Both are purpose-driven genres that require writers to communicate strategically, address specific audiences, and achieve clearly defined objectives. Examining these genres therefore provides valuable insights into the relationship between language, communication, and professional action, which forms the focus of the following section.

2. Requests and Proposals in Entrepreneurial Communication

Entrepreneurial communication is fundamentally action-oriented (Bhatia, 1993).Unlike many forms of academic communication that primarily seek to inform or demonstrate knowledge, entrepreneurial communication is often intended to achieve concrete objectives such as securing resources, establishing partnerships, attracting support, or promoting innovative ideas (Louhiala-Salminen, 2002).Consequently, the effectiveness of communication in entrepreneurial settings depends not only on linguistic accuracy but also on the ability to influence audiences and generate appropriate responses through texts that are rhetorically appropriate and purpose-driven (Hyland, 2004; Bhatia, 1993). Within this context, requests and proposals represent two of the most frequently used communicative practices. Although they serve different purposes, both require writers to communicate strategically, consider audience expectations, and organise information in ways that facilitate desired outcomes. Examining these forms of communication through the lenses of Speech Act Theory and Genre Analysis provides valuable insights into their role in professional and entrepreneurial interactions.

2.1 Requests as Communicative Acts

Requests constitute an essential component of professional communication. In both academic and workplace settings, individuals regularly request information, assistance, resources, clarification, collaboration, or approval. Therefore, the ability to formulate effective requests plays a significant role in achieving communicative objectives and maintaining professional relationships.

From the perspective of Speech Act Theory, requests are generally classified as directive speech acts because they are intended to encourage the recipient to perform a particular action (Searle, 1969). From this perspective, making a request involves more than simply asking for something. In practice, effective requests require writers to consider the relationship between themselves and their audience, the purpose of the interaction, and the potential consequences of their linguistic choices. Accordingly, research has shown that successful requests are characterised by clarity, appropriateness, and audience awareness (Trosborg, 1995). Writers must clearly indicate what they are requesting while simultaneously ensuring that their message remains respectful and contextually appropriate. Excessively vague requests may confuse recipients, whereas overly direct requests may be perceived as impolite or unprofessional. Therefore, achieving an appropriate balance between clarity and politeness is essential for ensuring that requests fulfil their intended communicative purpose. Accordingly, developing these pragmatic communicative writing skills should constitute an important objective of ESP courses in Algerian universities that seek to prepare students for entrepreneurial communication.

In entrepreneurial contexts, requests often serve strategic purposes. Entrepreneurs may request financial support, information, partnerships, mentorship, or access to professional networks. Consequently, requests must be carefully formulated to increase the likelihood of obtaining a favourable response. This requires a clear statement of purpose, sufficient contextual information, and a persuasive explanation of why the request deserves consideration(Trosborg, 1995). Additionally, the effectiveness of such requests depends on their ability to align with the expectations, interests, and needs of the intended audience, thereby increasing their persuasive potential (Bhatia, 1993).

2.2 Proposals as Professional Genres

While requests seek specific actions or responses from recipients, proposals are primarily designed to persuade audiences to consider, support, or adopt a particular idea, project, or solution. As such, proposals occupy a central position in entrepreneurial communication, where innovation and persuasion frequently intersect.

Genre scholars emphasise that proposals represent a distinct professional genre characterised by specific communicative purposes and organisational patterns (Bhatia, 1993). Unlike purely informative texts, proposals are inherently persuasive. Their primary objective is to convince readers that a particular course of action is both necessary and beneficial. Consequently, effective proposals require writers to present ideas in a logical, coherent, and convincing manner. A typical proposal includes several key elements. First, it identifies a problem, need, or opportunity that requires attention. Second, it presents a proposed solution or initiative. Third, it explains the benefits, feasibility, and potential impact of the proposed action. Finally, it encourages readers to support or implement the proposal. These elements work together to create a persuasive argument capable of influencing decision-making processes (Bhatia, 1993).

In entrepreneurial settings, proposals are frequently used to attract investors, secure institutional support, introduce innovative products, or establish collaborative projects. Therefore, the effectiveness of a proposal depends not only on the quality of the idea itself but also on the writer's ability to communicate its value to a particular audience. A well-developed proposal demonstrates audience awareness, anticipates potential concerns, and provides convincing justifications for the recommended

course of action. In contemporary Algerian higher education, proposal writing is becoming increasingly relevant as students are encouraged to develop and present innovative projects through university entrepreneurship programmes and incubator initiatives(Khoualed, Baci, Gueroui, & Almi, 2024). Accordingly, developing proposal-writing skills should constitute an important objective of ESP instruction for students preparing to participate effectively in entrepreneurial and professional environments.

2.3 Entrepreneurial Communication and Workplace Expectations

The increasing emphasis on entrepreneurship in higher education reflects the communication demands of today's professional environments, where graduates are expected to demonstrate not only technical knowledge but also strong communication skills. Accordingly, graduates are increasingly expected to communicate ideas clearly, collaborate effectively, and participate in persuasive professional interactions. This development is also evident in workplace communication**,** where writing constitutes an integral part of everyday professional activity rather than an isolated linguistic exercise. This view is also supported by workplace communication research. Louhiala-Salminen (2002) demonstrates that business professionals devote a substantial proportion of their daily work to written communication, highlighting the practical importance of developing effective professional writing skills within ESP programmes. Within this environment, requests and proposals function as practical tools for achieving professional objectives. Whether seeking information, negotiating opportunities, presenting projects, or securing support, individuals must be capable of producing texts that are purposeful, audience-centred, and strategically organised. Consequently, communicative effectiveness becomes as important as linguistic correctness.

From an ESP perspective, these realities highlight the importance of aligning writing instruction with authentic professional practices. Learners need opportunities to engage with genres that reflect real workplace communication rather than focusing exclusively on decontextualised language exercises. Such an approach enables students to understand how language functions as a means of accomplishing professional goals and participating effectively in entrepreneurial activities. This pedagogical orientation is particularly relevant for ESP programmes in Algerian higher education, where students are increasingly encouraged to participate in entrepreneurial initiatives and develop professionally oriented communication skills.

Taken together, the discussion of requests and proposals demonstrates that successful communication involves much more than grammatical accuracy. These genres require writers to understand communicative purpose, audience expectations, and rhetorical organisation. The following section builds upon these insights by analysing the communicative characteristics of requests and proposals and examining how they contribute to effective professional writing.

3. Genre Analysis of Requests and Proposals in ESP Writing

The preceding discussion established that requests and proposals constitute important forms of communication in professional and entrepreneurial contexts. Both genres require writers to achieve specific communicative objectives while responding to the expectations of particular audiences. From an ESP perspective, understanding how these genres function is essential for preparing learners to participate effectively in real-world communication. Therefore, this section analyses the communicative characteristics of requests and proposals through the lenses of Genre Analysis and Speech Act Theory, with particular attention to purpose, audience awareness, and rhetorical organisation.

3.1 Communicative Purpose and Audience Awareness

One of the defining characteristics of effective professional writing is the presence of a clearly identifiable communicative purpose. According to Swales (1990), genres are fundamentally shaped by the

communicative purposes they seek to achieve. Consequently, writers must understand not only what they wish to communicate but also why they are communicating it and to whom.

In professional contexts, texts are rarely produced without a specific objective. A request aims to obtain information, assistance, or resources, whereas a proposal seeks to persuade readers to consider or support a particular idea. Therefore, the success of these genres depends largely on the writer's ability to align content with communicative goals. The importance of communicative purpose becomes particularly evident when examining the effectiveness of professional requests. The role of communicative purpose can be illustrated bythe following hypothetical example:

'I would like information about your university's entrepreneurship support programmes.'

Although grammatically correct, the statement remains relatively vague. The reader is not informed about the specific type of information required or the purpose of the request. As a result, the communicative objective is only partially achieved. This example illustrates that grammatical accuracy alone is insufficient when the communicative purpose is not clearly specified (Swales, 1990). By contrast, the following example demonstrates greater communicative precision:

'I would appreciate receiving information about your entrepreneurship support programmes, as I am currently developing a student-led business project and would like to explore potential collaboration opportunities.'

In this case, the writer clearly identifies the purpose of the request and provides sufficient context to facilitate an appropriate response. The request also demonstrates greater audience awareness by enabling the recipient to understand both the nature of the information requested and the reason for the request.The example illustrates how audience awareness and purpose contribute to communicative effectiveness.

Similarly, proposals require careful consideration of audience expectations. A proposal that focuses exclusively on presenting an idea without considering the interests or concerns of potential stakeholders is unlikely to achieve its objective. Effective proposals therefore demonstrate a clear understanding of the audience's needs, priorities, and potential benefits, thereby increasing the likelihood of achieving their intended communicative purpose (Bhatia, 1993).

3.2 Structural Features of Effective Requests

Beyond communicative purpose, requests also rely on a recognizable organisational structure. Although requests may vary according to context, effective professional requests generally include several key elements (Trosborg, 1995)**.** First, they establish the context of the communication. Providing relevant background information enables recipients to understand the situation and interpret the request appropriately. Second, they state the request clearly and explicitly. Third, they justify the request by explaining its relevance or importance. Finally, they indicate the desired action or outcome. Together, these elements contribute to the clarity, appropriateness, and effectiveness of the request(Trosborg, 1995). The following hypothetical example illustrates a request with limited communicative effectiveness:

'Please help me with my project.'

While the request is understandable, it provides little information regarding the nature of the project, the type of assistance required, or the reason the recipient is being contacted. Consequently, the recipient may find it difficult to determine how to respond appropriately. By contrast, the following hypothetical example demonstrates a more effective request:

'I am currently developing a mobile application designed to support language learning among university students. I would greatly appreciate your feedback on the project's proposed features, as your expertise in educational technology would be particularly valuable.'

The second example provides context, specifies the request, and explains its purpose. Consequently, the recipient is better positioned to respond appropriately. This comparison illustrates how organisational structure and contextual information enhance the communicative effectiveness of professional requests(Trosborg, 1995).

From the perspective of Speech Act Theory, the effectiveness of a request depends not only on its grammatical form but also on its ability to accomplish its intended communicative purpose (Searle, 1969). A request is successful not simply because it is grammatically accurate, but because it successfully communicates the intended action and encourages a meaningful response from the recipient.

3.3 Structural Features of Effective Proposals

Like requests, proposals depend on a coherent organisational structure. However, because proposals are inherently persuasive, they require additional rhetorical elements designed to convince readers of the value of a particular idea or initiative (Bhatia, 1993).

Drawing on Genre Analysis, effective proposals typically present a problem, propose a solution, explain its anticipated benefits, and encourage readers to consider or support the proposed course of action (Bhatia, 1993). Together, these elements create a logical progression that guides readers towards accepting the proposed course of action. The following hypothetical example illustrates a proposal with limited persuasive effectiveness:

'Our application will improve students' English.'

Although the statement introduces an idea, it does not explain the problem being addressed, the mechanisms through which improvement will occur, or the potential value of the application. As a result, the proposal provides insufficient information to persuade potential stakeholders of its value.

By contrast,amore persuasive formulation is illustrated below:

'Many university students experience difficulties in maintaining regular speaking practice outside the classroom. To address this challenge, the proposed application provides interactive speaking activities supported by artificial intelligence. By offering immediate feedback and flexible access, the application aims to increase opportunities for meaningful language practice and improve learners' oral communication skills.'

Unlike the first example, the second identifies a problem, proposes a solution, and highlights expected benefits. Consequently, it is more likely to persuade potential stakeholders. The comparison illustrates how effective proposals rely on a logical rhetorical structure that supports their communicative purpose (Bhatia, 1993; Swales, 1990).

Taken together, these examples suggest that successful proposals depend not simply on the quality of the idea itself but also on the way that idea is organised and communicated. Accordingly, the ability to structure arguments effectively therefore constitutes a key component of professional communication and an essential aspect of genre competence in ESP writing(Bhatia, 1993).

3.4 From Linguistic Accuracy to Communicative Effectiveness

The discussion of requests and proposals presented in the preceding sectionshighlights an important distinction between linguistic accuracy and communicative effectiveness. While grammatical correctness contributes to the clarity and credibility of a text, it does not automatically ensure successful communication. A writer may produce grammatically flawless sentences that nevertheless fail to achieve their intended purpose because the audience is not clearly identified, the objective is insufficiently defined, or the rhetorical organisation is inadequate. Conversely, communication becomes more effective

when language choices are guided by purpose, audience expectations, and genre conventions(Swales, 1990; Bhatia, 1993).

This distinction has important implications for ESP instruction. If writing instruction focuses exclusively on grammar and vocabulary, learners may develop linguistic competence without acquiring the ability to perform professional communicative tasks effectively (Hutchinson & Waters, 1987; Dudley-Evans & St John, 1998). However, when instruction incorporates genre awareness, audience analysis, and communicative purpose, learners become better equipped to use language as a tool for professional action. Within ESP programmes in Algerian higher education, this pedagogical orientation is particularly relevant as universities increasingly seek to prepare students for entrepreneurial and professional communication.Therefore, requests and proposals illustrate a broader principle that extends beyond entrepreneurial communication itself. In other words, effective professional writing depends not only on linguistic accuracy but also on the purposeful use of language to accomplish specific communicative purposes.

4. Discussion

The preceding analysis highlights the close relationship between language use, communicative purpose, and professional effectiveness. More importantly, it demonstrates that effective professional communication depends not only on linguistic competence but also on the ability to use language strategically to achieve specific objectives. This observation is consistent with the central principles of ESP, which emphasise the importance of aligning language instruction with learners' real communicative needs.

4.1 The Contribution of Genre Awareness to ESP Writing Instruction

One of the most significant insights emerging from the discussion is the importance of genre awareness in professional writing. Genre scholars have consistently argued that effective communication requires an understanding of the conventions, expectations, and communicative purposes associated with particular forms of discourse (Swales, 1990; Bhatia, 1993). Similarly, Johns (2002) emphasises that developing genre awareness enables learners to recognise how texts are shaped by the expectations and communicative practices of particular discourse communities.From this perspective, requests and proposals are not merely collections of grammatical structures but purposeful genres that perform specific functions within professional communities.

Consequently, learners need to develop an understanding of how these genres operate in authentic contexts. Knowledge of grammar alone cannot guarantee successful communication if writers are unable to recognise audience expectations or organise information appropriately. Genre awareness therefore enables learners to move beyond sentence-level accuracy and engage more effectively with the communicative demands of professional environments. Within ESP programmes in Algerian higher education, fostering genre awareness can better prepare students to participate confidently in entrepreneurial and other professional communication settings, where successful writing depends on the effective integration of purpose, audience, and rhetorical organisation.

4.2 Speech Acts and Professional Communication

The discussion also reinforces the relevance of Speech Act Theory to ESP writing instruction. Austin (1962) and Searle (1969) emphasised that language is not only used to describe reality but also to perform actions. Requests, for example, are intended to obtain information, assistance, or cooperation, whereas proposals seek to persuade audiences to support particular initiatives or courses of action (Searle, 1969; Bhatia, 1993).

Viewed from this perspective, writing becomes a form of social action. The effectiveness of a text depends on its ability to generate an intended response rather than simply demonstrate grammatical correctness. This understanding is particularly important in entrepreneurial communication, where written interactions frequently aim to establish partnerships, attract support, or initiate collaborative activities. Within ESP programmes in Algerian higher education, this perspective highlights the importance of preparing learners to use writing as a means of achieving authentic professional and entrepreneurial objectives. Therefore, ESP instruction should help learners understand not only how language is structured but also how it functions as a means of accomplishing professional objectives.

4.3 Aligning ESP Instruction with Entrepreneurial Needs

The growing emphasis on entrepreneurship within higher education has created new communicative demands for university graduates. Individuals seeking to participate in entrepreneurial activities must often communicate with investors, institutions, clients, and professional partners. As a result, they require writing skills that enable them to present ideas convincingly, seek support effectively, and interact appropriately with diverse audiences. This need is particularly evident in Algerian higher education, where universities are increasingly promoting entrepreneurship and innovation through student entrepreneurial initiatives and university incubators (Khoualed, Baci, Gueroui, & Almi, 2024).

Despite these developments, traditional writing instruction does not always reflect these changing communicative realities. In many educational contexts, assessment practices continue to prioritise grammatical accuracy and linguistic correctness. While these aspects remain important, they represent only one dimension of effective communication. Entrepreneurial contexts require learners to develop additional competencies related to persuasion, audience awareness, strategic communication, and professional interaction. Accordingly, ESP courses should incorporate writing tasks that reflect authentic professional situations. Requests, proposals, project pitches, business emails, and partnership inquiries represent examples of genres that can help learners develop communication skills that are directly relevant to entrepreneurial and workplace contexts. Such tasks can also help students in Algerian higher education apply their disciplinary knowledge in authentic entrepreneurial settings while developing the communicative competencies required for professional practice.

4.4 Reconsidering Assessment Practices in ESP Writing

The discussion further suggests the need to reconsider how writing is evaluated within ESP programmes. Assessment frequently focuses on grammatical accuracy, vocabulary range, and textual organisation. Although these criteria are undoubtedly valuable, they may not fully capture the communicative effectiveness of a text (Hyland, 2004).

A grammatically accurate proposal that fails to persuade its intended audience cannot be considered entirely successful from a professional perspective. Similarly, a request that lacks clarity regarding its purpose or desired outcome may fail to achieve its communicative objective despite being linguistically correct. Therefore, assessment practices should include criteria related to audience awareness, communicative purpose, genre appropriateness, and overall effectiveness(Hyland, 2004).

Such an approach would encourage learners to view writing as a purposeful communicative activity rather than solely as a linguistic exercise. Within ESP programmes in Algerian higher education, adopting broader assessment criteria would better reflect the communicative demands that students are likely to encounter in entrepreneurial and professional contexts. Ultimately, this shift would contribute to the development of graduates who are better prepared to participate in entrepreneurial and professional communication both within and beyond university settings.

5. Pedagogical Implications

Within ESP programmes in Algerian higher education, writing instruction should move beyond a predominant focus on linguistic accuracy to promote communicative effectiveness, genre awareness, and purposeful writing (Hutchinson & Waters, 1987; Dudley-Evans & St John, 1998).The discussion presented above highlights the need to reconsider how writing is taught and assessed within ESP programmes. If professional and entrepreneurial communication requires more than linguistic accuracy, then instructional practices should reflect this reality. Against this background, several pedagogical implications emerge from the analysis of requests and proposals as professional genres.

5.1 Integrating Authentic Entrepreneurial Writing Tasks

One important implication concerns the nature of writing activities used in ESP classrooms. Rather than relying exclusively on decontextualised language exercises, instructors should provide learners with opportunities to engage in authentic communication tasks that resemble real professional situations. Such tasks may include writing requests for information, partnership inquiries, funding applications, project proposals, or business correspondence.

Authentic tasks enable learners to experience how language is used to achieve practical objectives and encourage them to consider audience expectations, communicative purpose, and contextual appropriateness. Consequently, they contribute to the development of communication skills that are directly relevant to professional and entrepreneurial environments (Dudley-Evans & St John, 1998).

5.2 Teaching Requests and Proposals Explicitly

The analysis also suggests the importance of explicit instruction in professional genres. While students may possess sufficient grammatical knowledge to construct sentences, they are not always familiar with the communicative conventions that characterise requests and proposals. Therefore, ESP instruction should include systematic attention to the structure, purpose, and rhetorical organisation of these genres. Learners should be guided to identify the key components of effective requests and proposals, analyse authentic examples, and reflect on how communicative choices influence the effectiveness of written interaction(Bhatia, 1993; Johns, 2002). Such instruction can help learners develop a clearer understanding of how language functions in professional contexts and how specific genres contribute to the achievement of communicative goals.

5.3 Using Authentic Models and Genre-Based Instruction

Another implication concerns the use of authentic professional texts. Exposure to real examples allows learners to observe how experienced writers organise information, address audiences, and accomplish communicative objectives. Authentic models also provide valuable opportunities for discussing genre conventions and professional expectations(Swales, 1990; Bhatia, 1993).

Genre-based instruction can also help learners recognise recurring rhetorical patterns across professional texts and understand why these patterns are effective in particular communicative situations. By analysing authentic requests and proposals, students become more aware of the relationship between linguistic choices, communicative purpose, and audience expectations. Furthermore, such an approach encourages learners to view writing as a purposeful social activity rather than merely a linguistic exercise. This pedagogical orientation can help prepare students in Algerian higher education to participate more effectively in entrepreneurial and professional communication beyond the university classroom.

5.4 Assessing Communicative Effectiveness alongside Linguistic Accuracy

Finally, the findings of this paper highlight the need for a broader approach to writing assessment. Traditional evaluation practices often focus primarily on grammatical accuracy, vocabulary use, and textual organisation. Although these criteria remain important, they should be complemented by measures

of communicative effectiveness (Hyland, 2002; Hyland, 2004). Assessment should therefore consider whether a text achieves its intended purpose, addresses its target audience appropriately, and conforms to the conventions of the relevant genre (Hyland, 2004). Requests may be evaluated according to their clarity, appropriateness, and ability to elicit a response, whereas proposals may be assessed according to the strength of their argumentation, audience awareness, and persuasive effectiveness.

By incorporating such criteria, ESP programmes can encourage learners to develop a more comprehensive understanding of professional communication and better prepare them for the communicative demands of entrepreneurial and workplace contexts. Within ESP programmes in Algerian higher education, adopting such an approach would contribute to preparing graduates who are better equipped to communicate effectively in contemporary professional and entrepreneurial environments.

Conclusion

The increasing importance of entrepreneurship within higher education has generated new communicative demands that extend beyond traditional language learning objectives. In this context, ESP instruction is expected not only to develop learners' linguistic competence but also to prepare them for the communicative challenges associated with professional and entrepreneurial environments. Consequently, effective writing should be viewed as a means of achieving specific purposes and interacting successfully with particular audiences rather than merely as an exercise in grammatical accuracy.

Drawing on ESP theory, Genre Analysis, and Speech Act Theory, this paper has examined the role of requests and proposals as two important forms of entrepreneurial communication. The discussion has shown that both genres are fundamentally purpose-driven and require writers to demonstrate audience awareness, rhetorical organisation, and communicative effectiveness. Requests seek to obtain information, assistance, or cooperation, whereas proposals aim to persuade readers to support particular ideas, initiatives, or courses of action. In both cases, successful communication depends on more than the correct use of language structures; it requires the strategic use of language to achieve meaningful outcomes.

Furthermore, the analysis has highlighted the limitations of approaches to writing instruction that focus primarily on linguistic accuracy while overlooking communicative purpose and genre awareness. Although grammatical competence remains an important component of effective communication, it does not automatically ensure that a text will accomplish its intended objective. Professional and entrepreneurial communication requires writers to understand how language functions within specific contexts and how different genres respond to particular communicative needs. Taken together, the discussion suggests the need for a stronger integration of authentic communication tasks, genre-based instruction, and purpose-oriented assessment practices within ESP programmes. Within the context of Algerian higher education, these pedagogical recommendations may contribute to strengthening ESP writing instruction by better aligning it with the communicative demands of contemporary entrepreneurial and professional environments. The paper therefore contributes to the growing body of ESP literature by highlighting the pedagogical value of requests and proposals as professional genres through which learners can develop communicative effectiveness alongside linguistic competence.

Moving beyond linguistic accuracy does not imply diminishing the importance of language form. Rather, it involves recognising that linguistic knowledge achieves its full value only when it is used purposefully, strategically, and effectively in real-world communication. From this perspective, requests and proposals illustrate how ESP writing instruction can equip learners not only with linguistic competence but also with the communicative expertise needed to participate confidently in professional and entrepreneurial contexts.

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