Abbreviations in modern business correspondence and their pedagogical implications

Ivana Kaprál-iková

Abstract: The aim of our contribution is to outline the frequent usage of abbreviation processes in contemporary written business correspondence and to demonstrate the means of creating abbreviations in this specific area of English. In the light of the latest trends of economization of speech in business communication, the abbreviation formation is highly topical and for this reason, we focus on the analysis of the specific content of written business correspondence. For a better understanding of the issue of economization of speech and business correspondence, we define contemporary business communication in more detail, focusing on written correspondence. By using the method of corpus analysis, we qualitatively describe the regularities and irregularities in the creation of abbreviations extracted, which allows us to find out which abbreviation phenomena are a reflection of the real characteristics of the jargon of business correspondence and which are rarely found in it. The outcome of our analysis is also reflected in its pedagogical implications.

Key words: abbreviations, business communication, business correspondence, corpus analysis

Introduction

English language used in a business world, influenced by multicultural environment, new technologies but also by growth of economization of language in general, has been changing radically. In order to establish a sound basis for language courses in Business English, research is needed into the lexical, syntactic and discourse characteristics of the register of English used within contemporary business world.

The key here is usage: in order to increase productivity, the way we communicate, and especially in the areas of work or the ways businesses are being conducted, but also within simple exchange of informal messages, we tend to economize the language in a sense of saving time and put least effort to communication. Brevity, compactness of presentation and economical use of language has been pointed out as one of the most common features of business discourse by numerous authors (e. g. Zinukova, 2021; Luján-García, 2020; Mahyaddinova, 2022; Imre, 2022)

Usually, the learners of Business English can speak English at least at B1–B2 (intermediate) levels. Consequently, what they need from a Business English course is the opportunity to learn business-related vocabulary, and to which extent they can use specialized vocabulary of their own field in communication with any authorities involved in business processes. Clear and persuasive business correspondence is indeed an important part of running an efficient business and contributes

to promoting good relations between businesses. Therefore, in the context of the teaching of writing in English, students need to learn how to communicate in written English as a way of sharing observation, information, thoughts, or ideas with themselves and others (Fadilah, 2019, p. 83). Riaz and Gul (2016, p. 12) share the same ideas, stating that written communication plays an important role in the professional career of students majoring in business as they are to draft letters of different nature in their professional career. According to Chan (2014, pp. 384–386), some most challenging written means of communication that must be put into consideration include: the use of words and clarity in order to make a business proposal/report/plan look professional; the use of correct format and style; the need to meet different parties' expectations in writing negative messages; and choosing an appropriate course book to teach written communication in business English.

At the university level in particular, ESP teachers are unable to rely on the views of the learners, who tend not to know what English abilities are required by the profession they hope to acquire the knowledge about. The result is that many ESP teachers become very much dependent on the published textbooks available. Based on our own experience, even though the textbooks designed for business studies have been updated regularly and there are plethora of textbooks offered, many of them tend to use topics from multiple disciplines, making much of the material redundant and perhaps even confusing the learner as to what is appropriate in the target field. Teachers are therefore left with no alternative than to develop original materials. Taking into consideration such challenge, the ESP practitioner's role as "researcher" is especially important, with results leading directly to appropriate materials for the classroom.

Linguistic researchers (Safont and Esteve 2004: 261–274, Mishan 2005:40, Benavent and Peñamaría 2011: 89–94, Gilmore 2007: 97–118) seem to agree that authentic language has to be brought to the students' attention and that the teachers need to take time to study how the language has to be brought to the situations in a given ESP context. The effort should be put on creating a genuinely useful course.

Even though abbreviations, fulfil the conditions of language system, they have the opponents, who point out their artificial character and very low level of clarity (e. g. Aronoff, 1976). That is the reason why we have chosen the topic of abbreviations and the importance of their usage in business communication, because, as far as business English is concerned, they are so common, that it would be misleading consider them unusual and exclude them from any linguistic analysis.

The goal of the presented analysis is to understand the abbreviation processes in contemporary business communication to the point that can be presented to the students of Business English course in the most authentic way. For a better

understanding of current communication in business, we present the results of the surveys on today's trends in this type of communication and then point out the phenomenon of abbreviations in written communication.

By the method of qualitative corpus analysis, we elaborated the description of the features of the abbreviation processes rather than presenting statistical quantitative analyses. The outcome of our research are general features, which determine abbreviatory processes occurring in business correspondence. The extract of the compiled glossary of abbreviations most commonly used in various departments of a firm is also demonstrated as its linguistic and content relevance are decisive elements in compiling teaching materials and planning activities for a teaching unit. The archive of such corpus divided into thematic categories can also be a source for further scientific and research activities in corpus linguistics. Finally, the pedagogical implications of the research findings are proposed.

Contemporary business communication

As mentioned above, in order to better understand the nature of communication in business today and, consequently, to be able to translate new trends in this area into teaching practice, the role of the university teacher as a researcher in this area is essential. Establishing the nature of business communication, first, we shall acknowledge the fact, that to younger businessmen or employees of the companies, the first generation of true digital natives, the formal business communication of older generations can appear very cold and too formal. Generation Z keeps things much more casual. Barriers between business communication and personal or social life have been pulled off. Stillman's consulting firm, GenGuru, found in a recent survey that 84% of Generation Z born after 1995 still prefers in-person communication over email or text. But, crucially, "Generation Z defines things like Zoom, Google Hangouts and Microsoft Teams as being face-to-face" (O'Hara, 2014). This generation knows more about operating in the modern business than any other generation. They can save 12 hours of hard work, know about different cultures, what things to say and not say. Moreover, according to Beer (2017), email has been facing competition from more sophisticated forms of business communication, most notably texting and, more recently, instant messaging. One of the underlying reasons for this struggle is obvious. Email is a fully asynchronous medium with all the associated disadvantages, whereas texting is less so. And instant messaging represents a real-time, synchronous form of communication offering the most instantaneous feedback of the three.

The 10-question survey, launched in 2016, conducted by Laura Brown, Forbes contributor and the author of the book *The only business writing book you'll ever need*, was distributed to her clients and associates and was promoted on Facebook and Twitter. It received 528 responses from people in a wide variety of business

roles and industries. The key question of the survey "how important is writing in your workplace?" was designed to test whether business writing still matters. On a five-point scale where 1 is "not important at all" and 5 is "very important," 69.5% of respondents chose 5, and 19.5 chose 4. That's a total of 89% suggesting that writing actually still matters a lot in business. (No one selected 1, "not at all."). Other questions explored what kinds of writing people produce day-to-day at work. To the question what people find most challenging about writing at work, 38% responded saying they needed to write faster. The same percentage felt their writing needed to be more compelling. 29% have trouble getting started on their writing tasks. And 36.4% reported having trouble making their writing concise. Concerning the problems with the colleagues' writing, respondents pointed to a lack of clarity and lack of concision, and many complained about and poor grammar and spelling.

Brown also points out the damaging effects that technological change has had on written communication, when digital natives' writing style lacks correct, formal writing. The survey results show that "writing does still matter, and it ought to be clear and grammatically correct" (Brown, 2019). Overall, despite technology advancement, business practices in communication stay conservative, concerned with accuracy, precision and proper documentation. All of the above findings from this survey demonstrate how it is extremely important to pay more attention to written correspondence when teaching business English, and especially to give space for students to learn how to write concisely but with understanding.

Further, increasing intertextuality has been the most apparent. Accompanying a manager for a full day, Louhiala-Salminen (2002) observed that phone calls were often referenced in emails, and face-to-face communication was constantly used to discuss what had been said via other channels. *"In this type of business discourse it is the ongoing and recurring interplay between spoken and written activity that characterizes the literacy events where the business professional utilizes his literacies both in speech and writing and in the media used – including intermingled usage – to achieve his purposes"* (Louhiala-Salminen 2002: 217) This way we can better understand the features of genre of contemporary business communication and in our specific case, when dealing with shortening processes, how oralization of abbreviated forms affected the spoken communication in business as well. We agree with Veloso (2017) stating that abbreviations are functionally equivalent to the longer expressions they replace and the fact that they absorb the essential grammatical properties of morphosyntactic words, he assumes them as true entries of the speakers' mental lexicon. *"In fact, most of them are largely shared by the speakers' community and acquire a stable meaning (very often, they are even admitted by lexicographers as entries of current dictionaries)."* (Veloso, 2017). Thus, the results of linguistic analyses of abbreviations in written business correspondence penetrates further into spoken communication in this specific environment.

As mentioned above, the main objective of the contemporary business correspondence is to achieve one's purposes by using linguistic manipulation, which has been evident in e-business correspondence. Vorobyova et al. (2015) conducted the research on peculiarities of linguistic manipulation in the texts of electronic business correspondence. The main point of such research is, from the point of pragmalinguistics, to reveal and describe the linguistic means of realization of manipulative intension; to define functional and pragmatic potential of the split-level language means used by the producers of electronic business letters. Thus, we agree that with the help of certain linguistic means (in our case – abbreviations), it helps the addresser to regulate the behaviour of the recipient. Overall, the use of abbreviations in business correspondence is appropriate to save space and time, however can go far beyond that.

Corpus analysis of abbreviatory processes in business correspondence – methodology

The main aim of our research was to outline the frequent usage of using abbreviation processes in contemporary written business correspondence and to demonstrate the means of creating abbreviations in this specific area of English.

We used the method of corpus analysis, where the use of corpus does not exclude the qualitative analysis. Thus, we elaborated the description of the features of the abbreviation processes rather than presenting statistical quantitative analyses. In our opinion, the content with which we have worked recently may not be applicable in the farther future (as we assume that the vocabulary of business is constantly in motion), however we aimed to find the principles that, unlike abbreviation processes, we suppose, are relatively static and they can be used in the future in other research into lexicology. Thus, the outcome of our research are general features, which determine abbreviatory processes occurring in specific context-business correspondence.

In order to achieve our goal, we analysed the actual patterns of abbreviations listed in various internet sources, where abbreviations are presented and their meaning is analysed by business commentators and experts. We focused mainly on written business communication.

The enormously growing amount of information sources dealing with business operation on the Internet offered us wide range of possibilities to analyse any linguistic pattern in this specific context. Thus, in this matter we didn't have to tackle with the problem of limiting factor such as lack of availability of sources providing long exhaustive lists of abbreviations used in business. To achieve representativeness, balance and diversity in our corpus design, we used sampling,

the most widely used method. Random sampling is a standard way of selecting subjects for analysis in many areas of science.

Various websites for the corpus were collected randomly, using Google search engine. We bore in mind the fact that none of the companies would allow us to uncover their in-house communication so we considered analysing 50 business-related websites sufficient enough to extract the necessary information.

Results of the corpus analysis

We observed particular abbreviation categories, which have been used in business correspondence regularly. **Acronyms, initialisms and alphabetisms** are the units obtained by abbreviating a multi-word sequence (compound word, phrase, name of an institutions, activity) to the initial letters of the base words but not changing the denotative meaning. These were created by regular process using all initial letters of the base words ("non-elliptic acronyms" (Mattiello, 2013).

Hybrids were those types of abbreviations observed in the corpus that were somehow fluctuating in their nature within the categories mentioned in the theoretical part. For example hybrids between clippings and graphic abbreviations that can be read out in expanded or unexpanded form (Inc – Incorporated). Also, there were examples of acronyms which were not created by shortening the base words by collecting their initial letters. Here we can include **elliptic acronyms** (Mattiello, 2013, p. 87), which do not retain all the initials of the words contained in the source phrase, omitting mostly grammatical words. This category included also **extended acronyms**, the formations composed of more than one initial letter for each word. There were also the peripheral cases of acronyms which combined initialized and clipped constituents or initials and full constituents. Hence, we came across the examples of creative shortening of various kinds, where the results are the sequence of capital letters. Specific examples follow in the extract of the compiled glossary.

Clipped units blurred the border between alphabetisms and instances of two or more letters taken from a single word e. g. ID – identification, MS – milestone, as all these abbreviations have a single word as a source form whereas acronyms and initialisms come from multi-word sequence.

Ellipsis, the omission from a clause that are understood in the context of the remaining elements. The result of this abbreviation, in our cases, was always the whole word. (e. g. Chief Executive Officer, not only abbreviated as CEO but also as Chief).

After careful observation of all the websites, second, we point out **conciseness** as the main characteristic feature in using as few words as possible to deliver

the message. Even though too much conciseness might lead to ambiguity in the meaning of messages, most of created shortenings had completeness and concreteness. Conciseness just enabled to save both the writer's and the recipient's time. However, it does not indicate that the short the better but shortness with precise and straightforward expression. Zi Yu and Yuang Fu (2014) suggest that to achieve conciseness, one should try to use simple words and short sentences, avoid unnecessary repetition and wordy languages and confine each paragraph to only one topic. While business writing should be clear and concise, it does not necessarily mean it should be blunt.

Summary of regularities of the shortening processes in business correspondence

- **Common initial pattern**
  In case of acronyms, they have been formed by taking the initial letters of the words in a title or phrase rather than the end of words as in blends: Earnings per share – EPS

- **Common base**
  The most common base of abbreviations has been a noun (noun phrase) which, generally, is the case of many professional jargons as they provide contexts in which a word or phrase is so frequent that a shorter and more efficient form is needed and often required to save space.

- **Multi-word input**
  It was noticeable that most abbreviations had at least two basic components: working capital – WC, but very often more than two ones: too much information – 2MI; Attention, interest, desire, action – AIDA; Substitute, Combine, Adapt, Modify, Put to another use, Eliminate, and Reverse – SCAMPER

- **Typical spelling**
  Spelling without periods in acronyms was more common. It is usually a matter of discussion whether or not periods should be used with acronyms. In our opinion, anything that reduces the carefulness of typography makes it easier for comprehension.

- **Abbreviations as words**
  Spelling of acronyms without periods could lead to lexicalization of abbreviations. This phenomena was also observed in business correspondence. Many abbreviations created within the business correspondence context became stable and "institutionalized" as part of the accepted jargon of business. This is the case not only in written communication but also in spoken one. Shortened versions of the names of the representatives and authorities (CEO, PM), departments (HR, IT, PR) and activities (HRP, CBT) used by personnel, emerged into their everyday communication not only within their work but within the communication with outside world.

- **Inflection of abbreviated forms**
  In many cases, the abbreviations behaved as regular bases in inflection. Thus, it is common in business correspondence that abbreviated forms inflect for plural in a regular way: SMEs as well as they can take the possessive form ('s): CFO's.

Summary of irregularities of the shortening processes in business correspondence

- **Impermanent creations**
  Numerous abbreviations, mostly in marketing and sales departments as well as in IT department last for certain period of time. In marketing case, they are created to abbreviate the activities which objectives should be achieved in a certain temporary period, for example various campaigns, projects the company might work on. For example, the WTF Campaign, in the Australian market in 2020, Pringles ran a sales promotion for a mystery new flavour, built around the tagline WTF = what's the flavour? In our opinion, those are the abbreviations which cause ambiguity in business context (so called one-offs) if not properly defined in a course of time, as it is impossible to deduce their meaning from their abbreviated forms if a reader is not familiar with the history of a company's activities.

- **Ambiguity in meaning**
  As various inputs correspond to the same output (Chief Administrative Officer, Chief Analytics Officer, Chief Accounting Officer – CAO), abbreviations are not always unambiguous as expected in specialized terminology. This can cause obstruction in recovering the source.

- **Irregular subtraction**
  Different subtraction of parts of the source words or phrases involves various alternatives how the abbreviations will look like in its final form. It is most apparent in hybrids: capital expenditures – CAPEX; Paid – Pd

- **"Acronymy families"**
  The unique shortening processes in the business correspondence are what can be called **"acronymy families"**. As in word formation rules we have word families i. e. extensions of one paradigm where members of the word family share a common base, the same phenomena occurs in creation of abbreviations. As a result within our corpus, we found coinages of one base used in particular context within business operation and communication such as:

Manufacturing

MBOM	manufacturing bill of materials
MES	manufacturing execution system
MI	manufacturing intelligence
MOM	manufacturing operations management
MPM	manufacturing process management

Requests

RFI	request for information
RFD	request for discussion
RFP	request for proposal
RFQ	request for quote

Returns

ROA	Return on assets
RONA	Return on net assets
ROE	Return on equity
ROI	Return on investment
ROIC	Return on invested capital
ROS	Return on sales

Chiefs

CAO	Chied Administrative Officer
	Chief Analytics Officer
	Chief Accounting Officer
CDO	Chief Data Officer
CEO	Chief Executive Officer
CIO	Chief Information Officer
COO	Chief Operating Officer
CSO	Chief Security Officer
CTO	Chief Technology Officer

The following extract of the glossary (Tab. 1) presents an overview of the common up-to-date abbreviations that are used in written communication in companies internally and externally as well. The abbreviations are divided according to specific departments of a firm. When creating such glossary for the students of Business English, below some of the tables, abbreviations, whose meaning is unclear to the students, who are not experienced in business operations yet, the explanation of those activities in more detail might be necessary for better understanding.

Tab. 1: *Examples of newly formed general in-house abbreviations used between employees in a firm*

AFC	Away from computer	ETA	Estimated time of arrival
AFK	Away from keyboard	FUTAB	Feet up, take a break
AKA	Also known as	FWIW	For what it's worth
ATM	At the moment	GTMTA	Great minds think alike

AYW	As you want/wish		HF	Have fun
AYDY	Are you done yet?		IAM	In a meeting
AYEC	At your earliest convenience		IAC	In any case
AWOL	Away without leaving Absent without leave		IAW	In accordance with
BRB	Be right back		ICYMI	In case you missed it
BID	Break it down		IMO/IMHO	In my opinion/In my humble opinion
COB	Close of business		IHNI	I have no idea
COP	Close of play		IIRC	If I recall correctly
DBA	Doing business as		INPO	In no particular order
			IOU	I owe you
DFTBA	Don't forget to be awesome!		MS	Milestone
DILO	Day in the life of		OOBE	Out of box experience
DM	Direct message		PMFJI	Pardon me for jumping in
DMC	Deep and meaningful conversation		SITD	Still in the dark
DSM	Don't shoot me		TBA	To be announced
DYK	Did you know		TBD	To be determined
EAK	Eating at keyboard		WFH	Working from home
ELI5	Explain like I'm 5 (years old)		WIIFM	What's in it for me?
EOD	End of day End of discussion		YOYO	You're on your own
EOM	End of message		2MI	Too much information
EOW	End of week		2M2H	Too much to handle

● DILO analysis is used to track and note down what's actually being done each day

ACCT	Account		CR	Conversion rate
AGI	Adjusted gross income		DR	Debit
AIR	Assumed interest rate		EFT	Electronic Funds Transfer
AM	Accounts manager		EPS	Earnings per share
AOV	Average order value		ETF	Exchange Traded Funds
AP	Accounts payable		EXP	Expenses
AR	Accounts receivable		FOREX	Foreign Exchange
ARP	Annual percentage rate		NAV	Net assets value
BGT	Budget		Pd	Paid
BKPR	Bookkeeper		P/E	Price to earings ratio
BOM	Bill of materials		P-card	Purchase card
BS	Balance sheet		P-and-L	Profit and loss
CAPGR	Compound annual growth rate		ROA	Return on assets
CAPEX	Capital expenditures		RONA	Return on net assets
CFP	Certified financial planner		ROE	Return on equity
COGS	Cost of goods sold		ROI	Return on investment
CoGQ	Cost of good quality		ROIC	Return on invested capital

CoPQ	Cost of poor quality	ROS	Return on sales
COD	Cash on delivery	TSR	Total Shareholder Return
CPA	Certified public accountant	YTD	Year to date
CPTL	Capital	YTM	Yield To Maturity
CPU	Cost per unit	WC	Working capital
CR	Credit		

● P-Card refers to company finances that are spent to run business.
● P/E represents the ratio between product prices and earning potential on those products.

AIDA	Attention, interest, desire, action	KEI	Keyword effectiveness index
AOV	Average order value	KPI	Key performance indicator
B2B	Business to business	KYC	Know your customer
B2C	Business to consumer	MAPPP	Media, Advertising, Publishing, Printing and Packaging
BANT	Budget, authority, need, and timeline	MLM	Multi level marketing
BR	Bounce rate of a website	MQL	Marketing qualified leads
CAC	Customer acquisition cost	MSRP	Manufacturer's suggested retail price
Comp.	To give something for free	MVP	Minimum viable product
COS	Content optimization system	LTV	Lifetime value of customer
CPC	Cost per click	NPS	Net promoter score
CPL	Cost per lead	POEM	Paid, Owned, Earned Media.
CPM	Cost per thousand	SLA	Service level agreement
CPV	Cost per view	SMM	Social media marketing
CSR	Customer service representative	SMO	Social media optimisation
CTR	Click through rate	SMP	Social media platform
CRM	Customer relationship management	SQL	Sales qualified leads
CSR	Corporate social responsibility	SOV	Share of voice
CTA	Call to action	SM	Social media
CX	Customer experience	TOS	Terms of service
DMP	Data management platform	VOD	Video on demand
EPC	Earnings per click	VM	Viral marketing
EPM	Earnings per thousand	WOM	Word of mouth
FIFO	First in, first out	WOMM	Word of Mouth Marketing
ICP	Ideal customer profile	UV	Unique visitor

● FIFO refers to customer orders, product production and other operations.
● BR is an Internet marketing term used in web traffic analysis. It represents the percentage of visitors who enter the site and then leave ("bounce") rather than continuing to view other pages within the same site.
● CTA is a marketing term for any design to prompt an immediate response or encourage an immediate sale. A CTA most often refers to the use of words or phrases that can be incorporated into sales scripts, advertising messages, or web pages, which induce an audience to act in a specific way.

● KPI measures how a company is performing at achieving a certain goal or objective. There are KPIs for every aspect of business, whether it's financial, marketing, sales, or operational.
● CAC measures the amount of money it takes to convert a potential lead into a customer. This metric can be used to improve marketing because it helps to make important budgetary decisions.
● DMP refers to which customers buy which products.
● SOV is a measure of the market the brand owns compared to its competitors. It acts as a gauge for the brand visibility and how much a brand dominates the conversation in particular industry.
● SLA is an agreement between a company's sales and marketing teams that defines the expectations Sales has for Marketing and vice versa.
● POEM is used in social media marketing, this is a way of thinking about content and other marketing assets depending on whether a company paid for it (an ad), created and own it in-house (a company's own blog posts, etc.), or earned it (from users sharing it or mentioning it).
● UV is used in web analytics to refer to a person who visits a site at least once within the reporting period.

Pedagogical implications of the research findings on abbreviations in business correspondence

The first aspect is **the authentic language usage** in Business English courses to demonstrate the contextualization of innovative language patterns. It is important for our corpus used in the classroom to reflect the range of various activities and not to be biased towards any of the fields of activity in particular, so that the findings on the usage of abbreviations remain balanced and pedagogically useful.

Tribble and Jones (1997, p. 36) outlined a methodology for using authentic materials in the language classroom, proposing that the most effective starting point for understanding a text is a **frequency-sorted word list**. These lists can be arranged in order of first occurrence, alphabetically or in frequency order. First, occurrence order serves as a quick guide to the distribution of units in a text, as concerns the lexemes, an alphabetic listing is built mainly for indexing purposes, but a frequency-ordered listing highlights the most commonly-occurring units in the text.

In what follows, a task type is presented, including the above mentioned aspects, to illustrate the way how frequency-sorted word lists can be applied in teaching. Task focuses on abbreviation usage in business correspondence. The most frequent abbreviations used in this task were taken from the above mentioned glossary of the most commonly used abbreviations in communication of various departments of the companies.

Aim: Understanding abbreviations in the context

Instruction: It is often laborious to guess the meaning of abbreviation from the context especially if there is no explanation in a document or a message.

1. The blank rows in the table below are for you to write your best guess of the meaning of abbreviations. Compare your guesses with the glossary definitions.

Abbreviation	Your guess	Glossary definition
YOYO		
2M2H		
WC		
CSO		
CPV		
LAN		
FOREX		
COD		

Key: You're on your own
Too much to handle
Working capital
Chief Security Officer
Cost per view
Local area network
Foreign exchange
Cash on delivery

Secondly, one way to complement the frequency of occurrence of the abbreviations in various specific business documents in order to obtain a more comprehensive view of the lexical composition of written English discourse is **to provide collocational information for the elements frequently appearing in the documents**. They not only give language learners guidance on relevant collocates, but they also present frequent semantic preferences and constructions, that is, the grammatical relations the particular unit frequently forms with relevant collocates. Generally, we can claim that concordance lists are not only useful in checking frequency data, but they also provide instances of actual language use in context that can be directly incorporated into teaching and test materials.

Concordance lists

Aim: to help learners identify and use frequent collocates of particular abbreviation in context

Instruction: Study the concordance lines and list the prepositions that are likely to be used with this specific abbreviation. Create short phrases using the pattern with the listed prepositions.

Bids for CPV advertisements work in the same way as PPC

As such, prices for CPV ads can vary wildly based on a large number of factors

For example, if you pay $0.25 CPV and book 1,000 views on a site, then you would pay 25…

From Google's supporting perspective, CPV is a natural extension of Adwords

The underlying principles of the CPV model are promising,

For instance, how exactly does CPV apply to viral video?

With CPV bidding, you'll pay for video views and interactions

How do you know what max. CPV to set?

Two elements affect the actual CPV you pay: Quality Score and Ad Rank.

Whether marketers opt for the CPV depends on several factors

Traditionally, CPV advertising campaigns were reserved for brand awareness

This is because buying on a CPV basis levels the playing field for both types of advertisers

Presenting and practicing acronyms, initialisms and alphabetisms

As the last aspect of using abbreviations in teaching practice, a natural question arises: is there any predictability in the formation of abbreviations? Can we justify the choice of one pattern over another? The answer, in our opinion, would be that there is no absolute certainty in choices, however, as for the results of our findings, we have proposed certain tendencies concerning the predictability of the output. These can be consequently applied to teaching Business English by designing tasks for possible formations of abbreviations from source words or phrases.

Students in Business English classes have often come across abbreviations like GDP, MLM, BRB, CFO, PR, HR etc. without knowing what they stand for. These get mentioned at least once every couple of lessons before teachers even start planning a specific lesson on the topic. Besides above mentioned general tips how to use abbreviations in the class (frequency listing, providing collocational information, and context usage), **students should be able to work out which of the options that you give is the most likely**, e. g. that "CC" in the sentence "Please CC my boss when you send me the report" means "carbon copy", rather than "computer communication" or "corporate currency". This is also good for dealing with common problems with the longer form, by giving options like "HQ stands for A) headquarter B) headquarters C) headsquarter".

Acronyms matching is another activity where students could match "AI" to "artificial intelligence" and "VR" to "virtual reality", which could take them seconds, however more challenging is asking students to instead match the expressions to their meaning, e. g. "VR" to "almost looks like real life" and "AI" to "like a brain but manmade", first of all with no help and then using the context of the sentences that they have been given to help. All these activities can be done as a pair work activity with the things to match and their accompanying clues split between Stu-

dent A and Student B worksheets, with students trying to do the activity without showing their worksheets to each other. Lastly, teachers could switch straight to the practice stage and then test students' memory of the language that they were just using. For example, they could discuss what to do about problems like "The HR Department can't cope with the number of CVs arriving every day", with the acronyms being explained (in brackets) in or after the sentences, in a gloss at the bottom of the page, or by the teacher during or after the activity. After the speaking activity finishes and they ask any questions that they have about the sentences, they are then tested on the acronyms that they just saw.

Discussion and conclusion

In spite of obscurity of diverse shortening processes in contemporary business correspondence, new creative forms are constantly formed and reused as part of the business jargon, and the number of those which are becoming part of the English lexicon has been rising. The reason of creation of such lexical innovations is however clear – shortenings represent a conscious act of economizing, where the percipient and recipient share a common jargon. Further, they definitely demonstrate professional closeness. The abbreviations formed within business communication indicate in-group restriction, some sort of privacy, and the use of professional jargon and at some point demonstrating the attempt of insiders to exclude the outsiders. *Naming* is another characteristic feature of the formation of the abbreviation processes in business communication. Many shortenings tend to name new specific phenomena, newly formed institutions, activities and procedures in the business world. They are very often but not always monoreferential in a sense that they acquire specificity and semantic uniqueness and their association to the context immediately suggests the referent.

Lastly, when discussing the pedagogical implications of our findings, there are several aspects of using this particular language pattern that future business professionals should be prepared for. The first aspect is the authentic text usage in Business English courses to demonstrate the contextualization of innovative language patterns. A *frequency list* provides valuable information about those units that appear (and do not appear) in a text. Secondly, one way to complement the frequency of occurrence of the abbreviations in the business correspondence in order to obtain a more comprehensive view of the abbreviatory composition of written business English discourse is to provide collocational information for these types of elements frequently appearing in the business correspondence. As shown in the example of the profile, it does not only give language learners guidance on relevant collocates, but they also present frequent semantic preferences and constructions, that is, the grammatical relations the particular unit frequently forms with relevant collocates. We believe that shortening processes are essential communicative means in the business written communication and that their ex-

clusion from lexicon would cause not only loss in terms of alternatives to existing longer variants but also in terms of different shades of meaning, in this formal environment, specific speech community where they serve specific functions and produce required effects on the recipient.

We can also claim that it is necessary to permanently monitor the changes in business communication and to regularly update the content of it in order to keep up with such dynamic environment. We suggest not to rely on standard models and examples given in well-established teaching materials, which are often outdated. Considerable enrichment of the vocabulary with terms closely related to the business relations need to be considered. Many business books introduce features and writing skills of all kinds of business correspondence. But most of them just provide many templates with no practical up-to-date understanding and usage of patterns used in business correspondence.

References

BEER, A. (2017). From business letters to email and mobile communication. In: MAUTNER, B. RAINER, F. (2017). *Handbook of Business Communication: Linguistic Approaches.* De Gruyter, Inc.

BENAVENT, G. T., PENAMARIA, S. S. (2011). Use of authentic materials in the ESP classroom. *Encuentro 20*, ISSN 1989-0796, pp. 89–94.

BROWN, L. (2019). Does business writing mater anymore? The answers seems to be "yes" In: *Forbes*, last updated April 26, 2019. Retrieved from: https://www.forbes.com/sites/laurambrown/2019/04/26/does-business-writing-matter-anymore-the-answer-seems-to-be-yes/?sh=3479b3c43284

FADILAH, N. R. (2019). Difficulties in Writing Business English Correspondence. *Intensive Journal. 2(2),* pp. 81–92.

GILMORE, A. (2007). Authentic materials and authenticity in foreign language learning. *Language Teaching, 40(2)*, pp. 97–118.

CHAN, M. (2014). Communicative needs in the workplace and curriculum development of Business English courses in Hong Kong. *Business and Professional Communication Quarterly, 77(4),* pp. 376–408.

IMRE, A. (2022). Categorizing and translating abbreviations and acronyms. *Open Linguistics 2022; 8,* DeGruyter, pp. 378–389

LOUHIALA-SALMINEN, L. (2002). The fly's perspective: Discourse in the daily routine of a business manager. *English for Specific Purposes 21(3),* pp. 211–231.

LUJÁN-GARCIA, C. (2020). The use of English initialisms and abbreviations in the field of pharmaceutical business communication in Spanish. *Terminology. International Journal of Theoretical and Applied Issues in Specialized Communication, 26 (1)*, pp. 60–81

MAHYADDINOVA, K. (2022). Abbreviations in business discourse. *Path of Science 8(9)*, pp. 3001–3005

MATTIELLO, E. (2013). *Extra-grammatical Morphology in English: Abbreviations, Blends, Reduplicatives, and Related Phenomena.* Berlin: Mouton de Gruyter.

MISHAN, F. (2005). *Designing authenticity into language learning materials.* Bristol: Intellect.

O'HARA, C. (2014). How to Improve Your Business Writing. *Harvard Business Review*.

RIAZ, M., GUL, S. (2016). Difficulties in written communication faced by the students of commerce: A study conducted at graduate level (B. Com). *Global Language Review, I (1),* pp. 11–23.

SAFONT, M. P., ESTEVE, M. J. (2004). Online resources for the EAP classroom: Ways of promoting EFL learners' autonomy. *Linguistic Studies in Academic and Professional English*, eds. Inmaculada Fortanet, Juan Carlos Palmer, and Santiago Posteguillo, pp. 261–274. Castellón: Universitat Jaume I.

TRIBBLE, C., JONES, G. (1997). *Concordances in the classroom: using corpora. A resource guide for teachers*. London: Longman.

VELOSO, J. (2017). The minimal word in European Portuguese: The oralization of abbreviated forms. *Alfa*, *So Paulo 61(1),* pp. 131–167

VOROBYOVA, A. E. et al. (2015). Peculiarities of linguistic manipulation in the texts of electronic business correspondence. *The Social Sciences 10 (6)*, Medwell Journals, pp. 872–875

YU, Z., FU, Y. (2014). A study on the characteristics and writing principles of business correspondence. *International Conference on Education, Language, Art and Intercultural Communication, ICELAIC*, Atlantis Press, pp. 369–372.

ZINUKOVA, N. V. (2021). Linguistic features of Business English discourse thesaurus. *Alfred Nobel University Journal of Philology 1(21)*, pp. 176–186.

Appendix

The abbreviations-in-business-correspondence corpus – the list of the websites for analysis

1. https://www.themuse.com/advice/your-ultimate-cheat-sheet-to-deciphering-the-123-most-common-business-acronyms
2. https://www.indeed.com/career-advice/career-development/business-abbreviations
3. https://blog.hubspot.com/marketing/marketing-key-performance-indicators
4. https://preply.com/en/blog/business-abbreviations/
5. https://blog.talaera.com/business-acronyms
6. https://7esl.com/business-acronyms/
7. https://smallbiztrends.com/2021/04/business-abbreviations-acronyms.html
8. https://blog.hubspot.com/marketing/marketing-acronym-glossary
9. https://www.mindtools.com/blog/99-business-acronyms/
10. https://www.altalang.com/beyond-words/40-business-acronyms-know/
11. https://cdn2.hubspot.net/hubfs/4586384/Business%20Acronyms%20pdf%20download%20list%20Talaera.pdf
12. https://www.eslbuzz.com/common-workplace-abbreviations-business-acronyms-you-should-know/
13. https://global-exam.com/blog/en/business-english-free-sheet-acronyms-in-business/
14. https://blog.hootsuite.com/social-media-acronyms-marketers-know/
15. https://www.europeana.eu/en/blog/what-does-it-stand-for-understanding-corporate-abbreviations-in-europe
16. https://blog.lnsresearch.com/acronym-quick-reference
17. https://www.businessenglishresources.com/learn-english-for-business/student-section/student-handouts/business-english-abbreviations-and-acronyms-guide/
18. https://www.purdue.edu/business/account/RefRes/abbr.html
19. https://www.workinfo.com/index.php/articles/item/584-acronyms-and-abbreviations
20. https://ec.europa.eu/eurostat/ramon/cybernews/abbreviations.htm
21. https://www.thebalancesmb.com/entrepreneur-s-glossary-a-l-1200469

22. http://www.networkmilan.com/archives/19
23. https://www.advsyscon.com/blog/it-acronyms-it-abbreviations/
24. https://blog.cakap.com/50-business-english-acronyms-and-abbreviations-you-must-know/
25. https://www.businessballs.com/glossaries-and-terminology/acronyms-finder/
26. https://www.thoughtco.com/banking-and-business-abbreviations-4090299
27. https://www.rasmussen.edu/degrees/business/blog/basic-accounting-terms-acronyms-and-abbreviations-students-should/
28. https://salesplaybookb2b.com/100-sales-acronyms-abbreviations
29. https://buffer.com/library/social-media-acronyms-abbreviations/
30. https://speakwellbusinessenglish.com/abbreviations-for-business-english/
31. https://www.classy.org/blog/20-must-know-digital-advertising-acronyms/
32. https://clictadigital.com/top-100-common-digital-advertising-acronyms-abbreviations/
33. https://www.bluleadz.com/blog/20-of-the-best-marketing-campaigns-of-all-time
34. https://thegray.company/blog/a-short-guide-to-digital-marketing-acronyms-abbreviations
35. https://www.honestfox.com.au/blog/digital-marketing/abbreviations-in-digital-marketing
36. https://acronyms.thefreedictionary.com/Small+Business+Owner
37. https://capitalizemytitle.com/how-to-abbreviate-business/
38. https://repositorio.ipl.pt/bitstream/10400.21/7113/1/Acronyms%20in%20Business%20English%20-%20the%20Financial%20Language.pdf
39. https://www.chrisdunnconsulting.co.uk/wp-content/uploads/Guide-to-Business-Acronyms.pdf
40. https://simpletexting.com/text-abbreviations/
41. https://blog.textedly.com/how-to-use-texting-acronyms-in-business
42. https://www.slicktext.com/blog/2019/02/text-abbreviations-guide/
43. https://www.textline.com/blog/text-abbreviations
44. https://blog.ongig.com/job-titles/job-title-abbreviations-acronyms/
45. https://dos.myflorida.com/sunbiz/search/guides/corporation-records/title-abbreviations/
46. https://www.wisestamp.com/blog/marketing-terms-and-acronyms/
47. https://hr.iu.edu/edoc-center/job-code-title-abbreviation-list.htm
48. https://www.corporate-cases.com/2012/01/corporate-titles-and-their-abbreviations.html
49. https://www.businessballs.com/glossaries-and-terminology/acronyms-finder/
50. https://www.purdue.edu/business/account/RefRes/abbr.html

Author

Ivana Kapráliková (MA English language and Literature – Education, MA Politology, PhD), e-mail: ivana.kapralikova@euba.sk
She teaches at the University of Economics in Bratislava and at the Faculty of Economy, Pan-European University in Bratislava, Slovakia. Her subjects taught include Business English and Business Negotiations. She also teaches courses designed for students of the Erasmus Programme and other international students as well as Medical English for future general practitioners and dentists. As her previous experience include working in the European Parliament in Brussels as a political advisor, she has been interested in political discourse analysis and the EU jargon. Other areas of her research interest are lexicology, and didactics of English language.