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Examining Politeness Strategies in EFL Students-Teachers' Emails
Case Study of Master One Students at the Department of English, University of 8 Mai
1945, Guelma

**A Dissertation Submitted to the Department of Letters and English Language in Partial
Fulfillment of the Requirements for the Degree of Master in Language and Culture**

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Dedication

It is my genuine gratefulness and warmest regard that I dedicate this work to:

My beloved parents who lend me warm encouragement and endless Support

May Allah bless them

My lovely sisters Zahra and Zineb and my single brother Amine who stood by my side

when things look bleak

The candle that enlightens our lives, my niece Elina

My thoughtful and charming friends: Marwa and Nourddine who shared with me immortal

experiences and memories

All of those brightest people, who believed in my success, lighted up my life and inspired

me to achieve this humble work

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ABSTRACT

The present dissertation investigates politeness strategies employed in students-teachers' email discussions. Email application is extensively adopted in the educational sector which raises interest to comprehend the key linguistic features required to perform polite email writing. Initially, this work endeavors to extract the type of politeness strategies English Foreign language learners undertake to email their educators. Besides, the research targets to raise the students' awareness towards the use of politeness strategies when addressing their teachers in a more formal manner. On this basis, the current research makes use of descriptive approach that comprises quantitative and qualitative tools. To fulfill this goal, a questionnaire was directed to Master One students (N=56), at the Department of English, University of 8 Mai 1945, Guelma. In addition, the students' written emails (N=24) to their teacher were analyzed with the text corpus analysis approach. To this end, the compiled data confirm the hypothesis that implies students' unawareness of politeness strategies' use affect email discussion with their teachers. The findings revealed that the students employ regularly positive politeness strategies which are less respectful, in addition to implementing direct language that expresses high level of imposition and impoliteness resulting in informal emails.

Keywords: Politeness strategies, email discussion, students-teachers' interaction.

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List of Abbreviations

CMC	Computer Mediated-Communication
CP	Cooperative Principle
EFL	English as Foreign Language
FL	Foreign Language
FTAs	Face Threatening Acts
L2	Second Language
NNSs	Non-Native Speakers
TL	Target Language
SPSS	Statistical Package and Software Services

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GENERAL INTRODUCTION

GENERAL INTRODUCTION

Politeness is a significant aspect of pragmatic competence, sociolinguistic inquiry, and conversation analysis. This linguistic feature denotes the proper language use in a tangible speech situation. On this account, it is a medium of creating, sustaining, alerting, and realizing societal relationships. To realize politeness, numerous strategies are utilized in conversation. These strategies are detailed in Brown and Levinson's (1987) empirical framework and endeavor to mitigate and soften the utterances; thus, to avoid face threatening acts and prevent offending others.

Email device induces extremely a channel for conversation amongst English Foreign Language (EFL) faculty teachers and students. In the educational milieu, it ideally assists to accomplish the desired pedagogical objectives. This tool offers the potential to apprehend certain language features and recognize its significance in establishing successful interaction. The Algerian EFL students are required to possess advanced language and communicative competence to realize appropriately the interactive targets and to avert misunderstandings when communicating in English via Email.

Learners' polite language use improves their academic email writing proficiency. As such, it lessens impolite formulas that may overwhelm educators. Accordingly, email netiquette may considerably stimulate homogenous relationships inside and outside EFL classroom and affect positively language learning practices. Therefore, learners' application of politeness helps to adopt email device constructively in institutional zone.

The present dissertation furthers concerns towards raising students' awareness about the employment of politeness strategies in email discussions among EFL students and teachers. The research seeks to scrutinize the reasons behind teachers' receipt of inappropriate or informal emails, and whether or not the students recognize the existence

and the crucial importance of politeness strategies. To fulfill this objective, it is important to delve into learners' attitudes and perceptions of politeness strategies. This examination will afford insightful background information about politeness strategies, email communication, methodological approaches for data collection, and recommendations.

1. Statement of the Problem

Email as a form of Computer Mediated-Communication (CMC), offers the learners the opportunity for more exposure to the Target Language (TL) inside or outside the classroom. In EFL context, learners utilize the email just to make their messages across; whereas, EFL teachers seek to integrate this tool in Foreign Language (FL) class with a more innovative ideas and careful use. The EFL learners can employ the email to interact with their teachers frequently. Master One students make use of emails regularly to connect with their teachers. In this regard, email-communication becomes a predominant activity in students' daily life, and as far as EFL learning is concerned, the email is considered a facilitative and an effective medium. In light of this, teachers complain about inappropriate and informal emails that they receive from the students, which may be due to the lack of the learners' awareness towards politeness strategies usefulness and application.

Despite the prevalent use of email communication in EFL learning and teaching, explicit instructions about email written discourse are not delineated. This calls for the need to set rules of composing formal emails for future inception. Besides, the hurdles the learners may face, when they engage in asynchronous communication to transmit their email messages thoroughly, are not considered.

2. Purpose of The Study

Politeness strategies are fundamental tools to conduct a conversation. Students conversing via email and acknowledging the significance of those strategies are able to maintain a good relationship with their teachers, and they will be skillful in avoiding misunderstandings in non-face-to-face communication. Therefore, the aim of this research is twofold:

- 1) To raise the students' awareness towards the employment of politeness strategies in email discussion with their teachers.
- 2) To explore the kind of politeness strategies used by the students and whether or not these strategies are applied correctly.

3. Research Questions

Electronic communication among students and their teachers necessitates the use of formal English including politeness expressions to get the message across properly and interact easily.

The current research addresses the following questions:

- 1) What is the extent to which the students employ politeness strategies?
- 2) Do the students recognize the use of politeness strategies in email writing?
- 3) What are the reasons that result in an informal email discussion?
- 4) Are emails capable of enhancing student-teacher interaction?

4. Research Hypotheses

Politeness strategies are crucial elements in interpersonal communication in which the student-teacher relationship may be influenced positively or negatively depending on the type of the used strategy. Thus, we hypothesize that:

The Null Hypothesis implies that no relation exists between the two variables:

(H₀): Students' unawareness of politeness strategies' use would not affect email discussion with their teachers.

The Alternative Hypothesis suggests that there is a relationship between the two variables:

(H₁): Students' unawareness of politeness strategies' use would affect email discussion with their teachers.

5. Research Methodology Design

The present dissertation adopts the quantitative-qualitative design in order to gather in-depth information about the theme under investigation.

5.1. Data Gathering

The research objectives urge to use two research tools. First, a *questionnaire* was administered during the second semester to Master One students in order to figure out their background knowledge about politeness strategies, how these structures are utilized when communicating via email, and to determine the causes of informal conversations. Second, a qualitative *text corpus analysis* was adopted to examine the students' emails directed to their EFL teacher and investigate the nature of politeness forms used by the students.

5.2. Population and Sampling

The current research sample was chosen randomly; it consists of Master One students, at the Department of English, University of 8 Mai 1945, Guelma. The 56 informants were selected as they use emails frequently to interact with their teachers to accomplish a given pedagogical or learning task; thus, they can provide more reliable information. The students answered a questionnaire during a class session surveyed by the researcher and an EFL teacher. The participants' feedback will provide a better

understanding and insights on the concept of politeness strategies and its applications as a means of communication outside EFL classroom.

5.3. Data Analysis

The retrieved data are analyzed quantitatively and qualitatively. The quantitative examination subjects data into numerical statistical analysis in which the collected information are explained and interpreted in text and presented in tables with the employment of *Statistical Package and Software Services (SPSS)*. The subjective nature of qualitative scrutiny of written emails with the use of *text corpus analysis approach* permits to highlight the differences in the qualities of politeness strategies' types and produced EFL forms that are elucidated following Brown and Levinson's (1987) politeness framework. Discussions and conclusions were formulated out of the achieved findings.

6. Organization of the Study

The dissertation is divided into theoretical and practical parts that comprise three chapters. The first chapter is entitled *Literature Review on Politeness Theories and Strategies* which covers an inclusive overview about politeness theory and strategies designed thematically. The chapter reviews Brown and Levinson's politeness model in addition to the sociological factors that may have an impact on determining the level of politeness. The second chapter deals with *Email Communication Significance in English Foreign Language Learning*, it introduces the new mediums used in interpersonal communication with primary focus on emails as an integrative tool inside and outside EFL classroom among students and teachers. The third chapter accounts for *Exploring the Use of Politeness Strategies in Students' Email Discussions*. It affords a detailed description and administration of the employed methodological approaches that comprise students' questionnaire and text corpus analysis of students' emails communication and the reported data were discussed. Consequently, the research will contribute by raising students'

awareness towards the effectiveness of using politeness strategies when writing emails to their teachers. Finally, conclusions, pedagogical implications, limitations, and future research goals are drawn based on the study results.

CHAPTER ONE

CHAPTER ONE

LITERATURE REVIEW ON POLITENESS THEORIES AND STRATEGIES

Introduction

Human daily interaction requires the use of politeness expressions that are a trait of language, which reveals the quality of human speech. Politeness as a linguistic phenomenon of language use can be ascertained in all languages and cultures. The difference lays in the strategies used by speakers to express politeness. People's courtesy is featured by culture that may be complex in nature to Non-Native Speakers (NNSs) of the FL. Politeness strategies are used with dissimilar ways and forms in different languages; however, it has the same terminus that is upholding the harmonious relationship between the interactants and communicating particular impression with respect to others with less offensive manner. The chapter aims at providing an overview about politeness theories and strategies by presenting the different linguistic aspects related to politeness, the various theoretical approaches, and the factors that may have an influence on selecting the appropriate strategy in the process of communication. Additionally, the reviewed literature will enable understanding how polite expressions may be used to shape a comprehensible discussion.

1.1.Overview about Politeness

In the present chapter, it is significant to provide insights about politeness and the related models such as language use but first it is predominant to clarify what the concept of politeness stands for. Eagerness to solve the issues related to defining and conceptualizing linguistic politeness can be noticed through theorists' provisions of various arguments to reach a satisfactory definition of politeness. Yet, scholars remarkably approach it differently; some believe that politeness is purely linguistic phenomenon while

others link it to society, context, and personalities. With this respect, Lakoff (1975) emphasized that societies develop politeness as a way to minimize tensions in interpersonal communication (p. 64), while Ide (1989) portrayed it as language use supplemented with efficient interaction (p.225). In this regard, Brown and Levinson (1987) linked politeness to face “as a complex system for softening face threats” (p.13), in which politeness is used to avoid offending others. According to Held (1992), described politeness as “definitionally fuzzy and empirically difficult area” (p. 131). In a similar vein, Meier (1995) stated that there is a “disconcerting amount of divergence and lack of clarity concerning the meaning of politeness” (p.131). Additionally, Watts (2003) pointed out that giving exact definition for politeness was and remains problematic (p.9). As a result, these previous studies reflect the complex nature of politeness.

1.1.1. Pragmatics

Pragmatics is a sub-branch of linguistics and it is enrooted during the late 1970s. It is concerned with the study of how words, sentences, and phrases are combined to form different utterances and the effect of context on utterances’ structure, in addition to human interaction and communication. The term pragmatics is derived from the Greek word *pragma* which means to perform an act using the language and it is described as the science that focuses on the examination of language use. According to the American philosopher Morris’ (1938) theory of signs, semiotics has three basic subdivisions that are syntax, semantics, and pragmatics, in which he referred to the later as the study of the relation of signs to interpreters (p.6). In a similar manner, Crystal (1985) defined pragmatics as:

Pragmatics is the study of language from the point of view of users, especially of the choices they make, the constraints they encounter in using language in social

interaction and the effect their use of language has on other participants in the act of communication. (p. 240)

Crystal explained that pragmatics studies language according to the interactants' own point of view. He added that respecting the social rules while using the language may lead to successful communication between the speech community members.

1.1.2. Speech Community

Bloomfield (1933) stated that speakers who make use of identical signs in their speech are considered a *Speech Community* (p.29). According to Bloomfield, speech community refers to social groups particularly those who live in one nation, share one language and rules, which nexuses or links them during their interaction and conduct. Similarly, Hymes (1974) stressed that “speech community is a necessary, primary concept [...] it postulates the unit of description as a social, rather than linguistic entity. One starts with a social group and considers the entire organization of linguistic means within it” (p. 47).

1.1.3. Face

The concept of face is rooted in Chinese (Ho, 1976, p. 867), and in other languages it means prestige and respect. Goffman (1955) is the pioneer in the study of face - to- face interaction and he emphasizes its importance in his works such as *On Face-work: An Analysis of Ritual Elements of Social Interaction* (1955), and in his book *Interaction Ritual: Essays on Face -to Face Behavior* (1967).

Face is defined as “the positive social value a person effectively claims for himself by the line others assume he has taken during particular contact” (Goffman, 1967, p.213). Accordingly, it reflects the self-image and dignity interactants willfully seek to insure for themselves from others to establish good relationship. Face is divided into two categories;

the positive face which refers to the desire to be liked or appreciated by others, while the negative face stands for the desire not to impose or offend others.

1.1.4. Saving Face

Saving face is a phrase with a core value in the theories of politeness as well as in social interaction. It signifies speaker's desire to be viewed in particular manner by particular person. When people try to save face they usually seek to avoid offending, embarrassing, and harassing others to maintain dignity and a good self-image when interacting.

1.1.5. Face Threatening Acts

Face Threatening Acts (FTAs) or losing face are the threat to the person's face that are caused by acts the speakers engage in themselves or done by others towards us. In Brown and Levinson's (1987) theory of politeness, the concept of face is crucial. In light of this, they defined the concept of FTAs as "those acts that by their very nature run contrary to the wants of the addressee and/or speaker" (p.65), in which those acts may threaten both the addresser and the addressee face and challenge both levels the positive face and the negative face.

1.2.Origins and History of Politeness

Behaving politely and showing good manners is a part of the socialization process. With this regard, humans were not born polite but they gain this phenomenon that is shaped through socio-cultural and historical processes. Broadly speaking, politeness in linguistics is considered as a sub-discipline of pragmatics in countries as Western Europe and North America. Diversified works tackled the notion of politeness mainly in China and Japan. In English, the term *polite*, which is derived from the late Medieval Latin *politus* meaning *smoothed*, was barely used during the 15th century. During the 17th century,

Oxford dictionary of etymology (1966) describes the act of being polite as displaying *refined and courteous manners*. The polite principles and behaviors became a sign of being a genteel member of upper class during the Enlightenment period. Middle class bourgeoisie Embraced artistic performance and the standards of behavior to be classified as the Elite or Upper class. Politeness was associated with people who belong to upper class and it is shown in their civilized behavior. The growing interest in politeness concept is due to the little or no theoretical basis to follow and this notion became one of the major concerns of the speech act theory during the 1960s.

This research brings to light linguists' common assumptions about politeness pragmatic approaches and politeness theories and analysis. These approaches trace the development of politeness over history including the models of the social-norm view; the conversational-maxim view, the conversational-contract view, and the face saving are among the related models of politeness.

1.2.1.Views of Politeness

1.2.1.1.The Social-norm View

According to this model, people's behavior and thoughts are dictated by particular social norms and rules that are specific in their society in which what should be considered as polite or impolite is in terms of those rules. In this regard, if the individual's behavior goes along with those rules it will be considered as polite; whereas, if that behavior does not go with the social rules it will be evaluated negatively and measured as impolite. Therefore, this view relates politeness to the context where people live.

1.2.1.2. The Conversational-maxim View

Grice's (1975) described this approach as to "make your conversational contribution such as is required, at the stage at which it occurs, by the accepted purpose or direction of talk exchange in which you are engaged" (p .45). He focused primarily on the required principles during conversation that he named Cooperative Principle (CP). This principle is called cooperative because both the speaker and listener operate together during a conversation. Moreover, he proposed a set of maxims with which he attempted to relate utterances to their corresponding meanings. These involve the maxims of quantity, quality, relevance, and manner that serve as the essence of politeness studies, and which are considered as a condition to achieve a successful conversation. In a similar manner, theorists as Lakoff (1973) and Leech (1983) proposed other maxims and sub-maxims. For example, Lakoff's maxims include *do not impose*, *give options*, and *be friendly*, while Leech's maxims comprise *the tact maxim*, *the generosity maxim*, *the approbation maxim*, *the modesty maxim*, *the agreement maxim* and *the sympathy maxim*.

1.2.1.3. The Face Saving View

The face saving view is among the most prominent theories of politeness. Hence, it has a wide impact on the investigation of language use. The anthropologist Brown and the linguist Levinson (1987) initially discussed this view. They based their theory on three major concepts that are face, face threatening acts, and politeness strategies. The theory accounts for the way people interact, clear up their aim to save face, as well as to depict the strategies they use.

In this model, the concept of face is predominant that was first introduced by Goffman (1967), and revised later by Brown and Levinson (1987) who identified face as "the public self-image every member wants to claim for himself" (p.61). According to Brown and Levinson, face in this new version refers to the good image which is of interest

to all people and to which they have intermutual desire to protect substantially during interaction. The concept of face and politeness are interconnected, and the more speakers are polite the more they save face.

Brown and Levinson's face is paired into two levels that are the *positive* and the *negative* face which reflect different levels of face needs. On the one hand, the positive face stands for individual's personal desire for his/her behaviors to be appreciated and liked by others and to his/her personality to be perceived by people around him, for instance, a poet wants his poem to be valued by readers. On the other hand, the negative face refers to individual's basic needs to accomplish his/her social being and it includes mainly the personal rights as the freedom of speech. One's negative face is the avoidance of all factors that represent a threat towards individual rights. Additionally, the need not to be interrupted by others while speaking is a good example of protecting the freedom of speech as part of negative face. Consequently, both levels are necessary to achieve the desired self-image and to protect face.

The FTAs can be defined as the acts that cause speakers' face damage. Those acts usually go against speaker's desire and function as a challenge for the face wants of interlocutors. Brown and Levinson (1987) declared that the FTAs may threaten both the hearers' and speakers' positive or negative face. On the one hand, the FTAs of the hearers' positive face threaten him/her from maintaining positive self-image. The hearer's negative face can be threatened through that action that limits his personal freedom as predicting future act of the hearer by giving order or request. On the other hand, the FTAs towards the speaker's positive face threaten his/herself-image such as apologizing. Moreover, if speaker's freedom of action is restricted by an action, the negative face will be threatened.

Consequently, this theory draws attention towards the most important elements during interaction mainly those related to face. When interacting, people seek to protect

their face wants, and this theory aims at analyzing why a particular politeness strategy is selected over another.

1.2.1.4. The Conversational-Contract View

Fraser (1990) developed this approach that revolves around certain rights and duties during a conversation. He assumed that during a conversation interlocutors will develop understanding of some rights and obligations of each speaker that should be respected (p. 232). This means that during interaction there should be a contract or agreement between the speaker and the hearer and they should be aware about their rights and obligations which should be respected even in other conversational contexts.

1.3. Brown and Levinson's Politeness Strategies

A growing attention to people's daily interaction was established in which they get messages across in order to attain particular goal. To fulfill this purpose, they consider using various linguistic strategies. Sometimes, they speak directly without employing politeness strategies; and some other times, indirect language is used to show good manners and sound polite.

There have been a number of longitudinal studies centered on politeness. Brown and Levinson's (1987) politeness strategies' model illustrates the politeness strategies employment in the communication process. This enables understanding how social relationships are maintained in non-face-to-face communication. In light of this, Brown and Levinson designed politeness strategies that draw insights on how speakers compose messages to satisfy the hearer's face. People tend to use various strategies in order to avoid FTAs that require the use of higher level of politeness strategies. Therefore, this model will be adopted as a reference in the examination of the politeness strategies used by the students in their emails' discussions

The politeness strategies are culture specific, are considered conventional in particular communities, and are used differently across cultures. Each culture has its own social values that spell out how to behave politely in which what may be regarded as polite in one culture may not be viewed as polite in another one (Said, 2011, p18). Furthermore, NNSs may use particular strategy wrongly as they are not familiar with societies' conventions which may result in misunderstandings.

Brown and Levinson's typology of five main strategies involves the bald on record, the positive politeness, the negative politeness, off-record (indirect), and do not do the FTA strategy, respectively, arranged from the least polite to the more polite (Figure 1.1).

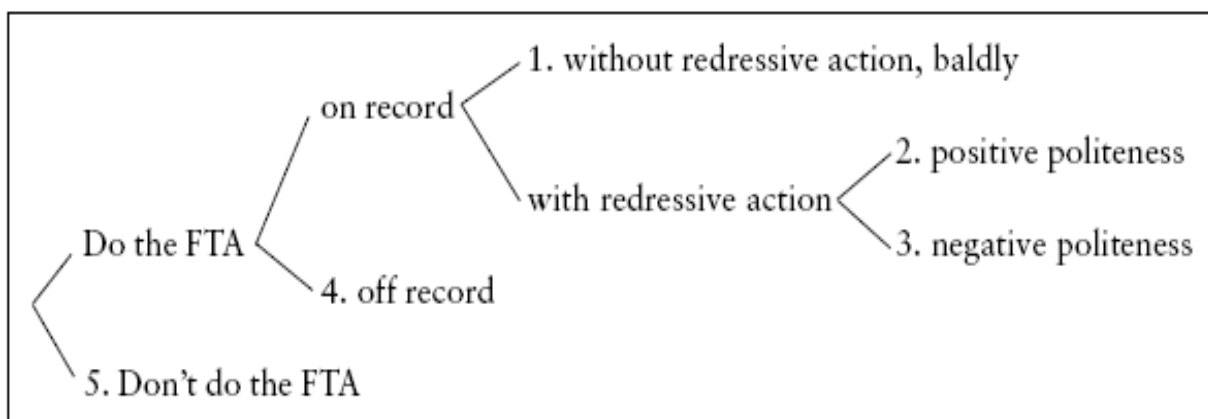


Figure 1.1. Possible Strategies for Doing FTAs
(Adapted from: Brown & Levinson, 1987, p. 69)

1.3.1. Bald on Record Strategy

Brown and Levinson (1987) provided an in-depth analysis of this strategy. They hold the view that doing an act *baldly* without redress requires directly, clearly, unambiguously, and concisely addressing the hearer; for instance, speakers use of requests as saying "Do x!" (p. 69). The X in the former example refers to an act, thus, carrying out this act baldly or frankly requires direct address to the hearer. This strategy sheds the light

on the performance of the act itself rather than illuminating how the hearer's feeling and self-image should be saved. Correspondingly, the strategy implies that the speaker expresses his/her opinion honestly and undeviatingly, for example, s/he may say "your performance is unacceptable" (Rudick, 2010, p. 5).

According to Brown and Levinson (1987), the *bald on record* is deliberated as the most direct and the least polite. Being direct allows the speaker to address the hearer in clear, unambiguous, and honest manner. Being least polite is by giving exiguous regard to saving face and avoiding FTAs on the hearer's face. Hence, this strategy takes place regularly when addressing people who are in close relationship as addressing close friends or relatives; however, it is possible to shock the person to be addressed and to make him/her uncomfortable (as cited in Said, 2011, pp.37-38). Commonly, users of this strategy postulate that speaking directly and conveying straightforward the message is more important than preserving hearers' face or feeling. In the least polite, receivers may perceive it positively and taking into account the speaker's attempt to be clear and honest and it requires the use of imperative form to address others.

Brown and Levinson's (1987) work embodies the view that there are various cases that lead to the use of bald on record strategy. These are summarized as follows:

1.3.1.1. Cases of the Face Threat Non-Minimization

The bald on record is adopted in the situation when efficiency is important and it should be maximized. Both the speaker and the hearer agree on the maximization of efficiency. With this respect, politeness is decreased in urgent cases in which a quick action is needed as illustrated in the following example: "(1) Help! In non-urgent case, he would say: please help me, if you would be so kind, (2) Watch out! (3) Your pants are on fire!, (4) Don't burn your hand!" (Brown & Levinson, 1987, pp.95-96).

1.3.1.2. Cases of FTA-Oriented Bald-on-Record Usage

Another case of bald on record usage is notably oriented to the face in which respect for face requires mutual orientation. In this regard, the speaker minimizes FTAs by giving hints as softening the hearer's anxiety with the use of pre-emptive invitation. Accordingly, this case shows politeness in its broad sense. For instance, the speaker may say "Come in, don't hesitate, I'm not busy" (Brown & Levinson, 1987, pp.98-99).

1.3.2. Positive Politeness Strategies

The Positive politeness strategies are increasingly carried out to address the positive face of the hearer in order to minimize distance between interlocutors, to keep a good relationship between the speaker and the hearer, and to avoid offending receiver's face. Additionally, friendliness and sharing similar interests between the sender and the receiver are highlighted in this type of politeness.

In Brown and Levinson's framework (1987), positive politeness strategies are identified as those strategies used by the speaker to enhance the positive face or positive self-image of the hearer. These strategies are employed mainly to show friendship and close relation. The speaker supposed to share the same wants of the hearer; thus, any FTA does not mean negative evaluation (p.70).

The positive politeness is selected when the interlocutors have a close relationship. The receiver is considered a member in the group whose personality is liked and appreciated. Unlike the bald on record, this strategy seeks to minimize the FTAs to the receiver's positive face. The sender usually tries to avoid offending receiver's face and both interlocutors may share equivalent wants and interests, which emphasizes highly closeness and solidarity. Moreover, the sender's negative evaluation is almost perceived positively by the receiver. (p.70)

Accordingly, Brown & Levinson (1987) indexed fifteen sub-strategies of positive politeness (p. 102). These are:

1.3.2.1. Notice: Attend to Hearer

It indicates that there are noticeable changes in the hearer's physical appearance or personality that s/he would like the speaker to notice, to approve, and to acknowledge them. The noticed aspects are related to hearer's interests, needs, and goods. The following examples illustrate this sub-strategy: "(1) Goodness, you cut your hair! (...) By the way, I come to borrow some flower. (2) You must be hungry; it is long time since breakfast. How about some lunch? (3) What a beautiful vase this is! Where did it come from?" (Brown & Levinson, 1987, p.103).

1.3.2.2. Exaggerate

This sub-strategy implies that the speaker uses exaggerated intonation and tone to show his interest, approval, and sympathy towards the speaker. In addition, expressions as for sure, really, exactly, are to be used. For instance, "(1) what a fantastic garden you have! (2) Yes, isn't it just ghastly the way it always seems to rain just when you have hung your laundry out!" (Brown & Levinson, 1987, p.104).

1.3.2.3. Intensify Interests to Hearer

The speaker intensifies interests with the hearer and gets him/her involved in the discussion. In this sub strategy, the speaker uses linguistic elements in which the hearer takes part in the conversation as in tag-questions. For example, "I come down the stairs, and what do you think I see?" (Brown & Levinson, 1987, p.106).

1.3.2.4. Use in-Group Identity Markers

The speaker often uses various in-group identity markers that convey group membership including the use of address forms, language, dialect jargon or slang, and

ellipsis. For instance, in address forms s/he may use “dear, cutie, sweetheart, honey, blondie, luv” (Brown & Levinson, 1987, p.107).

1.3.2.5. Seek Agreement

Another key element to accomplish positive politeness is seeking agreement. The speaker may show his agreement to the hearer in order to satisfy his desire to be right. Additionally, tackling safe topics gives the speaker the chance to demonstrate his agreement. In light of this, some words can be used to express agreement as *yes* or *really*, coupled with repeating part from previous speaker’s speech. For example, “A: John went to London this weekend! B: To London!” (Brown & Levinson, 1987, p.112).

1.3.2.6. Avoid Disagreement

This sub strategy is frequently applied to make the speaker capable of hiding his disagreement. In order to avoid disagreement, the speaker may adhere to the following:

- *Token agreement*: The interlocutor pretends to agree with the listener to hide his disagreement by means of twisting his utterance. For example, “(A): What is she, small? (B): Yes , yes ,she’s small, smallish, um, not really small but certainly not very big” (Brown & Levinson, 1987, pp. 113-114).
- *White lies*: when the speaker uses a white lie to show agreement about something. For instance, “Yes, I do like your new hat!”(Brown & Levinson, 1987, p.115).
- *Hedging opinions*: As using the following phrases: “sort of, kind of” (Brown & Levinson, 1987, p. 116).

1.3.2.7. Presuppose / Raise / Assert Common Ground

The sub-strategy is centered on talking about unrelated topics to mark friendship and to show that the speaker is interested in what the hearer is discussing. As a result, the speaker may use this strategy as in gossip, small talk, or presuppose hearer knowledge. For example, “well I was watching High Life last night and...” (Brown & Levinson, 1987,

p.117). In this example, the speaker presupposes that the hearer shares with him/her a common ground. Therefore, s/he uses the expression *High Life* that is the name of a TV program and it operates as an expression of good intentions.

1.3.2.8. Joke

The use of jokes depends on shared background between the sender and the receiver that enables the speaker to make the hearer at ease. For example, “Ok if I tackle those cookies now?” (Brown & Levinson, 1987, p.124).

1.3.2.9. Assert or Presuppose Speaker’s Knowledge of Concern for Hearer’s Wants

Commonly, this sub-strategy implies displaying cooperation between both the speaker and the hearer by presupposing that speaker’s knowledge has a connection with the hearer’s desire. Thus, conceivably the hearer is pushed to cooperate with the speaker. For instance, “I know you love roses but the florist didn't have any more, so I brought you geraniums instead” (Brown & Levinson, 1987, p.125).

1.3.2.10. Offer and Promise

The offer and the promise sub-strategy demonstrates the speaker’s good intention towards the hearer. Even though they are not true, they portray speaker’s intention to save hearer’s positive face. For example, “I’ll drop by sometime next week” (Brown & Levinson, 1987, p.125).

1.3.2.11. Be Optimistic

The speaker presumes that the hearer will cooperate with him/her. The sender assumes that the receiver has the same wants as his/her own due to their mutual interests. For example: “Look, I’m sure you won’t mind if I borrow your typewriter” (Brown & Levinson, 1987, p.126).

1.3.2.12. Inclusion of Speaker and Hearer in the Activity

The speaker uses inclusive *we* instead of *you* and *me* in order to include the sender and the receiver in the activity. Identically, it involves the use of *let's*. For example, “(1) let's stop for a bite” which means I want a bite, so let's stop, and “(2) give us a break”, in which in the latter *us* refers to me (Brown & Levinson, 1987, p.127).

1.3.2.13. Give (or Ask for) Reasons

Another characteristic of positive politeness is giving reasons. The speaker gives reasons for his wants; in addition, s/he includes the hearer in his/her reasoning and postulating reflexivity. Mainly, the speaker assumes the good reasons will make the hearer cooperate with him/her. For example, “why don't I help you in that suitcase?” (Brown & Levinson, 1987, p.128).

1.3.2.14. Assume or Assert Reciprocity

Mutuality is assumed or asserted between the speaker and the hearer and it can be urged in positive politeness by giving its reasons. This means that the speaker tries to prove reciprocity or shared rights and obligation between him/her and the hearer. Thus, the speaker may suggest doing something for the hearer if the latter does something else for the former. For example, “I'll do X for you, if you do Y for me” (Brown & Levinson, 1987, p.124).

1.3.2.15. Give Gifts to Hearer (Goods, Sympathy, Understanding and Cooperation)

The Speaker may show that his wants and those of the hearer are the same to some degree. As a part of positive politeness behavior, the speaker may give gifts to the hearer that can be material or moral ones. The kind of gifts that should be considered are those related to human feelings particularly to make the hearer feels that s/he is appreciated, interested in, admired, cared about, and listened to (Brown & Levinson, 1987, p.125).

To sum up, utilizing positive politeness strategies, which are drawn upon the hearer's feeling as being propped by the speaker, are devoted to express solidarity and familiarity between individuals.

1.3.3. Negative Politeness Strategies

According to Brown and Levinson's (1987) work, negative politeness strategies are copiously based on enhancing the negative face. Firstly, these strategies are adopted to uphold hearer's autonomy and freedom of action and not to be imposed upon, and to communicate speaker's desires that do not transgress on the receiver's will. Furthermore, the speaker attempts to achieve psychological or physical space to minimize imposition on the addressee. Consequently, the receiver does not feel threatened or imposed upon. For instance, the speaker may say "your performance just needs a little more work" (Rudick, 2010, p. 5).

One should be cognizant when discussing negative politeness that is assessed as the heart of respective behavior due to its ritual of avoidance. Accordingly, the latter refers to avoiding FTAs that are the essence of being polite. Particularly, negative politeness strategies are preferably used in Western countries (Brown & Levinson, 1987, p. 129).

In the following, Brown and Levinson's (1987) provided an account about negative politeness strategies (p.131), which are:

1.3.3.1. Be Conventionally Indirect

It is worthwhile to consider indirectness as a means to elicit negative politeness. Speakers' use of indirect language is manifested in the employment of phrases that have contextually unambiguous meaning and which differ from the literal one (p.132). In this regard, the speaker will transmit his message indirectly apart from imposition on hearer's face. For instance; s/he may say "You couldn't possibly pass the salt (please), (could you)?" (p.136).

1.3.3.2. Question and Hedge

Employing a hedge or asking indirect questions are preferable by speakers to avoid imposition with which they achieve less direct utterances. In literature, a hedge stands for a word or phrase that modifies the degree of membership of a predicate or noun phrase by making it partial in most cases, and it makes a statement less forceful or assertive. For example, the speaker may use these forms “a swing is *sort of* a toy” and “this paper is not *technically* social anthropology” (p.145).

1.3.3.3. Be Pessimistic

Through explicitly expressing doubt, the speaker is able to give redress to hearer’s negative face. Pessimism embodies different forms amongst them the negative one (p.173). For instance, “I don’t suppose there’d be any hope of you ...” (p.174).

1.3.3.4. Minimize the Imposition

The speaker usually redresses the seriousness of FTA by paying indirectly hearer’s respect and deference (p.176). In English, the speaker can use some phrases to minimize imposition as: *tiny bit of, just, little, a taste, a second and single sheet of*. For example, “I just want to ask you if I can borrow *a tiny bit* paper” (p. 177).

1.3.3.5. Give Deference

The speaker can give deference in two possible ways. First, the speaker humbles or abases one’s self. Second, the speaker treats the hearer as being superior. In both cases, the hearer is conveyed as having high social status than the speaker. Accordingly, the speaker can make use of terms as *sir, president, officer* or other expressions that depend highly on the context (p.178). For instance, the expression “whatever you say, fine” (p.186), this example demonstrates that the speaker values the hearer’s wants than his own.

1.3.3.6. Apologize

This sub-strategy discloses that the speaker apologizes and foreshows his/her regret or reluctance to conduct a FTA on the negative face. Apologizing can be achieved with four ways that are admitting the impingement, indicating reluctance, giving overwhelming reasons, and beg forgiveness (p.187). The following examples represent respectively the four ways of apologizing: “(1) I’m sure you must be very busy, but...; (2) I don’t want to bother you, but ...; (3) I can think of nobody else who could...; (4) I’m sorry to bother you ...” (p.189).

1.3.3.7. Impersonalizing Speaker and Hearer

The speaker avoids the use of *you* and *I* affirming that s/he does not want to impose on the listener (p.190). For instance: “Why late? Instead of saying why you are late?” (p.194).

1.3.3.8. State the FTA as a General Rule

The speaker may state the FTA as a *social rule*, *regulation*, or *obligation* as a way to dissociate the speaker and hearer from a particular imposition, to exhibit speaker’s desire as not to impinge on the hearer, and that the speaker is constrained by circumstances. This is illustrated through pronoun avoidance and mentioning the first item. For instance, the expression “(A) *Passengers* will please refrain from flushing toilets on the train” is used by the speaker instead of “(B) *You* will please refrain from flushing toilets on the train” (p.206).

1.3.3.9. Nominalize

The negative politeness runs hand in hand with degrees of nouniness or using nouns (p.207). For example, instead of saying “(1) You *performed* well on the examinations and we were favorably impressed”, the speaker can utter “(2) Your

performing well on the examinations impressed us favorably” (p.207). Therefore, nominalizing the sentence by including more nouns makes the sentence more polite.

1.3.3.10. Go on Record as Incurring a Debt or as Not Indebting Hearer

The principle idea behind this sub-strategy refers to speaker’s attempt to reform the FTA by explicitly claiming his/her indebtedness to the hearer or by disclaiming any indebtedness of the hearer, including expressions of requests and offers. This sub-strategy may be used in this case to display speaker’s indebt for the hearer. For instance, “(1) *I’d be eternally grateful if you would . . .*” presents request, while “(2) *I could easily do it for you . . .*,” indicates an offer (p.210).

1.3.4. Off Record

It is listed as the fourth strategy which is considered essentially the more indirect and polite compared to the three formerly mentioned strategies including bald on record strategy, positive politeness strategies, and negative politeness strategies. Brown and Levinson (1987) explained that this strategy is notably used when performing a communicative act off record. The term *Off* implies that it captivates some *pressure off* from the speaker. In this regard, the speaker is more likely to leave himself out by providing an utterance with a number of interpretations. Thus, if the speaker wants to do an FTA but avoid enduring its onus, s/he can do it off record and leave it up to the addressee to determine its interpretation (p.211). This strategy involves fifteen sub-strategies (p.214), which are:

1.3.4.1. Give Hints

The speaker gives a hint implicitly and encourages the hearer to search for a relevant interpretation. In the example “It’s cold in here”, the speaker provides a hint to say shut the window (p.215).

1.3.4.2. Give Association Clues

Addressors may mention something associated with the intended act of hearer, by means of clues related to interlocutors' previous experiences or interactional mutual knowledge. For instance, the expression "Oh God, I've got a headache again" (p.215) means to borrow hearer's swimming suit. In this context, both speaker and hearer have a mutual knowledge about the association of speaker's headache and his want to borrow hearer's swim suit in order to swim off his headache (pp.215-216).

1.3.4.3. Presuppose

The speaker utters a sentence that makes the hearer look up for presupposed prior event by implicating something. In the example "I washed the car again today", the speaker presupposes that he washed the car before. In addition, the word *again* urges the hearer to search for prior event (p. 217).

1.3.4.4. Understate

This strategy violates the quantity maxim which refers to stating just the necessary information in conversation, and do not give more or less information than it is required. In understate strategy the speaker says less than what is required to (p.217). For example, when the speaker says "it is not half bad" (p.218), s/he thinks that it is surprisingly good (p.218).

1.3.4.5. Overstate

In this strategy, the speaker says more than what is required which infringes the quantity maxim. For instance, the expression "there were a million people in the Co-op tonight!" conveys an excuse for being late (p.219).

1.3.4.6. Use Tautologies

Employing tautologies is another method that transgresses the quantity maxim expressed by the speaker in a non-informative utterance that pushes the hearer to render its

informative interpretation. This is illustrated by repeating the same utterance without explanation as in “war is war” (p.220).

1.3.4.7. Use Contradiction

This strategy enables interaction by using two contradictory ideas. Accordingly, the speaker may appear as not telling the truth and the hearer attempts to find the relevant interpretation as in the example “(A): Are you upset about that?, (B): Well, yes and no / I am and I’m not” (p.221).

1.3.4.8. Be Ironic

The speaker may use ironic expressions to indicate contradictory meanings that are considered indirect (p.221). For instance, s/he may ironically say “John’s a real genius” (p.222) while John has just done twenty stupid things in a row (p.222).

1.3.4.9. Use Metaphor

Metaphor can be integrated in speech to express a false literal meaning. In the illustration “Harry’s a real fish”, the metaphor can have various interpretations and it may denote that Harry swims as a fish or he is cold blooded as a fish (p.222).

1.3.4.10. Use Rhetorical Question

The speaker asks a question with no intention to obtain an answer but to indicate particular information. For example, “what can I say?” implies that the speaker is not looking for a real answer and s/he means I can say nothing, it’s so bad (p.223).

1.3.4.11. Be Ambiguous

Metaphor’s use ascertains ambiguity. Henceforth, its exact connotation is not always clear. For example, the sentence “John’s pretty smooth cookie” (p.225) shows that the speaker gives ambiguous meaning, it can be compliment or insult for John’s cookies.

1.3.4.12. Be Vague

This sub-strategy is about unclear statement that conveys a fuzzy meaning. Being vague has to do with the object of FTA or about what the offense is. For example, “perhaps someone did something naughty” (p.225) exhibits that the speaker did not specify and precise the offense or the naughty act by using the phrase *did something*.

1.3.4.13. Overgeneralize

The speaker utters a general rule and the hearer in turn decides whether this rule is applied on him or not. As it is illustrated in the sentence “mature people sometimes help do the dishes” (p.226), the speaker overgeneralizes about all mature people and the hearer has the choice to decide if this rule is applied on him or not.

1.3.4.14. Displace Hearer

The speaker may pretend to address the FTA to a person to whom it does not cause a threat, hoping that the target hearer will understand that the speech is intended to him. For example, a secretary in an office asks another one to pass the stapler, in circumstances where a professor is much nearer to the stapler than the other secretary. In this case, the Professor’s face is not threatened and s/he can choose to do it himself (p.226).

1.3.4.15. Be Incomplete and Use Ellipsis

Elliptical utterances may be used in various contexts mainly to reduce the FTA because incomplete sentences show that the speaker is not referring to a precise issue. For instance, the sender may render incomplete sentences as “well, I didn’t see you . . .” (p.227).

1.3.5. Do not Do the FTA

Do not do the FTA is labeled the fifth strategy of politeness and it is postulated as the more polite; however, little literature is reviewed about this strategy. Brown and Levinson (1987) drew attention to distinctive categories of politeness, and they often

described that the speaker may avoid offending the hearer with this particular FTA. The strategy is adopted when the speaker fails to achieve his/her desired communication goals. On the other hand, there are no interesting linguistic views of this last strategy. As a result, it is ignored in Brown and Levinson's discussion (p.72).

Finally, the following strategy is called *Forego-the-FTA* which calls the speaker to not engage in the communicative act at all when it may threaten the receiver's face. The strategy is rarely used as it is difficult for the hearer to recognize that the sender attempts to communicate a need. Moreover, this strategy focuses on the user's face rather than conveying the act efficiently (Rudick, 2010, p.6).

1.3.6. Sociological Factors to Determine the Level of Politeness

Three factors contribute to realize a certain level of politeness. Firstly, the Power (P) refers to the relative power of the hearer over the speaker, which is evident in the case of being polite with those who are more powerful than the hearer. Secondly, Distance (D) or the social distance between the speaker and hearer is the degree of politeness with close friends which is not the same as with distant ones. Thirdly, the Ranking of the imposition (R) stands for the weight of the act which implies that the speaker may show high level of politeness if the performed act will cause an imposition on others or vice versa (Brown & Levinson, 1987, p.15).

Conclusion

Chapter one shed the light on studies about politeness mainly Brown and Levinson's theory that serves as the pioneer contribution to politeness scrutiny. The focus was on politeness strategies model which involves five strategies arranged hierarchically from the least to the more polite depending on the level of directness or indirectness that each strategy implies. The existence of various sub-strategies signifies the varied possibilities speakers may adopt in everyday conversation to realize politeness with

different degrees. These strategies are used as criteria for the examination of students' emails discussions. Finally, the presentation of the factors that may have an impact on the employment of politeness strategies helps to establish a solid foundation to conduct research on the subject of investigation.

CHAPTER TWO

CHAPTER TWO

EMAIL COMMUNICATION SIGNIFICANCE IN ENGLISH FOREIGN LANGUAGE LEARNING

Introduction

In the modern world, CMC constructs an electronic environment. It creates an abstract world perceived by people easier than the physical one, and which induces a channel for possible interaction amongst people in various academic disciplines. EFL teachers and learners, in particular, take advantage of these innovative technologies to interact outside the classrooms, thus; a new learning style is created. Teachers seek to integrate the students in more ingenious ideas, creative works, and productive skills. Despite the fact that CMC facilitates FL learning process through the extensive exposure to TL, the quality of teacher-students discussion is questionable. In this regard, it is increasingly crucial to have a better understanding of language features used by EFL learners in this new medium. In light of this, the current chapter presents an overview about CMC with primary focus on proper emails discussion in connection to the use of politeness. This would enable to disclosure some issues associated with emails' use to raise awareness towards the email culture among EFL students.

2.1. Overview about Computer Mediated Communication

The CMC emerged initially during 1960s when computer network was designed, and then it was spread rapidly all over the world through internet services in 1990s. The advances in CMC and the availability of new technologies permit to trigger the renovation of traditional professions and workplace. Consequently, educational institutions embrace the integration of CMC to shift from traditional class to more computer-based education that offers the opportunity for more exposure to the TL.

In light of this, Herring (1996) defined CMC as a type of communication which occurs between human users by means of computers. In text-based, CMC participants use written words to interact which are categorized into two modes: *synchronous* and *asynchronous*. In the former, the message is read immediately by the receiver, while in the latter the message is received at a later point in time (p.1). Alternatively, synchronous CMC refers to real time communication in which senders receive direct and immediate feedback as in chat rooms and video-conferencing. However, in *asynchronous* CMC the moment in which the sender posts a message is not the same as when it is received like in emails and blogs.

The diffusion of CMC has been celebrated in the last decades and considered as the prevalent form for the globe to exchange information. It is recognized as a current trend utilized for the improvement and continuation of interpersonal relations, particularly in the educational sphere. The popularization of recent technologies such as emails, instant messages, blogs, wikis, and videoconferencing created heavily vital opportunities for FL learning that did not exist before. Additionally, it is arguable that this new environment enables people to communicate efficaciously and exchange views within split second. Due to its steady growth, people are offered multiplied chances for maintaining relationships across the world by overcoming time and space boundaries. Accordingly, this trend became a new field under investigation. For instance, Luppicini (2006) reviewed 170 articles selected from 78 journals to examine the recent development in CMC research specifically for educational environment. In another study, Abraham (2008) analyzed 11 studies of computer-mediated glosses in Second Language (L2) reading comprehension and incidental vocabulary learning.

Along with the same lines of thought, CMC gives more chances for sophisticated expression production, thus; it stimulates language creativity. Students' attitudes towards adopting CMC in FL learning play a critical role on their linguistic outcomes. Aykaç (2005) emphasized that those beliefs about educational innovation as CMC can permit to exhibit students success or failure in FL classroom. The shift from traditional ways of interaction towards the new technologies should involve knowing students' views (p.36). Aykaç added that most investigations on students' attitudes towards CMC especially asynchronous tools reported a positive feedback (p.37). In the same vein, Altun (2005) investigated students' standpoints towards the integration of CMC in language teaching that were found positive. Students declared that the use of CMC has a positive effect on their professional development (as cited in Aykaç, 2005, p.37).

In another study conducted by Mehri and Izadpanah (2017), the research findings revealed that the students enjoyed to a great extent the online activities and interaction via CMC. The students were allowed to use emails to interact with their teachers in a more private way (p.687).

Finally, the previously reviewed studies showed students' appreciation of CMC, yet; it does not imply that all students are satisfied about the integration of new tools in FL learning. Therefore, student's attitudes towards CMC depend on their readiness to adopt this medium.

2.2. Emails

Emails invention dates back to 1971 when the first email was sent off in the United States of America, however; the emailing system was available for the general public only during the mid-1990s. The emailing operation as a form of CMC is increasingly a ubiquitous and pervasive medium of language learning. It is relatively adapted recently by educators for pedagogical purposes and deeply entrenched in educational arena. The

email's use reinforces and facilitates language learning since it broadened the array of possibilities for using English language. It is agreed that the email is considered an ideal mode of building and maintaining social relationship form of communication (Baron, 1998, p.155). Wallace and Wingate (2001) declared that emails are amazing ways for sending messages with the employment of computers (p. 2). In this respect, the classroom is not the only context for the students to engage in a discussion with the teacher; therefore, emails can be a useful medium to interact outside the classroom. Additionally, emails as a new mode of communication are utilized by senders and receivers at their expediency simply because of its hybrid nature. One of the major features of email is its asynchrony in which users are not obliged to be online simultaneously and they can send and read the message anytime (Frehner, 2008, pp. 37-38). Accordingly, it is not restricted by geography and time zones and due to its inclusion of elements that are founded in a written letter, on the phone, or in face to face communication (as cited in Hallajian, 2014, p.31).

As a result, adopting email as an efficient way of interaction requires the EFL student to possess knowledge about the crucial ways to transmit the message thoroughly as the exact email format and being advertent to appropriate politeness strategies' usage.

2.2.1. Email Politeness

It is worth mentioning that the use of emails entails the employment of unique conventions that differ from those of spoken and written language. In educational context, users are required to be cautious in their conversational style and to have proper wording choice. In this regard, a bulk of literature attempted to explore the language used in emails with specific focus on linguistic politeness strategies. The following account presents the studies conducted to investigate politeness strategies in emails communication.

Pariera (2006) explored the usefulness of politeness strategies while discussing taboo topics. The participants were 29 university students who sent a series of emails to

intimate friends and strangers. The study was based on comparing the employed politeness strategies and five main features of language were analyzed depending on the seriousness of the taboos. The findings were compared along with Brown and Levinson's (1987) model of politeness, and the results showed that emails may develop a unique set of politeness conventions (p.1).

University communication is one of the instances to examine the use of politeness strategies among teachers and students. Studies of Biesenbach-Lucas (2007) examined emails request sent by English native or non-native speakers to faculty members in American university. He stated that faculty members complained about their students impolite emails. In this regard, students were in charge of utilizing impolite utterances, making illogical request as asking about information that already exists in the class syllabus, the use of inappropriate salutation, abbreviations, and spelling /grammar errors (p.59). Moreover, he pointed out that students will be able to plan, compose, revise, and edit devices for achieving appropriate and polite emails if they have flexible linguistic tools, and if they are aware of the politeness devices and linguistic structures to employ in their emails (p.74).

Baugh (2011) studied writing emails' request of students to their teachers. He acknowledged the importance of teachers training of their native or non-native students to access clear guidelines on creating pragmatically suitable emails (p.12). In the same vein, Bolkan and Holmgren (2012) stressed that students should be mindful about the impact of their emails' messages from their instructors perspectives. In this respect, the researchers emphasized that students' adherence to polite language when producing emails' request to their instructors may enable them to obtain positive outcomes (p. 266). Similarly, Hallajian (2014) investigated politeness and impoliteness in requests of students to their supervisors via emails. To accomplish this goal, 128 emails of 20 post-graduate Iranian students were

analyzed. This study attempted to provide supervisors' perceptions of politeness and impoliteness in emails communication and to disclose how supervisors enact and interpret their students' emails (p.5).

Another study by Izadi and Zilaie (2012) investigated the frequent positive politeness strategies utilized in Persian speakers' emails exchange. The researchers analyzed 60 written emails by both genders. In this study, the data that were gathered from close friends were examined by adopting Brown and Levinson's model of politeness (1987) to code those emails. The ultimate aim of this research is to promote ways for intercultural CMC.

A predominant element in students' emails that are directed to their faculty members is the use of polite expressions. Politeness as a linguistic phenomenon is an integral part in written communication since the conveyed message is based only on what the sender writes and no verbal cues are involved to clarify misunderstandings.

Email politeness or *e-politeness* impacted interactants' relationships and it has been the subject of investigation in many empirical studies specifically in FL learning, namely; the works of Biesenbach-Lucas (2007) and Félix-Brasdefer (2012) seeking to explore how politeness is realized in email discussion. Along with this issue, Hallajian (2014) pointed out that emails penetrated for a decade the academic world principally at the university context (p.33). Politeness in email communication has been the focus of many studies all over the world as in Korea, America, Australia, and Japan (p.5) and this growing interest reflects the importance of politeness in human communication.

Economidou-Kogetsidis and Woodfield (2012) supported the former view by stating that writing a polite and appropriate email in FL requires the combination of the two components *pragmatic knowledge* and *sociopragmatic knowledge*. On the one hand, the former denotes the knowledge of linguistic elements that are available in the FL and

are important to achieve a particular communicative effect, in other words; to recognize different linguistic forms and their relative meanings. For instance, students' awareness about the form of expressions used to formulate email request to their teacher in order to clarify a course grade. On the other hand, the latter refers to knowledge of social conventions at the perception level of receivers like the differences in social distances or social power among interlocutors. This can be exemplified in awareness level about the appropriate/inappropriate expressions used by students while asking his/her professor to extend the submission date of final paper (p.90)

Teacher-student email communication is one of the instances in which politeness has a fundamental role. Being polite or impolite should be one of the basic concerns to the students when emailing their teacher. Moreover, using emails effectively and adopting it as a proper way of communication necessitates students' careful attention for the used language as impolite emails may result in teachers' negative impression. At university setting, verbal strategies including directness and indirectness are significant elements as being part of politeness strategies. It is important to consider the appropriate level of politeness needed in teacher-student interaction; therefore, communication skills should be represented in students' emails to their teachers (Hallijian, 2014, pp.17-20). Consequently, the effectiveness of this mode of conversation requires appropriate word choice and implementation of suitable level of politeness since it may influence teachers' attitudes towards the students' message.

Email users can employ politeness strategies to minimize the imposition and avoid any face threatening acts on the receivers' face. To realize politeness, students should possess sophisticated language and high communicative skills especially in the case of sending requests to teachers. Hallijian (2014) stated that email requests as a type of speech act requires students' high level of pragmatic competence in interaction that often causes

face threatening acts and it requires certain politeness strategies to soften the request (p.27).

2.2.2. Email Communication

There is a wide range of theorists who investigated email communication. For instance, Warschauer (1995) adopted the view that the email is a useful instrument with a realistic channel of communication in a purely authentic context and with a motivational attitude for interaction. Furthermore, email communication permits more opportunities for independent learning which is important for the writing skill. This type of communication allows the student to interact with hundreds of peers online.

Email systems have evolved to become a highly effective device of communication, typically; its emergence provides the ground for fast and smooth interaction. This type of communication offers the possibility to address the recipient without the use of paralinguistic features such as pronunciation or speech tones. Moreover, emailing process lacks the non-verbal cues of communication as gestures, body language, and facial expressions that may increase the odds for misunderstandings. In light of this, Kitade (2000) stated that a remarkable feature of CMC is the lack of non-verbal cues which is compensated with the means of creative signals (p.152). Therefore, achieving a successful communication via email can be spurred by appropriate and creative language use.

Similarly, Petrie (1999) explored the existence of specific language associated with email's use. In her research, she used surveys to examine 38, 000 British emails. In this regard, the collected data highlighted the existence of a particular type of communication carried out by email users which urges her to coin the term *Emailism*. The latter concept is used to refer to the set of linguistic features and characteristics of written emails. This can briefly be illustrated through the use of trailing dots, capitalization, quoting back the

previous email, and excessive use of exclamation marks or question marks. She added that the frequent types of emailism are used precisely to convey emotion in written emails (as cited in Shortis, 2001, p.86).

2.2.3. Email Netiquette

The ultimate demand for insights on netiquette arises when we are sending or receiving an email. Bidgoli (2004) claimed that *netiquette* or *net etiquette* can be defined as a set of informal guidelines developed by internet users. Particularly, the term is inclusive for those principles and standards actualized to have suitable online conduct and appropriate behavior, in other words, it refers to the norms utilized in internet applications which are more like culture specific rather than universals. Additionally, netiquette is considered highly significant as its application displays the respect towards group norms (p.274).

Email guidelines netiquette is a crucial element in email conversation; it revolves around the central notion of respect. When the sender tries to express him/herself, s/he should follow the guidelines of netiquette and show respect to the receiver by adopting the norms that are not appropriate to all communication situations. Email netiquette is exemplified in the elements used to show *respect or politeness to others* as salutations, aiming at consistency, being kind with new users, in addition to redirecting missed deliveries, file signature, and other elements (p.276).

Netiquette requires senders to correct spelling and grammar mistakes because the reader may judge and predict who you are based on your email structure. Furthermore, other appropriate email netiquette must be taken into considerations by users which involves the use of meaningful subject lines, ordinary text format, and a short and informative signature, thinking carefully about sending the attachment, and not including all previous emails in a reply (Stuart, 2007, pp.419-420).

2.3. Emails' Use inside and outside EFL Classroom

As emails are becoming more used frequently in high educational arena, teachers started discovering its potential in EFL teaching and learning. Generally speaking, most educators embraced emails as a preferred mode of interaction and viable alternative means of communication in their profession. Email messages are incentive for students to use English in a more authentic context.

Along the same line of thought, Oxford (1990) stated that the email is a tool of authentic communication which comprises initially writing and exchanging messages to interact with students in the classroom or around the world (p.79). It helps EFL students to develop keener insights about their willingness to communicate with the use of English. Moreover, email is widely regarded as an opportunity to accomplish variety of tasks as request, clarification, getting feedback, and permission. Thereby, the integration of this medium inside or outside the classroom has gained a growing interest by many researchers. Accordingly, Yu and Yu (2002) studied the effect of integrating emails into classroom setting on student's academic achievement and attitude within two groups of students that are the email diffusion group and non-email diffusion group. Consequently, the two groups showed that there are differences in their academic performance.

2.4. Enhancing EFL Teaching via Emails

Early studies conducted in the 1990s attested the increased interest of email pedagogical significance including the works of Poling (1994) and Partee (1996). Educators start to sense the predominant role played by emails in facilitating tasks in their profession, particularly FL educators who want to enrich their learners' knowledge about the TL. Email-based activities are quite useful for FL learners to stretch the potential for more exposure to language. Depending on this standpoint, the email has been described as "the mother of all internet applications" (Warschauer, Shetzer, & Meloni, 2000, p.3).

2.4.1. Email Extension of Time and Place for Foreign Language Learning

Among the various benefits of email's use in professional context is providing a venue for appointment and practicing FL outside the classroom. Unlike other tools, the email permits students to communicate with others in FL without being limited to the classroom setting or by a specific time. Along the same line, Sabieh (2002) emphasized that educator's aim is to provide the students with TL content in a way to enable them interact with near native-like fluency in academic and non-academic context (p.4). In addition, it extends discussed topics beyond classroom centered ones in which the latter are usually linked to the designed syllabus. However, in email's conversation students are permitted to discuss unlimited set of topics.

Indeed, Shang (2007) declared that the email can be utilized beyond classroom constraints to facilitate discussion in EFL context and asserting the integration of electronic media in EFL classroom is an innovation to open up rather than to narrow down (p.93). Typically, this type of discussion offers additional TL conversational opportunities; thus, the students will be able to interact with the use of English.

2.4.2. Real World Communication Context and Authentic Interaction

Email conversation is an authentic context and real world communication setting that stimulates teachers and students to adopt it for smooth interaction. Furthermore, it lends feeling of reality for communicative efforts that seem artificial in classroom environment. In this respect, this new medium asserts learner-centered education in a realistic context with natives of the TL and offers awareness about their culture as well. Moreover, emailing peers who speak the TL is advantageous for the students. Firstly, it provides more language use for more genuine purposes. Secondly, it offers opportunities to interact with new friends and enables to learn their native culture and enrich their English vocabulary (Torii-Williams, 2004, p.121). In this regard, Akbulut (2008) pointed out that

email discussion initially results in efficient L2 learning and authentic language usage. Equivalently, he indicated that this medium enables L2 learners to participate in effective negotiation of meaning with any participant they want, discussing any subject matter they wonder at any time they desire, that may not be achieved in the classroom (p.27). The extensive use of email platform in conversation improved not only the engagement in a more authentic communication but also it motivates individual and group communication.

It is believed that the email provides real and natural setting for English language learning because the best method to pick up English successfully is by using it. Thereby, FL teachers should raise students' awareness towards interaction with native speakers of English by using emails as a medium of communication. In addition, this communicative tool contributes in learning authentic English expressions that are unavailable in textbooks. As a result, students will become more confident as they employ these expressions whenever they are engaged in a written conversation (Wang, 2010, p.129). Additionally, former studies regarding English language teaching insured that email reflects authentic communication as it compromises various personal, linguistic, and sociocultural information (Klaus, 2012, p.36).

Accordingly, Lawrence (2002) confirmed the possibility of using emails in teaching L2 to realize authentic communicative context:

The use of e-mail as a teaching tool can ground the study of L2 languages in a learner-centered, authentic communicative context and can offer interaction with first language speakers, yielding insight not only into the target language but also the target Culture (as cited in Klaus, 2012, p.37).

2.4.3. Promoting Students-Centered Language Learning

Among the various reasons to adopt emails' communication is promoting students-centered language learning and increase their potentials for interaction amongst their peers.

In this mode of discussion learners are able to control their own learning by emailing their teachers about the topics they are interested in and shifting the discussion from one direction to another. Therefore, it supplies chances for autonomous learning far from classroom guidelines and instruction. Sabieh (2002) affirmed that integrating email technology into language teaching class can promote students autonomy which is considered as the first and the most crucial step for acquiring the TL (as cited in Danielewicz-Betz, 2013, p.45).

2.4.4 Developing Problem-Solving and Question Answering

Asking questions is a fundamental problem-solving skill which is often the best way to deal with confusions. Foremost, the email allows additional recourse to ask further questions (Scragg, 1997, p.66). It is worth noting that English language is not easy to be learned in crowded classes which encompass a large group instead of separated sub-groups for a better understanding. Warschauer (2000) claimed that teachers, in traditional classroom and on the regular class sessions, were not able to answer all of the student's questions because of their number and time constraints, and when the class is over the communication is over too. Generally speaking, most students hesitate to ask their teachers in face-to-face conversation and they tend to avoid direct contact with them probably due to being shy which may prevent the learners to improve their English level. Alternatively, asynchronous communication is possible to be realized currently via email which offers more opportunities for student-teacher interaction and problem solving. Although many students fear to address their issues in the classroom, they become fearless to negotiate meanings in email conversation (as cited in Wang, 2010, pp.130-131).

Wang (2010) conducted an experiment about a group of English students in 2003. He gave them the opportunity to ask directly any question about English studied content during or after class session. Only few students asked questions immediately when the

class ended; however, nobody came after the class session although they had the occasion to do so. At the beginning of the second semester, he provided them with his email address and he informed them that they are allowed to send any question via email, then, he confirmed that he will answer all their emails. The teacher received 492 emails from 81 students and the results were beyond expectations as the majority became very active and they asked a lot of questions about English language learning. Students declared that they could get great help using this method to answer their inquiries and solve problems. Indeed, the email messages were time saving and allows both class study and after class study (p.131).

2.4.5. Improving Email Writing Proficiency

The email is a convenient tool to ameliorate English students' writing skill, specifically for those students who email their teachers very often. In light of this, many experts and researchers investigated this point through experiments and the findings proved that emails' use could definitely improve students writing ability. For instance, Arnett (2007) confirmed that emails had displayed its usefulness to ameliorate students' writing skills. Researchers in the educational field proved that this type of communication is an instrument that can be employed to develop the writing skill. Accordingly, the observation of email writing revealed that the students are able to express their oral and written thoughts in a highly meaningful and purposeful context. Additionally, when the students write more frequently they will be familiar with various language features including the symbols of language and its grammatical structures. Therefore, when users interact through email messages, an environment of language use is elaborated. Research findings demonstrate that this type of communication improves language proficiency, strengthens the writing skill, and the cultural awareness of the target culture will extensively develop. Arnett reported that students who communicate via email usually

reach greatest improvement in their writing compared to the traditional way of writing. He concludes that other schools need to integrate email in their class practices to increase the writing proficiency of their students (p.292).

Similarly, Wang (2010) conducted an experiment in 2004 tackling the development of the writing skill in which he asked his students to send their English compositions via email rather than through the classical method. In this regard, he emphasized the use of Microsoft Office Word processing system. The results showed that the compositions quality handed via email were greatly improved and the usual grammatical and spelling errors were decreased as Microsoft Office Word writing system offers a chance to highlight their errors which permits them to be self-corrected. He declared that even teachers' heavy burden of correction has been narrowed down. Furthermore, He found that the application of email makes studying process full of creativity, enjoyment, exploration, and excitement; in addition, it is helpful for both the teacher and the learner (p.132).

2.5. Email Literacy

Utilizing emails extensively in EFL learning setting does not mean it is easy to be composed especially for NNSs emailing their teachers and professors who have a higher level of education. Nonetheless, NNSs are required to convey the message courteously and appropriately which poses a challenge for them.

In the same vein, Chen (2006) demonstrated that composing an email by FL learners for educational objectives is a challenging task as they are addressing their teachers who are professionals and having a high status. Likewise, they have limited linguistic proficiency and they are unaware about target culture's norms and values. Most significantly, she was apparently the first to coin the term email *literacy*. The term is generally understood to mean pragmatic competence and critical language awareness when writing emails.

In her study, Chen emphasized that this new term is crucial in the digital area and requires central attention in FL education. Email communication received a greater focus from educators and researchers because they found out that FL learners write inappropriate and impolite emails; thereby, it may have a negative impact on their educational level (p.36). In other words, writing polite and convenient email to teachers is not an easy task, it requires being email literate, and educators should integrate email literacy in FL teaching.

2.6. Teacher-Student Interaction via Email

The unlimited access to email and modern computer-mediated technologies increased recently teacher-student interaction at local and global levels. In this regard, FL students and teachers' interaction was restricted to daily classroom interaction and educators can have contact with their students outside the classroom environment (Liaw, 1998, p. 336). Additionally, email communication appeared to be a pace process for FL exchange in academia, and being a type of asynchronous communication extended the amount of teacher-student interaction as it increased the potential for further discussion outside the classroom setting.

2.6.1. Email Usage for Enhancing Teacher-Student Relationship

This pedagogical devise serves as avenue to create, sustain, and improve teacher-student relationship. Regular email discussion contributes to enhance students mailing experience because it is intended mainly to create significant interaction which contributes to student's growth and effective learning.

University teachers utilizing the email medium to promote good relationship with their students can be realized through initiating discussions about social topics that are of interest to the students and encourage their participation. The topics can discuss issues as

hobbies and interests, additional curriculum tasks, or personal concerns (Sheer & Fung, 2007, p.3). Accordingly, this kind of topics permits more students' involvement and establishes smooth relation with their teachers.

The emailing medium offers extra opportunities for enhancing interpersonal relationships amongst students and their faculty members. Even though the classroom setting permits teacher-student communication; the time is very restricted and the debate can be limited only to one session a week. Iwasaki (2008) claimed that email can be used with no time and place limitations in which teachers may create the opportunity to communicate personally with each student. Moreover, it gives each learner the *interaction time* that is not always attainable in the classroom with his/her teacher (p.17). Therefore, the email is rapidly becoming the application which plays key role in maintaining teacher-student relationship, and it offers chances for individualized communication.

Iwasaki (2008) noted that email use implies that learners are not asked to perform immediate language production where more chances of errors are more likely to occur leading to improve learners' self-confidence. Nevertheless, email communication allows discussions in non-threatening environment and learners may express themselves successfully in distinct situations (p.16). The reason behind this is that email discussion offers more chances for revising and editing the messages which minimizes language errors. As a result, learners use of email to interact with their teachers outside the classroom will foster their confidence to fully express themselves inside it.

In light of previous research findings, utilizing email interaction outside the classroom is more likely to create positive atmosphere, contributes in increasing teachers' trust and confidence, and makes the student to feel at ease. Students are able to make activities in written form apart from classroom as email exchange in TL gives more opportunities for practicing language in an authentic context with less tension, and

reinforces teacher-student relationship. Furthermore, engaging in email interaction in EFL course creates upward cycle of enhanced teacher-student connection (Iwasaki, 2008, pp.18-19).

2.7. The Necessity to Teach Email Writing

There are numerous books and studies on email communication but the specific elements needed to compose academic email are not provided. It is worth noting that many researchers addressed the need for teaching email writing in EFL classroom. Similarly, Chen (2006) noted that FL learners often write emails that contain inappropriate language use and which has a negative impact on their studies (p.36).

Although email communication has increasingly become a common form in academia, undergraduate students are not familiar yet with how to write a proper email. Basically, students need to adhere to particular rules and specific guidelines when emailing their teachers, however; lessons serving this purpose are not available. Chen (2006) found that there are no fixed or standard rules for learners to observe when writing an email; thus, users may struggle to produce appropriate email that accords receivers' writing norms (p.35).

Additionally, Chen (2006) advocated that FL learner' need to be taught explicitly in FL classroom how to communicate appropriately via emails. He stated that those rules are usually implicit and not easy to acquire. Teaching email practices for students in educational context can be a good starting point to raise awareness towards email literacy and culture which lead to emails' efficient use (p.51). It is important also to shed the light on the appropriate use of email and to direct their attention towards the email impact on shaping their educational success (Baugh, 2011, p.4). Hence, faculty members should give explicit instructions on netiquette guidelines to foster the ability for constructing polite email messages.

The Students are not mindful about the impact of email messages on shaping a particular teachers' impression. Regularly, students do not consider writing a specific email for academic purposes in which they address their professors the same manner they do with their friends. Thereby, it becomes a necessity to stress the importance of structured email writing, presenting explicit courses to provide clear email guidelines, and to shed more light on how to write email in a formal setting. In this regard, research findings display that students who attend English writing courses and receive clear class instruction on netiquette have improved their CMC. Additionally, academic syllabi lack clear instructions required to formulate academic email which may be one of the reasons for the students to be uncertain about the exact form of polite academic email (Danielewicz-Betz, 2013, pp.45-46).

Similarly, Danielewicz-Betz (2013) stated that email netiquette is inclusive for the correct and acceptable rules to communicate by electronic tools that facilitate interaction. It includes several guidelines for users that are ranged from respecting others' privacy to avoiding defeating people (p.32). Therefore, it is important to direct students' attention to netiquette for the purpose of overcoming impoliteness in emails.

To sum up, students' writing of impolite emails is due to their ignorance of email netiquette and email literacy which urges to consider integrating these norms in the EFL syllabi and to offer help on how to formulate congruent email. Thus, adopting this medium for more pedagogical purposes enables to improve email communication among students and teachers.

Conclusion

The chapter attempted to deliver the use of email communication in EFL classes with a specific focus on student-teacher interaction beyond classroom context. An account

was provided regarding the fundamental concepts of efficient email communication including email netiquette, literacy, and politeness. These features have an essential role to play in achieving smooth email conversation and establishing solid interpersonal relationships. Examining the usefulness of such tool inside and outside EFL classroom urges to consider integrating email writing in the teaching curriculum in order to ensure a successful interaction among students and teachers.

CHAPTER THREE

CHAPTER THREE

EXPLORING THE USE OF POLITENESS STRATEGIES IN STUDENTS' EMAIL DISCUSSIONS

Introduction

The present chapter sets out the employed methodology to test the research hypotheses in which data are gathered through quantitative and qualitative procedures that would enable extracting valid results and answering the research questions. These tools permit to enlighten perspectives on the extent to which politeness strategies are adopting by the students when emailing their teachers. Thus, the chapter provides a detailed description of data collection devices that involve the students' questionnaire and a text corpus analysis of students' emails. The compiled information are reported and interpreted to understand better the student-teacher interaction in email communication outside the EFL classroom setting.

3.1. Methodological Approach

The examination of politeness strategies employed by the students when emailing their teachers necessitates adopting a quantitative-qualitative design which involves a *students' questionnaire* and a *text corpus analysis*, respectively. Employing distinct methodological approaches throughout the dissertation offers the opportunities to compile reliable data, to elicit in depth information, to supplement and extend the scope of measuring the subsurface of the investigated phenomenon.

The quantitative design is defined as the glue that connects elements of research together. It is adopted in order to show how different parts of the research are linked for the sake of analyzing central research issue (Trochim & Land, 1982, p.1). Various studies utilized quantitative research design as Garner and Raudenbush (1991) and Jacob and Lefgren (2004) in which those inquiries reflect the researchers' objectivity and the use of

deductive inferences (Harwell, 2011, p.150). As determined previously, the quantitative approach has a number of advantages as to provide overall and inclusive statistics, to allow profound analysis of the phenomenon, and to allow objective and accurate interpretation of data.

The qualitative design can be defined as the procedure with *systematic empirical* examination into particular *meaning* (Shank, 2002, p.5). In this regard, *systematic* means that it is planned and well-arranged according to particular rules and standards while *Empirical* permits researchers to derive *particular meaning* from their observations due to its experimental nature. In a similar vein, a research carried out by Denzin and Lincoln (2005) revealed that qualitative research is a real world activity which places the observer within tangible world. Accordingly, this design comprises activities that make the world visible through diverse representations including interviews, conversations, recordings, and photographs, etc. Thus, this approach examines variables at their natural setting in order to make sense of the investigated phenomenon according to peoples' views (p.3) and affords the investigator to infer explicit results. Furthermore, Guest, Namey, and Mitchell (2012) stated that the relative importance of this approach is its inductive and exploratory nature (p.45). Consequently, the qualitative design can be considered as an embedded feature in investigative research.

Therefore, the methodological approach allows complementarity of data by combining distinct research tools.

3.2. Description of the Students' Questionnaire

A questionnaire refers to the predetermined set of questions expected to be answered by a specific group of respondents in which the order and the number of those questions is prearranged in advance (McQuarrie, 2011, p.139). Predominantly, each

question is essential since it may receive more than one answer which leads to assorted interpretation.

The questionnaire as a tool is applicable when the research entails a *descriptive* design. It is a valuable instrument since it permits to gather data about a large population mainly from a selected sample that serves as a representative model. Furthest, the questionnaire flexibility allows to accomplish the objectives of any research project and to gather wide range of data in a short period of time (McNabb, 2002, p.135). In the current study, the employment of the questionnaire is more advantageous in order to answer the research questions and confirm the research hypotheses.

Therefore, implementing the questionnaire helps to enlighten insights about students' perspectives when using politeness strategies in emailing their teachers.

3.2.1. Aims of the Students' Questionnaire

The students' questionnaire is used to attest students' knowledge about the application of politeness strategies in email discussion with their EFL teachers, and to clarify several aspects of their language use in non-face-to-face communication. The questionnaire aims are threefold:

- 1) To depict the students' personal background.
- 2) To unravel the extent to which they are aware of the significant role played by the politeness strategies in student-teacher interactional process.
- 3) To figure out the degree to which they interact with their teachers via email.

3.2.2. Students' Questionnaire Administration

The questionnaire was administered by Master I students, at the Department of English, University of 8 Mai 1945, Guelma in the second semester. The student surveyed in person the questionnaire during a class session with the presence of EFL

teacher in an allocated time of 30 minutes to elucidate any ambiguity in the asked items. The data were collected anonymously to assure that the informants will answer fairly and truthfully.

The questionnaire is made up of 25 questions organized into three sections that involve six open-ended questions and 15 close-ended questions, in which the former allows the students to respond more freely and the latter permits them to select from the proposed possibilities. The four flow-up questions were used to justify their answers (Appendix A).

The first section is entitled *Personal Information* which includes five questions dealing with participants' background as their gender, age, and English level. The second one covers *EFL Students' Use of Politeness Strategies* and it consists of eight questions seeks to extract the type of politeness strategies students employ when they interact with their teachers. The third section is about *Online Communication Practices* which comprises 12 questions that aim to find out their views about the role of applying politeness in email discussion. Finally, definitions of important key linguistic elements were provided to the informants in a separate sheet of paper to ensure a thorough understanding of the questions.

3.2.3. Population and Sampling

The Master 1 participants involved in the study were selected randomly and voluntarily agreed to take part in this research. The subjects were cooperative and curious to have a broader picture about the theme under investigation. The reasons behind choosing this sample is that Master One students presumed to use emails frequently to contact their teachers and also to make them cognizant about the existence of the politeness model for future application in supervisor-supervisee email interaction. Furthermore,

although the students have reached a good level of linguistic awareness, their teachers still complain about their impolite emails. In addition, the respondents are more available during the second semester compared to Master Two students. The 56 subjects completed successfully and returned the questionnaires.

3.2.4. Findings

The following section reports on data gathering, analysis, and presentation. To ascertain the reliability of results, the informants' responses are manipulated with the use of Statistical Package and Software Services (SPSS) (Appendix B), and the findings are demonstrated in texts and tabulations.

a. Section One: Personal Information

This sections deals with demographic questions regarding the EFL students age, gender, English level, attitudes towards English cultural norms, and email discussion in general.

Question 1: What is your gender?

Female Ma

The majority of the participants (89 %) are females as it is shown in Table 3.1. The learners' gender has been investigated because it may have an influence on the use of politeness strategies in email discussions.

Table 3.1

Students' Gender

Option	Number	Percentage (%)
Female	50	89,3
Male	6	10,7
Total	56	100

Question 2: How old are you?

Concerning informants' age, the obtained data displayed that the majority (N=26) are aged 23 years old. Others are ranged between 22 (N=24), 24 (N=3), and 25 (N=2) years old, respectively, and only one student is 28 years old. Therefore, the sample serves better this study as the subjects' ages vary and this factor may have control over the students' politeness level (Table 3.2).

Table 3.2*Students' Age*

Age (Years old)	Number	Percentage (%)
22	24	42,9
23	26	46,4
24	3	5,4
25	2	3,6
28	1	1,8
Total	56	100

Question 3: What is your English level?

Beginner Intermediate Advanced

A large number of the students (73, 2 %) opted for the choice of advanced level. This denotes that they are supposed to communicate with their faculty via emails with less difficulty and employing polite and appropriate linguistic structures. A minority (25%) is found to have an intermediate level, and only one respondent acknowledged that he is a beginner. This indicates that few students are in need of enhancing their English language for communicative purposes (Table 3.3).

Table 3.3*Students' English Level*

Options	Number	Percentage (%)
Beginner	1	1,8
Intermediate	14	25
Advanced	41	73,2
Total	56	100%

Question 4: As an EFL learner, do you try to learn language behaviors and culture of the target language?

Yes

The overall responses are found to be positive as the majority of the students (82,1%) recognize the importance of learning behaviors and culture of the TL. This implies that the participants are mindful about the demand to explore more issues about the TL rules of conduct to improve their performances. However, few students (17, 9%) have expressed their disfavor regarding this item (Table 3.4).

Table 3.4*Learning Language Behaviors and Culture of Target Language*

Option	Number	Percentage (%)
Yes	46	82,1
No	10	17,9
Total	56	100

Question 5: With whom do you interact usually via email in English?

As it is demonstrated in Table 3.5, it is apparent that the majority (N=43) of the informants use emails as a medium to interact with their teachers. This denotes that the students feel more comfortable to communicate with their educators with less pressure and this maximizes the opportunity to get involved in out-of-class practices. A minority (N = 11) revealed that they tend to contact frequently their friends via email. This can be explained that they are more likely to take advantage of email discussion at a more personal level. Only two students stated that they do not use emails at all. Implies that they failed to design effective email communication.

Table 3.5*Students' Email Communication*

Option	Number	Percentage (%)
Teachers	43	76, 8
Friends	11	19, 6
Do not use it at all	2	3,6
Total	56	100

b. Section Two: EFL Students' Use of Politeness Strategies

This section aims at gathering insights about the EFL students' employment of politeness strategies and awareness level to communicate effectively with their teachers via email.

Question 6: While performing a speech act, you would like to achieve

a. Freedom of action

b. The desire to be appreciated and approved?

This question investigates the type of face the students desire to achieve when they perform a speech act. The freedom of action reflects the desire to achieve negative face while seeking to be approved or appreciated reveals their interest to realize the positive face. The majority of the respondents (N=32) selected the desire to be approved and appreciated which signifies their need for solidarity and admiration from the part of their teachers and colleagues. However, other students (N=24) selected freedom of action which shows their need to remain autonomous and independent (Table 3.6).

Table 3.6

Achieving Negative and Positive Face

Option	Number	Percentage (%)
Freedom of action	24	42,9
The desire to be appreciated and approved	32	57,1
Total	56	100

Question 7: Please, justify your answer.

Table 3.7 indicates that a large number of the participants (69, 6 %) claimed that they have the desire to feel free, others (19, 6 %) replied that they do like neither to be imposed by others nor to impose on people. In addition, (10, 7%) declared that when people appreciate their works they feel that they are successful. In other words, the majority opted for the desire to be appreciated and approved while some justifications revealed the want for freedom of imposition. Consequently, the type of face they want to achieve does not go in accordance with the purpose of its realization.

Table 3.7*Students' Purpose behind Achieving Positive and Negative Face*

Option	Number	Percentage (%)
Do not like imposition	11	19,6
To feel free	39	69,6
Peoples' appreciation leads to success	6	10,7
Total	56	100

Question 8: Which among the following politeness strategies do you prefer to employ when you interact with your teacher?

- a. Conveying straight forward the message, explicitly, and unambiguously
- b. Being friendly with your teacher
- c. Avoiding imposition
- d. Using indirect language in which one sentence has different interpretations such as the employment of metaphors.
- e. Do not engage in the communicative act at all

In response to this question, a range of responses are elicited. Table 3.8 demonstrates that over half of the students' total number (55, 4 %) was in favor of choice *a* which indicates that they use *bald on record* strategy that is more likely to be used between friends and family members. Nevertheless, students tend to apply this strategy with their teachers and they address their educators with a more direct and less polite manner. The results show that some informants (28, 6%) preferred choice *b* by being friendly with their teachers presenting preference to employ *positive politeness* strategies. Typically, this kind of strategy is useful when dealing with close friends and it is

considered direct and less polite as compared with negative politeness. Only two respondents (3, 6%) favored choice *c* of avoiding imposition strategy which falls within the *negative politeness* strategies and it denotes that a small number of the students respect the negative face of their teachers. Only one student (1, 8%) selected choice *d* and this strategy indicates the student's preference to address the teacher more politely with indirect language which implies the use of *off-record* strategies. Moreover, six students (10, 7%) chose choice *e* in which the strategy does not engage the learner in the communicative act at all revealing their desire to remain silent and to avoid doing the act as a way to display good manners.

Table 3.8

The Employed Types of Politeness Strategies in Students' Interaction Process

Option	Number	Percentage (%)
a. Conveying straight forward the message, explicitly, and unambiguously.	31	55,4
b. Being friendly with your teacher.	16	28,6
c. Avoiding imposition.	2	3,6
d. Using indirect language in which one sentence has different interpretations such as the employment of metaphors.	1	1,8
e. Do not engage in the communicative act at all.	6	10,7
Total	56	100

Question 9: Suppose that you want to ask your teacher to repeat previously explained point, which strategy do you exploit for such purpose?

a. Request based on minimizing the imposition on the teacher by employing distancing style as *apologies (for example, I am sorry)*, or expressions as: *if you have chance to, would you please, etc.*

b. Making the teacher feel good about him/herself by showing interest in the lesson with the use of statements of friendship, solidarity, and compliments.

This question aims at figuring out the strategies used by the students when performing a request. The results demonstrated in table 3.9 disclose that the majority of the informants (N= 41) opted for the choice *b* and a small number preferred choice *a*. Consequently, the dominant strategies employed by the students in student-teacher interaction are the positive politeness strategies which are the least polite than the negative ones. This presupposes that the participants pay less attention to politeness and they are careless about utterances production when addressing their teachers, regardless of the fact that they are communicating in an academic context that requires formality and indirectness. Furthermore, as a way to establish good relationship they attempt to be friendly with their educators instead of employing distancing style to avoid imposing on them. Interestingly, the statistical result of this question goes in accordance with the former one.

Table 3.9*Students' Use of Negative and Positive Politeness Strategies*

Option	Number	Percentage (%)
a. Request based on minimizing the imposition on the teacher by employing distancing style as apologies (for example, I am sorry), or expressions as: If you have chance to, would you please, etc.	15	26,8
b. Making the teacher feel good about him/herself by showing interest in the lesson with the use of statements of friendship, solidarity, and compliments.	41	73,2
Total	56	100

Question 10: Can you provide an example of politeness expressions you use when you email your teacher to negotiate tasks?

As shown in the tabulated results (Table 3.10), the majority of the respondents (N=29) has claimed that they employ the word *please* very frequently which is a *conventionally indirect strategy* that falls within negative politeness sub-strategies. Some students (N=20) consider the expression *dear Sir/Miss* as a way to be courteous. In this regard, the term *dear* signifies the use of *in-group identity markers strategy* which is a category of positive politeness strategies, while the terms *Sir/Miss* indicate that they favor *giving difference strategy* which is a sub-strategy in negative politeness. The rest of the students (N=7) did not provide any example which means that they do not consider using

politeness strategies at all when they negotiate tasks via email with their teachers. Consequently, the statistical results show that the students provide only few illustrations, hence; they ignore the numerous types of politeness strategies.

Table 3.10

Examples of Students' Used Polite Expressions

Option	Number	Percentage (%)
Dear Sir /Miss	20	35, 7
Please	29	51, 8
Did not provide any example	7	12, 5
Total	56	100

Question 11: While performing a speech act, which factor you think it may have an influence on the extent to which polite expressions are used? Select the most influential one.

(Please check the definitions associated with the options)

- a. Power
- b. Social distance
- c. Rank of the imposition
- d. Age
- e. Gender
- f. Social class
- g. Education
- h. Cultural background
- i. The context in which language takes place

The majority of the respondents (21, 4%) have considered the context in which language takes place as a major factor that has an impact on their employment of politeness strategies. It implies that speech situation controls their politeness usage, thus; they ought to explore polite speech production in EFL formal situations. In addition, ten students (17, 9%) have chosen social distance which indicates that they tend to be more polite with distant people or foreigners. Eight students (14, 3 %) selected cultural background which shows that they are taking into considerations the cultural norms when being polite as a particular norm may be acceptable in one culture and not in the other. Seven informants (12, 5%) have chosen age factor because the degree of politeness they show towards people differs according to their age.

The same portion (12, 5%) has confessed that gender differences may influence their level of politeness usage, that is, they are more polite with men over women or vice versa. Six students (10, 7%) selected power which implies that they tend to be more polite with people who are powerful than them. Only four participants (7,1%) applied politeness strategies depending on the high educational level of the other interlocutor. Social class obtained the low rank by one student (1, 8%), therefore; the degree of politeness they show to people of high social position is not quite different than with those who have low social rank in society. The same portion (1, 8%) has conceded that they consider rank of the imposition as the most influential factor, thus; they tend to be more polite if the act they are performing will cause an imposition on others.

Table 3.11*Factors that Influence the Level of Politeness*

Option	Number	Percentage (%)
a. Power	6	10,7
b. Social distance	10	17,9
c. Rank of the imposition	1	1,8
d. Age	7	12,5
e. Gender	7	12,5
f. Social class	1	1,8
g. Education	4	7,1
h. Cultural background	8	14,3
i. The context in which language takes place	12	21,4
Total	56	100

Question 12: Does the use of appropriate linguistic structures enhance student teacher's interactional relationship?

Yes

No

As it is observed in Table 3.12, the overall number of the respondents (N=56) acknowledged the importance of utilizing appropriate linguistic structures in enhancing student-teacher's interactional relationships. This indicates that these informants are experienced in using proper language to negotiate meanings effectively with their educators. Moreover, appropriate language employment reflects student's linguistic

competence which enables them to foster frequent student-teacher interaction and achieve their communicative goals.

Table 3.12

Employing Appropriate Linguistic Structures to Enhance Student-Teacher's Interaction

Option	Number	Percentage (%)
Yes	56	100
No	0	0
Total	56	100

Question 13: Does the inappropriate language use via email cause a misunderstanding with your EFL teachers?

Yes

No

The results displayed in Table 3.13 demonstrate that the majority of the informants (94,6%) confirmed the fact that inappropriate language use via email causes misunderstandings with their teachers. This implies that polite language in email conversation has a significant role. Additionally, as emails lack the verbal cues that may clarify misunderstandings; it is increasingly essential for the students to attain better comprehension of the linguistic features required to write an appropriate email. Only three students expressed their disagreement towards this item which denotes their disregard to the effect of inappropriate language use in emails.

Table 3.13*The Effect of Inappropriate Language Use in Emails*

Option	Number	Percentage (%)
Yes	53	94,6
No	3	5,4
Total	56	100

c. Section Three: Online Communication Practices

This section aims at enlightening perspectives about emails discussion competences and usage with respect to politeness strategies employment.

Question 14: Are emails useful tools to communicate among EFL students and teachers?

Yes

No

It is demonstrated in Table 3.14 that the majority of the students (N=45) approved the role of emails as a communicative tool outside EFL classroom. This reveals the usefulness of this medium in online academic context to offer opportunities for the students and teachers to converse away from classroom setting. However, the minority (N=11) disproved this fact which is explained as they encounter obstacles when emailing their teachers including the lack of basic knowledge to use emails effectively.

Table 3.14*Email Usefulness in EFL Classroom*

Option	Number	Percentage (%)
Yes	45	80,4
No	11	19,6
Total	56	100

Question 15: Please, justify your answer.

The majority of the subjects' (51,8%) answers about the usefulness of emails in EFL classroom revealed that teachers are eager to use emails for students professional development, which provides preliminary evidence that educators have positive attitude towards emails application over other online devices. Other informants (23,2%) claimed that emails' use enrich their vocabulary and empowered their linguistic and communicative competence. Besides, fourteen respondents (25%) did not justify their responses and this implies that they are reluctant towards email's use outside the EFL classroom (Table 3.15).

Table 3.15*Justifying Emails' Usefulness in EFL Classroom*

Option	Number	Percentage (%)
Useful by teachers unlike Facebook	29	51,8
To enrich students vocabulary	13	23,2
Did not justify their answers	14	25
Total	56	100

Question 3.16: Do your EFL teachers raise your awareness towards interacting via email?

Yes

No

As indicated in Table 3.16, the majority of the students (N=45) showed a negative attitude towards this item. This denotes that teachers do not offer comprehensive instructions of correct email practices and do not provide them with information regarding the required features for email interaction such as email netiquette. Therefore, as long as the students' awareness is not raised, language problems are more likely to occur. On the other hand, only a minority (N=11) confirmed this fact which means that just few instructors aimed at students' email literacy and interaction.

Table 3.16

Raising Students' Awareness towards Email Interaction

Option	Number	Percentage (%)
Yes	11	19,6
No	45	80,4
Total	56	100

Question 17: To what extent do you communicate with your teachers via emails?

Very Frequently

Frequently

Occasionally

Rarely

Very rarely

The obtained data revealed that the informants who picked up frequently (N=18) and very frequently (N=12) show the regular use of emails in EFL classroom. Some respondents (N=14) have opted for occasionally which indicates that they hesitate to get engaged in asynchronous communication. Others who rarely (N=4) or very rarely (N=8) communicate via email is probably to perform an urgent or a necessary task (Table 3.17).

Table 3.17

The Extent to which Students Email their Teachers

Option	Number	Percentage (%)
Very Frequently	12	21,4
Frequently	18	32,1
Occasionally	14	25
Rarely	4	7,1
Very rarely	8	14,3
Total	56	100

Question 18: Please, justify your answer.

The compiled arguments regarding the extent to which the students communicate with their educators via email are summarized as follows (Table 3.18).

- They use emails to send and receive written presentations or teachers assignments which implies that emails are an instructional option employed to accomplish class tasks (N=37).
- They stated that it is easy to communicate and effortlessly join their teachers via email better than in classroom setting as they are given limited opportunities due to the large group size and time constraints (N=15).

- They reported that email discussion is used to build a strong bond with their educators, hence; to attain teacher-student positive relationship (N=3).
- Only one respondent proclaimed that email use is a matter of obligation, thus; s/he ignores the pedagogical role of email discussion.

Table 3.18

Purpose behind Using Email in Outside EFL classroom

Option	Number	Percentage (%)
•Email is easy tool to use	15	26,8
•Email is used to exchange presentations or to receive teachers' assignments	37	66,1
•Emails are useful to establish good relation with teachers	3	5,4
•Students email their teachers only when they are obliged to.	1	1,8%
Total	56	100

Question 19: When addressing your teacher, do you use:

a. Direct Language

b. Indirect Language

(Please check the definitions associated with the options)

As shown in Table 3.17, the majority of the respondents (N=46) opted for the direct language which denotes their preferences to get straightforward to the point when addressing their teachers resulting in expressing high level of imposition and impoliteness.

However, the rest (N=10) of the subjects favored the indirect language leading to minimizing imposition on the teachers and being more courteous.

Table 3.19

Students Use of Direct and Indirect Language

Option	Number	Percentage (%)
Direct language	46	82,1
Indirect language	10	17,9
Total	56	100

Question 20: If yes, what are the direct /indirect terms or expressions that you use?

The majority of the respondents (N=53) did not justify their responses which presumes that they cannot distinguish between both types. Other students provided few illustrations that are summed up as follows:

- Two students declared that they make use of the term *sorry* which means they employ *apologizing* as part of indirect speech.
- Only one student tends to employ the term *could you* which indicates the use of negative politeness strategy namely *be conventionally indirect strategy*.

Table 3.20

Direct / Indirect Terms Used by The Students

Option	Number	Percentage (%)
• Could you	1	1,8
• Sorry	2	3,6
• Did not justify	53	94,6
Total	56	100

Question 21: Do your teachers complain about receiving informal emails?

Yes

No

A large number of the informants (N= 98,2%) have chosen *yes* as an answer which implies that roughly all teachers receive informal and inappropriate emails. Only one student denied the fact and this assumes that the teachers receive a limited number of formal emails.

Table 3.21

Teachers' Reception of Informal Emails

Option	Number	Percentage (%)
Yes	55	98,2
No	1	1,8
Total	56	100

Question 22: Please, justify your answer.

The students provided various arguments regarding the teachers' receipt of informal emails (Table 3.22). These are summed up as follows:

- They indicated that the teachers receive informal emails as the students do not follow email writing requirements (51,8%).
- They revealed that the students do not apply rules of formal email writing (39,3%).
- They stated that the teachers receive disrespectful answers reflecting the students impoliteness (3,6%).

- They declared that the students address the teachers the same manner they do with their friends, which implies that they disrespect the social distance between educators and students (3,6%).
- Only one respondent claimed that s/he utilizes emoticons that are considered informal when communicating with the teachers (1,8%).

Table 3.22*Informants' Justification of Teachers' Informal Emails Receipt*

Options	Number	Percentage (%)
• Students compose informal emails as they do not follow the requirements of email writing.	29	51,8
• Students do not apply the rules of appropriate emails writing.	22	39,3
• Teachers complain about disrespectful answers	2	3,6
• Students address the teachers as they do with their friends	2	3,6
• Students use of emoticons	1	1,8
Total	56	100

Question 23: To what extent do you think that students need to explore the politeness strategies to communicate properly via emails?

Very important

Important

Moderately Important

Slightly important

Not important

As shown in Table 3.23, the majority of the informants (N= 64,3%) and (N=28,6%) have opted for very important and important, respectively. This denotes that exploring politeness strategies has a fundamental role in proper email communication. Whilst, a minority (N=5,4%) and (N=1,8%) have selected moderately important and slightly important, respectively, which indicates that they pay less attention to realize smooth communication through email.

Table 3.23

The Importance of Exploring Politeness Strategies

Options	Number	Percentage (%)
Very important	36	64,3
Important	16	28,6
Moderately Important	3	5,4
Slightly important	1	1,8
Not important	0	0
Total	56	100

Question 24: What is the effect of email discussion on enhancing EFL learners' ability in using polite structures?

The compiled responses to this item are summarized as follows (Table 3.24):

- They revealed that email discussion decreases the amount of impolite structures, which means that through frequent email discussion students will distinguish between polite and impolite language (48,2%).

- They claimed that email communication offers the chance to learn more about formal speech which implies that it helps to discover formal expressions and terms especially in academic speech situations (46,4%).
- They declared that it enables to develop learners' email writing ability, which ensures the use of polite structures (5,3%).

Table 3.24

The Effect of Email Discussion on Enhancing Learners' Ability to Use Polite Structures

Options	Number	Percentage (%)
• To decrease the amount of impolite	27	48,2
• Structures		
• To learn more about formal speech	26	46,4
• To develop email writing	3	5,4
Total	56	100%

Question 25: If you have further recommendations or suggestions regarding the subject under investigation, please feel free to share.

The students (19,6%) provided some recommendations about the utilization of politeness strategies in email discussion. The answers are presented as follows (Table 3.25):

- They stated that it is a very interesting topic that have not been tackled before (17,9%).
- A student suggests that teachers should raise students' awareness on how they should use emails effectively (1,8%).

- They are interested in recognizing the application of politeness in email conversation.

Table 3.25*Further Suggestions and Recommendations*

Options	Number	Percentage (%)
• Interesting topic and a new one	10	17,9
• Teachers should raise students' Awareness about email communication	1	1,8
• Did not provide suggestions	45	80,4
Total	56	100

3.2.5. Students' Questionnaire Summary of Results

The collected data in the first section revealed that merely all the students consider their English level as advanced which provides further support to the considerable attention they should pay to accurate and intelligible language. The EFL learners are found to be mindful about the importance of learning language behaviors and TL culture as part of prompting polite language use. Additionally, the email tool has a potential role in teacher-student interaction demonstrating the practicality of this means to communicate in a professional setting.

The ongoing analysis of section two disclosed that the students desire to achieve the positive face mainly when they perform a speech act in an academic context that embodies their demand to be appreciated by their teachers. In terms of useful politeness strategies, EFL learners tend to employ bald on record and positive politeness strategies

which are ranked within the least polite strategies. However, more negative politeness strategies are anticipated in this type of relationships. Moreover, the key factor that controls students' level of politeness is the context in which language occurs and highlighting the need to explore polite speech production in formal situations. Also, the lack of accurate email writing caused misunderstandings with the teachers, which indicates the necessity to learn the features of polite language conversation.

The third section displayed students' agreement over the role played by emails as a communicative tool in EFL classrooms. Based on the former analysis, students prefer to address their educators by employing direct language that may result in FTA on teacher's face. Despite the fact that students and teachers' interaction occurs frequently, teachers did not offer a comprehensible account to enlarge students' understanding of correct email practices, in addition to neglecting the required email netiquette. Finally, teachers should raise students' awareness towards appropriate email' use to reduce informal email production and achieve successful communication.

3.3. Text Corpus Analysis

The application of text corpus analysis in the field of linguistics is used extensively for conducting inquiries to analyze language features. Sinclair (2005) defined corpus as “a collection of pieces of language text in electronic form, selected according to external criteria to represent, as far as possible, a language or language variety as a source of data for linguistic research” (p.16). Thus, the current study examines a collected set of emails written by the students to their teacher and that will be analyzed in terms of Brown and Levinson's (1987) Politeness model criteria.

3.3.1. Description of Text Corpus Analysis

Text corpus can be described as a collection of linguistic data gathered in written texts or recorded speech in order to be analyzed and describe language features. The text

corpus analysis is used to analyze the variation in specified words or sounds' use (Crystal, 1992, p.73), that is, to construe the presence or the absence of particular language features in written or recorded texts. According to McEnery and Wilson (1996), the required criteria that distinguishes a corpus from other types of text collections includes sampling, representativeness, finite size, machine readable form, and standard reference (p.21).

3.3.2. Aims of Text Corpus Analysis

The text corpus analysis approach is used in the current study to investigate the extent to which politeness strategies are used by the students in email discussion with their teacher. The text corpus analysis objectives are threefold:

- 1) To identify and illustrate the politeness strategies employed.
- 2) To examine such linguistic structures.
- 3) To investigate the quality of student-teacher interaction.

3.3.3. Administration of Text Corpus Analysis

The present study deals with a corpus of 24 written text emails randomly gathered from students who replied to previously delivered email instruction by their teacher centered on one theme (Appendix C). The text Corpus research was administered at the Department of English, University of 8 Mai 1945, Guelma, and took place during the first semester. Each participant was asked to answer the request as soon as possible. The students were solicited to express their opinions about the possibility to schedule make up sessions on Saturdays. The teacher's and students' personal information including email address has been deleted to ensure more confidentiality. The received emails varied in size from one to twelve sentences length.

3.3.4. Population and Sampling

A random sample of email messages is collected from the population of 56 Master One students. The participants were chosen to take part in text corpus research as they are

supposed to possess considerable language skills that allow them to engage in the communicative process easily compared to their counterparts at other levels. The students were aged between 22 and 28 years old and including both males and females. Only 24 written emails were received and analyzed to fulfill the goals of the text corpus study.

3.3.5. Findings

The compiled data (Appendix D) revealed that the politeness strategies mostly used by the students are grouped into positive and negative ones. In line with Brown and Levinson model (1987), the strategies are presented and accompanied with illustrations of the employed sub-strategies and language structures as demonstrated in Table 3.26.

Table 3.26

Citing Examples of Positive and Negative Politeness Strategies from Students Corpus

The Strategy	The Sub-strategy	Illustrations
Positive politeness	<ol style="list-style-type: none"> 1. Use in-group identity markers (address forms) 2. Seeking agreement 3. Exaggerate interest, approval, and sympathy 4. Give reasons 5. Be optimistic 6. Give gifts to the recipient 	<p>Dear</p> <p>I think it is a <i>good idea</i> ... Making schedule on Saturday in order to finish the program</p> <p>Good morning</p> <p>Good afternoon</p> <p>Good night (Establishing safe topic through greeting)</p> <p>I <i>really</i> hope to (be able to) come</p> <p>Because it suits both teachers and students</p> <p>Trust this message finds you in the best of circumstances / I hope you are fine</p> <p>I am looking forward to... / I appreciate your concern</p>

<p>Negative Politeness</p>	<p>1. Give deference</p> <p>2. Be conventionally indirect.</p> <p>3. Apologize (Beg forgiveness)</p> <p>4. Hedges</p> <p>5. Minimize the imposition</p>	<p>Sir</p> <p><i>Could you and would be</i></p> <p>I deeply <i>apologize</i></p> <p>Accept my sincere apologies</p> <p>I am <i>so sorry</i> for answering your email too late</p> <p><i>Sorry</i> Sir, I will not come</p> <p>If you can / I think</p> <p>A little hard</p>
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3.3.6. Text Corpus Analysis Summary of Results

The collected results revealed that the students employ extensively more positive politeness strategies than the negative ones as shown in Table 3.26. For instance, the use of in-group identity markers is adopted to express respect to the addressee and to minimize the FTA. *Seeking agreement* and *give reasons* sub-strategies are utilized due to the nature of the instructions provided by the teacher in which their agreement or disagreement is accompanied with reasons and justifications. Moreover, it is worth noting that the students seek to address the positive face of the teacher.

The negative politeness strategies are more appropriate in academic context, however; these forms are less frequent in students' emails. Most of these strategies are used to convey indirect disagreement for the teacher's request with more respectful and polite way as *apologizing* and *hedges* to avoid causing FTA and imposition on teachers' face.

Additionally, there are other observed elements that are not presented in the study results because these structures are neither positive nor negative politeness strategies. For example, the students tend to address the teacher with high level of imposition like in schedule *it* or using less polite expressions as *highly inappropriate*. Another interesting point is related to the length of emails that in some cases the students violate the quantity maxim either by saying more or less than it is required.

Conclusion

The retrieved data from students' questionnaire exhibits the recurrent use of emails as an interactive mode outside EFL classroom and disclosing more demand to explore politeness strategies in order to enhance their performances in the process of communication. On the one hand, teachers should raise the students' awareness towards email writing to minimize informal emails reception. On the other hand, the students should be mindful about the

suitable type of politeness to be applied in academic context. Interestingly, the questionnaire and the text corpus analysis' results show identical findings regarding the common use of positive politeness strategies in students' emails discussion as compared to the negative ones.

Pedagogical Implications

The primary concern of this study is to raise learners' awareness towards the essential politeness strategies for email writing, email netiquette, and formal email messages, along with increasing learners' efficient email communication. The utmost problematic areas for Master one students can be summarized in three major points. Firstly, they disregard the significance of indirect language use to address teachers. Secondly, they disrespect the social distance in teacher-student relationship by addressing their instructors with high level of imposition. Thirdly, they lack explicit standards to compose polite emails.

This finding has crucial implication in pointing students to adhere to indirect language in order to transmit their thoughts politely without embracement. Hence, to adopt negative politeness strategies, which are more suitable to deliver messages and negotiate tasks with teachers. Above all, they soften and mitigate the utterance to be highly polite while positive strategies are required in intimate relations that calls for less politeness. Ultimately, direct language in email text messages causes FTAs on teachers face as it is a form of asynchronous communication; thus, more possibilities for misunderstanding and wrong interpretation are elevated. In this respect, EFL students should select the proper politeness strategy for proper linguistic functions taking into account the various factors that may affect their level of politeness. Additionally, teachers should make learners mindful about the required formality in an academic email context.

In spite of the fact that EFL learners may sustain good relationship with their teachers, the social distance between teachers and students should highly be respected. Teachers being pleasant with the students does not give them the right to go beyond formality or to across the existed distance. Particularly, the use of emails required to have more educational purposes such as extending learners' exposure to the TL and make email a vital

environment to enhance their English writing skill, by authorizing the integration of email device in EFL classes in a more advantageous manner.

EFL teachers complain about impoliteness conveyed in students' emails; however, specific standards needed to compose an academic email are not yet provided explicitly to the students. Thus, email communication and formal email writing should be integrated as in online modules or append it in EFL writing syllabi. Furthermore, teachers should seriously consider clear guidelines and rules for polite email writing to be applied by students in academic emails communication and to acquaint the students with email netiquette and email literacy.

Recommendations for Further Research

It is recommended that further research should be undertaken in the following areas:

- Determining in depth description of each factor that may influence the extent of performing polite speech act.
- Assessing politeness produced by learners from various linguistic and cultural backgrounds.
- Observing the scope of research based on teachers' reactions towards impolite emails because the speaker and the hearer are the main agents for achieving effectual communication.
- Accounting for the grammatical errors, spelling mistakes, the varying lengths and even the inappropriate time of emails receipt by teachers.
- Providing corrective feedback of impolite emails and suggesting criteria of polite email writing.
- Conducting future studies using the same experimental set up to investigate the realization of politeness in learner-to-learner conversation.
- Analyzing politeness in emails sent out to different teachers around various topics.

Limitations of the Study

This research clearly has a number of potential shortfalls that should be considered.

- The limited scope of investigation is due to the small number of participants' sample that may not overgeneralize the results and which urges to test the hypotheses on larger groups and in all educational settings.
- Over half of the students' total number did not respond to the teacher's email which resulted in restricting the number of the email written corpus.
- Another limitation lies in time constraints which did not allow the researcher to make use of other data gathering tools as teachers' questionnaires to explore EFL teachers' views and practices regarding the application of politeness strategies by the students.
- The informants' low level of motivation in answering the questionnaire and the teachers' email limited our chances to collect more useful information.
- The parameters in SPSS program were set in French language before filling in the data, and when the statistical operation was accomplished and the final results were retrieved it was difficult to reset the system again in English as it requires to re-do the whole process, taking into considerations that the researcher is a beginner in using this software.

**GENERAL
CONCLUSION**

General Conclusion

The present study explored politeness strategies exploited in EFL students-teachers' interaction via email. In order to strictly measure the conversational style and the quality of the electronically communicated messages, Brown and Levinson's (1987) framework is used as a criterion. The core subject matter under discussion in this inquiry is how the students mitigate their utterances to express courtesy. In general, the findings are summarized in terms of positive and negative politeness strategies.

Students' questionnaire and text corpus analysis administered to N=56 students were designed to test the hypothesis and answer the posed research questions. According to the achieved results, the students tend to apply polite structures to a very small extent and they are not cognizant about the required strategies to write a proper email to their teachers. It is realized that roughly all teachers receive informal and inappropriate emails despite the fact that emails are fundamental tools which can be used to enhance teacher-student interaction.

It comes into sight that quantitative and qualitative analysis reveals analogous results. Students inclined to use more positive politeness strategies that involve high level of directness without taking into account their instructors' face by violating the expected level of politeness they are assumed to display, leading to imposition on their teachers and causes FTAs. By contrast, negative strategies that are more indirect and plausible to achieve fully courteous communication are rarely used, which highlight learners' disrespect to the teacher's high status and social distance. As aforementioned, language occurs in EFL setting is the major factor or the variable that may have an impact on the employed strategies which emphasizes the necessity to acquire more input about polite speech in academic speech situations.

Our investigation in this area seems likely to confirm the research hypothesis of the present study. It is asserted that students' unawareness about politeness strategies affects email discussion predominantly in EFL context. When the students are mindful about appropriate language use in email discussion this would prevent misapprehensions and accomplishing successful communication. This finding further supports the association between understanding the required email netiquette and correct email practices. Overall, the study grants a predominant argument that teachers should induce students' awareness about the significance of accounting for polite structures in email exchange, in addition to determining the importance of being email literate to compensate for the lack of verbal cues in non-face to face communication.

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APPENDICES

Appendix A

Students' Questionnaire

Exploring EFL Students' Perspectives about Politeness Strategies and the Types
Employed in Emails Discussion with Teachers

Dear student,

You are kindly invited to answer the following questionnaire that is a part of Master dissertation research. The questionnaire aims at figuring out your awareness towards the application of politeness strategies in emails' discussion with your EFL teachers. Additionally, the questionnaire will enable us to find out about the linguistic structures used when interacting and communicating in a non-face-to-face conversation. Your responses are going to be treated with great confidentiality and care.

Thank you in advance for your collaboration.

Ms. Benhamouda Hanane

Department of English

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2018

Section One: Personal Information

1. What is your gender?

Female Male

2. How old are you?

3. What is your English level?

Beginner Intermediate Advanced

4. As an EFL learner, do you try to learn language behaviors and culture of the target language?

Yes No

5. With whom do you interact usually via email in English?

Section Two: EFL Students' Use of Politeness Strategies

6. While performing a speech act, you would like to achieve:

a. Freedom of action

b. The desire to be appreciated and approved

7. Please, justify your answer.

8. Which among the following politeness strategies you prefer to employ when you interact with your teacher?

- a. Conveying straight forward the message, explicitly, and unambiguously
- b. Being friendly with your teacher
- c. Avoiding imposition
- d. Using indirect language in which one sentence has different interpretations such as the employment of metaphors.
- e. Do not engage in the communicative act at all

9. Suppose that you want to ask your teacher to repeat previously explained point, which strategy do you exploit for such purpose?

- a. Request based on minimizing the imposition on the teacher by employing distancing style as apologies (for example, I am sorry), or expressions as: if you have chance to, would you please, etc.
- b. Making the teacher feel good about him/herself by showing interest in the lesson with the use of statements of friendship, solidarity, and compliments.

10. Can you provide an example of politeness expressions you use when you email your teacher to negotiate tasks?

11. While performing a speech act, which factor you think it may have an influence on the extent to which polite expressions are used? Select the most influential one.

(Please check the definitions associated with the options)

- a. Power
- b. Social distance
- c. Rank of the imposition
- d. Age
- e. Gender
- f. Social class
- g. Education
- h. Cultural background
- i. The context in which language takes place

12. Does the use of appropriate linguistic structures enhance student-teacher's interactional relationship?

Yes

No

13. Does the inappropriate language use via email cause a misunderstanding with your EFL teachers?

Yes

No

Section Three: Online Communication Practices

14. Are emails useful tools to communicate among EFL students and teachers?

Yes

No

15. Please, justify your answer.

16. Do your EFL teachers raise your awareness towards interacting via email?

Yes No

17. To what extent do you communicate with your teachers via emails?

Very Frequently

Frequently

Occasionally

Rarely

Very rarely

18. Please, justify your answer.

.....

.....

.....

19. When addressing your teacher, do you use:

a. Direct Language

b. Indirect Language

(Please check the definitions associated with the options)

20. If yes, what are the direct /indirect terms or expressions that you use?

21. Do your teachers complain about receiving informal emails?

Yes No

22. Please, justify your answer.

23. To what extent do you think that students need to explore the politeness strategies to communicate properly via emails?

Very important

Important

Moderately Important

Slightly important

Not important

24. What is the effect of email discussion on enhancing EFL learners' ability in using polite structures?

.....
.....

25. If you have further recommendations or suggestions regarding the subject under investigation, please feel free to share.

Definitions of Important Keywords

Age: The degree of politeness you show towards people differs according to their age. That is to say, you can speak more or less politely depending on the age of the hearer, thus; you take into account whether he is young or old or in the same age.

Cultural background: Differences in the levels and mainly the types of politeness are related to cultural differences. You consider the cultural norms as a factor which determines your politeness usage because a specific norm is acceptable in one culture but not in another.

Direct language: The speaker goes directly to the point like using the imperative form (for example: repeat this point).

Education: Differences on applying politeness strategies depends on the educational level. For instance, you may show more politeness to university students with high educational level more than first grade students.

Gender: Gender differences influence your level of politeness. In a word, you will show politeness depending on the gender. For example, you are more polite with men than women or vice versa.

Indirect language: The speaker addresses the hearer indirectly as giving hints.

Power: You tend to be more polite with people who are powerful than you.

Rank of the imposition: You tend to be more polite if the act you are performing will cause an imposition on others.

Social class: The degree of politeness you show while speaking with people of high social position is not the same with those who have low social rank in society.

Social distance: You tend to be more polite with distant people (people you do not know or foreigners).

The context in which language takes place: the speech situation controls your politeness usage. You will use more polite speech in formal situations compared to informal ones.

Appendix B

SPSS Statistics

Effectifs

FREQUENCIES VARIABLES=x1 x2 x3 x4 x5 x6 x7 x8 x9 x10 x11 x12 x13 x14 x15 x16 x17
x18 x19 x20 x21 x22 x23 x24 x25
/ORDER=ANALYSIS.

Tableau de fréquences

Question 1: What is your gender?

Female Male

	Effectifs	Pourcentage	Pourcentage valide	Pourcentage cumulé
Fe	50	89,3	89,3	89,3
Valide Male	6	10,7	10,7	100,0
Total	56	100,0	100,0	

Question 2: How old are you?

	Effectifs	Pourcentage	Pourcentage valide	Pourcentage cumulé
22	24	42,9	42,9	42,9
23	26	46,4	46,4	89,3
24	3	5,4	5,4	94,6
25	2	3,6	3,6	98,2
28	1	1,8	1,8	100,0
Total	56	100,0	100,0	

Question 3: What is your English level?

Beginner Intermediate Advanced

	Effectifs	Pourcentage	Pourcentage valide	Pourcentage cumulé
Valide	Beginner	1	1,8	1,8
	Intermediate	14	25,0	26,8
	Advanced	41	73,2	100,0
	Total	56	100,0	100,0

Question 4: As an EFL learner, do you try to learn language behaviors and culture of the target language?

	Effectifs	Pourcentage	Pourcentage valide	Pourcentage cumulé
Valide	Yes	46	82,1	82,1
	No	10	17,9	100,0
	Total	56	100,0	100,0

Question 5: With whom do you interact usually via email in English?

	Effectifs	Pourcentage	Pourcentage valide	Pourcentage cumulé
Valide	Teachers	43	76,8	96,4
	Friends	11	19,6	19,6
	Do not use it at all	2	3,6	100,0
	Total	56	100,0	100,0

Question 6: While performing a speech act, you would like to achieve

a. Freedom of action

b. The desire to be appreciated and approved?

	Effectifs	Pourcentage	Pourcentage valide	Pourcentage cumulé
Freedom of action	24	42,9	42,9	42,9
The desire to be appreciated and approved	32	57,1	57,1	100,0
Total	56	100,0	100,0	

Question 7: Please, justify your answer.

	Effectifs	Pourcentage	Pourcentage valide	Pourcentage cumulé
Student stated that they do like neither to be imposed by others nor to impose on people	11	19,6	19,6	19,6
Others claimed that they have the desire to feel free	39	69,6	69,6	89,3
Students declared that when people appreciate their works they feel that they are successful.	6	10,7	10,7	100,0
Total	56	100,0	100,0	

Question 8: Which among the following politeness strategies you prefer to employ when you interact with your teacher?

- a. Conveying straight forward the message, explicitly, and unambiguously
- b. Being friendly with your teacher
- c. Avoiding imposition
- d. Using indirect language in which one sentence has different interpretations such as the employment of metaphors.
- e. Do not engage in the communicative act at all

	Effectifs	Pourcentage	Pourcentage valide	Pourcentage cumulé
a. conveying straight forward the message, explicitly, and unambiguously	31	55,4	55,4	55,4
b. Being friendly with your teacher	16	28,6	28,6	83,9
c. Avoiding imposition	2	3,6	3,6	87,5
d. Using indirect language in which one sentence has different interpretations such as the employment of metaphors.	1	1,8	1,8	89,3
e. Do not engage in the communicative act at all	6	10,7	10,7	100,0
Total	56	100,0	100,0	

Valide

Question 9: Suppose that you want to ask your teacher to repeat previously explained point, which strategy do you exploit for such purpose?

a. Request based on minimizing the imposition on the teacher by employing distancing style as apologies (for example, I am sorry), or expressions as: if you have chance to, would you please, etc.

b. Making the teacher feel good about him/herself by showing interest in the lesson with the use of statements of friendship, solidarity, and compliments.

	Effectifs	Pourcentage	Pourcentage valide	Pourcentage cumulé
a. Request based on minimizing the imposition on the teacher by employing distancing style as apologies (for example, I am sorry), or expressions as: if you have chance to, would you please, etc.	15	26,8	26,8	26,8
b. Making the teacher feel good about him/herself by showing interest in the lesson with the use of statements of friendship, solidarity, and compliments.	41	73,2	73,2	100,0
Total	56	100,0	100,0	

Question 10: Can you provide an example of politeness expressions you use when you email your teacher to negotiate tasks?

	Effectifs	Pourcentage	Pourcentage valide	Pourcentage cumulé
Dear sir / Miss	20	35,7	35,7	35,7
Please	29	51,8	51,8	87,5
Valide Did not provide any example	7	12,5	12,5	100,0
Total	56	100,0	100,0	

Question 11: While performing a speech act, which factor you think it may have an influence on the extent to which polite expressions are used? Select the most influential one.

(Please check the definitions associated with the options)

- a. Power
- b. Social distance
- c. Rank of the imposition
- d. Age
- e. Gender
- f. Social class
- g. Education
- h. Cultural background
- i. The context in which language takes place

	Effectifs	Pourcentage	Pourcentage valide	Pourcentage cumulé
a. Power	6	10,7	10,7	10,7
b. Social distance	10	17,9	17,9	28,6
c. Rank of the imposition	1	1,8	1,8	30,4
d. Age	7	12,5	12,5	42,9
e. Gende	7	12,5	12,5	55,4
Valide f. Social class	1	1,8	1,8	57,1
g. Education	4	7,1	7,1	64,3
h. Cultural background	8	14,3	14,3	78,6
i. The context in which language takes place	12	21,4	21,4	100,0
Total	56	100,0	100,0	

Question 12: Does the use of appropriate linguistic structures enhance student teacher's interactional relationship?

Yes

No

	Effectifs	Pourcentage	Pourcentage valide	Pourcentage cumulé
Valide Yes	56	100,0	100,0	100,0

Question 13: Does the inappropriate language use via email cause a misunderstanding with your EFL teachers?

Yes

No

	Effectifs	Pourcentage	Pourcentage valide	Pourcentage cumulé
Yes	53	94,6	94,6	94,6
Valide No	3	5,4	5,4	100,0
Total	56	100,0	100,0	

Question 14: Are emails useful tools to communicate among EFL students and teachers?

Yes

No

	Effectifs	Pourcentage	Pourcentage valide	Pourcentage cumulé
Yes	45	80,4	80,4	80,4
Valide No	11	19,6	19,6	100,0
Total	56	100,0	100,0	

Question 15: Please, justify your answer

	Effectifs	Pourcentage	Pourcentage valide	Pourcentage cumulé
Did not justify their answers	14	25,0	25,0	25,0
Useful by teachers unlike Facebook	29	51,8	51,8	76,8
To enrich students vocabulary	13	23,2	23,2	100,0
Total	56	100,0	100,0	

Question 16: Do your EFL teachers raise your awareness towards interacting via email?

Yes

No

	Effectifs	Pourcentage	Pourcentage valide	Pourcentage cumulé
No	45	80,4	80,4	80,4
Valide Yes	11	19,6	19,6	100,0
Total	56	100,0	100,0	

Question 17: To what extent do you communicate with your teachers via emails?

- Very Frequently
- Frequently
- Occasionally
- Rarely
- Very rarely

	Effectifs	Pourcentage	Pourcentage valide	Pourcentage cumulé
Very Frequently	12	21,4	21,4	21,4
Frequently	14	25,0	25,0	46,4
Occasionally	18	32,1	32,1	78,6
Frequently	4	7,1	7,1	85,7
Rarely	8	14,3	14,3	100,0
Very rarely				
Total	56	100,0	100,0	

Question 18: Please, justify your answer.

	Effectifs	Pourcentage	Pourcentage valide	Pourcentage cumulé
It is easy to communicate and effortlessly join their teachers via email	15	26,8	26,8	26,8
Students use emails to send and receive written presentations or teachers	37	66,1	66,1	92,9
Valid assignments				
Emails are useful to establish good relation with teachers	3	5,4	5,4	98,2
Email use is a matter of obligation,	1	1,8	1,8	100,0
Total	56	100,0	100,0	

Question 19: When addressing your teacher, do you use:

a. Direct Language

b. Indirect Language

	Effectifs	Pourcentage	Pourcentage valide	Pourcentage cumulé
a. Direct Language	46	82,1	82,1	82,1
b. Indirect Language	10	17,9	17,9	100,0
Total	56	100,0	100,0	

Question 20: If yes, what are the direct /indirect terms or expressions that you use?

	Effectifs	Pourcentage	Pourcentage valide	Pourcentage cumulé
Could you	1	1,8	1,8	1,8
Sorry	2	3,6	3,6	5,4
Did not justify	53	94,6	94,6	100,0
Total	56	100,0	100,0	

Question 21: Do your teachers complain about receiving informal emails?

Yes

No

	Effectifs	Pourcentage	Pourcentage valide	Pourcentage cumulé
Yes	55	98,2	98,2	98,2
No	1	1,8	1,8	100,0
Total	56	100,0	100,0	

Question 22: Please, justify your answer.

	Effectifs	Pourcentage	Pourcentage valide	Pourcentage cumulé
Valide	Most of students emails are informal and they are not following steps of email writing	29	51,8	51,8
	Students do not apply the rules of formal email writing	22	39,3	91,1
	Teachers receive disrespectful answers	2	3,6	94,6
	Students address the teachers the same manner they do with their friends	2	3,6	98,2
	Students misuse of emoticons	1	1,8	100,0
	Total	56	100,0	100,0

Question 23: To what extent do you think that students need to explore the politeness strategies to communicate properly via emails?

	Effectifs	Pourcentage	Pourcentage valide	Pourcentage cumulé
Valide	Very important	36	64,3	64,3
	Important	16	28,6	92,9
	Moderately Important	3	5,4	98,2
	Slightly important	1	1,8	100,0
	Total	56	100,0	100,0

Question 24: What is the effect of email discussion on enhancing EFL learners' ability in using polite structures?

	Effectifs	Pourcentage	Pourcentage valide	Pourcentage cumulé
To decrease the amount of impolite Structures	27	48,2	48,2	48,2
To learn more about Valide formal speech	26	46,4	46,4	94,6
To develop email writing	3	5,4	5,4	100,0
Total	56	100,0	100,0	

Question 25: If you have further recommendations or suggestions regarding the subject under investigation, please feel free to share.

	Effectifs	Pourcentage	Pourcentage valide	Pourcentage cumulé
Interesting topic and new one	10	17,9	17,9	17,9
Teachers should raise students' awareness about email communication	1	1,8	1,8	19,6
Did not provide suggestion or recommendations	45	80,4	80,4	100,0
Total	56	100,0	100,0	

Appendix C

Theme of Email Discussion

The Subject: Asking about the possibility to schedule make up sessions on Saturdays.

Dear all,

I wish this email finds you well. I am wondering if we can schedule some make up sessions in the future to be able to finish the syllabus on time. I believe that Saturday suits all of us. I am not imposing but rather suggesting and be aware that your opinion matters and will be taken into consideration. In order to give the chance to everyone to speak up honestly and freely, I would appreciate your feedback via email as soon as possible. I am looking forward to hear from you.

Appendix D

Students' Emails Screenshots

Screenshot 01

Sent: Saturday, March 10, 2018, 11:00:42 AM GMT+1

Subject: Re: Saturday make up sessions

Assalamualaikum Sir ,

Concerning the make up session on Saturday , frankly it would be a little hard to make it possible , because of the tight schedule that we have this year. And also because of the amount of preparation of presentations, quizzes , and homeworks that must be done by weekend , so one free day wouldn't be enough to make all the work by time , I am sorry to inform you that Saturday make sessions may be possible to be scheduled .

Kind regards.

On Mar 9, 2018 10:56,

Screenshot 02

Sent: Thursday, March 8, 2018, 9:54:46 PM GMT+1
Subject: Re: Good evening sir i am from group

Dear Mr. ,

I would appreciate to reply to your request. Personally, having make up sessions on saturdays suits me since it is for our own good as learners. I do not have anything to do on saturdays, so i would be glad to be present in your class on those days.

Yours sincerely,

Screenshot 03

Sent: Thursday, March 8, 2018, 9:12:51 PM GMT+1
Subject: Asking about the possibility to schedule make up sessions on Saturdays .

Dear Mr. .

I would appreciate the chance to talk with you about your request. Personally, I am greatly interrested to be present on the weekend due to the fact that I do not have any work on that day. I would be gladly available every saturday to finish our syllabus on time.

Yours sincerely,

Screenshot 04

Sent: Thursday, March 8, 2018, 7:31:14 PM GMT+1

Subject: Re:

Dear sir,

I hope you are doing well. With all my respect for your suggestion, sir, but for me it is not a good option for us, especially for those who live away from Guelma. In addition to the fact that, the weekend is our only chance to spend more time with family and to revise our lessons. I hope that my feedback will help to make your final decision.

Kind regards,

Sent: Thursday, March 8, 2018, 4:45:10 PM GMT+1

Subject: Re: Master 1 ,group .

Good afternoon Sir,

I have no problem with your suggestions for planing a make up sessions on Saturdays .Have a nice day sir .

Thank you in advance.

Le 6 mars 2018 22:47, "

"

Screenshot 05

Screenshot 06

Sent: Wednesday, March 7, 2018,
10:23:18 PM GMT+1

Subject: Re:

Dear sir,

Sorry but unfortunately most student who leave far away refuse this idea we have another session on Wednesday from 8-11 if this suit you of course.

master one group

Screenshot 07

Sent: Wednesday, March 7, 2018, 8:56:26
PM GMT+1

Subject: Re:

Dear sir ,

I agree that we should finish the syllabus, but i am sorry i do not think that saturday is the appropriate solution . It will be quite difficult to study from saturday till thursday. I hope you choose the right decision for every one.

Kind regards!

Le 2018 Mars 6 22:38, "

"

Sent: Wednesday, March 7, 2018,
7:45:04 PM GMT+1

Subject: Re:a student's opinion.

Screenshot 08

Dear sir

Good evening. I hope that you are fine.

I am . G .concerning
your suggestion about the make up
session. I have to inform you that, as a
student who lives outside guelma, it is
hard for me to come on Saturday. Hope
you understand our situation, but the
final word still yours and it will be
highly respected.

Best regards

Sent: Wednesday, March 7, 2018,
12:24:30 PM GMT+1

Subject: Re:

Dear Mr. ,

I just have read your email about if there is a possibility to plan some make up sessions on Saturdays. So, I am so sorry to inform you that I am occupied on Saturdays, because I am usually working on my holidays and week-ends.

Yours sincerely,

On 6 Mar 2018 22:29, "

Screenshot 09

Screenshot 10

Sent: Wednesday, March 7, 2018, 9:33:41 AM GMT+1
Subject: Re:

Dear Sir,
I am sorry but I have to tell you that planning a make up session on Saturday is not suitable at all especially for those students who live far away and the weekend is their only chance to get back home. I think it would be better if we plan it on Wednesday in our French session from 9.30-11.00 because we do not have a teacher yet. If you do not have a class at the previously mentioned time, it would be a good solution for all of us. I hope this feedback would help you.

I am looking forward to hearing your final decision.

Kind regards,

Screenshot 11

Sent: Wednesday, March 7, 2018, 8:44:16 AM GMT+1
Subject: Re:

Dear Mr ,

I do not have a problem.

Best regards,

Le 6 mars 2018 10:44 PM, "
"

Screenshot 12

Sent: Tuesday, March 6, 2018, 11:08:40 PM GMT+1

Subject: Re: Salam alikom

Salam alikom

Trust this message finds you in the best of circumstances ,I'm sorry to tell you that but it's really impossible for me to attend sessions on Saturdays I have priorities to be done in addition it's the only day off ,all the week's days job/studies.

Best regards and distinguished salutations

Le 6 mars 2018 22:30, "

"

Sent: Wednesday, March 7, 2018,
8:27:20 AM GMT+1

Subject: Re:

Dear Sir

Honestly, the suggestion to make make up sessions on Saturday it is not appropriate at all because i could not come to university in the weekend because of family things. You can choose any time to schedule this session during the week.

On Tue, 6 Mar 2018 22:46

Screenshot 13

Sent: Wednesday, March 7, 2018,
2:20:48 AM GMT+1

Subject: Re: Reply to e-mail

Dear Sir ,

I would Thank you for sending me the e-mail,I am writing to reply to your e-mail concerning making schedule on saturday in order to finish the program. I think it is a good idea because it suits both teachers and students to manage their time also help teachers reduce hours of teaching in the week.

I wish that i reply to your e-mail on time.

Best regards

Thank you

Screenshot 14

Screenshot 15

Sent: Tuesday, March 6, 2018, 11:51:29 PM GMT+1

Subject: Re:

Dear Mr.

I am sorry to inform you that it is impossible for me to be present on the weekend due to the fact that i work on that day precisely. Please accept my sincere appology.

Yours sincerely

On Tue, 6 Mar 2018, 23:30

Screenshot 16

Sent: Tuesday, March 6, 2018, 11:04:51 PM GMT+1

Subject: Re:

Salam Alaykom

Sorry Sir, I will not come.

Thank you.

Sent: Tuesday, March 6, 2018, 11:13:49 PM GMT+1

Subject: Re:

Good evening Sir ;

I am so sorry for answering your e-mail late at night , I hope I am not annoying you Sir . I want to say that I have no problem with having Saturday's make-up sessions if it is acceptable for the majority of the group , but I might be absent for the two coming Saturday's - I have to go to Setif for applying for a Job interview

Thank you for your understanding Sir .

Screenshot 17

Screenshot 18

Subject: Re:

Salam sir,

First, I confirm the reception of your email.

Concerning make up session , there is a problem because saturday we study from 9:30 to 2 , then we have a lunch break and we finish at 5 .

Our best option will be on thursday, since we finish at 11 or tuesday.

Good night sir and i apologize for sending the email at this time .

Screenshot 19

Sent: Tuesday, March 6, 2018, 10:43:46 PM GMT+1

Subject: Re: Re: Would you write a few sentences here in relply

Good evening SIR

In regards of the make up session i'm fine with it , the issue is that on saturdays i work and i can't skip .with all due respect i really can not attend at days like that .thank you for giving us chance to give our opinions

Good night

On 6 Mar 2018 22:22, "

"

Envoyé : Jeu., Mars 15, 2018 à
13:44

Objet : Re:
Master 1 Group

Dear sir,

I deeply apologise for the late reply. As for your suggestion, I believe it is highly inappropriate to expect learners to give up their only time to rest for the sake of a make up session.

Klind regards!

On Tue, Mar 6, 2018 at 10:40 PM,

Screenshot 20

Screenshot 21

Envoyé : Jeu., Mars 15, 2018 à 8:38

Objet : Re:

Dear Sir,

I appreciate your concern about our opinion. I really hope to come, yet it is not possible because of the transportation. However, if you can schedule it during the week, it would be better for me.

All my respect.

On 6 March 2018 at 22:42,

Screenshot 22

Envoyé : Sam., Mars 17, 2018 à 17:42

Objet : Re: Re :the feedback

Dear Sir,

I think it is fine, and the most appropriate time since our schedule is full. I am looking forward for your final decision.

Thanks in advance .

Screenshot 23

Envoyé : Lun., Mars 19, 2018 à
14:34

Objet : Choosing an appropriate
date for a make up session

Dear Mr

Sorry for being late to answer
because i am so far from the world
of email

Of course your are free to choose
any date to do a make up session
and monday is the appropriate
day.

Best regards

Screenshot 24

Subject: Re:

Good morning Sir,

It is good idea but there are other
students who live far from Guelma, and
they cannot attend make up sessions
on Saturday .I think it would be better if
we can schedule it in another day.

All my respect.

Résumé

La présente mémoire étudie les stratégies de politesse utilisées dans les discussions par e-mail entre les étudiants et les enseignants. L'application e-mail est largement adoptée dans le secteur de l'éducation qui suscite l'intérêt de comprendre les caractéristiques linguistiques nécessaires pour effectuer la rédaction d'un e-mail poli. Initialement, ce travail se tente d'extraire le type de stratégies de politesse utilise que les apprenants de la langue étrangère Anglais s'engagent à envoyer par e-mail à leurs enseignants. En outre, la recherche vise à sensibiliser les étudiants à l'utilisation de stratégies de politesse lorsqu'ils s'adressent à leurs enseignants de manière plus formelle. Compte tenue de ces éléments, la recherche actuelle fait usage d'une approche descriptive qui comprend des outils quantitatifs et qualitatifs. Pour atteindre cet objectif, un questionnaire a été adressé aux étudiants Master 1 (N=56), au département d'Anglais, à l'Université 8 Mai 1945, Guelma. De plus, les e-mails écrits par les étudiants (N=24) à leurs enseignants ont été analysés avec l'approche d'analyse de corpus de texte. A cet égard, les données compilées confirment l'hypothèse selon laquelle les étudiants se sont inconscience de l'utilisation des stratégies de politesse affecte la discussion par e-mail avec leurs enseignants. Les résultats ont révélé que les étudiants utilisent régulièrement des stratégies de politesse positives qui sont moins respectueuses, en plus de mettre en œuvre un langage direct qui exprime un haut niveau d'imposition et d'impolitesse résultant en des e-mails informels.

Mots Clés : Stratégies de politesse, e-mail, interaction étudiants-enseignants.

ملخص

تتناول هذه الأطروحة استراتيجيات التهذيب المستخدمة في المحادثات عبر البريد الإلكتروني بين الطلاب والأساتذة. يتم اعتماد تطبيق البريد الإلكتروني على نطاق واسع في قطاع التعليم مما يثير الاهتمام بفهم الخصائص اللغوية المطلوبة لكتابة رسالة مهذبة عبر البريد الإلكتروني. في البداية، يسعى هذا العمل لاستخراج نوع استراتيجيات التهذيب والتي يتخذها طلاب اللغة الأجنبية الإنجليزية لمراسلة أساتذتهم عبر البريد الإلكتروني. بالإضافة إلى ذلك، يهدف البحث إلى زيادة وعي الطلاب تجاه استخدام استراتيجيات التهذيب عند مراسلة أساتذتهم بطريقة أكثر رسمية. على هذا الأساس، تستخدم الأبحاث الحالية نهجًا وصفيًا يشتمل على عناصر كمية ونوعية. لتحقيق هذا الهدف، تم توجيه استبيان لطلاب ماستر 1 (عدد = 56)، بقسم اللغة الإنجليزية، بجامعة 8 ماي 1945، قالمة. علاوة على ذلك، تم تحليل رسائل البريد الإلكتروني التي كتبها الطلاب (عدد = 24) لأساتذتهم باعتماد مقارنة تحليل مجموعة نصية. وفي هذا الصدد، تؤكد البيانات المجموعة الفرضية المتضمنة: إن لا وعي الطلاب في استخدام استراتيجيات التهذيب تؤثر على محادثات البريد الإلكتروني مع أساتذتهم. وأظهرت النتائج أن الطلاب يستخدمون بانتظام استراتيجيات التهذيب الإيجابية الأقل احترامًا. بالإضافة إلى تنفيذ لغة مباشرة تعبر عن مستوى عال من التكليف والفضافة أدت إلى رسائل بريد إلكتروني غير رسمية

الكلمات المفتاحية: استراتيجيات التهذيب، محادثة عبر البريد الإلكتروني، تفاعل بين الطلاب والأساتذة