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**Probing EFL Students' and Teachers'  
Perceptions of Contrastive Rhetoric in the cross-  
cultural communication of E-mail writing  
(requestives)  
The case of Teachers and Master II students of English at M'sila  
University**

Dissertation Submitted to the Department of English in partial fulfilment of the  
Requirements for the Degree of Master

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### **Dedication**

To my beloved father and mother, who believed in me, and always telling me to climb higher  
and to do my very best.

To my dear elder brother, Ammar, for his endless support, help, and care. Also to his wife,  
Nessma, for her encouragement.

To my dearest brothers: Farhat, Ziad, and Sohib for their moral support.

To my precious sisters: Faiza, Hadda, and Sara for sharing me all my troubles, and for their  
help and support.

To all my relatives

To my dear: BENSALLEM Malika

To all my friends and colleagues

*Hanane*

This work is dedicated to my beloved parents for their unconditional love and sacrifices.

To my brother and sister

To my thoughtful and charming friends: BOUABDALLAH Meryem, and AGGOUNE  
Hanane.

To everyone who gave hands to support me.

*Malika*

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### Abstract

Despite the potential use of e-mails, especially requestives, students of English as a Foreign Language fail to frame appropriate e-mails. This may stem in a lack of Contrastive Rhetoric awareness and instruction. Accordingly, this study investigates students' and teachers' perception of CR in writing requestives. This study rational is to raise awareness in the end of improving students' e-mail writings to meet the rhetorical conventions of requestives in particular. To bring about these objectives, this study targets 40 Master students and 07 teachers of English as a sample, and adopts a mixed method approach to data accumulation and analysis; it uses both qualitative and quantitative methods to generate findings. It also adopts an exploratory mixed method design as a convenient blueprint to carry out this investigation. Three research instruments, an online questionnaire, a structured interview, and a text corpus analysis, were designed and utilized to probe the participants' perceptions as well as to have insights into students' e-mails. The findings demonstrated that EFL students held low awareness levels of CR; they also showed misperceptions to conceive appropriate requestives in conformity with the netiquettes, conventions, and politeness strategies of writing e-mails. In addition, teachers at the Department of English of M'sila University did not offer a comprehensive account to instruct their students in CR, and to understand the rhetoric of L2 writing e-mails. Consequently, some pedagogical recommendations for writing effective e-mails have been suggested.

**Key words:** Contrastive Rhetoric, Cross-cultural communication, E-mail, Perceptions, Requestives .

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## List of abbreviations

**CMC:** Computer -Mediated Communication

**CR:** Contrastive Rhetoric

**EAP:** English for Academic Purposes

**EFL:** English as a Foreign Language

**ESL:** English as a Second Language

**ESOL:** English as a Second Language Contexts

**ESP:** English for Specific Purposes

**L1:** First Language

**L2:** Second language

**N:** Number of participants

**N°:** Number

**NNSs:** Non Native Speakers

**Q:** Question

**T:** Teacher

**TL:** Target Language

**%:** Percentage

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# **General Introduction**

## 1. Background of Study

Information and Communication Technologies have a profound effect on all aspects of language use, especially in written communication ( Warschauer, 2007, P.907) .One form of communication that has become the most prevalent is E-mail communication (Eslami, 2013; Waldvoege, 2005). E-mails have great potential in facilitating academic writing, since E-mail is one of the most prominent media of communication in public and private institutions (Economidou-Kogetsidis, 2011). People may use e-mails for different purposes: request, apology, complaint, invitation, refusal, etc. However, using e-mails for request has been one of the most researched aspects among other speech acts (Balman et al., 2020) .EFL students, while writing e-mails, may prioritize writing problems in syntax, lexis and discourse aspects. They neglect the problem of their native language and culture interference in written English. This happens because of their ignorance of the rhetorical conventions of the target language, as well as pragmatic strategies to foster successful communication. . In fact, this problem is a major area of interest within the field of Contrastive Rhetoric study.

Contrastive Rhetoric as a research field came into existence with Robert Kaplan's 1966 study. In 1966, Robert Kaplan published his seminal paper "Cultural Thought Patterns in Intercultural Education," Influenced by the weak version of the Sapir-Whorf hypothesis that "language influences thought," Kaplan put forward his idea based on three main assumptions: speech and writing are cultural phenomena; each language has a set of writing conventions unique to it; Linguistic and rhetorical conventions of a first language interfere with writing in a second language (Grabe & Kaplan 1989;Kaplan1966,1974,1989). He described and investigated the several patterns of writing found in international student's essays .His objective was to circumvent the impediments in teaching students how to control the English sentence, did not always achieve acceptable extended texts.

Due to the numerous research results and criticisms, Contrastive Rhetoric has found new focusing and developments in recognising more genres with specific textual needs, raising knowledge of the social contexts of writing, and in following regularly for other conceptual modal that takes a more critical ways of seeing things of the field (Connor, Nagelhout, & Rozycki, 2008 as cited in Marquez, 2016). Recently ,within the last twenty years , that the trend in Contrastive Rhetoric has come to combine features of the approaches that focus on genre analysis, ethnography, and corpus linguistics ( Connor as cited in Kaplan, 2010). The

significance for Contrastive Rhetoric is that writing and language are culturally based. This empowers teachers by providing them with the explicit awareness of differences in writing in different languages.

The increasing interest in e-mail communication has produced studies, which have looked at e-mails as texts, focusing on their linguistic and rhetorical elements. In the academic context, the use of e-mail in student-lecturer interactions has become increasingly popular over the last twenty years. Students' knowledge, experiences and perceptions about the sociolinguistic and pragmatic features of writing e-mails in English are the most significant factors, which leads to write effective academic e-mails.

According to Economidou-Kogetsidis (2011), students are encouraged to use e-mail in their exchanges. In this sense, "student faculty interactions at the university level have undergone a shift from face-to-face office hour consultations /.../ to more and more 'cyber-consultations' between students and faculty" (Biesenbach-Lucas, 2006, p. 81). Especially in first-contact e-mails sent by students requesting feedback, advice or tutorship, the need to use specific politeness formulae so as not to threaten the recipient's face is evident (Brown & Levinson, 1987).

According to Brown and Levinson (1987), people use certain politeness strategies to enhance face between themselves and their interlocutors. Yet, the underlying processes of e-mail communication may be poorly understood, especially as far as politeness is concerned. Students may also face additional difficulties when writing e-mails due to their limited pragmalinguistic competence (e.g., the ability to use language to express appropriate utterances), which may result in perceived impoliteness or offence on the lecturer's part. According to Lan (2000), being non-native speaker is one of the factors, which may affect the formality of written e-mails.

Many studies (Baron 2000, 2002; Collot & Belmore, 1996; Crystal 2001; Gains, 1999; Gimenez, 2000) have provided detailed descriptions of the nature and features of the language of e-mail. Gains (1999) focuses on generic features such as subjects, closings, openings, as well as linguistic features like compression, abbreviations, omissions and register in business e-mails. Gimenez (2000) also analysed the textual features of business e-mails.

There are many studies investigated their researches based on Contrastive Rhetoric and E-mail studies. Most studies have investigated a Contrastive Rhetoric comparative study, for

example, Xing and Wang (2008) study, raising students' awareness of cross-cultural Contrastive Rhetoric English Writing via E-learning course, was based on a comparison of Chinese and English Rhetoric in academic writing. Many other studies have investigated a comparative study about the generic features of native and non-native writing of business e-mails, for example , Mehrpour and Mehezad (2013) study, A Comparative Genre Analysis of English Business E-mails Written by Iranians and Native English Speakers .Moreover, Some other studies focused their interest on the netiquette and polite requestive strategies of e-mail communication , for example, Danielewicz-Betz ( 2013) study, (Mis)use of e-mail in student–faculty interaction: Implications for university instruction in Germany, Saudi Arabia, and Japan, was to determine whether and to what degree the use of pragmatic markers by students is congruent with the English netiquette in this specific domain. In fact, there are a huge studies with different aims, in which their core topic is Contrastive Rhetoric and E-mail communication.

Although extensive research has been carried out on Contrastive Rhetoric and e-mails, no single study has existed to examine EFL Students' as well as teachers' perceptions about rhetorical communication of writing e-mails in the Algerian context. Moreover, most of researches on the subject have been restricted to limited comparisons on the Contrastive Rhetoric of native and non-native students writing business e-mails. In addition, a few studies have investigated their researches on the rhetorical conventions of writing e-mails in the academic context rather than the occupational context.

The current investigation is framed within the University Academic Context, in which this study seeks to examine the perceptions of EFL students as well teachers at M'sila University towards rhetorical communication of writing e-mails. The aim is to reveal whether the rhetorical communication of writing e-mails in English, mainly writing requestive e-mails, is adequately understood by EFL students and teachers in order to raise their awareness about the field of Contrastive Rhetoric and its importance in the academic context.

## **2. Statement of the Problem**

E-mails are one of the organized forms and mediated modes of communication, which become part of the daily routine in general, and part of the academic context in specific (Hawisher & Moran, 1993). EFL students, while employing E-mails to interact with their teachers, may fall in the trap of culture interference and their native language in written English. As a result, their E-mails may possibly be of some inappropriateness and informality. This issue

may be attributed to the lack of knowledge of Contrastive Rhetoric studies. Contrastive Rhetoric, started by Robert Kaplan (1966), “is an area of research in second language acquisition that identifies problems in composition encountered by second language writers and, by referring to the rhetorical strategies of the first language, attempts to explain them”(Connor,1996, p.5).

Despite the potential use of E-mails communication in EFL learning and teaching, scarce is the attention that has been paid explicit instruction in rhetorical styles of E-mail writing. This might be rooted in the lack of the teachers’ awareness and teaching practices of Contrastive Rhetoric. This push us to uncover Master II students’ strategies in writing E-mails in order to raise students as well as teachers’ awareness of Contrastive Rhetoric in the cross – cultural communication of E-mail writing for future contributions to the academic context.

### **3. Significance of the Study**

The present study would be a contribution to the academic context at M’sila University in teaching and learning writing e-mails for Master II students. Since they are the most educational level, which uses e-mails numerously. Master II students’ writing requestive e-mails needs to be investigated carefully. Students’ awareness about cross culture rhetorical differences in writing e-mails is necessary for their future careers as they will teach EFL classes and will interact with English native speakers (experts, teachers, doctors, students, etc) in the future. Moreover, teachers’ awareness and teaching practices of Contrastive Rhetoric is also necessary in order to help students to attain a rhetorical style closer to that of the target language while writing e-mails.

### **4. Purpose of the Study**

The current study attempts to contribute to the University academic context, and to the theory and practice of teaching and learning EFL writing E-mails through investigating the perceptions of Master II Students and Teachers of Contrastive Rhetoric in the cross- cultural communication of E-mail writing at M’sila University during the academic year 2020-2021.

### **5. Objectives of the Study**

The aims of this research are:

1. To gauge the students’ and teachers’ awareness of Contrastive Rhetoric in the cross-cultural communication of E-mail writing.

2. To uncover EFL Students' strategies in conducting E-mails (requestives) in the target language.
3. To raise students' awareness about cross-culture rhetorical differences in order to help them to develop not only correctness but also efficiency in writing E-mails.

## **6. Research Questions**

The current research addresses the following questions:

1. What perceptions do EFL students and teachers hold about the role of Contrastive Rhetoric to enhance writing and the communication of E-mail?
2. How conforming are students' e-mails to the rhetorical conventions of English E-mail writing?
3. How often do EFL teachers integrate Contrastive Rhetoric principles to teach writing in general and requestive E-mails in particular?

## **7. Research Hypothesis**

Contrastive Rhetoric is an important field, in which it provides us with the crucial elements in writing E-mails across cultures in interpersonal communication. Thus, the following hypotheses can be formulated on the basis of the above-stated questions:

1. EFL students and teachers may have high perceptions about the role of Contrastive Rhetoric in enhancing writing and the communication of E-mails.
2. Students' E-mails may conform to the rhetorical conventions of English e-mail writing.
3. EFL teachers may usually integrate Contrastive Rhetoric principles to teach writing in general and requestive e-mails in particular

## **8. Research Methodology**

This section is devoted to the research methods of the present study, including all of the research type, the sample taking part in this study, research instruments, the data analysis and the outline of the dissertation.

## **8.1 .Research Method**

The present research adopts a mixed method approach to data accumulation and analysis. It makes use of both quantitative and qualitative methods to build and generate findings .It also adopts an exploratory mixed method design as a convenient blueprint to carry out this investigation, analyse data and bring about this research objectives.

## **8.2. Sample of the Study**

The population taking part in this inquiry is Master II EFL students of Linguistics at the department of English of M'sila University. A number of paramount reasons prompts the choice of this population. Firstly, students can speak and write English with a good variety of grammatical structure and adequate vocabulary. Moreover, they have sufficient linguistic background. Secondly, they are dealing with divert modules: genre analysis, ESP, discourse analysis, etc. So, they should recognize about the existence of Contrastive Rhetoric, mainly in the cross-cultural communication of e-mail writing to avoid misunderstanding in future application. In this inquiry, the probability sampling with simple random sampling technique is employed. The sample chosen in this inquiry consists of forty students (N= 40) from a population of Seventy students. Additionally, English teachers also have significant part in this study. In that, seven out of twenty teachers (N=7) in the same department at M'sila University have been randomly and voluntarily agreed to take part in our interview, in order to treat the situation from another angle as well as to investigate their perceptions of Contrastive Rhetoric in the cross-cultural communication of e-mail writing.

## **8.3 .Data Gathering Tools**

The research objectives argue to use three research tools. First, a questionnaire is designed to the students. Second, interviews are conducted with teachers at the Department of English. Finally, a qualitative text corpus analysis is adopted to examine the students' requestive e-mails directed to their EFL teachers. All together, the research tools and steps are placed in order to achieve the aims of this research work, to obtain sustainable results and; thus, to verify hypotheses and to answer our research questions.

## **8.4. Data Analysis**

The retrieved data are analysed 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 and graphs, with the employment of Microsoft Excel 2016. The subjective nature of qualitative scrutiny of written e-mails with the use of text corpus analysis approach permit to highlight the importance of the Contrastive Rhetoric in the cross-cultural communication of e-mail writing. Discussion and conclusion are formulated out of the achieved findings.

## **9. Structure of the Dissertation**

The current research paper is divided into two main chapters. The first chapter is devoted to the theoretical part; whereas the second one is devoted to the fieldwork.

The first chapter is entitled *Contrastive Rhetoric in the communication of E-mail writing*, which provides a theoretical background on contrastive history, aims and directions, development, approaches. Moreover, it includes a general background on e-mails and e-mail communication, its main features as well as rhetorical patterns of writing requestive e-mails in English. In addition, this chapter is concluded with the implication of Contrastive Rhetoric for teaching EFL writing, and raising-awareness of Contrastive Rhetoric.

The second chapter accounts for *Exploring both teachers' and students' perceptions of Contrastive Rhetoric in the cross-cultural of E-mail communication*. This 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. At first, it is devoted to the description of the research process, which provides a description of the research design, the research method, and the sampling techniques. Then, it provides a detailed description of data collection tools, which involve students 'questionnaire, teachers' interview, and text corpus analysis of students' e-mails. Finally, it is devoted to display the data analysis, the interpretation, and the discussion of the results.

At the end of the research paper, conclusions, pedagogical implications, and limitations are drawn based on the study results.

## **10. Definition of Key Terms**

In this section, the most prominent terms under throughout this research will be demonstrated.

**Contrastive Rhetoric:** "Contrastive Rhetoric examines differences and similarities in ESL and EFL writing across languages and cultures" (Connor, 2002, P.493) .It is the study of the ways in which the rhetorical structures of a person's native language may interfere with efforts to write in a second language (L2). Also known as intercultural rhetoric.

**Cross-cultural communication:** it is a process of creating and sharing meaning among people from different cultural backgrounds using a variety of means.

**E-mail:** a system of sending written messages electronically from one computer to another E-mail. It is an abbreviation of 'electronic mail'.

**Perception:** it is the sensory experience of the world. It involves both recognizing environmental stimuli and actions in response to these stimuli.

**Requestive E-mails:** are type of e-mails, which pertaining to or for the purpose of making requests.

## **Chapter One**

# **Contrastive Rhetoric in the communication of E-mail writing**

## **Introduction**

This chapter comprehensively reviews literature pertaining to the perception of students and teachers of Contrastive Rhetoric in the cross-cultural communication of e-mail writing. EFL/ESL learners fail to construct appropriate writing in English. They may use the rhetorical patterns of their native language when organising English writing, for example in writing requestive e-mails. This problem is may be due to their unawareness of the field, which looks at the organisation of discourse and the rhetorical features in various languages, this field of interest is called “Contrastive Rhetoric”. It offers an opportunity to address cross-cultural problems in writing faced by L2 writers.

E-mail is the fastest method of transmitting written message. However, e-mail communication is not an easy task, mainly writing requestive e-mails. It needs more awareness about rhetorical patterns for writing more effective requestive e-mails.

This chapter includes a theoretical background on contrastive history, aims and directions, development, approaches. Moreover, it includes a general background on e-mails and e-mail communication, its main features as well as rhetorical patterns of writing requestive e-mails in English. In addition, this chapter is concluded with the implication of Contrastive Rhetoric for teaching EFL writing, and raising-awareness of Contrastive Rhetoric.

### **1.1 .Contrastive Rhetoric: History and Origins**

For decades, writing was neglected as an area of study due to the strong emphasis on teaching spoken language during the dominance of audio-lingual methodology. With the birth of the notion known as Contrastive Rhetoric, writing skills and the role of transfer in particular have been of interest to applied researches; i.e., it was the first serious attempt by applied linguistics in the United States to explain second language writing (Kiszely, 2015, P.17).

In the past two decades, the study of writing has become part of the mainstream in applied linguistics. Reasons for this change are many: the enhanced interdisciplinary approach to studying second language acquisition through educational and anthropological methods; the increased understanding of language learners’ needs to read and write in the target language (Jiangli, 2019, P.263). As a consequence of this change, research studies on second language writing received more attention than perhaps any other issue.

Initiated thirty years ago, by the American applied linguist Robert Kaplan, Contrastive Rhetoric maintains that language and writing are cultural phenomena. As a result, each language has rhetorical conventions unique to it. As Kaplan asserts "...each language and culture has a paragraph order unique to itself, and that part of the learning of a particular language is the mastering of its logical system." (1966, p. 409). These differences in rhetorical patterns, he maintained, may cause difficulties for second language writers.

In 1966, Kaplan published his famous article "cultural thought patterns in intercultural education", by which he highlighted the emergence of Contrastive Rhetoric. He reinforced the Whorfian hypothesis in its weak form which asserts that one's native language influence one's thoughts. Kaplan introduced the concept of Contrastive Rhetoric after examining the essays of approximately 600 students in an ESL setting. The students' background differed in many ways; however, they were all studying English in the United States. (Kaplan, 1966, p.14).

Based on the patterns observed in the collected essays, Kaplan created diagrams of rhetorical patterns as follows: Native speakers of English tend to write with linear logical progression from the beginning to the end of an essay; Asians tend to write in a circular, recursive logical progression, whereas speakers of Semitic, Romance, and Russian languages were found to write in multi-iterative, back-and-forth progression (Kaplan, 1966). His diagrams were inspired by popular theories of Contrastive Analysis in linguistics at the time. (Connor, 2004; Casanave, 2004). He believed that, if students could see differences between the way they organized text in their L1 and the way "typical" English texts were organized, they could more closely approximate the text logic to the propositional writing characteristic of English.

As a conclusion, the idea underlying Contrastive Rhetoric, initially, arose from practical daily experience of L2 writing teachers, who can identify the first language of students writing in the L2 on the basis of the way in which they structure their texts. The fact that students still lack rhetorical skills ascertains the relevance and the lasting of Kaplan's (1966) first model of Contrastive Rhetoric. Kaplan's model has had a considerable significance on the teaching of composition in both English as a Foreign Language and English as a Second Language contexts, or both currently known as ESOL. On that matter, Atkinson (2000) notes:

The Contrastive Rhetoric hypothesis has held perhaps its greatest allure for those in non-native English-speaking contexts abroad, forced as they are to look EFL writing in the eye to try to understand why it at least sometimes looks "different" –

often subtly out of sync with what one might expect from a “native” perspective.  
(Atikson, 2000, P.31)

## 1.2. Definitions

Contrastive Rhetoric is a field of research, which studies discourse distinctions between different languages and cultures with the aim of understanding its reflection in the writing of second/foreign language students (HAMADOUCHE, 2015 as cited in Xing, Wang & Spencer, 2008). Contrastive Rhetoric implies the study of how the acquisition of another language affected by one’s first language in terms of rhetorical structures and conventional norms. The focus of Contrastive Rhetoric is the study of differences between languages, in order to explain problems and difficulties encountered by second/foreign language writers (HAMADOUCHE, 2015).

Connor (1996) defines Contrastive Rhetoric as “an area of research in second language acquisition that identifies problems in composition encountered by second language writers and, by referring to the rhetorical strategies of the first language, attempts to explain them” (p.5). In defining Contrastive Rhetoric, Kaplan (1966) illustrates:

“Logic (in the popular, rather than the logician's sense of the word), which is the basis of rhetoric, is evolved out of a culture; it is not universal. Rhetoric, then, is not universal either, but varies from culture to culture and even from time to time within a given culture. It is affected by canons of taste within a given culture a given time”. (Kaplan, 1966, P.2)

Kaplan’s work was based on the assumptions that logic and rhetoric are mutually dependent, in which different cultures impose distinct views of the world, and different languages have rhetorical patterns. Research on Contrastive Rhetoric seeks out answers for two central questions:

- 1) Are there any significant differences between texts written by speakers of different languages and members of different cultures?
- 2) Would those differences, if any, result in students’ poor writing achievement in the target language?

Kaplan (1966) represents these questions as the Contrastive Rhetoric hypotheses:

- a) Each language and culture have unique rhetorical conventions
- b) When ESL/EFL students write in the target language, some of their L1 rhetorical conventions will appear in their ESL/EFL writing (HAMADOUCHE, 2015, p.15).

Based on this idea, Kaplan has concluded that all languages contain certain number of typical organisational modes and rhetorical styles

Connor (1996) maintains Kaplan's views that each language has its unique rhetorical conventions and that some of those conventions interfere in foreign language writing. Bennui (2008) argues that even non-native students use the correct grammar and relevant vocabulary, their writing in the target language sounds much more the structures of their mother tongue than the structures of the target language. This problem encountered by non-native students' writing could be related to their unawareness of the writing conventions and the sociocultural context of the target language. Since "conventions of written discourse are shaped by culture, and thus differ cross-culturally...every culture defines its 'genres' by specifying their form, content, language, audience in a way that is not necessarily shared by other cultures" (Merrouche, 2006, p. 193).

Contrastive Rhetoric was considered as the first serious attempt to explain second /foreign language writing (Connor, 1996). Unlike other contrastive studies, Contrastive Rhetoric examines the writing system as a whole including the different elements of language, organizational patterns and contents without denying writers' personalities and their cultural experiences (HAMADOUCHE, 2015, p.17). Moreover, "This pioneering research was valuable in directing ESL/EFL teachers and students to look beyond grammar and sentence level difficulties" (Liu, 2011, P.58).

### **1.3. Aims and Directions of Contrastive Rhetoric**

#### **1.3.1. Aims of Contrastive Rhetoric**

Although Contrastive Rhetoric was developed more than 40 years ago, it has always been through continuous development and expansion. As a result, it has maintained its popularity and meaning in foreign languages composition research and it still attracts enough attention. Conner (2002) believed that Contrastive Rhetoric could help non-native English speakers to understand the functions of foreign language writing and guide them to recognize and work through differences in writing activities.

The concept of Contrastive Rhetoric was originally proposed from the pedagogical aspects and it was designed to solve students' problems in second language/ foreign language writing by explaining the organizational model of the target language, based on linguistic, cultural education foundation (Matsuda, 1997). Since Kaplan's (1966) pioneering work, the purpose of Contrastive Rhetoric has been developed to cope with more issues related to foreign language writing. Kaplan (1966) studied the organization of paragraph in ESL/EFL students' essays, and five types of paragraph development have been identified reflecting different rhetoric models of different languages.

After Kaplan conducted the first study, a lot of research has been done to compare writing patterns and styles in multiple languages and cultures; through which, Kaplan found that Contrastive Rhetoric can provide more than rhetorical analysis of differences between languages. It also can provide cultural understanding and the right mechanism to help students to overcome their difficulties and produce valid texts in L2 (HAMADOUCHE, 2015, P.18). Furthermore, Kaplan began to understand that the purpose of Contrastive Rhetoric is not just pedagogy, but also it is "the way of describing written texts that operate in a larger cultural environment" (Grabe & Kaplan, 1996, P. 179).

### **1.3.2. Directions of Contrastive Rhetoric**

Insights from previous contrastive studies paved the way in order to promote the development of Contrastive Rhetoric; it also shows that "traditional Contrastive Rhetoric frameworks can no longer explain for all data, an extended framework is required (Connor, 1966, p.18). As a result, the pure language framework focuses on structural analysis of written products has been supplemented a framework containing cognitive and sociolinguistic variables. These ones in Contrastive Rhetoric research, expanding focus leads to new directions; according to Connor (1966, P.108), these areas include (1) contrast text linguistics, (2) the study of writing as a cultural activity, (3) classroom teaching contrastive study, (4) genre analysis and (5) ideological teaching.

Contrastive text linguistics is considered a relatively new development in Contrastive Rhetoric, provided in the 1980's by new, effective, and reliable text analysis tool (Connor, 1996). Draw insights from major schools of thought such as text linguistics, Prague linguistics institute, systematic linguistics, discourse analysis, Contrastive Rhetoricians have begun to study discourse-level features such as coherence ( Eggington, 1987. Evensen, 1990; Hinds, 1987; Wikborg, 1990) and topic structure (Connor &Farmer, 1990). These studies clearly

expands the scope of earlier studies of Contrastive Rhetoric, mainly involving the level of explanatory paragraphs organization.

Another new direction taken by Contrastive Rhetoric involves the process of learning to write in different cultures. Although the concept of culture in Kaplan's (1966) Contrastive Rhetoric used this method, it did not consider the reason for the specific cultural writing style. In addition, the notion of culture in this sense was often associated with the English culture, so it leads to negative stereotypes of other languages and culture. However, recent contrastive studies have tried to investigate the impact of culture on learning literacy, and more importantly, provides explanation why written texts are organized differently in different cultures (Sugiharto, 2007, P.116). According to research of Connor (1996), the Contrastive Rhetoric study of modern culture and literacy has become interdisciplinary, not only involving linguistics (focusing on the impact of L1 literacy on L2), and anthropology and psychology (focusing on the social function of writing), and education (focusing on the guiding role of writing in a given language and culture). Discoveries from these different disciplines reveal literacy and culture, cognition and social behavior.

This is the case with traditional Contrastive Rhetoric, which plays more attention to the writing products than to the writing process, and therefore, it has not been favored by those who adopt the process. Guide teaching writing (Leki, 1993, p.350). Modern Contrastive Rhetoric researchers have realized that students' perceptions and beliefs about literacy and classroom learning are very important since it is believed that those factors will affect the thinking process of students. In addition, based on sociolinguistic research, Contrastive Rhetoric expand its scope by investigating writing behavior in the classroom where students from different languages and cultural backgrounds interact the text that he wrote, as well as teachers and other colleagues as a reader. Contrastive research related to classroom writing can be considered to be one of the important discoveries of modern Contrastive Rhetoric learn (Sugiharto, 2007, P.117).

The early studies of Contrastive Rhetoric mainly involve academic fields writing, especially explanatory prose. Loan support from society constructivist approach, treating product writing as a social action taken conduct Contrastive Rhetorical research in a specific context and a specific audience at present, it has begun to explore and analyze texts of various genres, such as research articles, funding schemes (academic writing). In addition, Contrastive Rhetoric has recently focused on this genre as narrative, persuasion and argument (Connor, (in press)).

Finally, the main focus of early Contrastive Rhetoric is comparing the writing of non-native English students with English textbooks thus creates the perpetual danger of Anglo-American culture. The results of these early studies are related to current teaching of writing by which students are taught to write words that meet the expectations of English speakers, rather than using their own native language and cultural identity(Connor,2006,P.110). This kind of hint in the teaching of writing has raised ideological issues and became the target of recent critics of Contrastive Rhetoric (Connor, in press). However, the new direction therefore, Contrastive Rhetoric is considering the importance of evaluating students cultural identities through” the emphasis on the writer’s personal and cultural social contribution and the explanation of the non-native nature of writing which comes from social and cultural traditions that is printed in individuals whose writing practice has specific style” (Connor, 1996, p. 26).

#### **1.4. Development in Contrastive Rhetoric**

Contrastive Rhetoric has been through many stages of development as a field of study concerned with second/foreign language writing research. Early work on Contrastive Rhetoric was based on Kaplan’ assumption that language learners will transfer the rhetorical features of their mother tongue to the target language causing interference ( Connor, 2002).Moreover, Kaplan (1966) believes that rhetoric and logic are interdependent and culture specific , as a result, every language would develop its own rhetoric. However, that difference in rhetorical organization causes difficulties for L2 learners’ writing. Therefore, Contrastive Rhetoric early goal was to empower teachers and students by providing them the explicit awareness of differences in writing in different languages, since writing and language are culturally based, through the study of paragraph organisation.

“After the initial success, Contrastive Rhetoric experienced a period of stagflation in the 1970s” (Jiangli, 2019, p.263), because Contrastive Rhetoric at that time restricted its study at the sentence level language. Therefore, patterns generalized in this period were not broad enough to lead to pedagogic effects.

In 1980, Contrastive Rhetoric witnessed major developments and incorporated many new trends in research and method. Contemporary Contrastive Rhetoric research shifted the attention from examining sentence level language to Concentrating on a more macro level of discourse and text, taking into consideration aspects, which are linguistic and psycholinguistic (Connor, 1996).

“In the early 1980s, Kaplan and Connor organized five annual colloquia at the international TESOL Conference, which attracted active researchers of the field such as John Hinds, Bill Eggington, Shirley Ostler, Bill Grabe, Nils Enkvist, Lars Evensen, Sauli Takala, and Alan Purves”. (Connor, 2008 as cited in Jiangli, 2019, p.263). In 1987, Robert Kaplan and Ulla Connor coedited *Writing across Languages: Analysis of L2 Text*. This book has been regarded as the “first-ever edited volume of empirical and text analytic Contrastive Rhetoric studies” (Connor, 2008 as cited in Jiangli, 2019, p.263).

Since 1990, after many research studies and investigations conducted in the field, Contrastive Rhetoric has become an interdisciplinary field of research in applied linguistics, variously representing interests in text linguistics, composition pedagogy, and literacy development in addition to education, anthropology and translation studies (Connor, 2002). There has specifically been a shift in this trend from a host of empirical studies of group comparisons to research on the investigation of students’ L1 and L2 texts and more recently to writing processes (Connor, 1996; Matsuda, 1997; Hirose, 2005 as cited in CUMMING, 2012, p.134).

“According to Connor, some internal and external forces caused this shift. The internal forces came from criticism, which called on Contrastive Rhetoric to move forward and take advantage of progress made in the analysis of discursive features as well as processes and contexts of writing. The external forces derived from new developments in discourse analysis and changing focuses on first language composition research.” (Jiangli, 2019, P.264).

(Matsuda, 2003) claims that Contrastive Rhetoric has become an independent field of research. Connor (2000) lists four areas in which recent Contrastive Rhetoric has expanded, with specifying the Purpose of each area of investigation. Firstly, contrastive text linguistics, which compares discourse, features across different languages and cultures by using various methods of written discourse analysis. Secondly, the study of writing as a cultural and educational activity that mainly investigates the process of literacy learning, the effects of literacy development on one’s native language and culture, and the impact of L1 literacy development on L2 literacy. Thirdly, classroom-based contrastive studies, which examine cross-cultural patterns in teacher-student classroom interaction. Finally, contrastive genre analysis, which investigates academic and professional writing through genre theory.

Connor, in her article “Intercultural Rhetoric Research: Beyond Texts” published in 2004 in the *Journal of English for Academic Writing*, called for “...re-examination of methods

of intercultural rhetoric so that the increasing number of empirical studies can build a cohesive set” (p.291). She suggested some directions for future research in the field. Moreover, Connor (2004) suggests a new umbrella term to fit the modern domain of cultural influences in second/foreign language writing. Connor proposes the term “intercultural rhetoric”, instead of Contrastive Rhetoric, in order to designate the “analysis of an actual encounter between two participants who represent different linguistic and cultural backgrounds” (Sarangi, 1995, p. 22). She suggests that this term both avoid the “static” model associated with traditional CR studies and subsume “the current dynamic models of cross-cultural research” (Connor, 2004). Connor (2004) points out:

“Changing definitions of written discourse analysis—from text based to context sensitive—and of culture—from static to dynamic—contribute to the changing focus of intercultural rhetoric research, a new term that better reflects the dynamic nature of the area of study.”(Connor, 2004, p.302).

It was hoped that the use of new concept ‘intercultural rhetoric’ would avoid “stereotypes based on failing to recognize that preferences in writing styles are culturally informed” (Leki, 1991, p.137). Its use would avoid any suggestion that one language is inferior to another, then the norms of one community cannot be held as superior to other. Furthermore, it will foster ESL\EFL writers’ reader awareness thus facilitate successful communication within the discourse community. In addition, it helps L2 writers to be aware of the contested, complex and dynamic perspectives on cultures. This would take writers beyond simplistic contrasts and comparisons. It encouraged writers to understand the complexities of cultures, large and small, and the influence this may, or may not; have on the production of texts (Baker, 2013).

Contrastive Rhetoric study, from its early beginning with Kaplan’s work on paragraph organization until it has become the multidisciplinary research area of today, has witnessed many changes and developments to meet the challenges and be responsive to criticism. Contrastive Rhetoric growth can be summarized in the following quotation:

“Following the lead of L1 writing research and pedagogy, in which the 1970s were said to be the decade of the composing process and the 1980s the decade of social construction, empirical research on L2 writing in the 1990s became increasingly concerned with social and cultural processes in cross-cultural undergraduate writing groups and classes.” (Connor, 2002, p. 497)

## 1.5. Approaches to Contrastive Rhetoric

With the appearance of Contrastive Rhetoric in 1966, new trends have appeared in research approaches and methods. The change took place because of two major developments; first, the expansion of genre under consideration and a move to emphasize contexts of writing. Besides the student's essay, there had been an increase in the types of written texts; for example, the academic research article, research report, and grant proposal. Business communication is another genre, which is used for professional purposes. In addition to genre expansion, the field of second language writing has shifted its emphasis from texts based studies to social situation of writing. Each social situation is shaped by specific expectations, and nouns of discourse communities (Connor, 2004, P.293).

The acknowledgment of more genres with specific textual requirements and the social contexts of writing have motivated scholars of Contrastive Rhetoric to adjust and supplement research approaches in their work. Flowerdew (2002), argues that Contrastive Rhetoric is both specific method as well as a substantive goal which itself employs various methods, reflects the changes. These methods include text analysis, genre analysis, corpus linguistics, and ethnographic approaches. All are needed; each one produces different kinds of information.

### 1.5.1. Text Analysis

Connor (1996) maintains that text linguistics analysis have been the major research approach in Contrastive Rhetoric. She divided the major schools of thought that helped shape contrastive text analysis as follows: the Prague school of text linguistics, systemic linguistics, and the new school of written discourse analysis.

The Prague school of text linguistics began in the 1920s. Its greatest contributions to text linguistics were the developments in "theme" and "rheme". Enkvist, Prague school advocate, worked on stylistics and text linguistics with some interest in Contrastive Rhetoric and its benefits for language and intercultural studies (Enkvist, 1997). Many studies in text linguistics and Contrastive Rhetoric have used the functional sentence perspective as their theoretical approach.

Systemic linguistics, developed by Halliday (1985), had a major influence on text analysis in applied linguistics and Contrastive Rhetoric. According to Halliday, language has three major functions: an ideational or content-bearing function; an interpersonal function,

which signals the writers' attitude function; and a textual function, which enables the creation of a text. Halliday's systemic text linguistics has had an enormous influence on Contrastive Rhetoric, including the use of his cohesion system in numerous studies. Under "the new school of discourse analysis", educational and psychological theories and methods have equal importance as linguistic theories in this approach the efforts of such text linguistics have been characterized by an interest in the teaching of scientific and EAP writing rather than pure linguistic inquiry. The work of this applied, new school of discourse analysis gave rise to such important scale studies of student writing (Conno, 2004, P.295).

Hyland (2003) gives a big importance to the use of discourse analysis in L2 composition research. He mentions four major reasons for the warranted increasing interest in L2 discourse: (1) growing recognition about the used tools in analyzing real texts . (2) recent discourse analysis tools to study the relationship between the elements of discourse features, (3) growing curiosity about the writing of EAP students , and (4) available technology, through corpus analysis of language use and patterns in student writing, for the purpose of studying systematic variation.

### **1.5.2. Genre Analysis**

With the expansion of writing in EAP from essay writing to other genres in academic and professional contexts, genre analysis has provides methods of analysis that supplement the discourse analysis methods used in previous Contrastive Rhetoric research (Connor, 2004, P.297). The book -length studies of Swales (1990) and Bhatia (1993) on academic writing and professional writing provide generic structure that are useful for analysis and pedagogical structure applications. This focus has advanced intercultural rhetoric to other academic and professional genres such as grant proposal and business letters.

As intercultural rhetoric continues to use genre analysis, the hybridity and fluidity of genres will need to be acknowledged. Bhatia (1995, 1997) views genres as consisting of a mixture of various genres, he considers as systems. Bazerman (2004) presents a detailed method for analyzing genre systems in an academic setting, which can also be applied to intercultural situations; hence, in grant proposal writing, as an example, the original proposal is intermixed with other written and oral genres for instance letters and phone calls to the grant agency (van Nostrand, 1994, 1997).

### 1.5.3. Corpus Analysis

Corpus methods have been an important part of empirical genre-based studies, in both academic and professional genres. Johansson claims about the importance of corpora for contrastive research and translation studies and classifies them into three categories: comparable corpora, corpora of comparable original texts in two or more languages; translation corpora, corpora of original texts and their translations; and learner corpora, corpora of learner language. Each one of these types has its advantages and disadvantages for intercultural rhetoric research. The first one enables true cross-linguistic comparisons. Translation corpora enable development of translator's standard; whereas the last one enables investigation of learning problems in the second language and testing of hypothesis concerning contrastive analysis and rhetoric (Connor, 2004, P.298).

The introduced rigor by corpus linguistics into design, data collection, and analysis is a welcomed standard for intercultural studies. "Equivalence or tertiumcomparationis" is a concept emerged from these studies which refer to the factors of sameness in translation theory (Chesterman, 1998). "Tertiacomparationis" can be placed at any level of textual organization, from micro linguistic level (phonological, lexical, and systematic) to macrolinguistic levels (textual levels).

The constants of the comparison should be established at two major phases of the research: choosing the primary data, and establishing comparable textual concepts. However, such a rigorous approach to genre identification and comparison of genres across cultures will not lead into purely structuralist, received cultural interpretations. Another danger is that either there are differences between the comparable genres or not, researchers seek to find answers for the reasons behind the similarities and differences. These answers can be emerged from ethnographic, observational, and other qualitative studies, done either simultaneously or after the textual comparisons (Connor, 2004, P.297).

### 1.5.4. Ethnographic Approaches

Due to the increasing awareness of the social nature of discourse, ethnographic approaches are gaining an importance. Scollon and Scollon (1995) maintain that the study of intercultural communication needs to involve a discourse analysis approach that investigates people in social interaction with each other.

Contrastive Rhetoric's potential contribution to subjects other than EAP has been pointed by Enkist (1997). The suggested pursuing comparative rhetoric based on different goals and methods in institutions, universities, language centers, business communication instructions, and departments of translation. Since cross-cultural communication is the focus of such pursuits, Contrastive Rhetoric principles may be helpful. Basic EFL skills are already in language terms. In this case, the communicator will learn English but will adapt or adjust the way they communicate with their interlocutors to achieve success (Connor, 2004, P.301).

In 1999, Connor published an ethnographic study about a finish fish broker, proficient in English; he adjusted the fax writing style to the level or type of the interlocutor by using simple language. For Japanese, though he uses simplified English, he includes formal polite functions. Various accommodation strategies (Giles, Coupland and coupland, 1991) are also used with other customers and suppliers.

Business people and others who internationally interact will benefit from the research which collects cross-cultural corpora and intercultural communication data sets-after generating the description, comparisons of discourses and of to use the text to accomplish things can proceed. Through the use of multi-cultural comparative data sets, it is possible to compare international business communication practices. Such research has a great of promise for applications, specifically when the collected corpora are in L1, besides in English as a second language. The international Englishness will be analyzed through the latter corpora (Connor, 2004, P.301).

## **1.6. Cross-Cultural Written Communication**

Every day, people are communicating using different methods and tools such as: sending e-mails, talking on the phone, chatting on different social media, etc. Since language and communication play a vital role in the interaction between people. Communication is the process of sending and receiving messages between two people, a person and a group or a group to a group. Written and oral communication are used daily in meetings, lecture halls and exams. Written and oral communication are unique in that each word used must have specific purpose, otherwise it can lead to misunderstandings, because communication involves language and is culturally bound.

Written communication is one of the medium and the oldest form of communication. Any form of communication, which is written and documented from the sender to the receiver,

is known as written communication. Examples of written communication may include letters, memos, research papers, reports, etc. Moreover, online written communication may include e-mails, wikies, blogs, etc.

The existence of differences in religion, gender, belief, perspective, behaviour, and attitude gives rise to the various kinds of conflicts and problems, which are misinterpretation, miscommunication, and misunderstanding among people while communicating, mainly when using written communication. Because “ Writing skills are harder to develop than other skills since they are more demanding and are not regarded as a simply “individually-oriented, inner-directed cognitive process, but as much as an acquired response to the discourse conventions.... within particular communities” (Swales, 1990, p. 4). The act of writing, an e-mail as an example, has to fit within the social context to which it is directed, and it has to respect the cultural and intellectual norms set by the target language community.

Furthermore, culture is an essential part in the appearance of problems of miscommunication among communicators .Cultural differences might “lead to miscommunication, which can and does cause conflict” (Triandis, 2012, P.34).Having various cultures cause barriers in the cross-cultural communication. The latter “is a concept on the communicative activities of people coming from different cultural background, the essence and rules of the communicative activities” (Jia, 1997; Zhou, 2008 as cited in Mohd Yosuf et al., 2014, P.99). It is a communication of language personalities belonging to various linguacultural communities. For successful communication, it is necessary to master not only a verbal code (foreign language), but also extra code, background knowledge.

To ensure effective written communication form, one must acquire cross-cultural competency, which represents the functional abilities to understand views and opinions of representatives of other cultures, to correct the behaviour, to overcome the conflicts in the course of communication, to recognize the right for existence of various values (Mohd Yosuf et al., 2014).

### **1.7. E-mail as a Mode of Communication**

The frequency of cross-cultural communication had been facilitated due to the computer –mediated communication that is used to achieve various ends within personal, professional and academic contexts without boundaries of time and space; among many of its type, e-mail communication is considered as the most prevalent and the most widely used form of

communication (Eslami, 2011; Waldvozel, 2005). Though letters have some advantages, people often choose e-mail to make an appointment or discuss problems; this is due to some characteristics differentiating e-mails from letters. E-mail has the advantage of hybrid nature; i.e. it is not restricted by place or time and the messages can be read and send anytime. Thus, e-mail is convenient because of the way of transmission as well as its speed. These differences including size, style, and the way in which text is read and structured make e-mails as a new easy mode of communication (Aribi Ben Amor, 2019, P.13).

Studies on e-mail have considered the rhetoric of this new medium in terms of its linguistics features, genres, style, form, and functions. E-mail has pragmatic and social functions. The pragmatic is useful in the academic and business environments, where it is helpful in thanking people for job interviews, as well as soliciting advice and requesting. The social functions have dynamic aspect; thus, it enables participants to interact in a less constrained way than face-to-face interaction (Baron,2000). The use of e-mail in various environments made editing more important which led in turn to the emergence of formal e-mails and informal ones. The choice between formality and informality is usually dependent on the relationship between the e-mail sender and recipient and the occasion of writing the e-mail.

The invention of e-mails dates back to 1971, by sending off the first e-mail in the United States of America; whereas, the e-mailing system was only available for the general public in the mid- 1990s. E-mail was used primarily in governmental, business, and computer science circles. Over years, e-mail interaction in Academic contexts has gained popularity because it has correct, detailed, arranged, and allows long expressions. It has been seen as the most useful and preferred tool to communicate (Levy, 1997). In this respect, the classroom is not the only context for the students to engage in discussion with the teacher; thus, e-mails can be useful medium to interact outside the classroom, this fast and smooth interaction often takes place between students and lecturers of different language or to make requests for feedback, for a meeting, or deadline extension, among others (Knupsky& Nagy-Bell, 2011; Lorenzo-Dus&Bou-Franch in press).

## **1.8. Definition and Features of E-mail Communication**

### **1.8.1. Definition of E-mail Communication**

The growth of modern computer technology has significantly changed the way the world communicates. The way of communication has shifted from natural communication of

face-to-face communication to virtual communication. E-mail is one of the most used tools for communication. Thus, E-mail communication has been the topic of several studies.

Virtual communication is any communication that is computer mediated (Meyer, 2007 as cited in Ogwu et al., 2020). It makes life flexible, and people are no longer constrained by time and place to perform certain activities. It has paved the way for individuals who live in distant places to be cognitively close to one another (Rodriguez and Ryave, 2002).

E-mail communication is a type of virtual communication with specific characteristics. First, it is a form of written communication. Second, it is asynchronous, i.e. it is a communication, which does not require that all parties, the sender and the recipient, involved in the communication must be presented at the same time ( Ogwu et al .,2020).

There are a wide range of studies, which investigated the impact of using e-mail tool. For instance, Ma (1993) states that students communicate through e-mails to share their information. Case (1996) as cited in Niazi & Pourgharib (2013), believes that “although there are many local area networks and wide area networks from the internet- which send too much messages daily, e-mail is the world’s largest computer network which is growing rapidly” (p.3533).

Moreover, Belisle (1996) refers to numerous advantages of using e-mails. He believes that both teachers and students take advantage of computers. To this end, he mentions three reasons. First of all, using e-mail in the classroom can help students to improve their language learning. Today, e-mail is using worldwide in business, politics, and technology. Therefore, some traditional tools like paper, and fax communication have been supplemented by e-mails. Secondly, a teacher is able to interact with students working on a project at more convenient times. The teachers do not have any limitation to interact with their students. However, the interaction between the teacher and the students over a writing task is not limited to classrooms. This interaction can be expanded outside of the classroom. Finally, by using e-mail the teacher can save time for doing some assignments in the classroom. Students can easily receive the assignments sent by teachers. For example, a teacher can send just a message to all the students booked in his/her list to recall them not to forget doing their assignment (Janfaza et al, .2004).

In addition, Cario (1999) believes that the application of e-mail in the classroom is accompanying with some inevitable problems. However, its application can provide some good opportunities for students to communicate in the target language. Thus, the students are not

limited to communicate with their classmates, but they will have some opportunities to communicate with others through sending and receiving messages through e-mails. To Warschauer (2000), e-mail is the mother of all internet applications.

However, many other studies have shifted their focus not merely on the impact of using e-mails but also on the language and features. In this context, three major names must be mentioned: Naom Baron, Susan Herring, and David Crystal (Dürscheid, 2013).

In 1984, Naom Baron published an essay on “CMC as a force in language change”, also she studied the linguistics of e-mail more closely in her article “Letters by phone or speech by other means: The linguistics of e-mail”, which appeared in 1998. In 2000, Baron published a book called “Alphabet to E-mail: How Written English Evolved and Where It’s Heading”. In the latter book, she approaches how technology changes the way of our writing. She claims that: “In the fast-moving world of e-mail, content is far more important than spelling and punctuation” and finds that “the line between the spoken and written language continues to fade” (Baron, 2000, P. 259).

Besides her books and articles on CMC, Susan Herring has made a large contribution to linguistic research on e-mail communication. Following Cherny (1999), Herring studies the difference between one-way transmission communication modes, and two –way transmission communication modes. As a result, she brings a new notion that e-mail is an example of asynchronous communication with one-way message transmission: Neither must the communication partners be logged in simultaneously, nor can they see how the other person is typing the message.

David Crystal, in his book “Language and the Internet” (2001), specifies a chapter to the language of e-mails. He describes in this chapter structural elements and various linguistic features of e-mail. He was known by his coining of the term Netspeak, which appears in many of his studies. Moreover, Crystal was one of the first authors who analyse CMC in terms of Grice’s conversational maxim (Dürscheid,2013).

There are many other research articles, but Helen Petrie (1999) work must be mentioned. In her article “Writing in cyberspace: A study of the uses, style and content of e-mail”, she explored the existence of specific language associated with e-mail’s use.

## 1.8.2. Features of E-mail Communication

E-mail communication is considered as a new variety of language, which leads to significant variations in written structure of language. E-mail discourse creates a kind of semi-speech that is between speaking and writing. It disposes certain and special features that distinguish it from other types of discourse. It is argued that Internet based e-mail communication is radically changing or removing standard forms of English language use in formal business writing and replacing conversational forms of corresponding (Crystal, 2006). Lan (2000) argues that e-mail language is not a threat to standard English. However, e-mail language has extended a variety of English language. Crystal (2006) notes: 'E-mail had extended the language's stylistic range in interesting and motivating ways. ... it is an opportunity, not a threat, for language education' (p. 133). In this sense, distinctive features of a new variety of e-mail communication can be summarised as following:

### 1.8.2.1. E-mailism and Netspeak

E-mailism and Netspeak are two terms, which have been coined in the context of e-mail and CMC (Dürscheid, 2013). First, e-mailism is a term coined by Petrie (1999, P.26). In her study, she conducted surveys to examine 38000 British e-mails. The collected data highlighted the existence of a particular type of communication carried out by e-mail users, which urges her to coin the term e-mailism. In this regard, she lists nine types of e-mailisms, namely trailing dots, capitalisation, quoting back the previous e-mail, excessive use of exclamation marks or question marks, e-mail abbreviations, lack of conventional punctuation, non-standard spelling, use of non-alphanumeric characters, and the use of smileys (Shortis, 2001 as cited in BENHAMOUDA.H,2018, P.42).

Second, Netspeak is a term coined by Crystal in 2001. It is a common language used mostly on social media, websites, and online messengers. Crystal (2006) notices more characteristics in netspeak that are spoofing and trolling, he categorises them as netspeak maxim. He suggests that e-mail discourse is characterized by a linguistic economy in the form of abbreviations and omissions. It is also characterized by an innovative and a creative use of language mainly in the form of new spelling conventions as well as the emergence of unusual use of punctuation and capital letters. He adds that special use of the language adopted by e-mail users is due to many reasons: to save time and to speed up the typing process. Moreover, the size and the shape of the screen as well as the need for quick responses. The concepts E-

mailism and Netspeak are both attempt to refer to the set of linguistic features and characteristics of written e-mails.

### 1.8.2.2. Structural Features

E-mails have various typical features, these include linguistic economy features, which take place on the lexical level (lexical reduction) and on the syntactic level (syntactic reduction), emulated prosody, and paralinguistic features (Dürscheid, 2013).

#### 1.8.2.2.1. Linguistic Economy

Is a Linguistic way to shorten words, and is maintained through different devices: Abbreviations, omissions and contracted forms.

##### 1.8.2.2.1.1. Lexical Reduction

#### 1. Abbreviations

There are various types of abbreviations, which are used within e-mail communication. A large amount of abbreviated terms and acronyms are used to speed up texting by shortening words. Acronyms are one type of abbreviations. Acronyms “are no longer restricted to words or short phrases, but can be sentence length” (Crystal 2001, p.86). Crystal gives examples such as: AYSOS [‘Are you stupid or something?’], CID [‘Consider it done’], GTG [‘Got to go’], WDYS [‘what did you say?’]. This sort of acronym is not widespread as other lexical reductions. Since the recipient of such a sentence, length acronym can be rather confused. Another lexical reduction is letter and number homophones. For instance the letter homophone u for the pronoun ‘you’. Other homophones are c for ‘see’, r for ‘are’, 2 for ‘to/too/two’, and 4 for ‘four/for’.

**Table 1. 1.** List of some abbreviations used in Netspeak (Crystal, 2001, P.85 - 86)

Abbreviations	Meaning
<b>BTW</b>	by the way
<b>LOL</b>	laugh out loud
<b>AFAIK</b>	as far as I know
<b>THX (TX)</b>	thanks
<b>YIU</b>	yes I understand

<b>ASAP</b>	as soon as possible
<b>4e</b>	for ever
<b>RUOK</b>	Are you OK?
<b>L8R</b>	later
<b>IC</b>	I see

## 2. Omissions

Omission is the absence of an element that should be present in a correct English sentence. It aims at text reduction .All the language items can be subject to omission. The main cases of lexical omissions can be summarised as following (Nesba ; Ghedeir Brahim, 2016).

### 2.1. Omission of Letters

While writing, e-mail users drop some letters from words. These letters can be vowels or consonants. First, Omission of Vowels: the participants omit vowels, which are not pronounced whether initial ([e]specially), middle (Reg[a]rds), or final (exampl[e]). Sometimes Words are spelled without their vowels, so that (from) becomes ( frm), (can) becomes( cn), and (would becomes ( wld). It is called consonant spelling. Second, Omission of Consonants: the e-mail users drop consonants whether silent or pronounced .Dropping silent consonants like in ([w]rong), and pronounced consonants like in (many thank[s] for replying) ( Nesba ; Ghedeir Brahim , 2016).

#### 1.8.2.2.1.2. Syntactic Reduction (Syntactic omissions)

Frehner (2008, P.63-69) shows that shortenings not only take place on the lexical level, but also on the syntactic level (as cited in Dürscheid , 2013, P.42)

##### 1. Subject omission

“Subject deletions are among the most frequent syntactic omissions; they may co-occur with auxiliary verb deletions or simply on their own” (Dürscheid , 2013, P.42), like in ([I] would like to mention that).

##### 2. Auxiliary verb omission

Mainly the deletion of auxiliary verb (To be), like in (We [are] pleased to inform you).

### 3. Article omission

Examples:

- ... to have [the] following information.
- [we] shall mail [a]revised statement.
- ...therefore, we should have [an] agreement.

### 4. Omission of Prepositions

Prepositions are also subject to omission. For example: This is [for] your information.

#### 1.8.2.2.1.3. Mechanics Omission

##### Omission of Capital Letters and Punctuation

Mechanics plays an important role in conveying comprehensible written messages. E-mail users may omit capitalization in words that should be capitalized, especially at the beginning of sentences. There are also cases of dropping capitals in proper names (Nesba., & Ghedeir Brahim, 2016). Dürscheid (2013) claims that the reason why people neglect capital letters is that they can reduce typing effort and do not have to think about the correct upper-case and lower-case spelling. Moreover, many of e-mail writers forget using full stops at the end of sentences. They also omit commas after sequencers and after initial subordinate clauses (Nesba., & Ghedeir Brahim, 2016).

Examples:

- [i] still insist on that.
- ...this is for information only [.]
- Dear sir[,]

#### 1.8.2.2.2. Contradicted Forms

E-mail users may tend more frequently to use contracted forms even in official e-mails. For example: isn't for is not, aren't for are not, haven't for have not, etc.

### 1.8.2.2. 3.Emulated Prosody

Despite the fact that prosody is not fully employed in the written language, and it is rather crucial to the spoken language (pardubova, 2006), “extra emphasis” (Crystal, 2001, P.87) can be added, prosody can be emulated, and paralinguistic features (facial expressions, pitch, intonation, tone, loudness, rhythm, or even emotions, etc.) can be conveyed by emoticons, capitalization, or punctuation (Dürscheid, 2013).

As I have already said, the use of paralinguistic features of spoken language (intonation, tone of voice, speed, rhythm...) is fairly limited in text-based computer mediated communication and therefore there have been “desperate efforts to replace it in the form of an exaggerated use of spelling, punctuation, the use of capitals...” (Crystal, 2001, P. 34)

#### 1.8.2.2.3.1. Repetition and Capitalisation of letters, and the Creative use of Punctuation

While writing messages, e-mail users may repeat and capitalise letters .Also they may overuse of punctuation marks in order to convey different meanings, and to show emphasis on important elements in the messages.

The following table (**Table 1.2**) shows some Cases of Creative Use of Capital Letters and Punctuation Marks (adopted from Nesba., Ghedeir Brahim , 2016, P.16).

**Table 1. 2.** Cases of Creative Use of Capital Letters and Punctuation Marks

<b>Creative use</b>	<b>Meaning conveyed</b>
- ...if yes why?!	- <b>Astonishment</b>
- Till now we don“t received information????????!!!!!!!!!!!!!!!!!!!!.....	- <b>Surprise</b>
- 12000usd!!!Why????	- <b>Anger</b>
- we DID NOOOOT receive[d ] anything	- <b>confirmation</b>
- PLEAAAAAAAASE send me the required documents as SOOOOON as possible.	- <b>To signal an emergency</b>

#### 1.8.2.2.3.2. Emoticons (Smileys)

Refers to the use of smiling faces, as they are similar to facial expressions in everyday spoken conversation. Although, according to various studies, emoticon use is not very

widespread in e-mails, they “provide support to written communication, in much the same way, that visuals or body language can enhance verbal communication” (Rezabek and Cochenour 1995.P, 3).

David Crystal (2001, p. 36) defines emoticons as a “combination of keyboard characters designed to show an emotional facial expression.” Furthermore, he proposes that emoticons seem to have a “purely pragmatic force – acting as a warning to the recipient(s) that the sender is worried about the effect a sentence might have” (Crystal, 2001, p. 38).

They are usually situated at the end of the sentence, refer to the preceding statement, and inform the reader of the message about the writer’s situational mood. As Hård points out further:

“The use of emoticons is a strategy for overcoming the difficulties of written Language: the sender can convey non-verbal information in writing, like his or her feelings or mood, which would take considerable effort to express in words, and would have been transmitted simultaneously if spoken (voice quality, facial expressions, gaze, gestures, etc”).(Hård, 1998, p. 1).

### **1.8.2.3. Discourse Features**

#### **1. Features of Style**

Studies show that the language of e-mail communication is quite analogous to spoken language. Although in terms of genre, e-mail is a written text, but far from formal language as it used in formal letters. E-mail messages with informal conversational style are generally types of e-mails , which characterised by simplified or reduced forms , such as opening greetings ("Hi" or "Hey"), closings ("talk to you later" or "see ya"), interjections ("yeah," "oh" and "Wow"), conversational markers ("well," "ok" and "you know"), reduced forms ("wanna" and "gonna"), phonetic spellings ("u" for "you" and "thru" for "through"), abbreviations ("sth" for "something" and "pic" for "picture"), acronyms ("asap" and "btw"), contractions ("I'll" and "can't"), subject "I" deletion ("Just wanna ask you"), and verb "be" or modal deletion in questions ("Everything ok?" and "Done your paper?"). In addition, using paralinguistic symbols (upper case "PLEASE," multiple vowels "sooooo," multiple punctuation marks "???", "!!!," dots "...") and emoticons (\*^\_^\*) to further indicate feelings and attitudes ( Examples adopted from Chen,2006,P.40).

## **2. Message Length**

The general tendency in e-mail communication is to compose precise and concise messages. Chen (2006), in his study, shows that while writing an e-mail message, one should avoid lengthy messages, which may involve narrative superfluous personal details in addition to the institution-related purposes, because it would lead to misunderstanding of the message content. However, e-mail message must be short, because sending brief messages to professors, for instance, would show consideration for their time to let them quickly grasp the target point and save their time in reading e-mails.

### **1. Text Organisation**

Chen study (2006) shows that L2 learners while writing an e-mail, they tend to follow an inductive approach to structure their messages, particularly in request e-mails. They usually start a message with a self-identification followed by an abstract or pre-request, without giving a specific purpose. Then they provide lengthy personal details or contextual information, explaining why they need to make a request. Then they place their request or purpose statement at the end of the message. However, such an inductive approach is viewed as an ineffective discourse structure, as Crystal (2001) notes "an e-mail writer should assume that information located at the end of the message might never be seen, if the reader decided not to scroll down any further" (p. 109). It is more effective to structure e-mail messages in a deductive approach and to place the most important information, the purpose, or the request at the beginning.

#### **1.8.2.4. Generic Features**

Refer the different moves necessary while writing an e-mail message.

### **1. Subject Line**

Crystal (2006) argues that subject should be specific in an e-mail message. It is extremely important to write a functional subject line to give an idea about the message and its importance to the recipients (Munter et al., 2003). If the reference object is usually mentioned in the subject line, the receiver would know what the message is about, so that no information concerning the subject matter is needed.

## 1. Opening/ Greeting-Salutations

Opening salutation/greeting is an important aspect in e-mail communication. Literature suggests beginning an e-mail message with a proper greeting because it shows friendliness and indicates the beginning of the message (Guffey, 2010). From Crystal analysis of his e-mails , opening – greeting of e-mail messages ranges from no salutation , to more formal ( Dear + the first name ) , to more informal ( Hi + the first name ). Crystal points out that the use of the use of such informal greetings confirms, “the general view about the medium as a means of informal interaction between people who know each other” (2001.p,101). Furthermore, he claims that the generalization should not be overvalued, because other factors than social relationship play an important role, such as “a mixture of matter, time pressure and mood” (Crystal 2001, P. 100).

## 2. Closing or Farewells:

As far as farewells are concerned, Crystal points out two important functions of e-mails’ farewells, which are different from traditional letters: firstly, farewell “acts as a boundary marker, indicating that further scrolling down is unnecessary” (2001, p.105). Secondly, it has “an extended identity function, it identifies the sender to the immediate recipient” (Crystal 2001, P.105.). Farewells usually consist of two elements: a pre-closing formula (the Best wishes type) and the identification (ID) of the sender (Crystal 2001, p. 102).

### 1.8.2.5. Pragmatic Features

E-mail is a Hybrid Form of Speaking and Writing (Herring, 2001). Crystal (2001, P.48) points, on the one hand that Netspeak is something genuinely different in kind of speech, writing and electronically mediated properties. It is more than just a hybrid of speech and writing. On the other hand, he mentions (2011,P. 21) that internet language is better seen as writing that has been pulled some way in the direction of speech rather than as speech that has been written down. He also argues that internet language is identical to neither speech nor writing but it displays properties of both. It is more than an aggregate of spoken and written features but it does things that neither of other mediums does. With the development of the Internet, increased attention has been given to the use of pragmatics in computer-mediated communication (CMC). (Ford, 2003, P.147).

Many research studies have examined students’ e-mails .They primarily compare pragmatic performance of Non-native Speakers of English with what of Native speakers. Danielewicz-betz (2013), for instance, conducted a study on a corpus of 1200 student-faculty

e-mails written in an academic domain by University students from a German University, a Saudi Arabian University, and two Japanese Universities. One of her findings is that non-native (German and Saudi) students come across as impolite or even rude at times in their e-mail messages. However, their messages being impolite is unintentional, originating mostly either English language proficiency, negative pragmatic transfer, or cultural background (Kasper & Ross, 1996; Franch, 1998; Žegarac & Pennington, 2000 as cited in Danielewicz-betz, 2013, P.31).

Problems found in L2 learners' e-mails have exemplified that e-mail is a difficult medium. Moreover, L2 learners do not have sufficient pragmatic knowledge that enable them to write e-mails appropriately when addressing a new culture in the TL environment. At this point, it is worth to look at Netiquette (Danielewicz-betz , 2013).

“Netiquette (net + etiquette) can be defined as the informal guidelines developed by the users of the Internet for acceptable online behaviour” (Bidgoli, 2004, p .274). It is a set of social behavioural conventions that constitute the correct or appropriate way of communication on the internet. In which those conventions are oriented to particular social group or culture. The norms are dynamic and rarely universal. (Bidgoli, 2004, P. 274).

Regarding e-mail, “e-mail netiquette guidelines revolve around the central theme—respect” (Bidgoli, 2004, P. 276). While writing an e-mail message, one must care about the recipient' s privacy, and show respect to him/her by avoiding anything would annoy him or her as well. To achieve this purpose, one must follow e-mail guidelines .Those guidelines vary from community to community. E-mail netiquette is exemplified in the elements used to show respect or politeness to others (BENHAMOUDA, 2018). For example, using the subject line to clearly state the purpose of the message, checking the e-mail message from spelling and grammar mistakes, and being patient in waiting for a response. Moreover, one must avoid jokes and humours, which might be seen as unprofessional or inappropriate (Stuart, 2007 as cited in BENHAMOUDA, 2018, P.42). In addition, one must avoid full capitalization, which often comes across as yelling. In addition, one must avoid abbreviations, and must be care when using acronyms. Using emoticons can cause misunderstanding in an e-mail, they can come across as causal, and are not appropriate for formal messages. In addition, one must use clear and precise language while writing an e-mail message (Bidgoli, 2004).

In fact, there are many guidelines for good e-mail netiquette. Besides, one must have a sufficient pragmatic knowledge to write an e-mail appropriately, and to avoid miscommunication in e-mails.

### **1.9. Miscommunication in E-mails**

With the growing interest in using internet for communicative purposes, e-mailing has revolutionized communication technology; it has started to be a versatile communication channel in academic interaction, rather than face-to-face meetings between students and their professor (Biesenbach & Weasenforth, 2006). E-mail communication is being a useful tool between instructors and students in universities (Hassini, 2006) through offering students the opportunities to interact with supervisors. This usefulness is due to the advantages that e-mail has over communication media. It has contributed to faster, more efficient, setting-independent communication. Moreover, Barron states, “e-mail and contemporary writing in general is characterized by informality of style, a psychological assumption that this media is ephemeral and strong level of condor” (Barron, 2004).

However, there are less positive effects of this medium; a request carried out using e-mail communication may have a higher degree of face threat than face-to-face communication as” when people engage in face-to-face communication, e-mail filters out certain personnel, behavioural and social cues for instant tone voice and body positive cues”(Waldvogel, 2005,P.17). This can come under two main headings of either information overload or miscommunication. Information overload is a situation in which the individual receives the amount of information. Empirical research relates information overload to e-mail use (Dawley, Anthony). The numbers of messages sent and received and e-mail interruptions are key factors that affect information overload (Thomas William, 2015, P.1241).

In the other hand, miscommunication is defined by the Cambridge dictionary as” failure to communicate ideas or intentions successfully”. Berger proposes that “when verbal and non-verbal exchanges lead to faulty acts, misunderstandings arise” (Berger, 2001, p. 181). Miscommunication relates to the fact that e-mail is not always an appropriate medium for communicating complex messages. Its characteristics; for example, casual and formal messages look virtually the same, were identified as one of the main reasons that prone to miscommunication.

Moreover, since e-mail has become a genre guided with unique pattern that the writers have to follow. Likewise, misunderstanding will be caused between senders and recipients due to the violation of its writing steps. These factors can be the root of affecting e-mail communication directions. Cross-cultural miscommunication, pragmatic transfer failure, and politeness norms could be another factors contribute to the problem of miscommunication via e-mail.

In every form of communication the key to understanding is the meaningful context; “communication is a process, its formulation and interpretation is structured by culture. Culture deals with people live style.”(Martin, Chaney, (2012) as cited in Lazar, 2018, P. 93).Cross-cultural communication refers to the interaction of people in a foreign language with someone for whom our mother tongue is foreign language to create understanding. It includes exchange of words and gestures as well as implied and expressed values, norms, belief system, and other cultural aspects associated within the cultural system of the participants associated in the communication. Being unfamiliar with these cultural differences obviously can hinder or deteriorate successful communication. While communicating with people who are from different cultural backgrounds, it is hard to draw inferences about what they mean; as a result, the shared knowledge and background are not enough to interpret. This lack of common experiences and assumptions contribute to misunderstanding and miscommunication in intercultural communication (Lazar, 2018, P.93/94). In this context, Samovar and Porter argue” the reason behind unintended errors in meaning is the different backgrounds of people which enable them to understand each other accurately” (1991, P. 21). There are a variety of skills that the sender and the receiver need to develop in intercultural communication and the more they have the better communicators via e-mail they can be.

Online discussions are part of university students’ course work through which they write e-mail to professors to request meeting and get feedback; in order to manage effectively the relationships between the students and their instructors, students are required to demonstrate advanced written pragmatic competence in English. Furthermore, “pragmatic competence, for the measurement of interlanguage pragmatics, guides the theoretical directions” (Yamashita, 2008, P. 202).

Pragmatic competence, as part of communicative competence, enables L2 learners to communicate appropriately in the target language in interpersonal relationships. It is defined as foreign learners’ capacity to put into practice their knowledge in order to express intentions and to interpret the interlocutors’ ones (Fraser, 2010). This competence is based on contextualized

knowledge and interpretation of appropriate illocutionary acts. For this reason, L2 learners should have the ability to produce L2 utterances taking in consideration L2 cultural norms. The L2 learners' wrong interpretation and the inappropriate expressions use causes pragmatic failure (Chen, 2001).

Thomas (1983, P. 91-112) claims, "Pragmatic failure occurs when the mapped on pragmatic force to a linguistic token or structure and the normally assigned to it by natives are systematically different ". The absence of social context cues such as age, gender, position, location, and lack of visual cues in e-mail communication leads to pragmatic failure and impoliteness between e-mail writers and the addresses. There are some pragmatic research suggest that, in comparison with more established written forms of communication, there is reduction in the normal conventions of politeness in e-mail discourse (Simmons, 1994; Bunz & Cambell, 2002).

Brown and Levinsons ((1987). As cited in Hashemian, 2019, P.120) refer to politeness as consideration of another person's face, and they defined face as "the public self-image that every member wants to claim for himself". While Leech (1983.p.82.) views politeness as a principle to maintain the social equilibrium and the friendly relations, which enable us to assume that, our interlocutors are cooperative in the first place. Politeness plays an important role in interactions between interlocutors from different cultural backgrounds. However, misunderstanding can be expected because the interlocutors arrive from various cultures and they interact in situations where the English language is considered as lingua franca. As a result, students need to be aware about politeness norms in order to be able to compose appropriate e-mails to gain a better understanding and to reduce the possibility of pragmatic failure.

Moreover, norms are dependent on context and situation (Culpeper, Haugh, & Kadar, 2017). Each social group and situation has specific politeness norms, these differences should be examined .the previous features make communication in formal contexts as academic contexts as challenging task. Due to the importance of the lectures' perceptions of EFL learners' e-mail requests, EFL learners should be familiar with the lecturers' opinions of appropriateness and politeness of e-mail requests, so they can be able to present their requests politely.

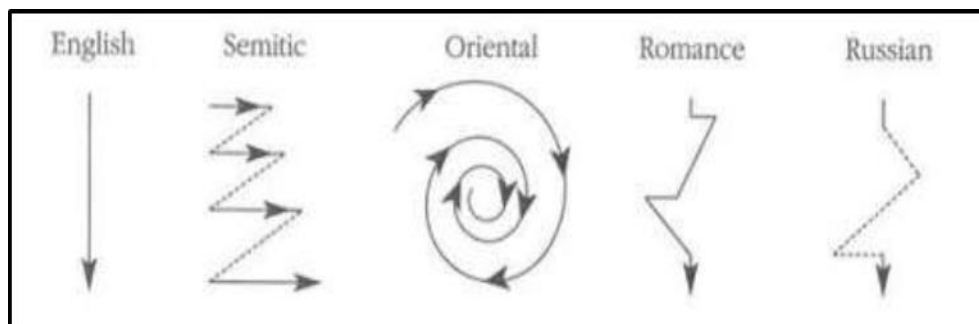
## 1.10. The Rhetorical Structure of English Writing

### 1.10.1. English is a Linear Language

Kaplan (1966), the father of Contrastive Rhetoric research, analysed more than six hundreds of ESL essays written by international students from different cultural and linguistic backgrounds. He believes that people from different cultures used the rhetorical patterns of their native languages when organizing their English writing.

According to Kaplan (1972), each culture has its own structural pattern of writing, which is called rhetoric. He explains more that rhetoric is a tool that writers use to convey their thought and ideas by representing their language. Rhetoric consists of analysis factors, general word and data, explanation and the combination of ideas (Saffari et al., 2017).

Kaplan (1966), in his study, categorises the five different rhetorical structures from several languages, which influences second language writing (See figure 1.1). He argues that of all the five observed macro- rhetorical patterns, English appears to be the only linear language



**Figure 1. 1.** Figure 1.1.Rhetorical Patterns of Different Languages (Kaplan, 1966, P.15)

The figure shows the linearity notion of English language that is reflected in the straight line. Linearity, according to Kaplan 1966, is one of the major rhetorical patterns that typically characterizes the process of writing in English. He described English as “predominantly linear” as opposed to “the digressive ” or non-straightforward structures which characterize what he categorizes as ‘Romance’, ‘Semitic’ and ‘Oriental’ language groups (1966, p. 16).

Although many criticisms about the notion of linearity, Kaplan reiterated the same point of view as late as 2001 insisting that “English is more linear than other languages.” He states that “The flow of ideas [tends to] occur in a straight line from the opening sentence to the last

sentence” (p.14) in a paragraph. Anything should be related to the central idea. Otherwise, written discourse would be redundant and irrelevant (Zarhouni ., & Khartite , 2016).

### 1.10.2. The Five Contrastive Features Framework

In 2008, Xing, Wang, and Spencer collected five contrastive features found by a number of scholars in previous studies. These studies include: Ballard and Clanchy (1991); Cho (1999); Connor (1996); Cortazzi and Jin (1997); Schneider and Fujishima (1995). Xing, Wang, and Spencer (2008) used these five contrastive features to come up with a comprehensive framework for analysing writing styles. They used the five contrastive features to compare English and Chinese writing styles. Their five contrastive features include:

1. **Inductive vs. Deductive:** This feature refers to the placement of the thesis statement in the essay. A thesis statement is defined as “a sentence summarizing the fundamental argument of any essay” (Megginson, 1996). According to Xing, Wang, and Spencer (2008) , If the thesis statement is placed at the beginning of the introduction or at most in the first paragraph of the written essay, the essay is assumed to be deductive, and if background information is given first then followed by the main point, it might be inductive. English (American and British) way of writing follows a deductive style, in which the main idea stated at the first paragraph directly. However, the inductive pattern is more common in the Chinese writing, with background material given first to lead the reader to the main point (Cortazzi & Jin, 1997).
2. **Start-Sustain-Turn-Sum vs. Introduction-Body-Conclusion:** This feature mentions the overall rhetorical style used in the written essay. It is claimed that Chinese rhetorical style consists of a four-part pattern: qi ('start, open') establishes the field or prepares the reader for the topic; cheng ('carry on, sustain') introduces and develops the topic; zhuan ('turn') turns to a seemingly unrelated subject or looks at the problem from another angle; and he ('conclude') sums up the essay whereby the author's opinion is established or hinted at (Connor, 1996; Grabe & Kaplan, 1998; Hinds, 1990; Swales, 1990) .The English (American and British) way of structuring an essay usually includes an introduction, a body and a conclusion. English essays generally place more emphasis on form than do Chinese essays. Since Chinese writing places the emphasis more on the whole.
3. **Circular vs. Linear:** This third feature pertains to the number of topic sentences mentioned per paragraph. In order to have a systematic definition Xing, Wang, and Spencer (2008) elucidate that Circularity can be measured by looking at the frequency of topic changes in

paragraphs where topic sentences are used. Linearity can be indicated by a low frequency of topic changes or a low average number of topic sentences in a paragraph (p. 74).

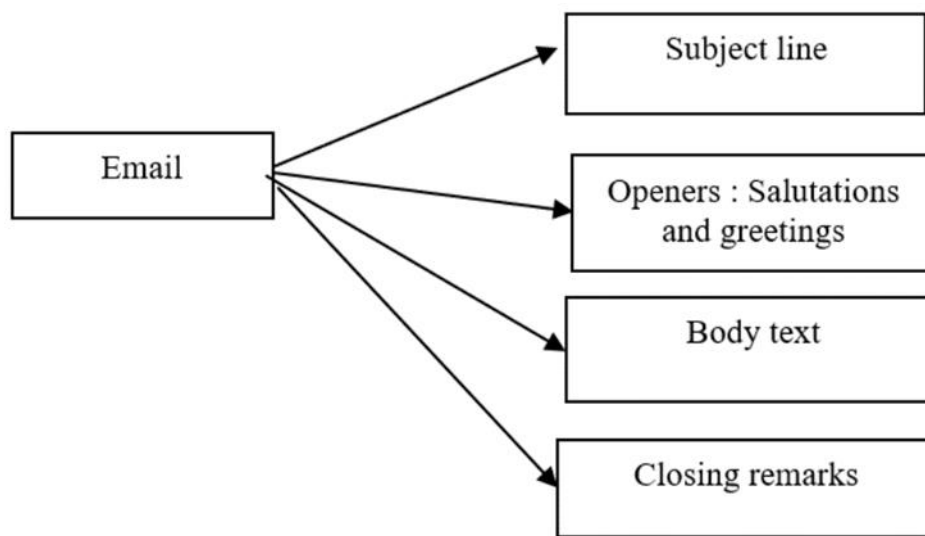
4. **Metaphorical vs. Straightforward:** Chinese, for supporting the arguments and adding beauty to their writing, they use proverbs, idioms, maxims, literary allusions, and analogies. In contrast, Western readers regard these patterns as clichés, and Western teachers of writing encourage students to write in their own voice using their own words.
5. **Explicit Discourse Markers:** this feature refers to the number and type of discourse markers. The use of explicit discourse markers adds to the unity and overall coherence of the written essay. English essays use explicit discourse markers to signal relations between sentences and parts of texts. These devices are words or phrases that act as aids to help readers make connections between what has already been stated and what is forthcoming (Connor, 1996). While, The Chinese language places emphasis on coherence of meaning rather than coherence of form.

### 1.11. Rhetorical Patterns of Requestive E-mail Writing in English

Brown and Levinson (1987) (as cited in Hashemian, 2019, P.121) view speech acts, like request, as a face- threatening. A request is an illocutionary act; i.e. the speaker's intention in uttering the words, it functions as a directive. It expresses the speaker's desire to get the addressee to perform an action according to his or her need. A well-structured request is made with regard to the linguistic encoding of request is made with regard to the linguistic encoding of requests and the structure, which comprises four stages: pre-request, core-request, and post request; each stage is made up of other specific acts. The speaker may employ a collection of request strategies and levels of directedness associated with the context and the power of the relationship between those engaged in communication. Taking into consideration the politeness strategies to save face when requesting.

An action is also called for a request in an e-mail for the benefit of the requester (Al-Ali & Sahawneh, 2008). Zhu (2012) sets the components of requestive e-mail as following: openings that address the recipient, closings which include thanking and the name of the addresser, head acts that contains the request, and supporters embedding moves as apology, small talk, or a promise to support the communication aim. However, the use of the request speech act in the university students' e-mails to their instructors may create tension for both students and professors because of the distance between the higher status of the recipient and the sender's lower one.

Writing a requestive e-mail to a higher position addressee is expected to follow a discourse structure containing an informative subject line, an opening, a body, and an appropriate closing (Guffey, 2010). Furthermore, in order to provide a well-elaborated e-mail and to minimize the amount of imposition exerted on the prospective reader, writers should employ requestive mitigation strategies. This can be achieved by using indirect illocution to decrease the impact of face-threatening in request (Leech, 1983; Searle, 1969), as well as keeping within the discourse tradition of the genre as it is presented in the following figure:



**Figure 1. 2.** Guffey’s (2010) e-mail discourse structure

(Adopted from Aribi Ben Amor, 2019, P. 16).

The heading, which automatically appears at the top of all e-mails, is an initial component in e-mails. It has four titles: “from”, “to”, “date”, and “subject” which include both of the sender’s and receiver’s address, the sending date, and the topic, respectively ( Guffey, 2010). As it is shown from the figure above, the first component of the e-mail discourse structure is the subject line.

- 1- **Subject Line:** It is used to give general information on what the message deals with. The subject line usually is separated from the body message being the umbrella title under which three communication categories go: the acceptable subject lines which are appropriate and relevant to the message content; it is presented by “an application form to sign”, “about the publication of papers”, “my research proposal“. The improper subject liner, which states too long subject lined or/ and inaccurate subject lines, which are vague or irrelevant to the content of the e-mail, it is indicated by, for example, “asking”, “hello, I hope you are fine, I really want to resume work with you and I want to check if you receive my e-mail, if yes,

send me an e-mail”. The last category includes the e-mails that do not contain subject lines. An accepted functional subject line should be written in a high level of competence in order to present the importance and the idea of the message to the recipients (Munteretal, 2003).

- 2- **Opening Formula:** the most important aspect of e-mail communication is opening greeting because it shows friendliness and a positive attitude towards the recipient (Guffey, 2010). The use of appropriate opening formulas enables the sender to draw their professor’s attention. The greeting move includes salutations, terms of address and greetings. Moreover, greetings perform the essential function of politeness as well as it sets the pace for future communications (Chiluwa, 2010). The greetings are usually divided into formal and informal formula, located before the direct declaration of the receiver address (BouFranch, 2006). There are three categories of the opening formula: the acceptable and the appropriate openers, which are formal. The inappropriate openings, which are improper or informal. The last one is devoted that do not contain opener. The correct use of professional titles viewed as mechanism to show distance respect to the addressee (Chiluwa, 2010). The formal greetings and the use of the receiver’s surname present independence and deference between the e-mail’s sender and receiver such as “dear professor + last name”, “Dear sir+ last name”. The use of formal address forms run in parallel with the addressee’s social position which serves as a tool to give the recipient the right status. On the other hand, the informal greetings reduces the distance and express closeness and familiarity, it is achieved either through the use of the first name rather than the surname or the use of informal phrase as “hi”. Those phrases are used while interacting with friends, equal status people and the same age group to present informality (Chiluwa, 2010). Those greetings and addressing terms become part of politeness formula. Emoticons are used in more close relationship rather than professor-student communication, they are considered as sign breaching the social norms in academic context. The writers use deliberately informal forms to achieve their goals by establishing a comfortable atmosphere of interaction.

- 3- **Body Text:** The body of any e-mail contains the whole message. Postgraduate students tended to follow the inductive style while communicating with their professor via e-mail. Instead of going directly to the request, they pass through some strategies to express their request. These strategies classified as:

**3.1. Introduction:** In order to appear polite and show respect to professor, students start their conversations by greetings and asking about the health of each other or they express their best wishes to their professor in religious occasion. However, this strategy

may be inappropriate as it takes up the professors' time instead of reading greetings straight to the point they start with long introduction (Aribi Ben Amor. I, 2019,P.18).

**3.2. Self-identification:** This move serves to identify the e-mail writer. These introductory statements enable the participants usually to highlight their academic background. Students may rely on story-telling approach to provide relatively short narrative in order to narrate some personal stories to their professor. Chiluya(2010) claims that narrating is neither a new phenomenon nor strange in CMC domain. Students narrate their personal details in order to share their experiences with their professor to show closeness and sharing which pave the way for the request.

**3.3. Apology or reminding remarks:** Apology formula represents a means of mitigating the face-threatening effect of the request and ensuring the professor's consideration for the request. This move could be presents in students' body message by apologizing for their meeting or inability to finish their work due to some circumstances, which they try to explain (Aribi Ben Amor. I, 2019,P .19).

**3.4. Pre-request:** This move prepares the ground for request in which students state their specific purposes by providing contextual information explaining the reason behind this request, then, at the end, they write the request act or purpose statement.

**3.5. Request:** the last part of the message is the request move. In this part, the inductive approach is used to ensure indirectness. By which the students maintain introduction and pre-request information in their e-mail instead of going directly to the request. For this reason, Crystal (2001, p. 109) states that “ an e-mail writer should ensure that information placed at the end of the message might never be read, in case the reader decides to do not scroll down any more”.

- 4- **Closing/ signing off:** the last component of e-mail messages is closings. It serves to re-establish the interpersonal relationship between the sender and the receiver. Waldvogel (2007,p.467) argues that one way of showing respect and giving the addressee the appropriate status is by signing off or adding closing to message. In order to realize positive politeness strategies, the closing formulas should contain both greetings and the sender's name such as “yours gratefully, full name”.

## 1.12. Rhetorical Strategies for Writing Effective E-mails

Although E-mails have become a vital mode of communication, E-mail writing becomes very crucial. Especially for NNSs e-mailing 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.

Many English researchers, such as Chang and Hsu (1998), Chen (2001, 2006) and Lee (2004), found that EFL learners were unable to express themselves in appropriate linguistic forms and rhetorical strategies. Students unable to use English e-mail appropriately and effectively, because they are unaware about target culture's norms and values, and with appropriate e-mail etiquette.

In order to foster the ability for constructing effective polite e-mail messages, one should be aware of the e-mail netiquette guidelines. Moreover, effective writing requires shaping words according to the target audience, purpose and the genre. In this context, Hossein Bidgoli in his book "The internet encyclopedia", Second edition (2004), sets several guidelines, mainly as follows:

### **1. Use a salutation and Signature**

It is appropriate to open the message with a proper salutations by addressing the instructors by their title and family name, and with a formal greeting (e.g. Dear Professor ...). Similarly, instead of concluding with direct request, include a signature, such as 'sincerely', followed by the name of the sender.

### **2. Include Meaningful Subject Headings**

Include a clear, specific, brief subject line. "The subject line should contain a clear summary of your message that allows the receiver to know what the message is about without having to open it. It allows the receiver to prioritize the hundreds of messages he/she receives each day. Many people look for clear subject lines to evaluate the legitimacy of the message" (Bidgoli, p.276).

### **3. Be brief**

"A general netiquette principle is that one's communications should not waste other people's time. There are people who receive hundreds of e-mails daily. Many people pay for Internet connection by the hour. Hence, keep the messages brief and to the point" (Bidgoli, p.277).

### **4. Use One Topic per E-mail:**

"Multiple subjects in the same e-mail are harder for the receiver to file and retrieve" (Bidgoli, p.277).

### **5. Use Acronyms and Slang with Care**

“Acronyms and slang should be used only when you are sure that the other person knows the meaning” (Bidgoli, P.277). Otherwise, abbreviations that cause misunderstandings should be avoided.

### **6. Pay Attention to the Language**

One must use standard punctuations and capitalisations, and avoid mistakes in spelling and grammar. One must reread, revise, and review the message before clicking the send button.

### **7. Incorporate Emotions**

“Always be aware that e-mail is a text medium. In the absence of facial expression or voice, the tone of the message can easily be misinterpreted. Smilies may help convey some of the emotions but they should be used sparingly. Use only the most common smilies; it is possible that some of your recipients may not understand the meaning of a smilie (Bidgoli, P. 278).

### **8. Increase Scan ability**

“Increase the ability of recipients to scan the message by writing short paragraphs and by including subheadings if the message is more than a screen-full long” (Bidgoli, p.277).

Those are the key guidelines, concerning the rhetorical conventions for writing effective e-mails, included in Bidgoli book. One must follow them.

## **1.13. Implications of Contrastive Rhetoric Teaching EFL Writing**

Since writing is a socially constructed activity and process, its studying should shade the light on both the cultural context, and the discursive and the social practice environments. Contrastive Rhetoric, as any other studies, is itself a process. This theory opened a new horizon for EFL writing to be analyzed under L1 cultural background. Modern Contrastive Rhetoric, unlike traditional Contrastive Rhetoric, is interdisciplinary and has become a hybrid of study; other related fields as anthropology, psychology, text linguistics, composition pedagogy, and applied linguistics influence it. The drawn findings that are provided from these fields has extended the scope of Contrastive Rhetoric and offered several benefits to classroom teachers (Bradley, 2012, P.71).

Learners have to express the process to know how to negotiate the context of writing, because when facing writing assignments, multilingual and multicultural students may face logical and structural problems due to the lack of knowledge about the expected rhetorical

structure. For this reason, these writing assignments need to be placed in a real context of writing by asking students to write a critical point of view of each other's writing and sharing it with the whole class which allow the writer to observe the reaction of the intended readers. This method is inspired from the pedagogical technique Ethnography, Connor's (2004) study, treating students as ethnographers. Ethnographic approach helps students substantially to improve their writing process by sharing their supporting and critiquing views.

Moreover, students need to know what is expected of them in writing level in order to be able to control the flow and the spread of their ideas otherwise misunderstanding arise. Students' inability to write a paragraph that meets the expectation of English readers might be to their unfamiliarity with the convention of the new required rhetoric. Findings of Sugiharto (2005) study revealed that students would be able to write in English in a liner order if they developed and acquiring schematic background about English rhetoric. This deviation from the English readers' expectation cannot necessarily be attributed to L1 interference.

In fact, students' L1 is considered as an important resource while making decision in writing (Raimes, 1993). The negative transfer from the L1 to the L2 can be avoided by following contrastive- rhetoric-Oriented writing effectiveness and their awareness of audience expectations in the target language. There are some other potential variables that might faster as well as impeded the students' communication, like educational background, language proficiency, learning strategies.

The process-genre approach is suitable to teaching writing, through which learners will be able to highlight the textual features unique to each-genre because this approach focuses on the linguistic and rhetorical input and on the role of initiation in learning. Through it, students encouraged to speak about their writing moves and steps, which gives an idea about the difficulties they face and helps directing them to the right path of the target language use. Moreover, writing teachers recognize the common points of interference from Arabic in the first students' assignments and work on spreading this influence through awareness- rising (HAMADOUCHE, 2015, P.238).

Furthermore, students should be aware of the English rhetorical conventions in order to communicate successfully in the target language. (Carrel, 1984) claims that if learners are familiar with both the content and the form or rhetorical patterns of the texts they read, they could understand better. So teachers should encourage their learners to develop this awareness to help them construct a text which corresponds to that of English speaking readers.

Reading texts written by well-known and sophisticated writers is a helpful method for the students to become better writers by grasping and producing their features. Therefore, the more foreign learners read in the target language, the more they get familiar with rhetorical style of that language. These instructions should begin with explanation of the reasons of why different languages have different rhetorical conventions.

#### **1.14. Awareness –raising and Contrastive Rhetoric**

The notions of language awareness and culture awareness are central for Contrastive Rhetoric (HAMADOUCHE, 2015). Language awareness is defined in the Association of Language Awareness as ‘explicit knowledge about language and conscious perception and sensitivity in language learning, language teaching and language use’ (Garrett & James, 2000, p. 330 as cited in Byram, 2012). While cultural awareness is defined as “the ability to interact effectively with people from cultures that we recognise as being different from our own’ (Guilherme, 2000, p. 297).

In this sense, awareness would mean, that individuals would pay attention to the language and culture in the social context, to the language and culture in the social context, to the language and culture in their own lives and in their own psychology. Moreover, it involves analysis of, and learning about language and culture, and crucially the relationship between the two (Byram, 2012). Language awareness and culture awareness are related to each other, in which they play an important role in enhancing language activity.

However, Students fail to construct appropriate Target language writing because of their unawareness of the rhetorical style and conventional modes of that language. Even those with advanced levels of proficiency levels who aim to write more like native speakers. Non-native writers do not have the ability in recognising, which mode to use for each communicative situation and the impact of their choice, unlike native speakers who have this ability (Kaplan, 1966). Hence, Awareness-raising is, therefore, a basic concept to the pedagogical applications of Contrastive Rhetoric, and its most essential tool for helping non-native students to overcome their difficulties in target language composition.

Kaplan insists that learning how to compose in another language, especially with regards to academic and advanced composition classes, involves raising both students’ and teachers’ awareness to the fact that “Rhetoric, the method of organizing syntactic units into larger patterns is as much a culturally coded phenomenon as the syntactic units themselves are” (Kaplan 1967,

p. 11). Moreover, Kubota and Lehner (2004) argue that Contrastive Rhetoric has “laudable pedagogical intentions to raise teachers’ and students’ cultural and rhetorical awareness in second language writing...” (p. 7). While Davies (2004) believes that improving students’ conscious awareness of the rhetorical conventions of both their mother language and the target language, would increase their ability to identify cross-cultural differences.

In order to achieve learners writing ability as well as academic success in the target language, Kaplan (1966) among others (cf. Mok, 1993; Kubota & Lehner, 2004; Davies, 2004) insists on the notion that EFL/ESL teachers have to draw their students ‘attention to the different rhetorical patterns of English language, and to the unacceptability of using their mother tongue while engaging in the TL writing’.

Therefore, awareness-raising can be achieved through identifying and comparing the rhetorical features unique to the first language culture, with that of the target language. Moreover, second and foreign language instructors, especially those involved in the teaching of writing, have the full responsibility to transmit knowledge, concerning develop some familiarity with the cross-culture variation in the use of textual features and organizational patterns , to their students through classroom implementation.

## **Conclusion**

Academic writing in English is a challenging task for both the native speakers of the language and EFL learners, whose are supposed to write in new rhetorical style. Contrastive Rhetoric has been a changing point in second language studies, originally presented by Robert Kaplan’s 1966 study as a pedagogical solution to L2 writing problems; it actively applies the notions of culture to explain and discuss differences in written texts and writing practices in general. The development of research approaches improved the methodological orientation of Contrastive Rhetoric research and led it to new directions, which influences various genres; among these genres e-mail.

EFL learners depend on this hybrid method of communication outside the classroom to make request for meetings and feedback. Writing effective requestive e-mail should follow a discourse structure and rhetorical writing strategies taking in consideration both cross-cultural communication and politeness norms.

## **Chapter Two**

**Methodology, Data analysis, Results and Discussion.**

## **Introduction**

This chapter is solely devoted to the fieldwork of this inquiry. The study under investigation aims at exploring both teachers' and students' perceptions of Contrastive Rhetoric in the cross-cultural of E-mail communication, mainly requestive e-mails at the Department of English of M'sila University, during the academic year 2020-2021.

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. To achieve this purpose, the chapter was divided into sections.

The first section is devoted to the description of the research process, which provides a description of the research design, the research method, and the sampling techniques. The second section provides a detailed description of data collection tools, which involve students 'questionnaire, teachers' interview, and text corpus analysis of students' e-mails. The final section is devoted to display the data analysis, the interpretation, and the discussion of the results.

### **2.1. Research Design and Data Collection**

A research design is the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure. In fact, the research design is the conceptual structure within which research is conducted; it constitutes the blueprint for the collection, measurement and analysis of data (Kothari, 2009, P.31). Since the main purpose of this inquiry aims at gauging the students' and teachers 'awareness of Contrastive Rhetoric in the cross-cultural communication of E-mail writing, so a particular design , methods, sample, and tools are selected in order to achieve the objectives of the present research.

### **2.2. Research Method and Design**

The need for assessing and interpreting profoundly the present phenomena, which is dealing with the idea of probing EFL students' and teachers' perceptions of Contrastive Rhetoric in the cross-cultural communication of e-mail writing, calls for the application of the Exploratory method. Creswell and Plano Clark (2007) maintain that the need for exploring qualitatively, a researcher might adopt an exploratory design. This type of designs is useful when

“measures or instruments are unavailable. The variables are unknown, or the guiding framework or theory is unreachable” (p.75).

Since the intent of the exploratory design is that the qualitative results help in the development of the quantitative method, two phases are followed for data. First, the study is explored qualitatively and from its analysis, the quantitative questions are raised. Creswell and Plano Clark (2007) state:

When a researcher needs to develop and test an instrument, this design is particularly useful; because one is not available or identifies important variables to study quantitatively when the variables are unknown. Furthermore, it is obtained when a researcher needs to generalize results to different groups, to test aspects of an emergent theory or classification or to explore a phenomenon in depth and then measure its prevalence (p.75)

In order to collect the required data, the study adopts a mixed research method employing quantitative-qualitative approach offers the opportunities to compile reliable data, to supplement and extend the scope of measuring the subsurface of the investigated phenomenon, to elicit in depth information which provides a comprehensive understanding of the research problem than either quantitative or qualitative approaches alone.

The quantitative design is adopted to present how different parts of the research are linked for the need of analyzing a research problem (Trochim& Land, 1982, P.1). It provides overall and inclusive statistics; it allows profound analysis of the problem; it sets objective and accurate interpretation of data.

Whereas the qualitative design is defined as the procedure with systematic empirical examination into particular meaning (Shank, 2002, p.5). It comprises real world activities for visible view, it examines variables at their natural setting, and it affords the researcher to infer explicit results. Moreover, Guest, Namey, and Mitchell (2012) claimed that the inductive the exploratory nature is the main importance of this approach (p.45). Also, using the Microsoft Excel 2016 saved time and facilitated the statistical calculations to fulfill the research objectives.

### **2.3. Research population and sampling**

The first step in sampling is to define the population to which results will be generalizable (Gay et al., 2012, P.131).The population taking part in this inquiry is Master II

EFL students of Linguistics at the department of English of M'sila University. The whole number of participants of the population is seventy.

According to Creswell (2012, p.142), population is a group of individuals who have the same characteristics. As a result, a number of paramount reasons prompts the choice of this population. Firstly, students can speak and write English with a good variety of grammatical structure and adequate vocabulary. Moreover, they have sufficient linguistic background. Secondly, they are dealing with divert modules: genre analysis, ESP, discourse analysis, etc. So, Contrastive Rhetoric could be implicated in their master degree. They should recognize about the existence of Contrastive Rhetoric, mainly in the cross-cultural communication of e-mail writing to avoid misunderstanding in future application. Finally, teachers still complain about the students' impolite e-mails though they have reached a sufficient level of linguistic awareness.

However, particular sample of research must be defined. In a research study, a sample is a group of individuals, items, or events that represents the characteristics of the larger group from which the sample is drawn (Gay et al., 2012, P.129). Sample designs are basically of two types viz., non-probability sampling and probability sampling (Kothary, 2009, P.58). In which, "the sample may be probability sampling or it may be non-probability sampling. Probability sampling is based on the concept of random selection, whereas non-probability sampling is 'non-random' sampling" (Kothari, 2009, P.58). In this inquiry, the probability sampling with simple random sampling technique is employed, in which all individuals in the defined population have an equal and independent chance of selection for the sample (Gay et al., 2012, P.131).

Regarding sample size, Gay et al., 2012 claim that the sampling question most frequently asked by beginning researchers is probably, "How large should my sample be?" And the answer is, "Large enough!" This answer may not be very comforting or precise, but the question is a difficult one (P.138). In this sense, Kothari claims that the size of sample should be neither excessively large, nor too small. It should be optimum (2009, P.56). The sample chosen in this inquiry consists of forty students (N= 40) from a population of Seventy students.

Additionally, English teachers also have significant part in this study. In that, seven out of twenty teachers (N=7) in the same department at M'sila University have been randomly and voluntarily agreed to take part in our interview, in order to treat the situation from another angle

as well as to investigate their perceptions of Contrastive Rhetoric in the cross-cultural communication of e-mail writing.

## **2.4. Research Instruments**

According to Gay et al., 2012, an instrument is a test or tool used for data collection, and the instruments section of a research plan describes the particular instruments to be used in the study and how they will measure the variables stated in your hypothesis (P.113-114).

In this exploratory study, three data collection tools have been used: an online questionnaire for students, an interview for teachers, and a text corpus analysis of students' e-mails. The design of these tools was under the consultation of the supervisor, who helped in forming, collecting, and directing the content.

The online questionnaire was distributed to seventy Master II EFL students of Linguistics. When the number of responses accessed the selected sample size, the process of accepting of responses was stopped. Whereas, the interview were opted by ten teachers of a total population of twenty teachers. Finally, text corpus analysis was examined on twelve e-mails of the students while interacting with their teachers.

### **2.4.1. Description of The research Instruments**

#### **2.4.1.1. Description of the students' questionnaire**

Questionnaire is one of the research instruments for gathering data. It is a written collection of self-report questions to be answered by a selected group of research participants (Gay et al., 2012, P.196). This method of data collection is quite popular, particularly in case of big enquiries (Kothari, 2009, P.100). Moreover, a questionnaire is the main means of collecting quantitative primary data. A questionnaire enables quantitative data to be collected in a standardized way so that the data are internally consistent and coherent for analysis (Rani and Roopa, 2017, P.273).

The questionnaire designed for the current research is used to gather data about Master II EFL students of Linguistics perceptions of Contrastive Rhetoric in the cross-cultural communication of E-mail writing. Consequently, all the items in the questionnaire are linked as much as possible to the overall objective of the study. The creation of the current version of the questionnaire was made via Google Docs, and all participants received a link to the electronic

questionnaire. The total number of the target students is seventy, however only forty responses have been accepted, then the process of accepting responses was stopped.

The questionnaire involves Twenty-four items. All the items are grouped into four sections in order to meet the structural requirements of the research questions. Each section elicits quantitative data, including close –ended questions (Five points-Likert scale, multiple choice, and yes/No answers). Closed questions have the advantages of easy handling, simple to answer, quick and relatively inexpensive to analyse. They are most amenable to statistical analysis (Kothari, 2009, P.103). (See Appendix 1).

***Section one:*** Background information (Q1-Q2)

The aim of this section is to obtain data about the participants' background. Q1 is concerned with their gender. While in Q2 is concerned with years spent in studying English.

***Section two:*** Contrastive Rhetoric and online communication (Q3 to Q10)

This section aims at exploring students' perception about Contrastive Rhetoric and online communication practices. Q3 offers frequency scale answers, which concerned with whether students intend to learn behaviours and culture of English Native Speakers. Questions Q4, Q5, and Q6 seeks to know students' frequency of using e-mails to interact with their teachers, and to extract the type of language employed in their e-mails to interact with them. In addition asking them if their teachers complain about receiving informal e-mails. However, Q7 seeks to inspect students' perception of the concept Contrastive Rhetoric. Q8 seeks to know how often they receive intercultural written communication instruction in English. Q 9 offers a five-Likert scale table, in which students are asked about some criteria importance, which makes e-mail as good one. Q10 concerns with students' views about their style in writing e-mails with comparing of that of English Native Speakers

***Section three:*** E-mail writing experience (requestive e-mails) (Q11 to Q15)

This section aims to know students' experience about writing e-mails .Q11 and Q12 are concerned with whether students employ e-mails and for what. Q13 deals with students' opinions about the importance of e-mails as a tool of communication. While Q14 and Q15 seek to know the frequency of receiving replies for their e-mails, and the raisons for rarely receiving replies.

***Section four:*** classroom instructions in Contrastive Rhetoric and E-mail writing (Q16 to Q 24)

This section is devoted to investigate the area of practice and instruction of Contrastive Rhetoric in writing e-mails. Q16 deals with whether teachers raise students' awareness towards interacting via e-mail. Q17 to Q20 are concerned with students' awareness about Arabic-English rhetorical differences. Q21 seeks to know students' agreement about with whether using inappropriate language cause misunderstanding. Q22 attempts to know students' need of exploring Contrastive Rhetoric to communicate via e-mails properly. Q23 and Q 24 seek to extract the type of politeness strategies students employ when they interact with their teachers.

#### **2.4.1.2. Teachers' perceptions and practices of Intercultural/ Contrastive Rhetoric**

##### **Interview**

Interview is one of the instruments to collect the data. According to Gay et al., (2012), an interview is an oral, in person question-and-answer session between a researcher and an individual respondent (P.186). In that, Interviewers can explore and probe participants' responses to gather in-depth data about their experiences and feelings. They can examine attitudes, interests, feelings, concerns, and values more easily than they can through observation (Gay et al., 2012, P.386). According to Gay et al., (2012, p.386), there are three kinds of interview. Some interviews are structured, with a specified set of questions to be asked, whereas others are unstructured, with questions prompted by the flow of the interview. Semi -structured interviews combine both structured and unstructured approaches.

In the current research, a structured was designed in order to probe EFL teachers' perception and practices of Contrastive / Intercultural Rhetoric in the cross-cultural communication of E-mail writing in their EFL classroom, at the department of English Language and Literature in the University of M'sila. The interview includes open-ended questions in order to gather qualitative data. Interview guideline was prepared before conducting interview section. (See Appendix 2).

The structured interview of the current research contains six questions. The first question concerns with the differences between Arabic and English writing in order to know their knowledge about the rhetorical differences between the two languages. The second question concerns with whether the teachers receive informal requestive e-mails from their students, and their opinions about the reasons of misconceiving their e-mails. The third question is devoted to know the place of Contrastive Rhetoric in their teaching class. The fourth question seeks to know their ways of helping students to understand the rhetoric of L2 writing of e-mails. The fifth

question seeks to know the frequency of instructing their students in CR. Final question seeks to their views of whether raising teachers and students' awareness of CR of value or not.

#### **2.4.1.3. Text Corpus Analysis**

In order to conduct inquiries to analyze language features, the application of text corpus analysis in the field of linguistics is extensively used. Sinclair (2005) presents corpus as “a collection of language text pieces in electronic version, selected based upon external criteria to present, as much as possible, a language or language variety as a source of sample while conducting linguistic research” (p. 16).

Text corpus is described as a collection of linguistic data gathered in written texts or recorded speech to be analyzed and describe language features. This method has the advantage of facilitating the investigation in language structure and use; for example, to present the lexis and patterns of lexis, syntax and patterns of syntax, idiolects and speech communities, discourse and rhetoric, etc. corpus analysis is adopted to analyze the varied use of specified words or sounds (Crystal, 1991, P. 73), in other words, to construe the presence or the absence of particular language features in written or recorded texts. Sampling, representatives, finite size, machine readable form, and standard reference; are criteria that distinguish a corpus from other text collections types (McEnery and Wilson, 1966, P.21).

Moreover, much of textual materials for corpus on the internet can be obtained free of charge. Furthermore, these materials are available for downloading. Additionally, Computer archives contain large quantities of other materials, which are readily for academic use. Some examples of English language corpora:

1. Micro Concord: a forerunner of Wordsmith Tools, suitable not only for language researchers but also for teachers for ‘data-driven learning’ in the language classroom.
2. Oxford Concordance Program (OCP): very flexible but rather slow.
3. TACT: operates in two stages which is the production of database from a given text and subsequent use of the database for particular analyses without further

Furthermore, Bulter (1998, pp.217-220) mentioned some special analytical tools, which are often used:

1. Wordlist: reveals which words occur most frequently in the text(s). It will list them in descending or ascending order of frequency, or alphabetically.

2. Concordances: shows what sorts of words tend to occur in the immediate environment of a given word.
3. Distribution: shows sets of words through the various parts of the text (s).
4. Collocations: shows which particular words or sets of words enter into.
5. Keywords: a comparison with another body of text taken as a norm.

The text corpus analysis approach is used in the current study to investigate the extent to which the students employ rhetorical conventions in writing requestive e-mails while interacting with their teachers. This approach is chosen for the reason of being observable and verifiable of the naturally occurring data, which had been collected. The text corpus analysis objectives are threefold:

1. To identify and illustrate the rhetorical conventions employed in writing requestive e-mails in the target language.
2. To examine such linguistic structures.
3. To investigate the quality of student-teacher interaction and raising their cross-cultural rhetorical differences' awareness.

The present study deals with a corpus of 12 e-mails randomly gathered from EFL students while communicating with their instructors for pedagogical reasons. The text corpus research was administered at department of language and English literature at M'sila University. The teacher's and students' personal information including e-mail address has been deleted to answer more confidentially.

#### **2.4.2. Statistical Tools for Data Analysis**

In order to analyse and to measure the data of the questionnaire instrument, statistical methods are used, which called "Descriptive Statistics". It "provides basic information about the number of participants in a study, their characteristics, and how they did on a test or outcome" (Gay et al., 2012, P.319). Moreover, it includes numerical and graphical tools.

In the current study, Microsoft EXCEL 2016 was used as a statistical programme. The frequencies, the percentages, the mean score, and the range were used to analyse data. The gathered data were organised into five-point Likert scale tables, pie charts, and column charts. The data organised in column charts are with frequencies and percentages legend keys.

The mean and the range were calculated in the case of five –point Likert scale questions in order to describe the scale (of agreement and importance). Likert items are usually coded as following:

5= strongly agree

4=Agree

3=Neutral

2= Disagree

1= strongly disagree

The mean in this case is calculated as in the case of interval data. It is obtained by summing the frequency of each item multiplied by the value given to this item, then all divided by the number of participants.

For example: in the question 18 of the questionnaire

The mean score of the first option (vocabulary) is calculated as following:

$$\text{The mean} = (3*5) + (19*4) + (9*3) + (7*2) + (2*1)/40=3.35.$$

The overall mean score of the entire options is calculated by summing the mean scores of each option all divided by the number of options. The same way is followed with the importance scale.

To determine the minimum and the maximum length of the 5-point Likert type scale, the range is calculated by (five – 1 = 4) then divided by five as it is the greatest value of the scale ( $4 \div 5 = 0.80$ ). Afterwards, number one, which is the least value in the scale, was added in order to identify the maximum of this cell. The length of the cells is determined below:

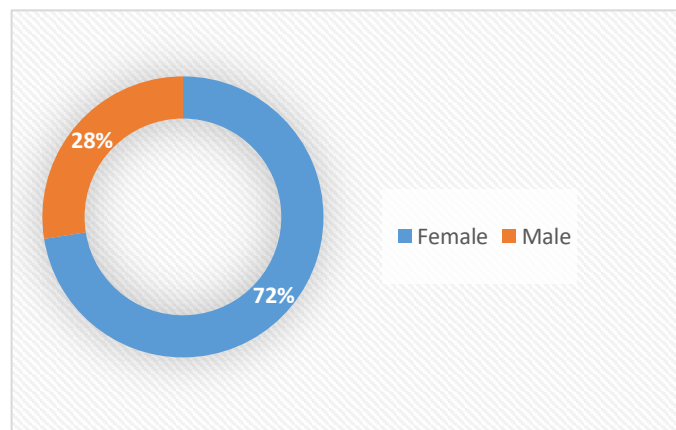
- ✓ From 1 to 1.80 represents (Strongly Disagree).
- ✓ From 1.81 until 2.60 represents (Disagree).
- ✓ From 2.61 until 3.40 represents (Neutral).
- ✓ From 3:41 until 4:20 represents (Agree).
- ✓ From 4:21 until 5:00 represents (Strongly Agree).

## 2.5. Data Analysis and Interpretation of Results

### 2.5.1. Data Analysis, Results, and Discussion of the Students' questionnaire

#### *Background information*

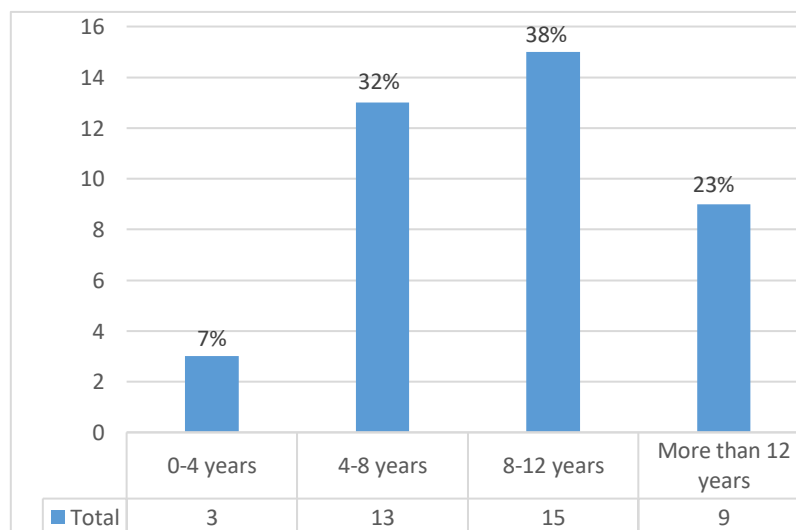
#### 1. What is your gender?



**Figure 2. 1.** Participants' gender.

As represented in Figure (2.1), 72 % of the study participants are females and 28 % are males. The intention behind this question is to show that the chosen sample is representative. Moreover, it reflects the increasing number of girls over boys at the department of English of M'sila University during the academic year 2020/2021.

#### 2. How long have you been studying English?

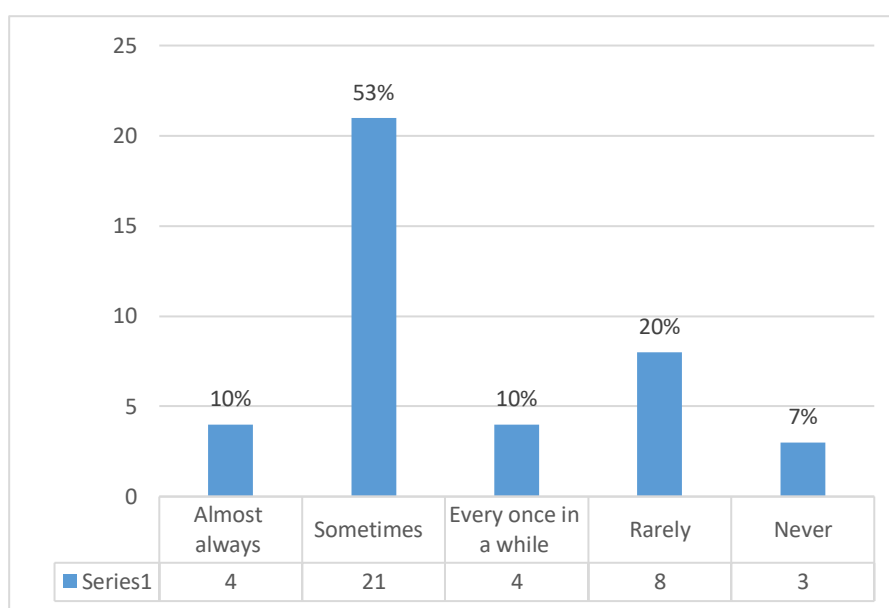


**Figure 2. 2.** Years of studying English

As shown in the figure (2.2), the majority of the participants (38%) have been studying English for a period that ranges from eight to twelve years, while 32 % of the participants from four to eight years. And 23 % of them have been studying English more than twelve years. Only 7% of the participants have been studying English for four years.

**Section one:** Contrastive Rhetoric and online communication

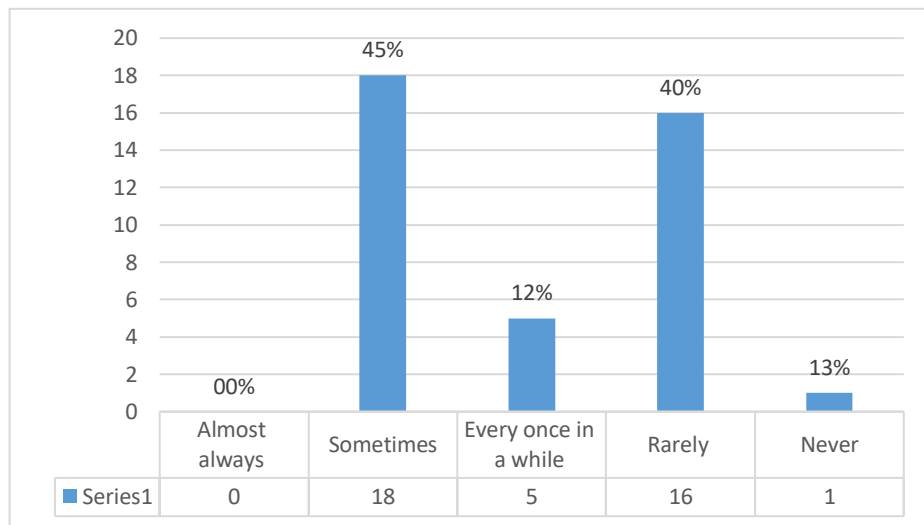
3. As an EFL learner, have you ever tried to learn language behaviours and culture of the target language?



**Figure 2. 3.** Students' frequency of learning language behaviours and culture of the target language

The answers of the third question range from almost always to never. The aim behind this question is to determine students' recognition of the importance of learning behaviours and culture of the TL. From the figure (2.3), the most options chosen are "Sometimes" (53%) and "Rarely" (20%). Four participants chose "Every once in a while" (10%). Those results show that even the participants are aware of the need to explore the learning behaviours and culture of the TL, they do not give much importance to this interest. However, 10% of the participants chose "Almost always". And only 7% of the participants show negative expression to the regarded question.

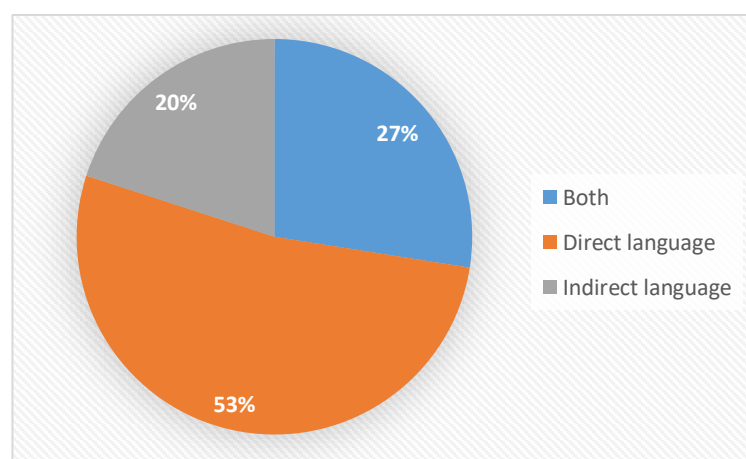
#### 4. How often do you communicate with your teachers via e-mails?



**Figure 2. 4.** Students’ frequency of communicating with their teachers via e-mails.

This question seeks to determine the frequency use of e-mails by the participants in the learning and teaching process. As shown in figure (2.4), the most options chosen are “Sometimes” with 45% and “Rarely” with 40%. While 12% of the participants chose “Every once in a while”, and only one participant chose “Never”. Those results show that the participants have been not using e-mail as an integral part of their teaching and learning process.

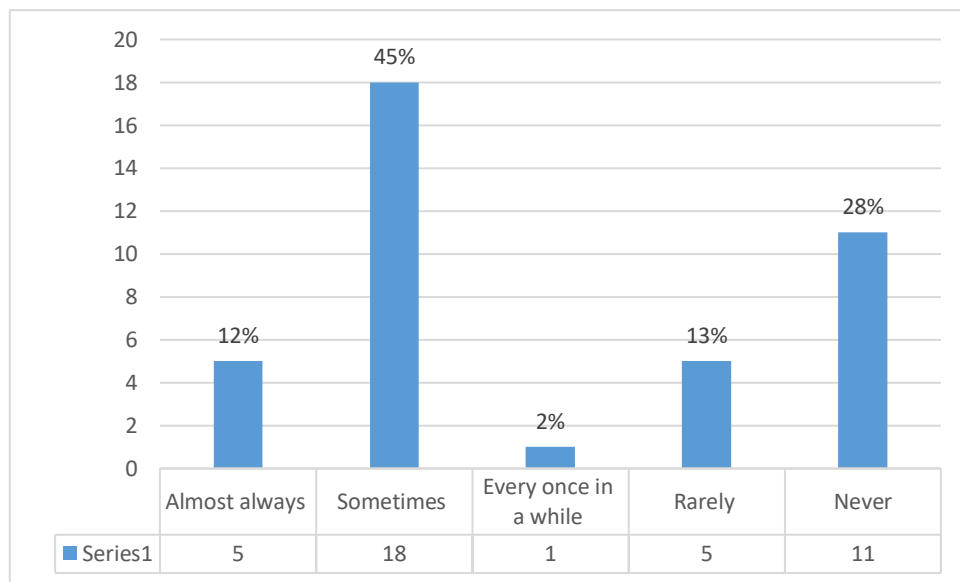
#### 5. When addressing your teacher, do you use:



**Figure 2. 5.** Type of language used by students when addressing their teachers.

As shown in the figure (2.5), the majority of the participants with 53% prefer to use direct language when addressing their teachers. While 27 % of the participants prefer to use both (direct and indirect language at the same time). However, 20 % of the participants prefer to use indirect language.

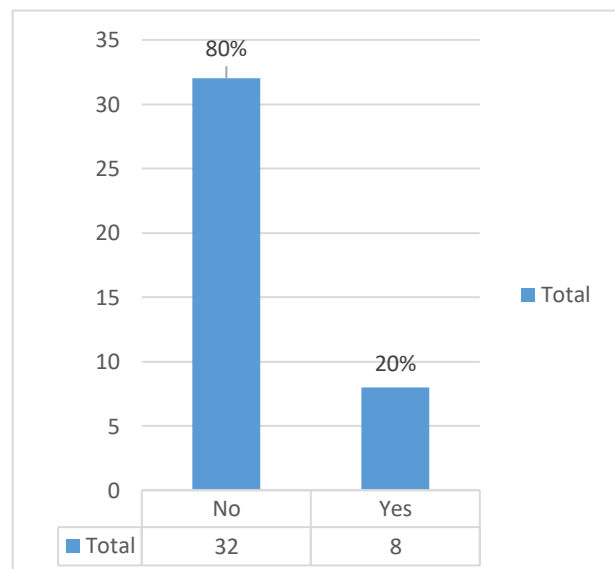
#### 6. Do your teachers complain about receiving informal e-mails?



**Figure 2. 6.** The frequency of teachers' complaining about receiving informal e-mails.

As shown in the figure (2.6), the most options chosen are “Sometimes” with 45% and “Never” with 28%. While 13% of the participants chose “Rarely”, and 12% chose “Almost always”. Only one participant chose “Every once in a while”. Those inconsistent results show that roughly all teachers receive informal and inappropriate e-mails.

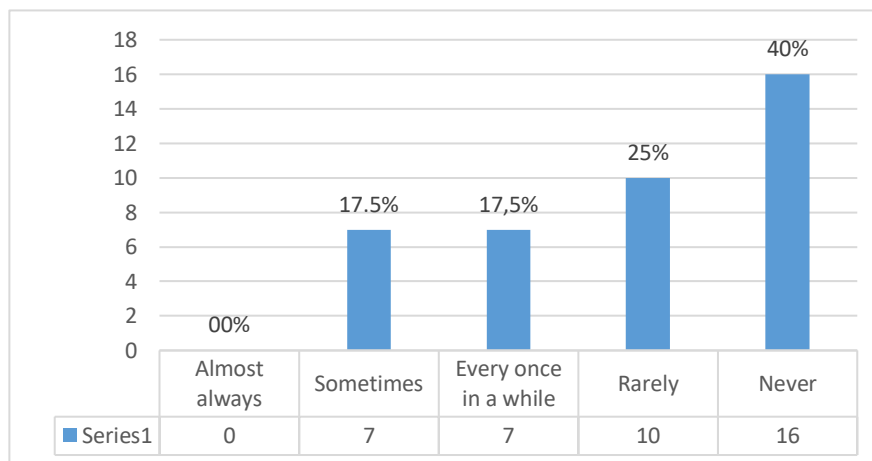
#### 7. Do you know what Contrastive Rhetoric is?



**Figure 2. 7.** Students' perception of Contrastive Rhetoric

This question seeks to unveil students' perception of Contrastive Rhetoric. As shown in the figure (2.7), the majority of the participants (N=32) answered "No" with 80%. However, only 20 % of the participants answered "Yes". Those results show participants' negative attitudes and unawareness of Contrastive Rhetoric field.

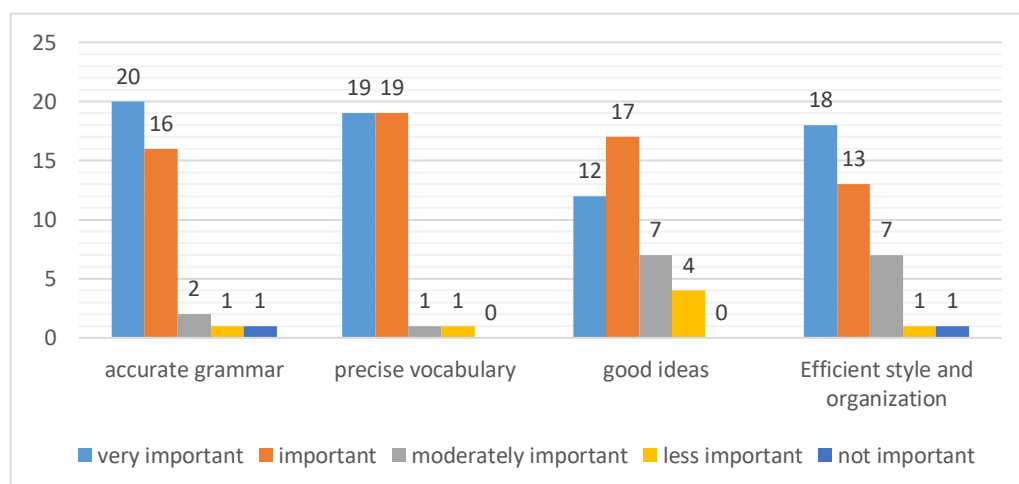
8 .Have you ever received intercultural written communication instruction in English?



**Figure 2. 8.** The frequency of receiving intercultural written communication instruction in English

As shown in the figure (2.8), the majority of the participants chose "Never" with 40%, and "Rarely" with 25 %. And 18% of them chose "Every once in a while", while 17 % of the participants chose "Sometimes". Those results show that the participants do not receive intercultural written communication instruction in English. The proof is that the majority of the participants are not aware of Contrastive Rhetoric (as shown in the previous question).

9. According to you, good e-mails are related to the importance of:



**Figure 2. 9.** The importance of some criteria of good e-mails.

**Table 2. 1.** The importance of some criteria of good e-mails

	Very important	Important	Moderately important	Less important	Not important	Total	Mean
Accurate grammar	20	16	2	1	1	<b>40</b>	4.325
Precise vocabulary	19	19	1	1	0	<b>40</b>	4.4
Good ideas	12	17	7	4	0	<b>40</b>	3.395
Efficient style and organization	18	13	7	1	1	<b>40</b>	4.15

This question seeks to determine to what extent the participants think of the importance of what makes good e-mails. They were provided with some criteria (as shown in the figure 2.9). The answers range from Very important to Not important. To meet this purpose, the mean score and the standard deviation are calculated (Table 2.1), and the range is calculated as following:

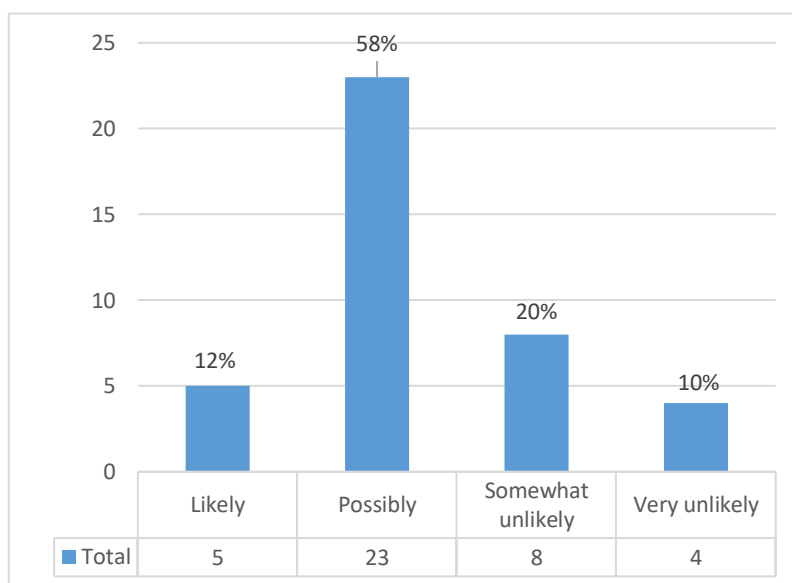
To determine the minimum and the maximum length of the five- point Likert scale, the range is calculated by  $(5 - 1 = 4)$  then divided by five as it is the greatest value of the scale ( $4 \div 5 = 0.80$ ). Afterwards, number one which is the least value in the scale was added in order to identify the maximum of this cell. The length of the cells is determined below:

**Table 2.**Range of answer options of the likert scale (Q9)

<b>Importance</b>	<b>Value</b>	<b>Range</b>	<b>Classification</b>
<b>Not important</b>	1	1-1.80	Negative
<b>Less important</b>	2	1.81 -2.60	
<b>Moderately important</b>	3	2.61- 3.40	Neutral
<b>Important</b>	4	3.41-4.20	Positive
<b>Very important</b>	5	4.21-5.00	

The mean scores calculated of the first and second options are 4.325 and 4.4, those means are belong to the interval [4.21-5.00], which explains that the most of the participants are with the notion that accurate grammar and precise vocabulary are very important. The means calculated of the third and the fourth options are 3.395 and 4.15, those mean scores are belong to the interval [3.41-4.20], which explains that the most of the participants are with the notion that good ideas and efficient style and organization are important. The mean score of the entire options is 4.067. It explains that participants give positive views about the given options.

10. Do you think that your style in writing e-mails are similar to that of English Native Speakers?

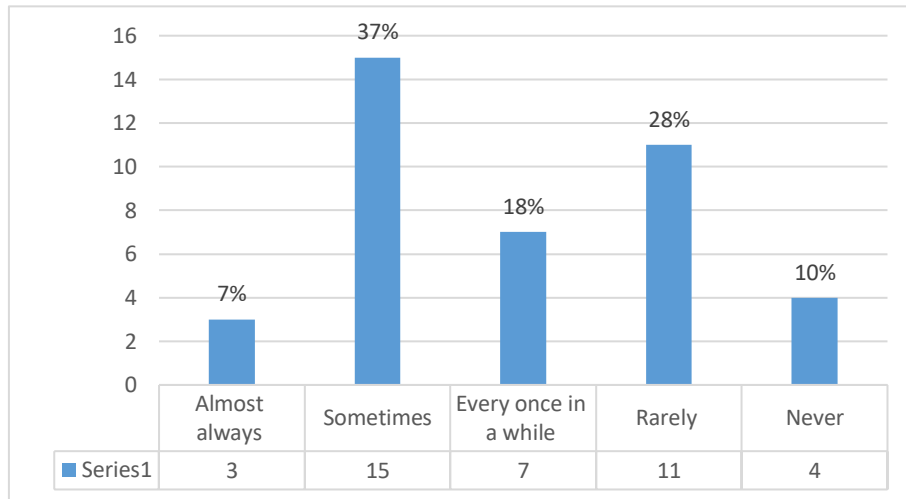


**Figure 2. 10.** Students' likelihood of style in writing e-mails with compare of that of English Native Speakers.

This question seeks to unveil students' awareness about their style in writing e-mail with comparing to that of English Native speakers. As shown in the figure (2.10), the majority of the participants chose "Possibly" option with 58%. And 20 % of the participants chose the option "Somewhat unlikely". 12 % of them chose "Likely", 10 % of the participants chose "Very unlikely". The results show that the participants are aware of the differences in their style of writing e-mails, and that English Native Speakers have a specific way of writing e-mails.

**Section two:** E-mail writing experience (requestive e-mails).

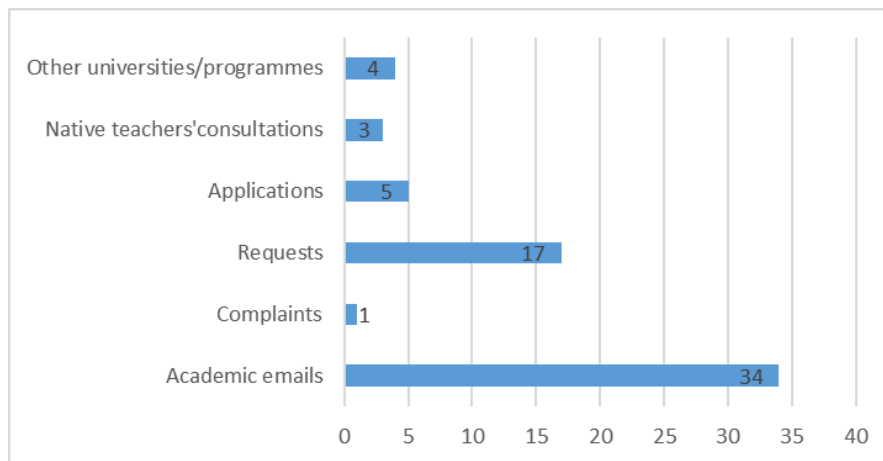
11. How often do you use e-mails to reach out people and perform illocutions?



**Figure 2. 11.** Students’ frequency of using e-mails.

The aim behind asking this question is to determine the frequency of students’ use of e-mails regarding interacting with their teachers (as shown in Q4). As shown in the figure (2.11), the most options chosen are “Sometimes” and “Rarely” accounting for 37% and 28% respectively. While 18 % of them chose “Every once in while”. 10 % chose “Never” and 7% of them chose “Almost always”. The overall results show that the participants do not give much more interest to the use of e-mails.

12. What were they for? (Select one or more options)

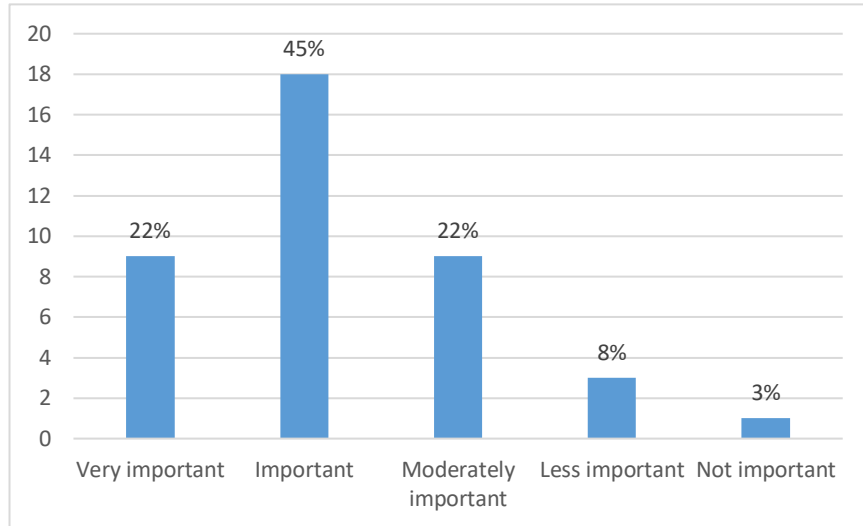


**Figure 2. 12.** Types of e-mails used by students.

This question is about the purpose for which participants use e-mails. As shown in the figure (2.12), the majority of participants (N=34) chose academic e-mails. Moreover, seventeen of them use also e-mails for requests. However, less usage has given to complaints, Native teachers’ consultations, other universities/programmes, and Applications. Those results attest

that the participants not only use academic e-mails to their teachers for pedagogical purposes but also request information or actions via e-mails.

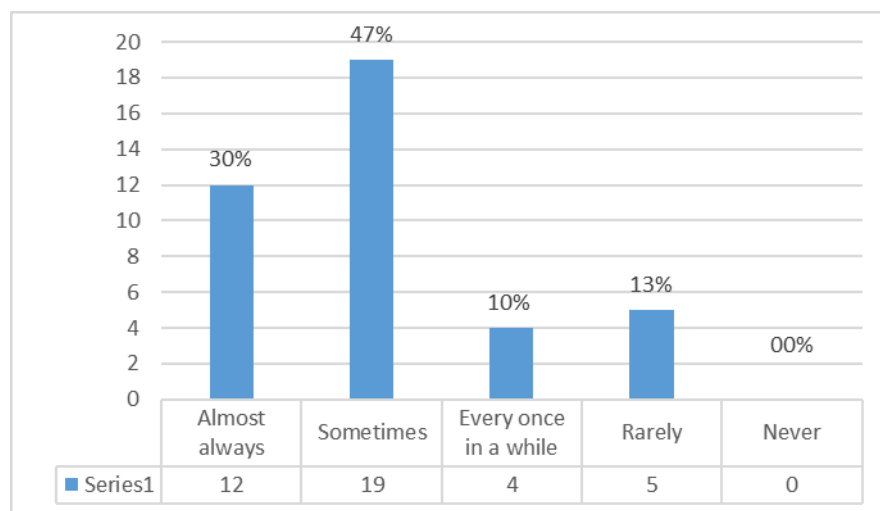
13. Are e-mails useful tools to communicate among EFL students and teachers?



**Figure 2. 13.** The importance of e-mails.

As shown in the figure (2.13), the majority of participants (N=18) with 45 % chose the option “Important”, 22% of them chose “Very important”, also “Moderately important” is chosen with 22%. However, only 8% of the participants chose “Less important”, and only one participant shows that e-mails are “Not important”. The results regard the question are positive. The majority of the students approved the role of e-mails as a communicative tool in their academic life.

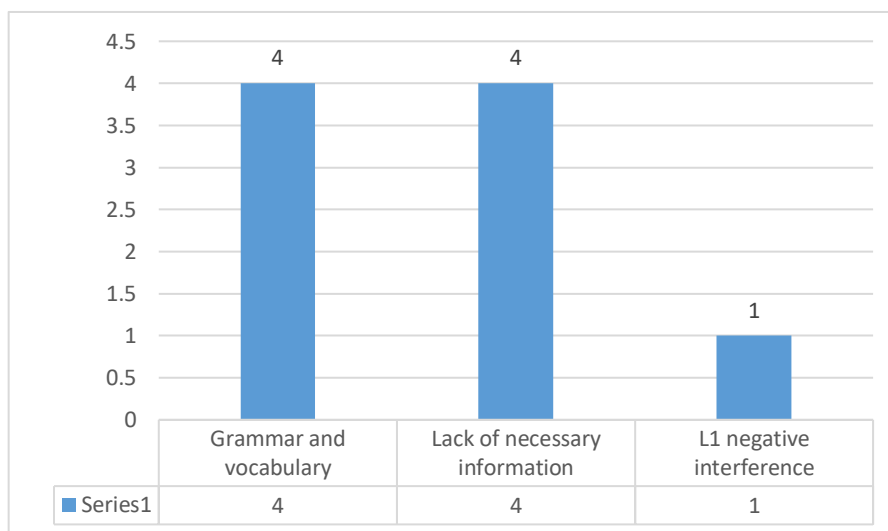
14. How often do you receive replies for your e-mails?



**Figure 2. 14.** Students’ frequency of receiving replies for their e-mails.

As shown in the figure (2.14), the most options chosen are “Sometimes” and “Almost always” accounting for 47% and 30 % respectively. 13 % of the participants chose “Rarely”, and 10% of them chose “Every once in a while”. The results show that the most of participants receive replies for their e-mails.

15. If “rarely”, why do you think so? (You can select more than one option)

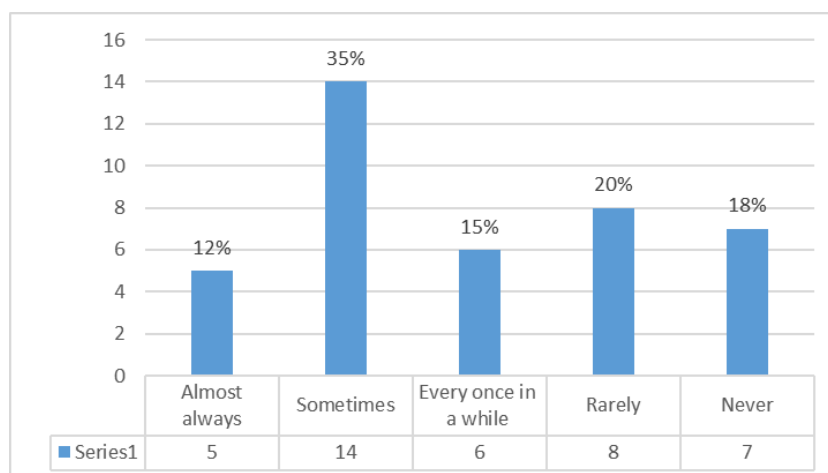


**Figure 2. 15.** The raisons of rarely receiving replies

This question is devoted to the 13% of the participants who chose “Rarely”. It seeks to unveil the raisons behind rarely receiving e-mails. As shown in the figure (2.15), the participants show that grammar, vocabulary, and lack of necessary information are the main raisons for rarely receiving e-mails. While only one participant chose the option of L1 negative interference. The results show that the participants are unaware of the cross-cultural interference.

**Section three:** classroom instructions in Contrastive Rhetoric and E-mail writing

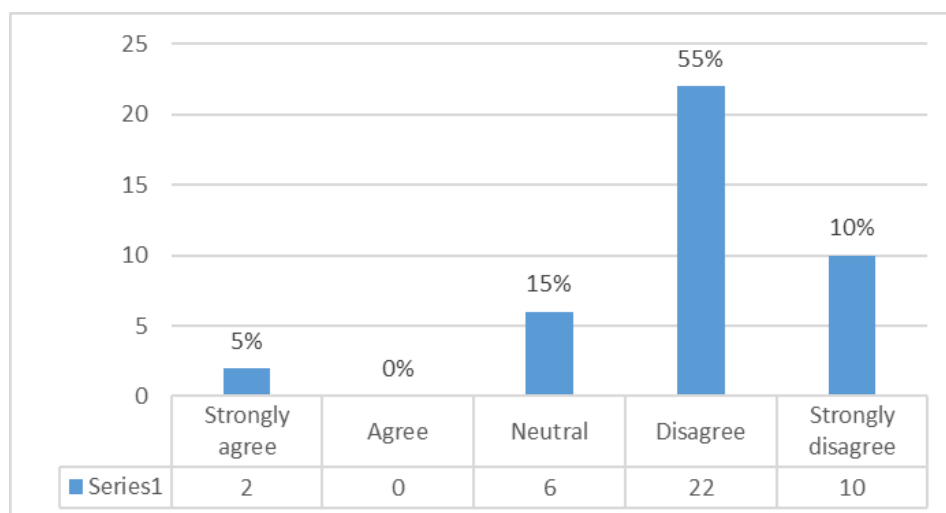
16. Do your EFL teachers raise your awareness towards interacting via e-mail?



**Figure 2. 16.** Teachers' frequency of raising Students' awareness towards interacting via e-mail.

As shown in the figure (2.16), the majority of participants chose "Sometimes" with 35%, and 20% of them chose "Rarely". Moreover, 18% of the participants said "Never", and 15% chose "Every once in a while". However, only 12% of the participants chose "Almost always". With the relation of results of Q8, the results of the current item show that teachers do not offer comprehensive instructions of correct e-mail practices and do not raise their awareness towards interacting via e-mail. Therefore, as long as the students' awareness is not raised, language problems are more likely to occur.

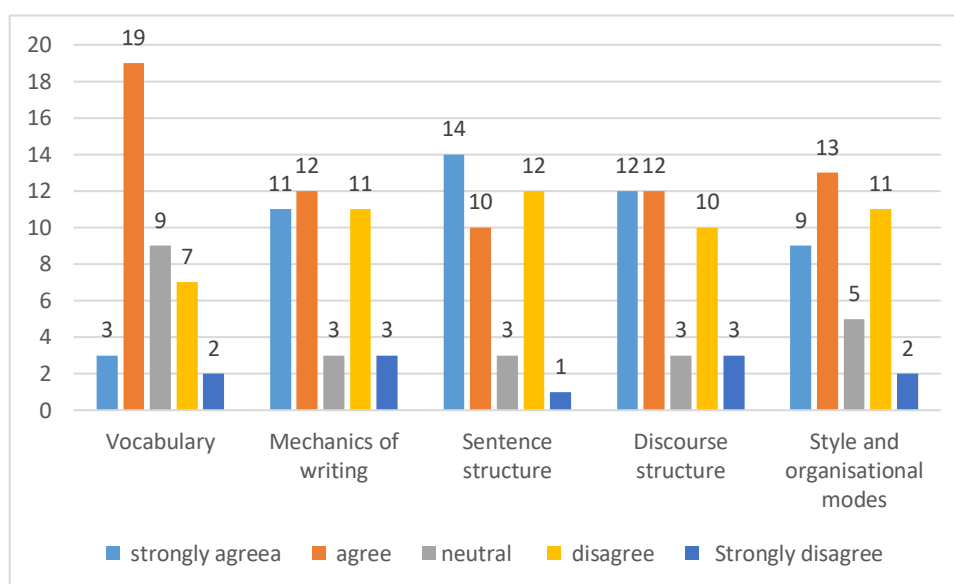
17. Do you agree with the claim that Arabic writing has the same organizational patterns and conventional norms as English?



**Figure 2. 17.** Students' agreement with the claim that Arabic writing has the same organizational patterns and conventional norms as English.

This question seeks to unveil students' perceptions of the rhetorical differences between Arabic and English. As shown in the figure (2.17), the majority of participants (N=22) with 55% are "Disagree" with the claim that Arabic writing has the same organizational patterns and conventional norms as English. While 15 % of them kept Neutral". 10% of them are "Strongly disagree" with the claim. Only 5% of the participants chose "Strongly agree" with the claim. The overall results show that the participants are aware that Arabic and English do not have the same conventional norms and organizational patterns.

18. If you show disagreement, do you agree with the following statements? (They differ in)



**Figure 2. 18.** Students' agreement with ways of differences between English and Arabic.

**Table 2. 2.** Students' agreement with ways of differences between English and Arabic

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Total	Mean
Vocabulary	3	19	9	7	2	<b>40</b>	3.35
Mechanics of writing	11	12	3	11	3	<b>40</b>	3.425
Sentence structure	14	10	3	12	1	<b>40</b>	3.6
Discourse structure	12	12	3	10	3	<b>40</b>	3.5
Style and organisational modes	9	13	5	11	2	<b>40</b>	3.4

This question seeks to unveil students' perceptions about the ways of differences between Arabic and English. The answers range from strongly agree to strongly disagree. To meet this purpose, the mean score of each option is calculated (Table 2.3) and the range is calculated as following:

To determine the minimum and the maximum length of the five- point Likert scale, the range is calculated by  $(5 - 1 = 4)$  then divided by five as it is the greatest value of the scale  $(4 \div$

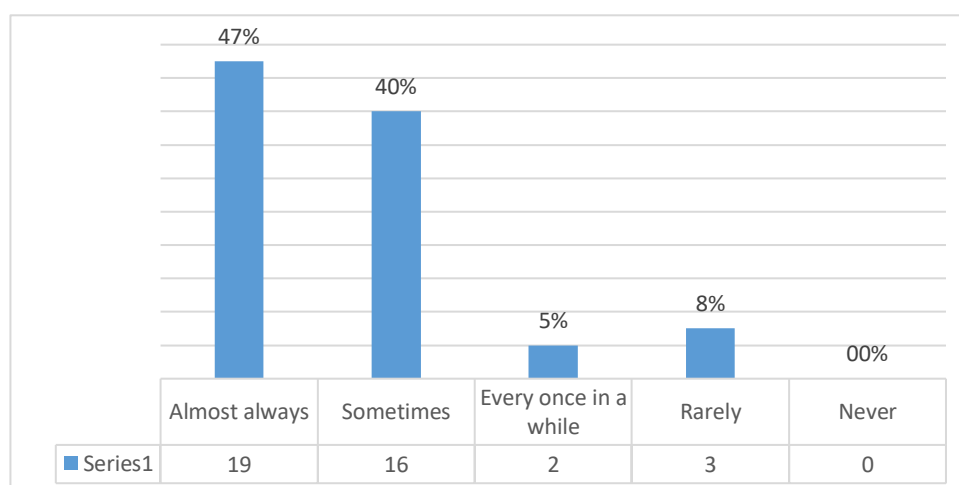
5 = 0.80). Afterwards, number one which is the least value in the scale was added in order to identify the maximum of this cell. The length of the cells is determined below:

**Table 2. 3 .Range of answer options of the likert scale**

Agreement	Value	Range	Classification
<b>Strongly disagree</b> <b>Disagree</b>	1	1-1.80	Negative
	2	1.81 -2.60	
<b>Neutral</b>	3	2.61- 3.40	Neutral
<b>Agree</b> <b>Strongly agree</b>	4	3.41-4.20	Positive
	5	4.21-5.00	

First, the mean score calculated of the first option (vocabulary) is 3.35, which belong to the interval [2.61-3.40]. It explains that the most of the participants are kept neutral with this option. Second, The mean scores calculated of the second, third, and fourth option are 3.425; 3.6; and 3.5, in which they belong to [3.41-4.20].It explains that most of the participants are agree with that Arabic and English are different in Mechanics of writing , in Sentence structure, and in Discourse structure. Third, the mean score calculated of the final option is 3.4, which belongs to the interval [2.61-3.40].It explains that the most of participants kept neutral with the Style and organisational modes option. Finally, the mean score calculated of the entire options is 3.46. So the participants to this question seem to have positive views about the ways of differences between Arabic and English.

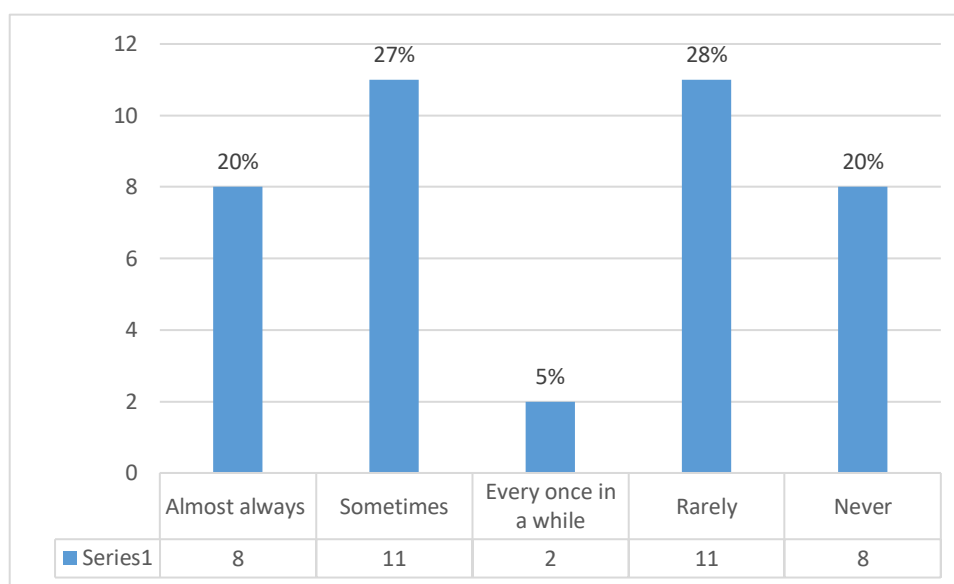
19. Do you consider the Arabic-English differences when you write your e-mails in English?



**Figure 2. 19.** Students’ frequency of considering the Arabic-English differences

As shown in the figure (2.19), the majority of the participants with 47% maintain that they “Almost always” consider the Arabic – English differences, and 40% of them affirm that they “Sometimes” do. Only 8% chose “Rarely” and 5% chose “Every once in a while”. Those results show that the most of participants consider the Arabic-English differences. Moreover, those results support students’ disagreement with the claim that Arabic writing has the same organizational patterns and conventional norms as English (Q17).

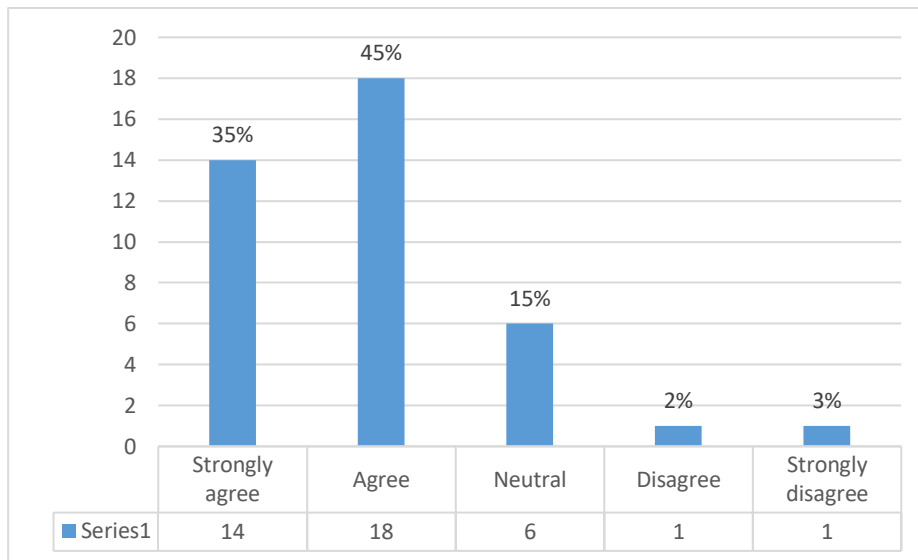
20. How often do your teachers highlight the main differences of rhetorical structures between Arabic and English?



**Figure 2. 20.** The frequency of teachers highlighting the main differences of rhetorical structures between Arabic and English.

As shown in the figure (2.20), there are contradictory views among the participants concerning the frequency of teachers highlighting the main differences of rhetorical structures between Arabic and English. “Almost always” and “Never” are chosen with 20% for each option. “Sometimes” and “Rarely” with 27.5% for each option. Only 5% of the participants chose “Every once in a while”. With relation to the results of Q7 and Q8, those results show that teachers do not give much attention to the rhetoric in writing, and do not effectively tackle cross-cultural rhetorical variations in their courses.

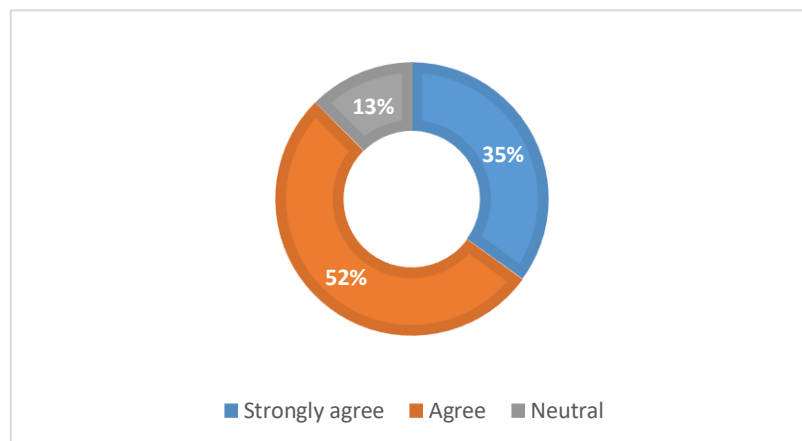
21. Inappropriate language use via e-mail causes a misunderstanding with your EFL teachers



**Figure 2. 21.** Students’ agreement about inappropriate language use via e-mail causes a misunderstanding with their teachers.

As shown in the figure (2.21), the majority of the participants are aware that inappropriate language use via e-mail causes a misunderstanding with their teachers. Since the most options chosen are “Strongly agree” and “Agree” with 35% and 45% respectively. While 15% kept “Neutral”. “Disagree” and “Strongly disagree” are chosen with 2.5% for each.

22. Students need to explore Contrastive Rhetoric field to communicate properly via e-mails

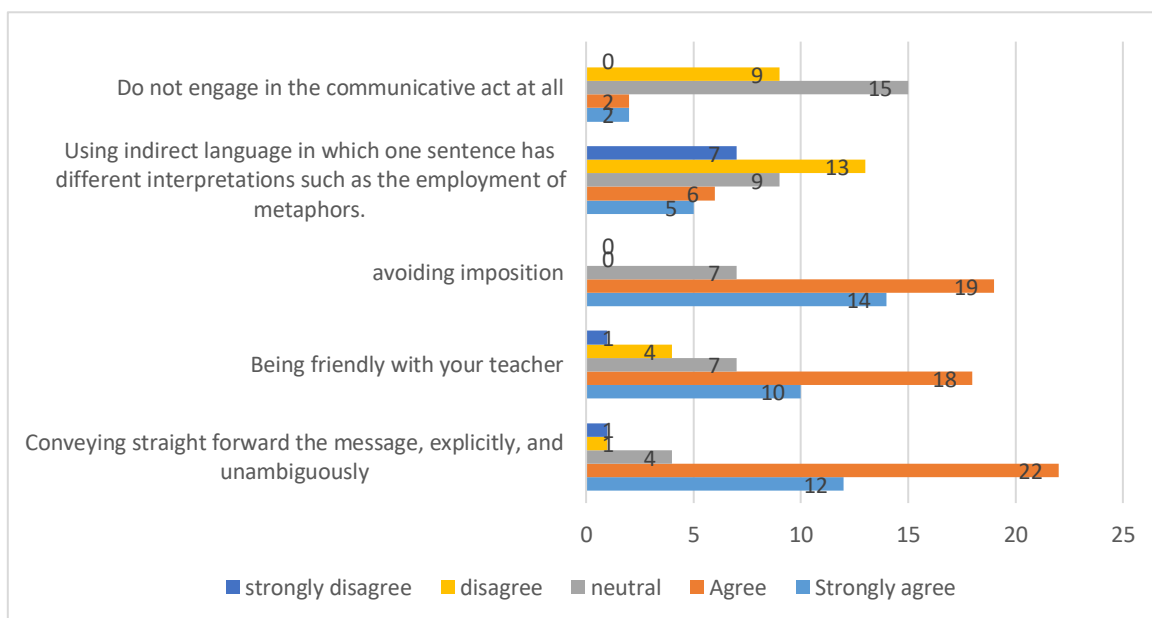


**Figure 2. 22.** Students’ agreement about the need of Contrastive Rhetoric.

Even though 80% of the participants said “No” when they were asked whether they know Contrastive Rhetoric (Q7), the participants in the current question maintain the need to explore Contrastive Rhetoric field to communicate properly via e-mails. As shown in the figure (2.22),

the most options chosen are “Agree” and “Strongly agree” with 52% and 35% respectively. Only 13% of the participants kept “Neutral”. Those results show that the participants recognise the importance of Contrastive Rhetoric.

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



**Figure 2. 23.** Students’ agreement with politeness strategies employed.

**Table 2. 4.** Students’ agreement with politeness strategies employed

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Total	Mean
Conveying straight forward the message, explicitly, and unambiguously	12	22	4	1	1	<b>40</b>	4.075
Being friendly with your teacher	10	18	7	4	1	<b>40</b>	3.8
Avoiding imposition	14	19	7	0	0	<b>40</b>	4.175

Using indirect language in which one sentence has different interpretations such as the employment of metaphors.	5	6	9	13	7	<b>40</b>	2.725
Do not engage in the communicative act at all	2	2	15	9	0	<b>40</b>	2.025

This question seeks to unveil the preferred politeness strategies employed by the participants. They were provided with some strategies (as shown in the table 2.5). The answers range between “Strongly agree” to “Strongly disagree”. To meet this purpose, the mean of each strategy is calculated, and the range is calculated as following:

To determine the minimum and the maximum length of the five- point Likert scale, the range is calculated by  $(5 - 1 = 4)$  then divided by five as it is the greatest value of the scale ( $4 \div 5 = 0.80$ ). Afterwards, number one which is the least value in the scale was added in order to identify the maximum of this cell. The length of the cells is determined below:

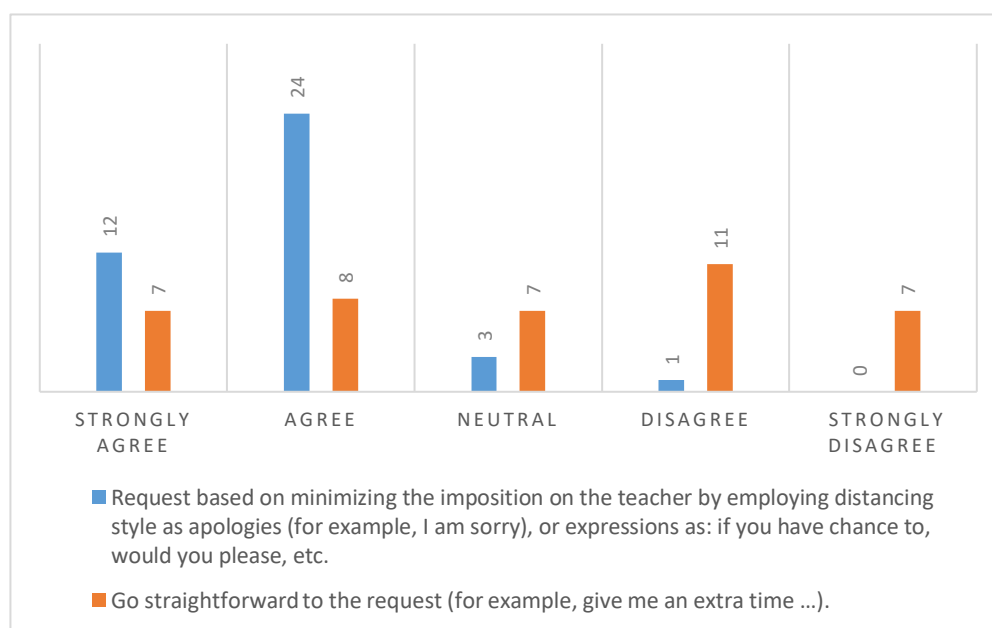
**Table 2. 5.** Range of answer options of the likert scale (Q23)

<b>Agreement</b>	<b>Value</b>	<b>Range</b>	<b>Classification</b>
<b>Strongly disagree</b> <b>Disagree</b>	1	1-1.80	Negative
	2	1.81 -2.60	
<b>Neutral</b>	3	2.61- 3.40	Neutral
<b>Agree</b> <b>Strongly agree</b>	4	3.41-4.20	Positive
	5	4.21-5.00	

The mean scores calculated of the first, second, and third options are 4.074; 3.8; 4.125 respectively. Those mean scores are belong to the interval [3.41-4.20], which explain the most participants of the sample are “Agree” with addressing their teachers with more direct and less polite manner, with being friendly with their teachers presenting preference to employ positive politeness strategies, and with avoiding imposition which falls within the negative politeness

strategies. Those results show contradictions among the participants, which might be because of their unawareness of the politeness strategies. The mean score of the fourth strategy is 2.725, which belongs to the interval [2.61-3.40], which means the most of the participants kept “Neutral” with the item. However, the mean score calculated of the final strategy is 2.025, which belongs to the interval [1.81-2.60]. It explains that the most of the participants are disagree with the strategy do not engage in the communicative act at all.

24. Supposing that you want to ask your teacher to give you an extra time for submitting the assignment, which strategy do you exploit for such purpose?



**Figure 2. 24.** Students’ agreement with appropriate Strategy used.

The aim of this question is to determine strategies used by the participants when performing a request. As shown in the figure (2.24), the majority of the participants (N=36) “Agree” and “Strongly agree” with 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. While the majority of the participants (N=18) “Disagree” and “Strongly Disagree” with going straightforward to the request (for example, give me an extra time ...). Those results show that the participants prefer to use inductive style, which means give pre-request and let the request to the end.

## 2.5.2. Data Analysis, Interpretation, and summary of results of Teachers' interview

The interview was designed in order to gather data about EFL teachers' perception and practices of Contrastive / Intercultural Rhetoric in the cross-cultural communication of E-mail writing in their EFL classroom. Descriptive analysis technique is used in the process of analysing the data. For each of the participants, a different code is used. After numbering the records of each interview from 1 to 7 and encoding them as T1, T2 ... T7, each answer is identified by the code number of the particular teacher. The interpretations are supported by taking direct quotations from the interviews; first, the code of the teacher is given, and then comes his/her ideas.

### 1. Teachers' ideas concerning the differences between Arabic and English writing in organisational patterns and conversational norms.

The first question directed to teachers is "How different are Arabic and English writing organizational patterns and conventional norms?". According to the results acquired from the data, most of the interviewed teachers emphasized the notion that Arabic and English writing are different in their organisational patterns and conventional norms. Except of one teacher (**T3**), who did not answer the question claiming that the question is "too broad and vague".

Two teachers, in answering the question, tried to explain why the two languages are different. **T2** stated that each language has its own thought of patterns imposed to its users. The idea of this teacher is as follows: "*They are different since each language imposes a given set of thought patterns on its users; accordingly ways of developing ideas differ from one language to the others*". While **T4** stated that, the two languages are different because they belong to different language families, and different cultural environments. The idea of this teacher is as follows: "*Arabic and English are quite different; they do have different organisational patterns. They belong to different language families and each language belongs to a completely different cultural environment*".

Only **T3** has compared and contrasted between the languages. The teacher stated that the two languages are very similar in terms of organisational patterns in technical texts. While they are quite different in conversational norms. The idea of this teacher is as follows: "Organisational patterns: very similar (technical texts); Conversational norms: quite different. In Arabic: main elements put at the end. In English: structure of sentences start with a verb/ in English: over use of passive voice".

Three teachers have emphasised the differences between the two languages by giving the way of differences. **T5** stated, “*Arabic assigns words to gender. English does not assign gender*”. While **T7** stated, “*the grammar structures of the languages differ*”. Moreover, **T6** contrasted between the Arabic and English. This teacher asserted, “*English is precise and concise. While Arabic writing patterns follows prose style, and uses long sentences. Moreover, English sentence structure is different. While Arabic over uses additions, boosters, and adjectives*”.

In addition to the theme of differences, **T5** pointed out the notion that Arabic is the most difficult language, and English is easier to learn. The idea of this teacher is as follow: “*Arabic is a level language. It is the hardest of all the language difficulty groups. English compared to Arabic is easier to learn regarded to the form*”. Moreover, **T7** stated that the differences cause difficulty for L2 learners to adapt to the new organisational patterns. The idea of this teacher is as follows: “*They are so different. The grammar structures of the languages differ, which makes it hard, sometimes, for L2 learners to adapt to the new organisational patterns*”.

## **2. Teachers’ frequency of receiving informal requestive e-mails, and their opinions about the raisons of students’ misconceiving their e-mails**

The second question directed to the teachers is “How often do you receive informal requestive e-mails from your students and why do you think they may misconceive their e-mails?” All the teachers answered first part of the question except one teacher (T1), who did clearly show the frequency of receiving informal requestive e-mails. Two teachers (T2, T5) answered by “Always”, while three teachers (T3, T4, T7) answered by “Very often”, and only one teacher (T6) answered by “Often”.

Concerning second part of the question, every teacher gave particular reasons for misconceiving e-mails. Except one teacher (T3), who did not clearly show the raisons, but this teacher was complaining. The idea of this teacher is as follows: “I find it too inconvenient, because it violates rules of a fair relationship, intentionally or unintentionally. The teacher feels as though it was a lack of respect”. T1 referred to “the lack of guidance”. T2 stated, “They lack style and methods of writing formal requestive e-mails”. T4 stated that the raison is “due to degree of informality they experience with their friends”. T5 believed that they misconceive their e-mails “because they are not good readers. They focus more on speaking and listening in their learning of English, and they totally neglect reading, which is important”. T6 asserted that their misconceiving e-mails, “is due to two main raisons. First, students do not have enough practice in writing e-mails. Students are influenced by their L1”. T7 stated, “this happens for

many reasons, mainly because students do not grasp fully functions of an e-mail, and second because they are still unable to use the foreign /second language they are learning”.

### **3. Teachers’ perception and practices of Contrastive/Intercultural Rhetoric**

Third question directed to the teachers is “What is the place of contrastive/intercultural rhetoric in your teaching class?”. T1, in answering this question stated “All the time”, without explaining how. While T2 asserted, “I do not teach writing to highlight such an idea .Yet I do mention it in my research sessions as a theme hoping to raise my students’ awareness about it.” In addition, T3 explained how Intercultural Rhetoric takes place, as shown in the following excerpt: “I give much importance to the intercultural rhetoric in my teaching class .Explaining cultural disparities, differences, and cultural incomprehension to avoid the detrimental effects of cultural gaps”. However, T4 affirmed that Contrastive /Intercultural has no place in his/ her teaching class. The idea of this teacher is as follows: “The Contrastive /Intercultural Rhetoric has no place because of the specifics of the module I teach. I feel no obligation to interfere within these issues”. While T5 stated, “sometimes I find myself obliged to refer to Contrastive Rhetoric in my class to make the students understand some points in my lesson, and to clarify points which I think are hard for the students to grasp”. T6 asserted, “As a teacher of British literature, Contrastive/Intercultural Rhetoric is always of serious consideration .I always try to raise students’ awareness towards rhetorical differences”. T7 did not answer the question.

### **4. Teachers’ help of their students to understand and use of the rhetoric of L2 writing of e-mails**

Forth question directed to the teachers is “How do you help your students understand and use the rhetoric of L2 writing of e-mails?” . T1 answered this question by “raising awareness”. T2 stated, “I always give them the same remark ‘your writing sounds Arabic’”. While T3 affirmed, “I help my students through giving all pieces of advice, centring their focus on writing formal e-mails”.T4 stated, “In an informal way, perhaps, that they should seek the requirements of formality and maxim norms of writing”. T5 affirmed, “I often ask them to read books in order to help them improve their writing .I ask them to be more academic and to follow the rules of writing an e-mail .I often dedicate a session to teach them how to write e-mails”. T6 asserted, “Writing e-mail is not subject of my teaching since I am into literary studies , nonetheless, if I were a teacher of written expression , I would like my students to practice writing e-mails through the process of modelling .Moreover, CR must be an important part of

the teaching of writing”. While the T7 explained the way of helping as follow: “I encourage them to look at samples, google, the steps and to understand the purpose of sending an e-mail”.

### **5. Teachers’ frequency in instructing their students in CR, and differences between Arabic and English**

The fifth question directed to the teachers is “How often do you instruct your students in CR, and what discourse differences do you highlight between Arabic and English?”. The aim behind asking this question is to ascertain teachers’ practice of CR and the rhetorical differences between Arabic and English.

T1 answered the whole question by Sometimes. While two teachers (T2, T4) asserted that, they Never do. T3 answered the first part of the question as following: “I usually instruct them in CR. I endeavour at showing them that a ‘greeting expression’ or using the order with suitable modal verbs can offend their teachers”. T5 answered first part of the question as Very often instruct students in CR. In addition, this teacher answered second part of the question as follows: “I often highlight cultural discourse, religious discourse, and even political discourse”. However, T6 answered only second part of the question as following: “I usually highlight differences in cultural and discursive qualities between Arabic and English”. T7 stated, “As I am in the field of Literature and criticism, I do not have much room for CR instructions. But when evaluating their written productions and analysis. I highlight the parts where they unconsciously rely on Arabic translations of they want to say”.

### **6. Teachers’ opinions about whether raising L2 teachers and students’ awareness of CR would be of value or not**

The final question asked to the teachers is “Could raising L2 teachers and students’ awareness of Contrastive Rhetoric be of a value? How?”. All the teachers have agreed on the notion of the importance of raising L2 teachers and students’ awareness of Contrastive Rhetoric. According to T1, it would help avoiding languages interference. T2 stated that it would highlight the differences in language production and, hence improve students’ writings. The ideas of T3 are as follows: “It goes without saying, metacognitive awareness plays a significant role in communicating our ideas properly. Getting a good amount of awareness apropos of the CR allows both students and teachers to come in contact without falling into abyss of

misunderstanding”. T4 informed that since anything would help the raising of learner and teachers’ awareness is considered to be efficient and effective. T6 stated that raising students’ awareness towards CR is of paramount importance, so as to avoid L1 interference as well as misunderstandings. T7 stated that it would be of value in order to improve speaking and writing skills in practical.

### **Summary of the results of teachers’ interview**

The answers taken from the interviewed teachers concerning first question show that all teachers are aware of the differences between English and Arabic writing in organisational patterns and conversational norms. However, all the teachers attempted to compare between the two languages without referring to the term of “Rhetoric”, which is the main purpose of asking the question. Only two teachers referred to that, each language has its own thought patterns, and to that, each language belongs to different cultural environment.

The answers taken from the interviewed teachers concerning second question show many points. First, EFL students at the Department of English use E-mail to interact with their teachers, mainly they use requestive e-mails. Since no one teacher told that he/she never receives e-mails from their students. Second, students fail to write appropriate formal requestive e-mails. Since all the teachers receive informal e-mails. Finally, every teacher gave his/her point of view about the raisons behind students’ misconceiving their e-mails. No two teachers or more have agreed about the same idea. Every idea is different from another. The main raisons have been referred by only three teachers , which are related to the topic of the current research are: Students lack style and methods of writing formal requestive e-mails, students do not have enough practice on writing e-mails , students are influenced by their L1 , and students do not fully grasp functions of an e-mail.

Answers taken from the interviewed teachers show most of the teachers have an idea about CR. They gave Contrastive / Intercultural Rhetoric the lowest priority in their teaching, though they saw the importance of CR .In addition, they refer to their module since, according to them, CR tied much more with the module of written expression. This might be the main raison for the teachers who did not place CR in their teaching class. No one teacher explained how they integrate CR in their class , besides mention or giving idea about it.

Most of the answers showed that teachers try to raise students’ awareness about the informality of their e-mails. Since students should write in formal, academic way, and to follow

the norms of writing. However, no one teacher has practiced the use of the rhetoric of L2 writing e-mail. Most of the teachers thought that this task is of written expression teachers' responsibility. Only one teacher stated that often dedicate a session to teach them how to write e-mails.

Answers taken from the interviewed teachers concerning fifth question show that teachers did not instruct their students in CR in an apparent way. In addition, just few teachers who try to highlight the discourse or rhetoric differences between Arabic and English.

Answers taken from the teachers concerning last question show again that the teachers understood some basic ideas about CR in general, but did not have enough knowledge in the practical frameworks of CR in their teaching class. Related to previous answers, they thought that the teachers of written expression should teach CR, while CR is of concern of all modules.

### 2.5.3. Data Analysis, summary of text corpus analysis

The discourse structure of the e-mails was analyzed both quantitatively and qualitatively according to Guffey's e-mails discourse structure, there are four component moves by means of which requestives e-mail messages are structured; some moves have sub-steps such as the body text.

A part of greetings and signing phrases, the analysis moves criteria as are semantic because different formal linguistic features can be realized through using the semantic move. As found in the analysis, the request messages written by the EFL students present differences in the number and frequency of the employed moves, for both obligatory and optional ones. Following are the individual component moves; each will be described and illustrated by examples from the corpus ( see appendix 3).

**Table 2. 6.** Component moves of EFL students requestive e-mails

Component moves of requestive e-mails		Illustration	Number of occurrence
The move	The sub-steps		
Subject line	Acceptable subject line	My research proposal	01
	Inaccurate subject line	What do you think of the idea...? Salam 3laykom sir	01
	No subject line	/	10

<b>Opening</b>	<b>Formal</b>	Dear sir	09
	<b>Informal</b>	Hi ☺	03
	<b>No opener</b>	/	00
<b>Body text</b>	<b>Introduction</b>	I hope you are doing well I wish you happy Aid.	08
	<b>Self-identification</b>	I'm your student X I come to your office and showed you my research proposal.	04
	<b>Apology</b>	Sorry for sending this e-mail at night	03
	<b>Pre-request</b>	I'm about to sit for the doctorate exam and I'm a little bit confused about the methodology .....	09
	<b>Request</b>	I kindly wonder if there is any possible you administer the proofreading of my work...	12
<b>Closing/ signing off</b>	<b>Acceptable</b>	All the best, Jane.	00
	<b>Incomplete closing</b>	Best regards.	07
	<b>No closing</b>	/	04

## 1. Subject line

As can be seen in the table (2.7), most of students do not use the subject line. Whereas, just one EFL student uses acceptable subject line and another one uses unacceptable subject line as it is mentioned: "salam 3laykom" (e-mail N° 10). The major function of this move is to capture the attention of the receiver as well as urge him/her open the e-mail and reinforce the interest of reading the e-mail. As it is revealed from the findings, the participants seem not able to write proper subject lines when it comes to e-mail their instructors.

## 2. Opening

In the current study, results assert that the greeting move is taken into consideration by all students; it is examined to identify and politely salute the target addressee. Nine of the e-

mails examined are deliberately opened with formal address forms, such as “hello sir” (e-mail N°1), “good morning sir” (e-mail N°11). On the other hand, just three e-mails were written with informal opening; for example, “hi sir” (e-mail N°4), therefore the use of Arabic and emoticons (e-mail N°2) which leads to breaching the social norms in academic context.

The most common discourse patterns in the opening sequence were oriented towards formal opening which show respect, distance and independence. This indicates that EFL students of M’sila University give much importance to the social role through communicating politely while addressing their professor.

### **3. Body text**

By examining the structure of the gathered e-mails, it is noticed that EFL students of M’sila University tended to use inductive style when e-mailing their teacher, it means that they go through strategies until expressing their request:

#### **3.1. Introduction**

The findings reveal that the introduction is presented in different ways. For instance, “I wish you are good and healthy” (e-mail N°5), and in “I hope you are doing well” (e-mail N°11). They ask about their teacher’s health and his well being. While in other e-mails, writers express their best wishes to their teacher in religious occasion such as “Ramadan Kareem” (e-mail N°12) and “Aid Mubarak” (e-mail N°5).

This can be related to the influence of Algerian cultural traditions whose start their conversations by greetings and asking about each other health. As it can be a result of Algerian communicative strategy transfer to the English language.

#### **3.2. Self-identification**

In this move the respondent introduces himself/ herself to the target addressee. This component occurred in only four e-mails in which students include their names and often shed light on their academic background and professional affiliation.

Example (1): “I’m X the one who asked you about some books regarding linguistics...”. (E-mail N°12).

Example (2): “so by the way I’m X the student I asked you today morning about ....” (E-mail N° 4).

It is worthy to notice that EFL students in M’sila University rely on “tellability”; a feature of narrative discourse, Heyd (2008) claims that one of the elementary quality of human discourse in narrativity as it is related to human’s social origin (p. 157). They identify their selves by telling short story which contains some personal details. The low use of self-identification could be the reason behind the students’ failure to prepare the ground for the kind of request that the recipient is expected to take part in.

### **3.3. Apologizing**

The data analysis revealed that the act of apologizing was realized only by three students. Therefore this move can be divided into two types: either a reminding remarks to the recipient such as “please sir, you do not answer the interview, I have to hurry.....” (E-mail N°8); or giving reasons and try to explain them; for example, “sorry for sending this e-mail at night” (E-mail N°5). This results indicates that students could not be able to mitigate the face-threatening act of the request as well as to ensure the teacher’s consideration for the request .

### **3.4. Pre-request**

Most of students, in this study, exactly nine students, succeeded in providing their specific purposes of writing the request. For instance, “I’m about to sit for the doctorate exam and I’m a little bit confused about the methodology of answering questions” (E-mail N°3). And in “I changed the group before the quarantine (to group1) but the administration still putting my name in the list of group2” (E-mail N° 11). In the data analysis, students prepare the ground for the request by providing relatively lengthily or contextual information explaining why they needed the request to ask for it.

### **3.5. Request**

In the present study, all students provide the request move. The results show that most requests are placed at the end of the e-mail.

Example (1): “please recommend me those titles with writers’ names and I’ll easily download them to be printed inshallah” (E-mail N°10).

Example (2):” I hope that u can guide me with some helpful books or any websites will help to write a good research proposal” (E-mail N° 5).

This is related to the fact that the participants may not feel comfortable when they start with their communicative purpose. They gradually steer their request to let their teacher be prepared for ensuring request. This structure is considered as a common cultural practice for Algerian in making requests which indicates the influence of Algerian cultural norms and thus the imprint of native cultural practice.

#### **4. Closing**

The table (2.7) shows a higher use of incomplete closing sequence such as “Best regards” (E-mail N°6); this category either do not contain greeting or do not contain the sender’s name. On the other hand, no student uses the acceptable structure of closing. Whereas four e-mails do not include closings. Closing sequence indicates the transition from a state of communication to the end of non-communication.

#### **Summary of Text Corpus Analysis**

In the Current study, the discourse structure of requestive academic e-mails written by EFL students was examined and analyzed following Guffey (2010) framework. The analysis of e-mail component moves reflects the generic and pragmatic flaws that govern the rhetorical construction of e-mails written by EFL students of M’sila University.

The collected results revealed that all e-mails in the EFL data contained the three main sequences, namely, opening, requesting, and closing. Whereas the subject line is found in two e-mails only; either inappropriate or improper. This indicates that the EFL students in M’sila University are, to some extent, not able to write proper subject line while communicating with their teachers via e-mail.

Moreover, the analysis of the openings in the examined study shows a variation in openings style. Thus, this reveals that there is no common expectation and standards pertaining to the style of writing. The use of formal openings presents independence and distance between the teacher and his students. While the informal ones indicates hand of familiarity and closeness between theme.

The retrieved data from the table exhibits the use of inductive approach while e-mailing. In order to appear polite and respectful, EFL students start their request by introduction in which they ask about the health of their instructor and his well-being which indicates the transfer of Algerian communicative strategy to the English language.

Self-identification is another strategy that is elaborated by just few students in which they identify themselves in order to refresh the teacher's memory either by story-telling or presenting their academic background. Same number of students tended to adopt the apologizing move, through which they try to explain the reason behind their inability to finish their assignment or to remind their teacher about pedagogical remarks that they previously asked about. These results indicate that the students failed to mitigate the face-threatening act of the request as well as to ensure the teacher's consideration for the request.

The next examined strategy is the pre-request that most of the student tended to present; through which they provide their specific purpose behind e-mailing the teacher. This step prepares the ground to state their request. This move, in the other hand, has a higher frequency of occurrence than other components because the main communicative function of these e-mails is requesting; additionally, the majority of requests are placed at the end of the e-mail.

The last element in the e-mails is closing. The results revealed that more than half of e-mails either do not display well organized closing or do not display closing at all. Furthermore, all e-mails contain neither greetings nor senders' name which means no student writes acceptable closings. Hence, these results suggest that EFL students in M'sila University should be aware about the influence of closings on the recipient's e-mails.

## **2.6. Discussion of the findings**

This section is devoted to answer research questions based on the findings of the data analysis of the research instruments, with integrating relevant studies in the literature. After discussing the findings and answering research questions, research hypotheses would be tested.

As the current inquiry seeks to gauge the students' and teachers' awareness of Contrastive Rhetoric in the cross-cultural communication of E-mail writing. In addition, to uncover students' strategies in conducting e-mails (requestives) in the TL, in order to raise their awareness about cross-cultural rhetorical differences, and to help them to develop not only correctness but also efficiency in writing e-mails. As a result, to meet those objectives, the

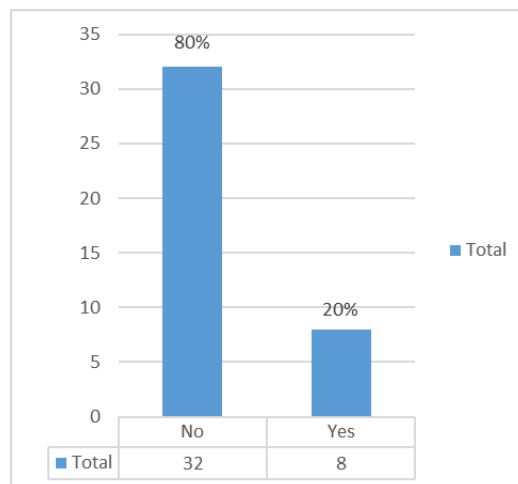
current study based on results of the employed research instruments: students' questionnaire, teachers' interview, and TCA of students' e-mails.

The first research question is “*What perceptions do EFL students and teachers hold about the role of Contrastive Rhetoric to enhance writing and the communication of E-mail*”?

This question is measured by examining students' perception of CR in the questionnaire, and teachers' perception and practices of CR in the interview.

Concerning students years spent in studying English, the majority of the participants have been studying English for a period ranges from eight to more than twelve years in total (68%). This period of time during which students have been in touch with the English language is fairly sufficient for their responses to be of great value as regards their rhetorical performance in the writing activity.

According to data analysis of students' questionnaire, the answers concerning students' perception of CR and the rhetorical differences were negative. The answers of the students, when asking about CR, are demonstrated in the following column chart:



**Figure 2.7.** Students' perceptions of CR.

The above chart shows clearly students' unawareness of the term “Contrastive Rhetoric”, only 8% of the participants answer that they know CR. In order to know more about their perception about CR, they were asked indirectly about the frequency of receiving intercultural written communication in English (Q8). This question seeks to unveil students' perception of

the role of CR in written communication. The majority of the participants chose “Never” with 40%, and “Rarely” with 25 %. Those results show that the participants do not receive intercultural written communication instruction in English. The results of this question explains students’ unawareness of CR.

Moreover, students were asked in different ways, in order to gauge their perception about CR and cross-cultural in written communication. Because of the possibility of their ignorance of the expression “Contrastive Rhetoric” itself. They were asked about the rhetorical differences between Arabic and English (Q 17, 18, 19, 20). Despite the fact that students demonstrate some awareness of Arabic and English differences (Q17); and that they consider Arabic –English differences when they write e-mails in English, they were not aware of the rhetorical patterns.

According to data analysis of teachers’ interview, the answers, concerning the place of contrastive/intercultural rhetoric in their teaching class (Q3), show that most of the interviewed teachers have an idea about CR. They gave Contrastive / Intercultural Rhetoric the lowest priority in their teaching, since they thought that CR tied much more with the module of written expression. This might be the main reason for the teachers who did not place CR in their teaching class. No one teacher explained how they integrate CR in their class.

Although teachers have some ideas about CR, they do not have a high perception concerning CR and its practice in their teaching class. Teachers’ interview results have proved students’ unawareness of CR.

Although contrastive (intercultural) rhetoric was initiated with the explicit pedagogical purpose of helping English as a Second Language (ESL) writers to compose more rhetorically effective English expository essays (Kaplan, 1966, 1988), until recently the field has carried the epitaphs of being “disappointing” and “limited” (Liebman, 1988, p. 7) and “lacking in development and application to classroom study” (Walker, 2006, p. 94), a sentiment expressed by many other research studies as well (Casanave, 2004; Matsuda, 1997; Walker, 2008).

Related to those studies, students’ unawareness of CR, and teachers’ unawareness of the role of CR are because of the limitation of CR to classroom study as well as the lack of its development. Teachers at the department of M’sila University are not instructed to teach CR, or to integrate it in their module. This fact explains why students are not aware of CR, and its role in enhancing writing and e-mail communication.

The second question is “*How conforming are students’ e-mails to the rhetorical conventions of English E-mail writing?*”.

While first question is concerned with students’ and teachers’ perception of CR, second question is devoted to the practical implication of CR in writing e-mails. Moreover, this question seeks to uncover students’ strategies in writing e-mails, mainly requestive e-mails. The answer of this research question based on the results of the three research instruments: students’ questionnaire, teachers’ interview, and text corpus analysis of the students’ e-mails.

In students’ questionnaire, many questions were asked with the accordance to second research question. Data analysis of those questions provides many points. First, results show that the participants have been not using e-mail as an integral part of their teaching and learning process (Q4). Second, the majority of the participants with 53% claim that they prefer to use direct language when addressing their teachers (Q5). Third, question 6 results show that roughly all teachers receive informal and inappropriate e-mails. Forth, Most of the participants believe that good e-mails are depend on the importance of accurate grammar and precise vocabulary, while moderately importance was given to good ideas and efficient style and organisation(Q9).Fifth, results of Q10 , in which participants were asked about their style in writing e-mails comparing to the style of English Native Speakers, show the majority of the participants are aware of the differences in their style of writing e-mails, and that English Native Speakers have a specific way of writing e-mails. Since most of them chose “Possibly” option with 58%. And 20 % of the participants chose the option “Somewhat unlikely”. Sixth, results of the Q12 show that majority of the participants use e-mails for academic purposes and for requests. Those results attest that the participants not only use academic e-mails to their teachers for pedagogical purposes but also request information or actions via e-mails. Seventh, results of Q14 show that participants receive replies for their e-mails. Only a few number of participants who claim that they rarely receive replies. They believe that grammar, vocabulary, and lack of necessary information are the main raisons for rarely receiving e-mails, while they ignore L1 negative interference (Q15).Eighth, results of Q21 show that the majority of the participants are aware that inappropriate language use via e-mail causes a misunderstanding with their teachers. Ninth, results of Q23-24 show that the participants are not really aware of politeness strategies.

Students’ questionnaire and teachers’ interview results show identical and contradicted findings. They show identical findings regarding the informality of students’ e-mails, since most of the teachers very often receive informal requestive e-mails. EFL students at the Department of

English use E-mail to interact with their teachers, mainly they use requestive e-mails. Since no one teacher told that he/she never receives e-mails from their students. Students receive replies for their e-mails explains the fact that despite their inappropriate and informal style in writing e-mails, teachers respond to their student. This might be because they belong to the same community, and to the EFL context. Students are not interacting with English Native Speakers to face the problem of not receiving replies for their e-mails. Teachers' opinions about the reasons of students' misconceiving their e-mails show that they are not aware of rhetorical conventions of writing e-mails. Since they did not offer a comprehensible accounts to enlarge students' understanding of correct e-mail practice.

Results from data analysis of text corpus analysis of students' e-mails have proved that students at the department of English of M'sila are unaware of the rhetorical conventions, the netiquette of writing e-mails, and of the politeness strategies. The results from the analysis of students' e-mails show many points. First, a greatest use of informality was found in most of e-mails. It featured mostly in opening and closing sequences as well as in requesting ( hi sir, have a good day, I wanna be your student).Moreover, they used emoticons (E-mail N°2, 5), and contradictions (I'm waiting for you, cuz I want to chose you).Second, the degree of indirectness across data shows that EFL students have preference for conventionally direct strategies and never restored in indirect means ( I just wanna talk to you about my topic). In addition, the use of use of imperatives were apparent in performing the request act (you don't answer the interview).Related to Q4 in the questionnaire, students prefer to use direct language, since they thought it would achieve formality. In fact, it may increase face threatening act to their teachers. Finally, results show that EFL students do not fully follow the discourse structure employed by English Native Speakers (subject line-opening-body-closing).Most of the students follow inductive style.

Those results were in accordance with a study carried out by Anna Danielwicz-Betz, 2013. Her findings show that "it has been observed that non-native students frequently fail to use mitigations, characteristic of native speaker messages (c.f. e.g. Blum-Kulka, House & Kasper, 1989, Bardovi-Harlig, 1996 and Biesenbach-Lucas, 2007). Non-native students, especially the Saudi students in the present corpus, tend to be very direct, getting to the point straight away ("*I want*"), using imperatives ("*don't include that type of questions*"), intensifiers, and aggravating moves (expressing threats and dissatisfaction, stressing urgency), thus minimising the student-faculty power distance, and creating specific sense of urgency ("*asap*", "*right now*"). Moreover, the claim that non-native students generally use "please"

marked as having “requestive force”. She explained that this problem happens because of lack of clear guidelines that leads to misuse of e-mail in student–faculty interaction, whereby status-incongruent pragmatic markers are employed, resulting in impoliteness and inappropriateness, because The constraints in academic use of e-mail are less clearly defined than those of face to-face communication with faculty.

Based on the results of the current study and on the previous studies, EFL students ignore the rhetorical conventions and the netiquette of writing appropriate and formal e-mails, mainly requestive e-mails. The reasons of their ignorance and unawareness are due to, first, they unaware of the CR field as mentioned previously. Second, lack of guidelines of writing e-mails as Danielwicz-Betz (2013) mentioned in her study “most academic syllabi lack explicit instruction in e-mail writing. Consequently, students, growing up in the instant messaging culture, are unsure how to (or not aware that they should) modify the content of their messages when addressing professors”. Third, teachers did not raise students’ awareness towards appropriate e-mail use to reduce informal e-mail production and achieve successful communication. Finally, students lack pragmatic usage of the TL, since L2 learners do not have sufficient pragmatic knowledge that enable them to write e-mails appropriately when addressing a new culture in the TL environment( Danielwicz-Betz, 2013).

The last research question is “*How often do EFL teachers integrate Contrastive Rhetoric principles to teach writing in general and requestive E-mails in particular?*”

The answer of this question based on the data analysis of the students’ questionnaire, on the teachers’ interview, and on the results of previous questions.

Results from Q3, Q4, and Q5 in the teachers’ interview show that teachers sometimes raise students’ awareness about the informality of their e-mails. However, they did not integrate CR in apparent way to teach writing in general and requestive E-mails in particular. Since no one teacher told that he/she integrate this field of research in their teaching class. In addition, they claim that Contrastive Rhetoric should be taught by teachers of written expression.

Results from data analysis of the Q16 in the students’ questionnaire show that teachers do not offer comprehensive instructions of correct e-mail practices and do not raise their awareness towards interacting via e-mail. Therefore, as long as the students’ awareness is not raised, language problems are more likely to occur.

Teachers at the Department of English of M'sila University did not integrate CR in their teaching class. This might be due to the absence of an academic and official instruction to teach this research field. This is a strong reason that can explain students' unawareness of CR, and teachers' absence practicing this field.

Based on the findings of the current study, it is revealed that Master II students of linguistics are unaware of CR, and they are unaware of the implication of CR in the cross-cultural communication of e-mail writing, mainly in requestive e-mails. Moreover, findings show that teachers at the Department of English in M'sila University, even they have some about CR, did not give much importance to the research field. They did not integrate it in their modules.

Based on the research findings, research hypotheses postulated at the beginning of the current study can be tested. Thus, all the research hypotheses have been refuted. The study findings explained the reasons. First, EFL students and teachers have not high perceptions about the role of Contrastive Rhetoric in enhancing writing and the communication of E-mails. Second, Students' E-mails do not conform to the rhetorical conventions of English e-mail writing. Finally, EFL teachers never integrate Contrastive Rhetoric principles to teach writing in general and requestive e-mails in particular.

## **2.7. Conclusion**

This study explored Master II students and teachers' perceptions of Contrastive Rhetoric in the cross-cultural communication in writing e-mails (requestives). It was designed to gauge students and teachers' awareness of Contrastive Rhetoric, and its practices in the cross-cultural communication of e-mail writing. Moreover, to uncover EFL students' strategies in writing in conducting requestive e-mails in the Target Language, and to raise awareness about cross-cultural rhetorical differences in order to help them to develop not only correctness, but also efficiency in writing e-mails. The current study attempts to contribute to the University Academic context in English language teaching and learning process.

Consequently, three research instruments were opted to achieve the designed objectives; first, an online questionnaire designed for Master II students of linguistics at the Department of English in M'sila University. For the sake of probing their perceptions about the matter studied within the current inquiry. In addition, a structured interview to investigate teachers' perception, at the same Department, towards the practice and the integration of Contrastive Rhetoric in their

classes, and the use of the rhetoric of L2 writing of e-mails. Last research instrument was used is text corpus analysis of students' e-mails. A simple text analysis was conducted in order to uncover students' strategies in writing, and to explore their perceptions about the rhetorical differences in writing e-mails.

Data analysis of those research instruments have demonstrated that Master II students are unaware of Contrastive Rhetoric as a research field, and they unaware of the rhetoric of L2 for writing appropriate requestive e-mails. Since they fail to construct formal e-mails in the sample analysed. They totally neglect the netiquette and the politeness strategies for writing requestive e-mails. Despite the fact that teachers and students interaction occurs frequently, teachers at the Department of English of M'sila University did not offer a comprehensive account to instruct their students in Contrastive Rhetoric , and to understand the rhetoric of L2 writing e-mails , mainly requestive e-mails , since request is the main illocution performed by the students.

Research hypotheses, based on those findings, were refuted .In addition to that, this study suggests some useful pedagogical implications.

## **2.8. Pedagogical implications and recommendations**

The primary concern of the current inquiry is to raise EFL students' and teachers' awareness of Contrastive Rhetoric .Moreover, to raise students' awareness about the rhetorical conventions of writing e-mails, and towards the essential politeness strategies for e-mail writing, e-mail netiquette, and formal e-mail messages. Since it would increase their efficient e-mail communication. Results obtained from this study show that students are unaware of CR, and unaware of the rhetorical conventions of writing appropriate formal e-mails, mainly requestive e-mails .In addition, teachers are unaware of the great importance of CR, they did not integrate it in their teaching class. Moreover, they did not instruct their students in the rhetoric of L2 writing of e-mails. As a result, some pedagogical implications and recommendations are suggested.

Since the participants belong to Algerian cultural background, Algerian EFL learners need to be supplemented with explicit instruction in Contrastive Rhetoric. As other researchers

have suggested (Connor, 1996 ., Walker, 2004, 2005, 2006), Contrastive Rhetoric –oriented writing instruction can enable students to improve their writing effectiveness, awareness of audience expectations in the target language , and ability to avoid negative transfer from L1 to L2 . Moreover, Contrastive Rhetoric should be incorporated into EFL curriculum so that Algerian students can obtain a clear understanding of how to write appropriately, not only writing e-mails, but also writing good paragraphs, essays, articles, etc. As a result, teachers would be ready to explore the richness of CR, along with the knowledge derived from other neighbouring disciplines (genre analysis, contrastive analysis, and discourse analysis), to instruct their students frequently of the target language rhetoric. Even though, if EFL teachers did not incorporate CR instructions in their syllabi, they have to raise their students' awareness of the rhetorical differences between their mother tongue and target language.

Algerian EFL students need to be supplemented with apparent instructions in writing e-mails. This may be achieved through many different ways. First, the use of authentic materials , which may include authentic academic e-mails containing various requests, so that EFL Students would obtain a clear understanding of how to write a polite e-mails that may enhance their academic success. Second, Teachers should raise students' awareness about the guidelines of etiquettes of writing e-mails. Third, teachers can also help students understand academic e-mail etiquette by explicitly explaining what they expect in the student e-mail (Aribi, 2017). In addition to that, EFL students need to be instructed with pragmatics of English and specifically pragmatic issues concerning writing e-mails.

Although learning in Algeria is not learner-centred, EFL learners may challenge themselves to have the responsibility of learning of how to write appropriately. They have to learn about the culture of the target language. Reading is the best way, which increases their awareness of the ways of writing in the target language. They have to read books, articles, samples of e-mails, etc.

All those suggestions and recommendations have been given to contribute to the University Academic context in English language learning and teaching. Especially to Algerian Universities, and more particularly to M'sila University.

## **2.9. Limitations of the study**

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

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- The current lack of comprehensive understanding of the Contrastive Rhetoric subject. It is important to establish a standard set of instruction and training for the subject matter studies.
  - The limited scope of investigation is due to the small number of participants' and e-mails' samples that may not overgeneralize the results, and which makes the necessity of testing the hypothesis on larger group.
  - The questionnaire was distributed in Telegram group, which joins only Master II students of linguistics. However, only a low rate of participants have respond. As a result, we obliged to send the link of the questionnaire to every one through their Facebook accounts. Actually the process of distributing the online questionnaire and waiting for their responses has wasted our time.
  - Participants' unconscientious responses in the questionnaire have made difficulties in analyzing data.
  - The teachers' timetable have limited our chances to interview large number of teachers to collect more generalized and useful data.
  - A part the limited span of time, the results of the conducted study would have been much better.
  - Another limitation lies to the difficulties of obtaining the original sources.

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# Appendices

## Appendix 1

### tudents' online questionnaire

6/15/2021 "Probing EFL Students' and Teachers' Perceptions of Contrastive Rhetoric in the cross-cultural communication of E-mail writing (requ...

## "Probing EFL Students' and Teachers' Perceptions of Contrastive Rhetoric in the cross-cultural communication of E-mail writing (requesives)"

You are kindly invited to answer the following questionnaire that is a part of Master dissertation research. The questionnaire aims at investigating your perceptions of contrastive rhetoric in the cross-cultural communication of E-mail writing. Would you please fill the attached questionnaire carefully. Your responses are very important for the success of this study. Your responses will be kept confidential. Thank you in advance.

\*Required

### Background information

1. 1. What is your gender? \*

Mark only one oval.

- Male  
 Female

2. 2. How long have you been studying English? \*

Mark only one oval.

- 0-4 years  
 4-8 years  
 8-12 years  
 More than 12 years

### Section one

Contrastive rhetoric and online communication

6/15/2021 "Probing EFL Students' and Teachers' Perceptions of Contrastive Rhetoric in the cross-cultural communication of E-mail writing (requ...

3. 3. As an EFL learner, have you ever tried to learn language behaviors and culture of the target language? \*

*Mark only one oval.*

- Almost Always  
 Sometimes  
 Every once in a while  
 Rarely  
 Never

4. 4. How often do you communicate with your teachers via emails? \*

*Mark only one oval.*

- Almost always  
 Sometimes  
 Every once in a while  
 Rarely  
 Never

5. 5. When addressing your teacher, do you use? \*

*Mark only one oval.*

- Direct language  
 Indirect language  
 Both

6. 6. Do your teachers complain about receiving informal emails? \*

*Mark only one oval.*

- Almost always  
 Sometimes  
 Every once in a while  
 Rarely  
 Never

6/15/2021 "Probing EFL Students' and Teachers' Perceptions of Contrastive Rhetoric in the cross-cultural communication of E-mail writing (requ...

7. 7. Do you know what contrastive rhetoric is? \*

Mark only one oval.

- Yes  
 No

8. 8. Have you ever received intercultural written communication instruction in English? \*

Mark only one oval.

- Almost always  
 Sometimes  
 Every once in a while  
 Rarely  
 Never

9. 9. According to you, good e-mails are related to the importance of: \*

Mark only one oval per row.

	Very important	Important	Moderately important	Less important	Not important
Accurate grammar	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Precise vocabulary	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Good ideas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Efficient style and organization	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

10. 10. Do you think that your style in writing e-mails are similar to that of English Native Speakers? \*

Mark only one oval.

- Very likely  
 Likely  
 Possibly  
 Somewhat unlikely  
 Very unlikely

Section two

Email writing experience ( requestive emails).

6/15/2021 "Probing EFL Students' and Teachers' Perceptions of Contrastive Rhetoric in the cross-cultural communication of E-mail writing (requ...

11. 11. How often do you use e-mails to reach out people and perform illocutions? \*

*Mark only one oval.*

- Almost always  
 Sometimes  
 Every once in a while  
 Rarely  
 Never

12. 12. If you use emails, what were they for? (Select one or more options) \*

*Tick all that apply.*

- Academic emails  
 Complaints  
 Requests  
 Applications  
 Native teachers' consultations  
 Other universities/ programmes

13. 13. Are emails useful tools to communicate among EFL students and teachers? \*

*Mark only one oval.*

- Very important  
 Important  
 Moderately important  
 Less important  
 Not important

14. 14. How often do you receive replies for your emails? \*

*Mark only one oval.*

- Almost always  
 Sometimes  
 Every once in a while  
 Rarely  
 Never

6/15/2021 "Probing EFL Students' and Teachers' Perceptions of Contrastive Rhetoric in the cross-cultural communication of E-mail writing (requ...

15. 15.If "rarely", why do you think so? (You can select more than one option)

*Tick all that apply.*

- Grammar and vocabulary mistakes  
 Lack of necessary information  
 L1 negative interference

### Section three

classroom instructions in contrastive rhetoric and Email writing

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

*Mark only one oval.*

- Almost always  
 Sometimes  
 Every once in a while  
 Rarely  
 Never

17. 17.Do you agree with the claim that Arabic writing has the same organizational patterns and conventional norms as English? \*

*Mark only one oval.*

- Strongly agree  
 Agree  
 Neutral  
 Disagree  
 Strongly disagree

18. 18. If you show disagreement, do you agree with the following statements? \*

*Mark only one oval per row.*

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
Vocabulary	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mechanics of writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sentence structure	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discourse structure	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Style and organization modes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6/15/2021 "Probing EFL Students' and Teachers' Perceptions of Contrastive Rhetoric in the cross-cultural communication of E-mail writing (requ...

19. 19. Do you consider the Arabic-English differences when you write your e-mails in English? \*

Mark only one oval.

- Almost always  
 Sometimes  
 Every once in a while  
 Rarely  
 Never

20. 20. How often do your teachers highlight the main differences of rhetorical structures between Arabic and English? \*

Mark only one oval.

- Almost always  
 Sometimes  
 Every once in a while  
 Rarely  
 Never

21. 21. Inappropriate language use via email cause a misunderstanding with your EFL teachers \*

Mark only one oval.

- Strongly agree  
 Agree  
 Neutral  
 Disagree  
 Strongly disagree

22. 22.. Students need to explore Contrastive Rhetoric field to communicate properly via emails \*

Mark only one oval.

- Strongly agree  
 Agree  
 Neutral  
 Disagree  
 Strongly disagree

6/15/2021 "Probing EFL Students' and Teachers' Perceptions of Contrastive Rhetoric in the cross-cultural communication of E-mail writing (requ..."

23. 23. Which among the following politeness strategies you prefer to employ when you interact with your teachers? \*

Mark only one oval per row.

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
Conveying straight forward the message, explicitly, and unambiguously	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Being friendly with your teacher	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Avoiding imposition	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using indirect language in which one sentence has different interpretations such as the employment of metaphors.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Do not engage in the communicative act at all	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

24. 24. Supposing that you want to ask your teacher to give you an extra time for submitting the assignment, which strategy do you exploit for such purpose? \*

Mark only one oval per row.

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
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.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Go straightforward to the request (for example, give me an extra time ...).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Google Forms

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## Appendix 2

### Teachers' interview

1. How different are Arabic and English writing organizational patterns and conventional norms?
2. How often do you receive informal requestive e-mails from your students and why do you think they may misconceive their e-mails?
3. What is the place of contrastive/intercultural rhetoric in your teaching class?
4. How do you help your students understand and use the rhetoric of L2 writing of e-mails?
5. How often do you instruct your students in CR, and what discourse differences do you highlight between Arabic and English?
6. Could raising L2 teachers and students' awareness of Contrastive Rhetoric be of a value?  
How?

### Appendix 3

#### Students' e-mails screenshots

##### E-mail N°1

Hello sir i hope you are having a good day

I am asking behalf my classmates, who couldn't attend yesterday. They wish to know if there will be any second chance for them, or which proceedings will be applied on them.

In the meanwhile,  
Have a good day.



to me ▾

hello sir hope you are doing great and الحمد لله 🙏

I just wanna talk to you about my topic . cuz I want to chose you as my supervisor inchallh please sir . 🙏 Iam master 1 srudent luingstics of course .. cuz ours teachers inform us to chose the teacher and prepare a topic . and I do that . I prepare a topic for you and you may check it if you dont have any problem 🙏

##### E-mail N°2



TO ABOUBAKR HAMOUDI

Mar 15 at 3:44 PM

**E-mail N°3**





Good morning sir .. hope you are doing well

I'm about to sit for the doctorate exam and I'm a little bit confused about the methodology of answering questions ... would you please provide me with some tips or advice for that  
And i will be so thankful  
Have a nice day Dr  
Best regards



to me ▾

**E-mail N°4**

hi sir hope you are doing great . so by the way lam  the student I asked you today morning about you to as my supervisor it 'll be my pleaser   I had informed that you are the very hard in doing reachers that's why I wanna be your student please sir ask them if tou can added me 

thank you so much  
have an nice night

...

**E-mail N°5**

Good afternoon sir and Eid mobark 😊 . I wish you are good and healthy , sorry for sending this email at night .but because I need your help sir in my research Methodology's assignment ( Mini \_ research proposal )just in 10 pages .

I hope that u can guide me with some helpful books or any websites will help to write a good research proposal.

I wish that I didn't take from your time sir and sorry again

Best regard and thank in advance 🙏

 to me ▾

**E-mail N°6**

Hello sir,

Would you mind please to answer this interview?

Best regards.

**E-mail N°7**

(no subject) Inbox



 ... Nov 5, 2563 BE    
to me ▾

hi sir hope ur doing well . can i see you this week and if yes when .

**E-mail N°8**
 to me ▾

Hello  
Please sir,, u don't answer the  
interview.. I HV to harry.. due to the  
time..I'm waiting for you.  
Regards.

...

**E-mail N°9**
 to [ABOUBAKI.HAMMOUDI@yan...](mailto:ABOUBAKI.HAMMOUDI@yan...)   
Mar 6 at 5:56 PM

Good afternoon sir,  
This is the document you have asked to  
sent last week. I faced some troubles with  
my e-mail account ( It does not work ),  
that is why I contacted Mr.Baali to send it  
to you. I will be thankful if you accept my  
work.  
Have a nice day.

**E-mail N°10**
 to me ▾

salam 3laykom sir please can i get ur  
facebook or your telegram if you dont  
mind wellh ghir hselt w mlgitch  
chkoun nseksi apart mr benaa. sorry  
for disturbing you .

...

← Reply

→ Forward

NOV 8, 2005 DE AT 11:10 AM

**E-mail N°11**

Good morning sir, I hope you are doing well. I am your second year English student " [REDACTED] ". Concerning the test of the second semester, you have put me absent while I have passed the test. I changed the group before the quarantine ( to group 01) but the administration still putting my name in the list of group 02. Would you please check my paper? I am sure it is within group 01 papers. Thanks in advance.

to [aboubakr.namoudi@yan...](mailto:aboubakr.namoudi@yan...)

Apr 21 at 5:23 PM

**E-mail N°12**

Best afternoon sir,  
 First and foremost of all, Ramadhan Kareem . hope you are pretty good. I am [REDACTED] the one who asked you about some books regarding linguistics, that may also help me in master degree ; e.g. in my futuristic thesis. I really want to go deeply into linguistics and modern philosophy. In case you don't have them as PDFs, please recommend me those titles with writers' names and I'll easily download them to be printed insha'llah, I would be so much appreciated, and saha ftorkoum !

## Résumé

Malgré l'utilisation potentielle des e-mails, en particulier des requêtes, les étudiants d'anglais comme langue étrangère ne parviennent pas à encadrer des e-mails appropriés. Cela peut provenir d'un manque de sensibilisation et d'instruction de la rhétorique contrastive. En conséquence, cette étude examine la perception des étudiants et des enseignants de la RC dans les requêtes écrites. Le rationnel de cette étude est de sensibiliser à terme l'amélioration des écritures de courrier électronique des étudiants pour répondre aux conventions rhétoriques des requêtes notamment. Pour atteindre ces objectifs, cette étude cible 40 étudiants en Master et 07 enseignants d'anglais comme échantillon, et adopte une approche de méthode mixte pour l'accumulation et l'analyse des données ; il utilise à la fois des méthodes qualitatives et quantitatives pour générer des résultats. Il adopte également une conception de méthode mixte exploratoire comme modèle pratique pour mener à bien cette enquête. Trois instruments de recherche, un questionnaire en ligne, un entretien structuré, et une analyse de corpus de texte, ont été conçus et utilisés pour sonder les perceptions des participants ainsi que pour avoir un aperçu des e-mails des étudiants. Les résultats ont démontré que les étudiants d'anglais comme langue étrangère avaient de faibles niveaux de sensibilisation à la RC ; ils ont également montré des perceptions erronées pour concevoir des requêtes appropriées en conformité avec les netiquettes, les conventions et les stratégies de politesse d'écrire des e-mails. De plus, les enseignants du Département d'anglais de l'Université de M'sila n'ont pas proposé de compte rendu complet pour instruire leurs étudiants en RC et pour comprendre la rhétorique de la rédaction de courriers électroniques en deuxième langue. Par conséquent, quelques recommandations pédagogiques pour rédiger des e-mails efficaces ont été suggérées.

**Mots clés:** Rhétorique Contrastive, Communication interculturelle, E-mail, Perceptions, Requêtes.

## ملخص

قد يفشل طلاب اللغة الإنجليزية كلغة أجنبية في إنشاء رسائل البريد الإلكتروني مناسبة خاصة الرسائل ذات الأغراض الطلابية ، وذلك على الرغم من الاستخدام الشائع لرسائل البريد الإلكتروني . قد يرجع هذا إلى نقص وعي الطلاب في التقابل البلاغي والتعليم. فبناء على ذلك ، تسعى هذه الدراسة الى التقصي في تصورات الطلاب وكذلك الأساتذة حول التقابل البلاغي في كتابة رسائل البريد الإلكتروني ذات الأغراض الطلابية . حيث في نهاية المطاف تهدف هذه الدراسة إلى زيادة الوعي و تحسين الطلاب طريقة كتابة رسائل البريد الإلكتروني من أجل تلبية الاغراض البلاغية خاصة في كتابة الرسائل ذات الاغراض البلاغية. من أجل تحقيق هذه الأهداف تم الاعتماد على عينة مكونة من 40 طالب ماستر و 07 أساتذة اللغة الإنجليزية ، و تم الاعتماد على منهجًا مختلطًا لتجميع البيانات وتحليلها ؛ حيث تم استخدام كل من الأساليب النوعية والكمية لإستنباط النتائج. كما تبنت الدراسة الحالية أيضًا تصميمًا استكشافيًا كمخطط مناسب لإجراء هذا البحث. تم استخدام ثلاث وسائل بحث مختلفة والتي تم تصميمها واستخدامها لاستقصاء تصورات المشاركين بالإضافة إلى الحصول على رؤى حول رسائل البريد الإلكتروني للطلاب وهي استبيان عبر الإنترنت ومقابلة منظمة وتحليل مجموعة نصية. أظهرت النتائج أن طلاب اللغة الإنجليزية كلغة أجنبية لديهم مستويات منخفضة من الوعي حول التقابل البلاغي. و أظهرت أيضا تصورات خاطئة حول كتابة الرسائل الطلابية مناسبة وذلك بما يتماشى مع قواعد الإنترنت والاساليب واستراتيجيات الأدب لكتابة رسائل البريد الإلكتروني. بالإضافة إلى ذلك لم يقدم الأساتذة في قسم اللغة الإنجليزية بجامعة المسيلة تعليماً شاملاً لتوجيه طلابهم حول التقابل البلاغي من أجل فهم أسلوب كتابة رسائل البريد الإلكتروني باللغة الانجليزية. وبالتالي تم اقتراح بعض التوصيات التربوية لكتابة رسائل بريد إلكتروني فعالة.

**الكلمات المفتاحية:** البلاغة التقابلية ، التواصل بين الثقافات ، البريد الإلكتروني ، التصورات ، الطلبات