People's Democratic Republic of Algeria
Ministry of High Education and Scientific Research
Dr. Moulay Tahar University, Saida
Faculty of Letters, Languages and Arts
Department of English Language and Literature

The Role of Pragmatics in Developing Communicative
Competences in ESP
case study: Master one Didactic Student at Tahar Moulay University of Saida

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Thesis submitted to the Department of English Language and literature as a partial

fulfillment of the requirements for the Degree of *Master* in didactics

Presented by: **Supervised by:**

Miss. H. Kired   .Dr. N. Khiati

Board of Examiners

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Academic Year: 2017/2018

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STATEMENT OF ORIGINALITY

I hereby declare that this thesis is my own work and to the best of my knowledge it contains no materials previously published or written by another person , or substantial proportions of material which have been accepted for the award of my other degree or diploma at my university or any other educational institution, except where due acknowledgement is made in the thesis . I also declare that the intellectual content of this thesis contains no plagiarism and is the product of my own work , except to the extent that assistance from others in the project s design and conception or in style , presentation and linguistic expression is acknowledge.

Miss. Kired Hadjira

date …………………..

signature ………………

DEDICATIONS

Thanks to ALLAH for helping me to achieve this work

I would like also to express my deepest gratitude to my supervisor Dr. Khiati Nadia for being always present for us and for precious help by providing her priceless feedback and wise advice. My dedication also to my mother may god preserve her.

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Abstract

This study sets out to explore the powerful role of pragmatic in developing communicative competence in ESP (English for Specific Purpose) that enhances the contextual use of language appropriately mainly for post graduate students .In particular, the aim of this study is to examine how pragmatics can be developed through genre awareness and pedagogy. A combination of two tools: questionnaire and corpus analysis of email genre allowed the researcher to analyze the research data based on both the students' perspective and authentic email. The students' responses show little use of pragmatic strategies while many of them are unfamiliar with the communicative purpose of pragmatic politeness .In the field of language learning and teaching, the results above pointed out the student's need for serious study of pragmatic strategies and politeness through genre awareness and pedagogy that allow them to be at the level required to communicate in the academic context .In this regard, the proposition of data driven activities was thought to pave the way for providing insight into the structure of emails.

Keywords: pragmatic, communicative competence, English for Specific Purpose, Authentic emails, Academic context.

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List of Abbreviations

- **ESP**: English for Specific Purpose.
- **EAP**: English for academic purpose.
- **FAL:** Functional Academic Literacy.

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GENERAL INTRODUCTION

Using English for Academic Purpose (EAP) usually take place in higher education setting .English for Academic Purpose (EAP) is a common form of English for specific purpose (ESP) that helps (post –graduate) students to use the language appropriately for specific study skills .In particular, it aims to develop communication and academic skills that help learners to study, communicate and conduct research in the target language.

For post graduate student mainly, EAP instruction is associated with diverse study skills including various learning strategies such as listening and note taking, skimming and scanning, seminar discussions and oral presentations supported by notion of employing the electric approach that are combined to improve English language mastery and communicative competences of the strategic motivation and engagement. the use of ICT in education in one such as approach lends itself to more student cantered learning settings .One of which is email communication that set to become a major language learning and facilitator on various EAP context For examples, advising students takes place through email and getting them to submit and discuss works electronically with each other or with academic tutors, or to request an extension or asking for help.

However, students are often unfamiliar with the communicative request of academic email and not all of them master their skills though it is important

Particularly, they often fail to show a mastery of pragmatic strategies, namely politeness therefore, equipping them with these pragmatic skills is a must for adapting formality and directness in email writing through pragmatic interactional principals.

In view of this,the present study undertakes a corpus based Genre analysis to tentatively propose a model for the analysis and teaching of email genre that indicates what can make e mail genre successful due to the pedagogical applicability and to throw light on the role of pragmatics in developing communicative competences by addressing the two central research questions :

- What politeness strategies are used in the email genre ?

- How can the pragmatic strategy of politeness be taught ?

The study seeks to reach the following hypotheses:

- Pragmatic politeness can be identified in deferent moves of email writing (in salutation or in the polite request)

- Politeness strategies can be taught through awareness raising pedagogical tasks.

Chapter One: Review of pragmatic studies

Chapter one: review of pragmatic studies

1.1.   Introduction

In this chapter the researcher aims to explore some of the most important theoretical points that are useful for the comprehension of how pragmatics works within an English for specific purposes (ESP) highlighting the relevant theoretical components of pragmatics and covering this review around defining pragmatics then give an illustration of some relevant fields in ESP provided with details and examples.

1.2. Defining Pragmatic

According to Stalnaker (1972), "pragmatics is the study of linguistic acts and the contexts in which they are performed"(p.383).In terms of applied linguistics, "pragmatics can assist people, as language users, in there endeavors to realize their personal goals in the societal settings in which they live "(Mey, 2001,p.315).Simply, pragmatics is the study of meaning in context "(Archer & Grundy,2011,p.02).

1.3. Interests of ESP in Pragmatic Strategies

Pragmatics   the study of language use in interpersonal communication , it is concerned with areas that should be of particular interest applied in social interaction encompassing speech acts , conversational structure , conversational implicature , conversational management , discourse organization , and sociolinguistic aspects of language use such as choice of address forms (Taylour and Harlig) .

According to O'keeffe et al (2011) , speech act theory has not only gained paramount attention in the branch of linguistic and philosophy, but also in the study of pragmatics in particular .However, Austin (1962) and O'keeffe et al (2011) who added the reference performatives to sentences that describe the performance of the actions when uttered in a given situation .

In relation to that, it is worth to mention that there are various kinds of speech acts, yet the following , classified by John Searl that have received particular attention :

1- Commissives : commit a speaker to some future action in such cases as promising ,pledging , threatening ,vowing or offering .

2- Declarations: affect an immediate change of affairs when transforming conditions and situations .

3- Directives: are used by a speaker who attempts to get the addressee to carry out action such as requesting ,ordering , suggestion and demanding .

4- Representatives: commit a speaker to the truth of an expressed preposition like when asserting or reporting .

5- Expressives: express some sort of psychological state , including expressions of complaint, apology , thanking , etc .

Moreover, speech act could placed on a continuum ranging from the most direct down to the least direct act. Thus, it is important that ESP students be made aware of this continuum because the degree of explicitness that is appropriate for a given social context, is vital to observe and any failure in this respect can misfire and cause undesirable effects .Therefore, the main interest of pragmatics is the speech theory that explores the distinctions between locutionary, illocutionary and prelocutionary acts that could be an important lessons drawn for ESP that Searl

owned,(1975-1979) and schematically presented as follow :

Utterance act	Its meaning	Relevance for ESP
The locutionary act	Uttering a sentence with determinate sense and reference	Producing the document type (cable , fax minutes etc.)
The illocutionary act	Making a statement , offer ,promise etc .in uttering a sentence , by virtue of the conventional force associated with it (or with its explicit per formative paraphrase)	The list of functions found in the table of content of any ESP book
The prelocutionary act	Bringing about effects on the audience by means of uttering the sentence , such effects being special to the circumstances of utterance	Desired versus actual effects on intended audience

Table 1.3 the distinction between loctionary,illocutionary and prelocutionary acts.

The distinction has shown to be of great reference to ESP since it is fosters in students most needed awareness of the power of words , and helps them master the appropriateness of certain structures to certain contexts to perform certain speech acts .

1.4. Pragmatic and Corpora

This field state the study of art discussions in corpus based linguistic research of the English language ,focusing in the broad field of corpus pragmatics and corpus based discourse analysis that overseen the naturally occurring aspects of the linguistic data used as samples when constructing major theories .Yet , the study traditionally relied on both the oral and written form , saved as data in computer , as better sources of databases for empirical study in the field of language in general and pragmatics in particular due to the introduction of language corpora that has a revolutionary progress in pragmatics, using electronic corpora as primary tools of research .

1.4.1. Corpus linguistics

In relation to the notion of corpora, corpus linguistics is the study of language as expressed in real world .In some areas it is related to computational linguistics , then at last moves towards language processing applications .In Ludeling's and kyto's (2008) words :

Corpus linguistics today is often understood as being a relatively

new approach in linguistics that has to do with the empirical study

of ''real life'' language as use with the help of computers and

electronic corpora .

Ludeling & Kyto (2008): v

yet , Richards Schmidt (2002) state that corpus linguistics is :

An approach to investigating language structure and use through

the analysis of large databases of real language examples stored

on computer .

Richards Schmidt (2002:127) .

1.4.2.Corpus linguistics and the Study of Pragmatic

The combination of corpus linguistics and the study of pragmatics open new perspectives because it focuses on the target language of the real world. Thus, learner corpus studies began with first consist steps in the early 1990's as an attempt to understand language production since corpus linguistic is as a research tools for analyzing written and spoken data to entire conversations and texts, and as a valid source for serving in many occasions in shaping the language and these of real life uses at an early stage, the usefulness of a corpus was mainly concerned with the identification of the linguistic elements that were used.

Obviously, this objective called for quantitative studies on language .In addition to the extra linguistic data like temporal and special information provided from a corpus such as the origin of text, the gender or the age of speaker or writer, etc ,as a meta –information that show a successful capability of corpora in providing a fruitful means of gaining a better understanding into pragmatic language use which considered to be a vital tool that teachers can use in the language classroom .

In Bennett word:

Corpus linguistics allows us to see how language is used today and how that language is used in different contexts, enabling us to teach language more effectively.

Bennet (2010:07).

1.4.3. The Corpus Approach

By means of corpora, the steady evolution of corpus linguistics has been primarily motivated by the linguists' need to understand how words tends to be used in certain contexts.

Furthermore, it is common knowledge that the dominant role in corpus linguistics is played by modern technology .Thus, corpus linguistics has been regards as an operational framework in applying the study of language, aims at investigating particular linguistic structures in the way they occur in different contexts and functions they acquire.

Relying on quantitative and qualitative methods, for examples computer assisted investigation has provided not only reliable analysis methods, but also consistent outcomes, enabling individuals actively interact in validating complex linguistic findings, while the computer takes care of record –keeping, helping them get accurate results about the frequency of use of a particular item linguistic in a corpus .

1.4.4. Studying Pragmatic Through Corpus Linguistics

Pragmatic and corpus analysis come together because both disciplines   focus on actual language use. Though, the data of corpus linguistics give a deep investigation to the field of pragmatics.

Yet, to facilitate the study of pragmatics when using a corpus, a number of tools can be used mainly: word frequency lists, keyword lists and concordance line .

1.5.Previous Research Into Electronic Genres in Academia

The interest in academic genres, and more specifically, writing in the disciplines in university contexts has been the focus of numerous investigations for many years from different perspectives and fields of studies (Carlino, 2003, 2006, 2013 ; Russell, 1990, 1991; Parodi , Ibanez & Venegas, 2009) .Recently, the research on the genre of email texts as the products of discourse community have taken by researchers as a popular framework to analyse the structure of email messages .In their study, Yates and O'rlikowski's (1992) examined changes in a business memo genre brought by the shift from type written paper memos to email ones basing their research on investigating the linguistic and textual patterns of electronic communication in a group of participants collaborating on specific task where they found that this syntax and word choice often evoke conversations informality whereas, they found that the messages of written discourse display graphic and typographical features or subject line humor which is unlickely in written and oral discourse.

In addition to Weasenforth and Lucas (1997) studies of the differences between the online and off-line Texts shown that there were no obvious differences between them in terms of cohesive features, but there was a distinctive tendency in students' off-line writing towards initial contextualization in context with their parallel on-line texts, with regard to Lund (1998) who analyzed rhetorical differences between traditional academic writing and email texts stated by the differences between students' writing messages to their teacher which was impersonal, and their writing of those letters sent to peer students using first person to make an interpersonal relation.

Krajka (2002) analyzed the most basic writing genres with the purpose of teaching each of those genres in the context of an on-line classroom. He proposes that at least two periods should be devoted to teaching a genre. The first period of training, entirely off-line, would be focused on analyzing model genres and their lexico-grammatical features. So the students will have enough time for browsing reading, and digesting information while having the knowledge of the formal requirements of the genre. In non-English contexts, Santos' findings indicated that the social rituals of greeting and work as a frame for the central functions are fulfilled by two moves while two other moves provide new information and real content of the interaction.

Rains and Young (2006) analyzed the content and function of e-mail signatures used by organizational members. E-mail signatures are appended at the end of e-mail messages and contain information about the sender such as one's title, postal address, and phone

number. One hundred and ninety-three e-mail signatures were collected and analyzed in this study. A content analysis revealed demographic and occupational differences in signature content and suggested the potential impression management function of signatures. Based on the results from the content analysis, the evolution of the memo genre in e-mail messages and implications of new communication technologies for contemporary organizational life are discussed.

Magnet and Carnet (2006) investigated discursive and linguistic features of the letters to editors. In their analysis, they identified four moves, a chronological approach, and a research- centered approach as the basic discursive features of letters to editors. They finally claimed that "letters to the editor can be considered a genre, but not a stable genre, since it has evolved since its origin" (p.197).

In their study of statements of purpose submitted to different departments, Samraj and Monk (2008) report on a survey of print and electronic resources on writing the statement, which revealed that information on writing statements for specific master's program is not consistently available. This lends support to the semi-occluded status of this genres. They also discuss successful statements submitted to three master's programs (Linguistics, Business Administration and Electronic Engineering) at a university in the US, drawing on the views of informants from the three disciplines may contain the same rhetorical moves, they differ in the constituent steps used to realize some of the moves.

In their study on submission letters, Jalifiar and Nezami (forthcoming) analyzed a corpus of 60 e-mails sent with the purpose of providing or requesting information in two disciplines namely ELT (English Language Teaching) and Mathematics. The results showed that with few exceptions in Math corpus, both illustrated proper choices regarding phraseology. Concerning rhetoric, ELTs' messages were more compatible with those of English native academics, whereas Maths' messages carried the rhetorical patterns in non-native academics' messages

1.6 Pragmatics and the Notion of Politeness

Pragmatic based research on politeness started in the late 1970's and early 1980's, and has become the most popular areas in pragmatics. Thus, the study shaped by two most prominent theoretical models of Brown and Levinson (1978) and Watts (2003).

Yet, Brown and Levinson (1978) framework has had an unprecedented impact on the field up to the present day, as it provides a universal model to capture politeness across language and culture,

Brown and Levinson approach politeness behavior as a highly national phenomenon, it is claimed to come into operation if the speaker needs to threaten the hearer 's face, their public self image .thus, politeness comes into existence with the other's face needs in mind : a speech act can threaten the other's "negative face" , their wish to be left unimpeded , or " positive face" their wish to be appreciated ; the speaker chooses politeness strategies according to the other's perceived face needs. Tightly linked to politeness is the notion of respect or differences which represents the fact of being aware of socially distant person's face (Yale : 1996).

For a better understanding, and as mentioned by O'keeffe et al (2011), Richard watts' (2003) theory of politeness excludes the relevance of the utterance linguistic structure in determining whether what is said is polite or not focusing on how individuals interpret utterances within an interactive activity where in stated that :

According to watts, politeness is a dynamic process by which "being polite" is not connected to the linguistic structures we use, but to the individual's interpretation of these structures as polite or impolite in instances of ongoing verbal interaction.
O'keeffe et al (2011:76)

 Making a distinction between the two concept : politeness 1 and politeness 2.

For a better understanding of watts' politeness theory a distinction then , is to be made between tow concepts : politeness 1 politeness 2. the former, according to Watts (2003) consists of people 's lay viewpoints and interpretations of what they consider to be polite. People when delineating the characteristics of polite language use tend to state expressions that they consider as 'considerate' or 'respectful'; expressions like 'please, regard polite expressions as 'hypocritical 'or ' dishonest' or unfeeling ' (watts2003:2) in O'keeffe et al (2011:76) for instance , the expressions 'have a nice day' which is believed to reflect polite behavior in the USA is considered as 'unfeeling ' in other countries (O'keeffe at al ,2011).

 As for politeness 2, the individual's interpretation does not constitute a relevant element as to what makes a particular usage of language polite or not .it is the analysis of the linguistic structure then , of the speech or the written sequence which is taken into account .In this respect , O'keeffe et al (2011)write :
On the other hand ,politeness 2 is concerned with 'politeness' as a technical term used in both the pragmatic and sociolinguistic study or spoken and written language .such as in Brown Levinson 's model. O'keeffe et al (2011:76).

Therefore, watts' (2003) theory is built on the distinction between politeness 1which is based on personal interpretations and politeness 2 which is based on theoretical interpretations via the Brown and Levinson model (O'keeffe et al,2011).
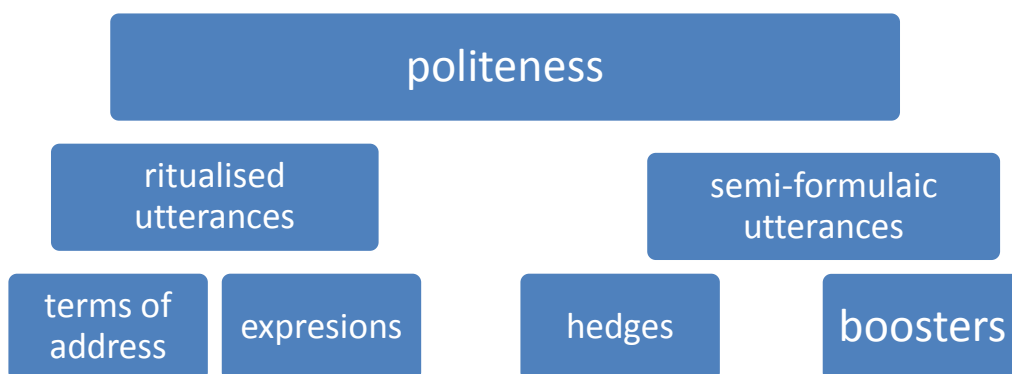
Figure1.3. politeness 1 in Watts'(2003)model

(Adapted from O'Keeffe et al (2011)
-This figure illustrates how politeness is conceived in the Watt's Model.

According to Watts (2003), particular linguistic structures shaped through expressions; like those shown in Figure 2.2,which are associated with politeness make the latter seem to be argumentative and evaluative in nature. This is because those expressions are: open to interpretation as polite in ongoing verbal interaction, therefore, no linguistic structure can be considered inherently.
O'Keeffe et al (2011: 78-9)

1.7. Conclusion

This chapter reviewed the relevant theories that are of great importance for this research study through defining pragmatics and give more theoretical backgrounds about the interests of pragmatics and the notions of politeness that are used by previous research into electronic genres in academia.

Chapter Two:

Description of

Pragmatics for ESP

Purposes

Chapter Two: Description of pragmatics purposes

2.1. Introduction

This chapter will primarily show the ESP relevance theory, and it will attempt to make arguments of pragmatic for ESP, following that by the evidence from pragmatic, then focusing on ESP and politeness and on schema theory. At last, it will highlight the point of understanding request softening devices.

2.2. ESP and Relevance Theory

Relevance theory , an inferential approach to pragmatics based on a cognitive principle (that human cognition is geared to the maximasation of relevance) , and a communicative principle (that utterances create expectations), not only because speakers are expected to obey a cooperative principle and maxims or some other specifically communicate conversation , but because the search for relevance is a basic feature of human cognition , which communicators may exploit , based on the perception of a natural propensity in human beings to maximize the informational value of environmental stimuli which provides an input for people interpretation on assumption that what the speaker said was contextually relevant and polite. Whereas, in ESP , this involves special core in structuring , labeling ,and classifying documents without wasting any time to invest efforts in trying to locate relevant sections of correspondence or contracts or other documents, so that ,maximizing the relevance of information conveyed is one of the main priorities in ESP.

2.3. Arguments of Pragmatics for ESP

Research on ESP started with some early studies of a language (Holliday, Mcltosh and Strevens 1964) .Thus, the language used in the professions has moved from being characterized in terms of syntactic or lexical choices to characters of the textual presentation and formulaic requirement of the different contexts. Therefore, genre analysis has become more a matter of extensive text –in –context inquiry.

Moreover, the term English for specific purposes belongs to a system of oppositions where it is constrated with other englishes such as English for specific purposes, English as a foreign language, etc. this means that it is a goal –oriented type of English specially tailored to customer specifications which leads to the domain of pragmatics since it

matches between language structure and social function. Thus, ESP is seen as a functional tool involving interpretation of pragmatic force (Hyde,1994).

Besides, this term of English for specific purposes is the most obvious justification for the papers central concern with affinities between ESP and pragmatics focusing on language use not simply language competence .

Another important arguments of pragmatics for ESP purposes is that ESP, perhaps more so than other pedagogical areas, reveals the need to extend Hymes concept communicative competence to encompass:

a- Parrets (1983) Emotional / Emotive competence , that is the ability to strategically show or hide subjectivity in the utterance ,this competence is strategic in ESP writing (Academic writing) .

b- Pragmatic competence: the ability to get through to what people mean and how they encode it.

c- Rhetorical competence: the ability to manipulate / persuade people and it useful for writing and speaking skills mainly ESP purposes.

2.4. Evidence From Pragmatic

From the angle of pragmatics, ESP shared the same common interests, namely that meanings are construed in their social context involving central interest in standardized formulae and the role of social conversations they also attempt to canonize contextual appropriateness and reserve pride of place to questions of politeness and face .

Particularly , ESP aims at promoting pragmatic competence for ESP students since developing the communicative side of language is neglected area in ESP teaching because of the attention paid for developing the linguistic (structural and lexical) repertoire of students in relation of their specific fields using their own norms of communication. Consequently ,they end up producing or receiving messages that might be misunderstood where the role of pragmatics should appear in giving guidance on language usage for better understanding in production and reception based on the norms of communication. As stated in the words of Mey (2001:12)": pragmatics is needed if we want a fuller, deeper and generally more reasonable account of human language behavior … outside of pragmatics, no understanding ".

In this respect, pragmatics is of vital use to the students of ESP and it can be assumed that their future profession would require a status to be respected and a face to be saved .

2.5. ESP and Politeness

Politeness is the central concern of methodology and pragmatics, and it is also among the top priorities of ESP teaching mainly in social interaction. Thus, politeness maxims has its appropriate formulae for given contexts and it is important that learning a foreign language involves exposure norms to the cultural norms at stake (Adaskon et al, 1992;Alptekim,1993;Bahloul,Brown ,1990,Hyde,1994,Prodrumon,1992).Especially in ESP, this exposure is vital since the success of many important transaction (contracts, business, correspondence, advertisement in the foreign lg, etc) hinge on mastering the maxims of politeness .

2.5.1. Leeches maxims of politeness

Pragmatic research has shown that the principles governing conversation can be extended beyond Grices cooperative principle by the addition of maxims of politeness .for instance leech, (1980:13) labels one of these maxims the tact maxim which can be summed up in the injunction do not cause offence .

ESP manuals focus on this aspect in drilling students on a number of formulae such as:

Degree of directness	Degree of politeness	Requesting formulae
Most direct form	Least polite form	Please + order
		Please + tell me …
		I want you ..
		Do you know …
		Can you (tell me) ..
		Will you (tell me) …
		Could you (tell me) …
		Id like you to ..
		Id like to ask you …
		Id like to know …
		Do you happen to know …
		Perhaps you could (tell me) …
		Could you possibly (tell me) …
		Do you think you could (tell me)….
		Would you mind (telling me)…

Table 2.5.1.Leach maxims of politeness

2.6. ESP and Schema Theory

Schema theory of Anderson (Anderson & pearson, 1984) accounts for the mutual scaffolding process taking place during interaction .

According to it , prior knowledge is essential for the comprehension of new information within a given text or context .readers' mental stores are divided into two main types : "content schema" (readers' background knowledge the world) and "formal schema" (readers' background of textural structure) .Thus, readers develop a coherent interpretation of text joining these two types of knowledge during reading.

In Academic settings, with the help of ESP instructor, cooperative or collaborative ESP teaching provides the learners with formal schemas of academic language through academic content they are already familiar with through their present and previous academic studies they have made provided that the instructor has Functional Academic Literacy (FAL).

2.7. Understanding Request Softening Devices

It is important to provide learners an alternative softening devices to the impositive request and develop their awareness of how these are used in different situations within the speech community which involves speaker's considerable pragmatic expertise since its performance requires the hearer to carry out an act for the requester's sake. Particularly , it is possible to make the request less threatening by using softening devices ,which can be distributed into two groups : (1) internal softeners, those devices that appear within the same request head act (see example1) ,and (2) external softeners , that is ,those devices that occur in the immediate linguistic context surrounding the request head act , either preceding or following it (see examples 2). Thus, given the face threatening nature of this speech act, these elements play an important role in mitigating the respective pragmatic force . In fact, speakers' use of these items may be crucial for the actual appropriate fulfillment of their request moves .

Examples 1:

- Could you possibly send me the document ?

Examples2 :

- I am busy and I can't attend the lesson next time, could you send the document to my email?

Focusing more specifically an these subtypes of request softening devices that may be available for a requester, we have the functional typology of request modification devices proposed by Alcon et al .(2005) since it follows a socio-pragmatic approach rather than a grammatical and syntactic one. As regards internal modifiers, three main subtypes of devices are identified, namely openers (i.e to seek the addressee's cooperation), softeners (i.e. to soften the impositive force of the request),and fillers(i.e. to fill in the gaps in the interaction) . With regard to external modifiers, six main subtypes of devices are identified ,namely preparators (i.e. to prepare the address for the request), grounders (i.e to justify the request), disarmers (i.e. to avoid a refusal), expanders (i.e. to indicate tentativeness), promise of reward (i.e. to offer a reward upon fulfillment of the request), and the word ''please " to signal politeness , among other functions. (Alcon et al ,2005).

2.8. Conclusion

This chapter has been established that pragmatics is inherently constitutive of English for specific purposes carried that by a number of fields and studies concerning pragmatics and ESP purposes.

Chapter 03:
Data Analysis and
Interpretation

Chapter 03 : Data Analysis and Interpretations

3.1. Introduction

This chapter first analysis the results of the questionnaire of (post – graduate) didactic students to examine their familiarity with email writing and pragmatic strategies .then the analysis of small email corpus will be proposed to examine in detail whether the email structures and the content are reflect politeness strategies and serves the communicative purposes .Thus, the results of this study are presented in terms of descriptive statistics displayed via tables and graphs.

3.2. Results of Questionnaire

37 questionnaire were distributed to master students .

in this sub-section , the questionnaire answers will be analyzed below :

Question 01 :

   The results of question 01 (Do you email to get into contact with teachers (national/international) experts in your domains ?) are proposed in the table below .

Question 01	Yes	No
-Do you use email to get into contact with teachers(national/international) experts in your domains ?	84%	16%

Table 01: student's use of email for EAP purposes

As show in the table above, 84% of master 01 didactic student confirms that they use email to contact their teachers. However, only 16% of them state that they do not. These results are displayed more clearly in the pie-chart below:
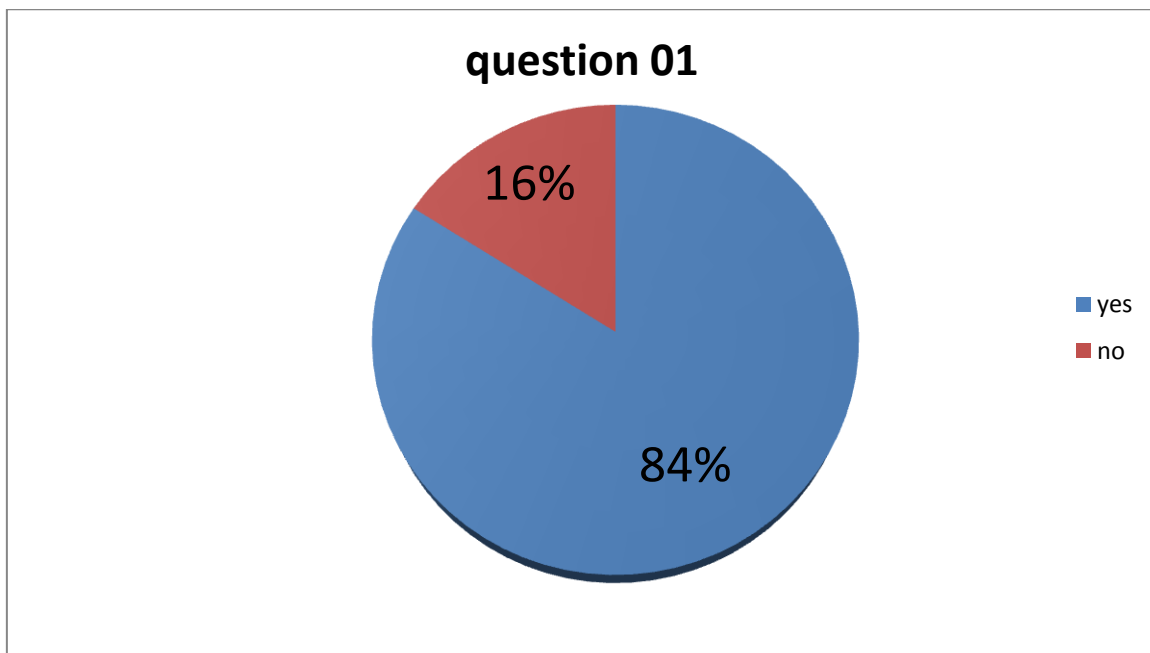
Pie-chart 01: students' use of email for EAP purposes

A glance at the pie-chart shows that those who use email for academic purposes are in majority.

Question 02:

Question 2 provides more details about the main communicative purpose for emailing teachers .its results are as follow:

The main communicative purposes behind emailing teachers	percentage
A – to request something	35%
B – to ask questions	46%
C – to send written assignment	51%

Table 02: Students' purpose behind emailing their teachers

It seems that students' main purpose behind emailing teachers is mostly related to sending written assignment (51%). Whereas 46% of them appears to involve asking questions.

The bar -graph below give a clear demonstration.
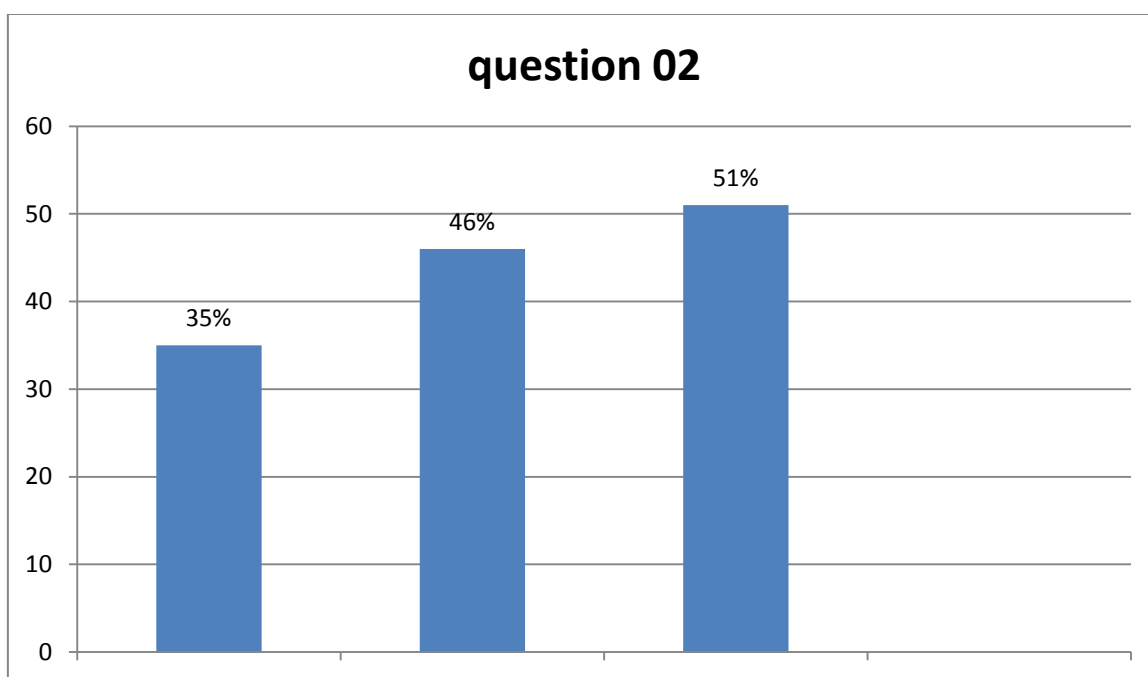
Bar-graph 02: Students' purpose behind emailing their teachers.

Decidedly, different purposes for emailing in **EAP** contexts are clearly expressed through considerable percentages.

Question 03 :

The results of question 03 (do you find e mail communication practical for academic purposes ?)

Question 03	yes	no
Do you find email communication practical for academic purposes?	89%	11%

Table 03: constant use of email communication

According to the results, it shows that the common students use email to communicate since it is the most practical mean than the others.

These results are readily seen on the pie chart below
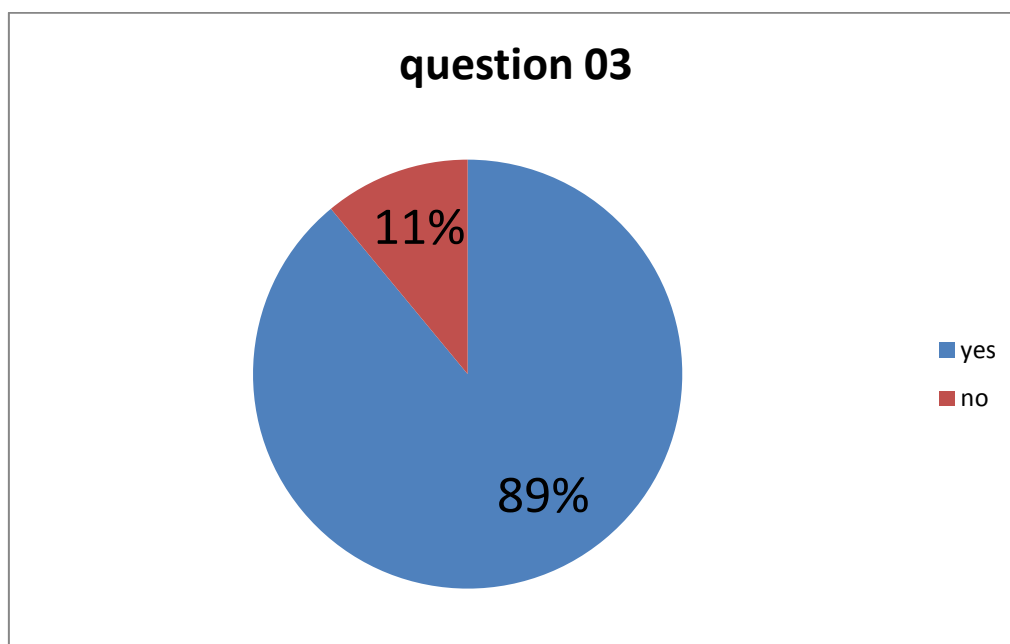
question 03

Pie-chart 03: constant use of email communication

A glimpse at the pie-chart gives a clear view about students' constant use of email communication.

Question 04:

The results of question 04 (does this medium help you in mastering the genre of email, increasing your opportunities or practice the English language ?) are numerically presented in the table below :

Question 04	Does this medium help you in ?
Mastering the genre of email	46%
Increasing your opportunities	46%
Practice the English language	27%

Table 04: the main advantage of email genre

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According to the table above, those who assumed yes to question 03 (Do you find email communication practical for academic purpose) find that email help them in both mastering the genre of email and increasing their opportunities to learn (46%) whereas , (27%) voted that email medium help them in practicing the English language.

The bar-graph below give a clear view .

quesion 04
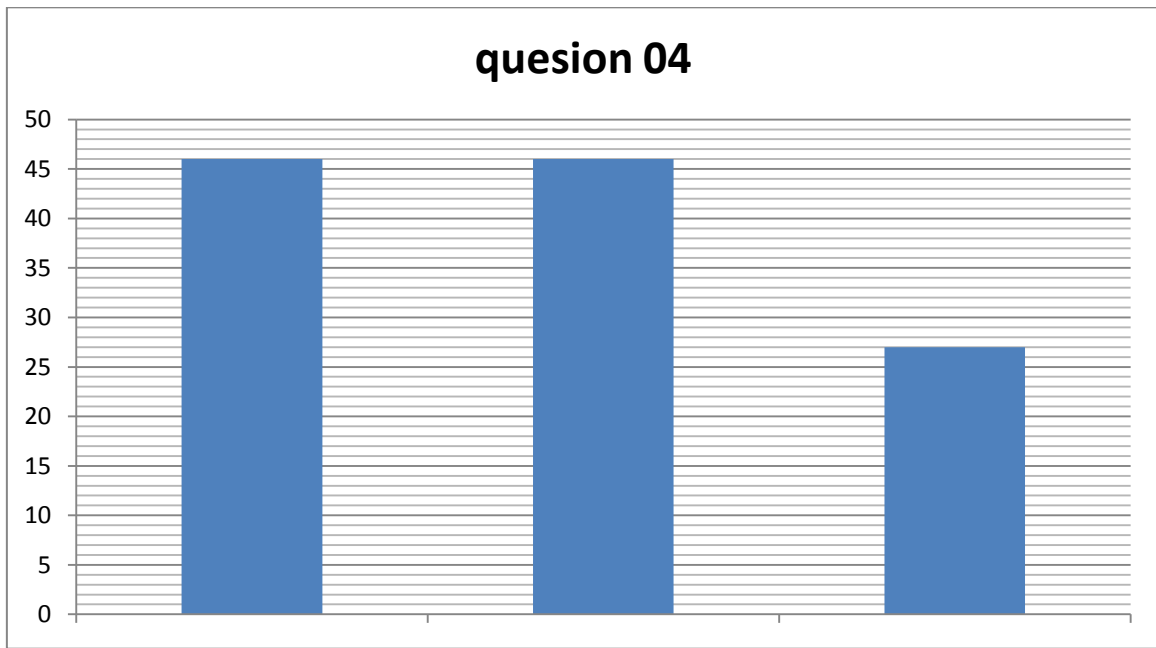
Bar-graph 04: the main advantage of email genre

The view of the bar-graph showing clearly that the main advantage of email genre are mastering the genre and increasing students' opportunities .

Question 05:

The results of question 05 (do you consider that you master the. email genre ?) are showed in the table here

Question 05		Yes	No
		49%	51 %
	Frequent use of email	Self study	
Do you consider that you master the email genre?		38%	24%

Table 05: students' looked (consideration) around mastering the email genre

A glance at the table above shows that 49% of students' master the email genre .but , 51 % do not .

Expectedly, those who report to master the email genre justify their command with:

- frequent use of email (38%).

- self -study/ online tutorials on emails (11%).

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The pie-chart below provides a clear illustration.

quesion 05

- 38% — yes (frequent of email
- 24% — yes /sely study
- 51% — no
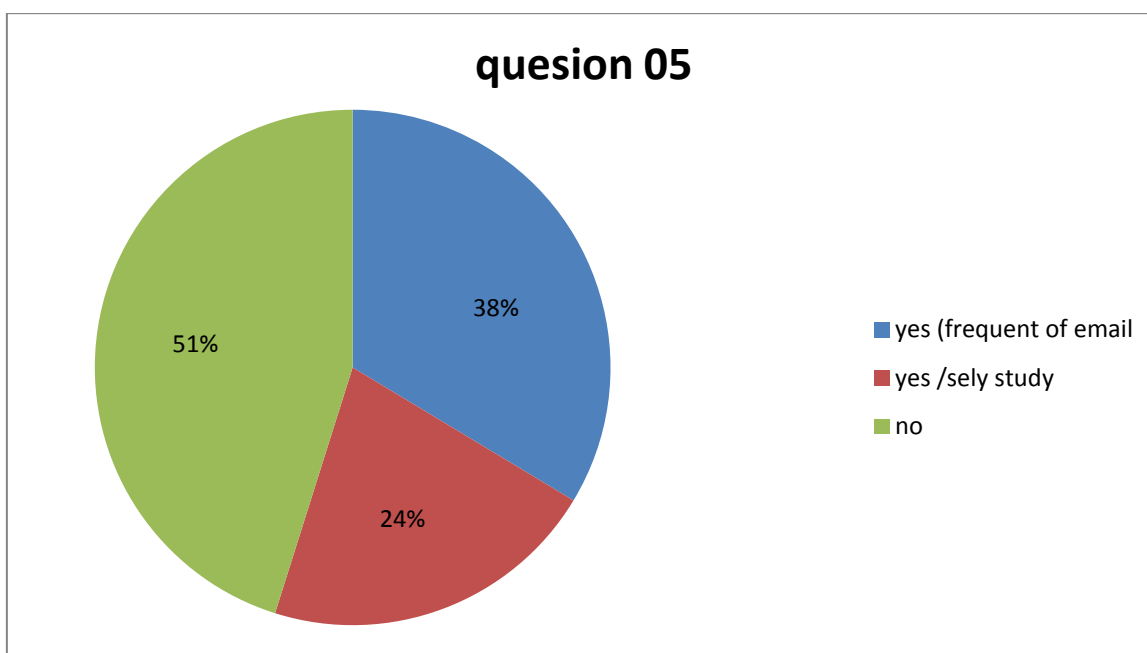
Pie – chart 05: students' looked (consideration) around mastering the email genre

Students' good command of email communication is clearly shown in the pie-chart.

Question 06:

In relation to question 06 (Do you expect to better your emailing skills through formal learning (classroom practice)?) the results are offered in the table below

Question 06	yes	no
Do you expect to better your emailing skills through formal learning (classroom practice) ?	76%	24%

Table 06 : students' need to improve their learning skills

As proposed in the table, more than half of students seem to care for improving their emailing skills through formal learning .yet, the others they do not need since they seem to master the genre

The pie –chart below make a drawing of these results.
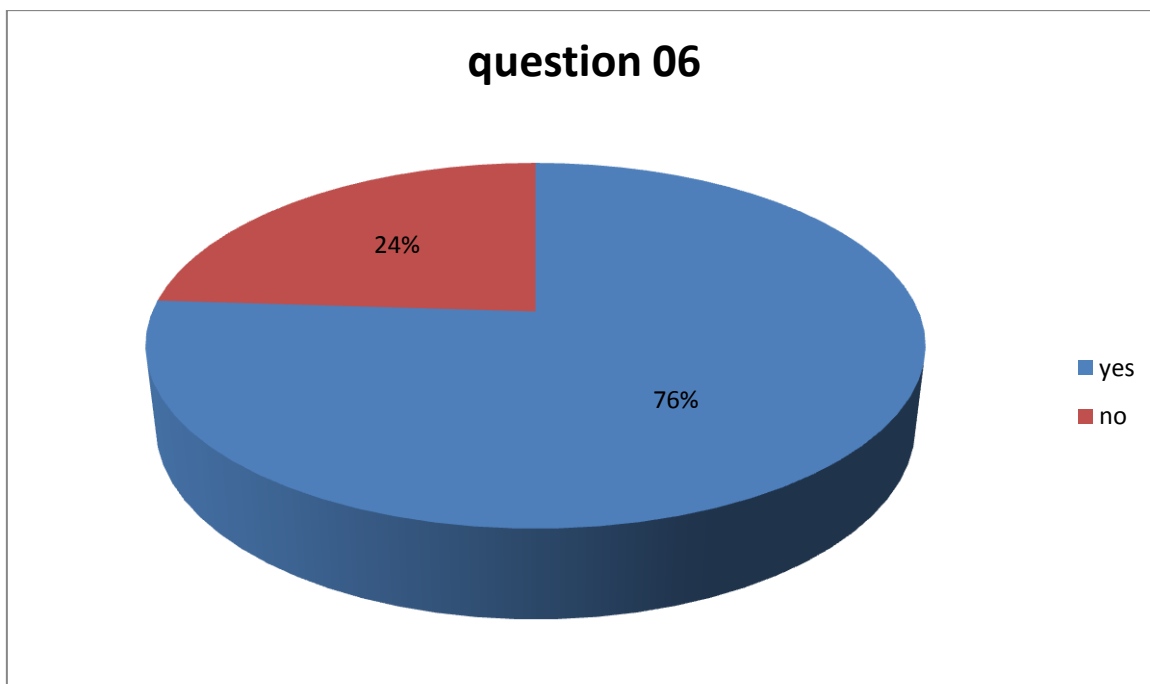
Pie-chart 06: students' need to improve their learning skills

The pie –chart looked clearly that the majority of students are in need of improving their emailing skills.

Correlation data

The table below shows the correlation results of questions 05   (do you consider that you master email genre ?) and question 06 (Do you expect to better your emailing skills through formal learning ?).

Questions	yes	no
Question 05:Do you consider that you master the email genre ?.	49%	51%
Question 06:Do you expect to better your emailing skill through formal learning (classroom practice)?.	76%	24%

Table 07: students' need for more training

Expectedly, from the table above there seems to be a correlational between question (05) and question(06) because those who say that they do not master the email genre want more training and vice versa .

Question 07:

As to question 07 (show you attitudes to the following statement by ticking in the appropriate column) , the results are clearly expressed in the table underneath .

Statement	agree	disagree
Email communication is better than other means of communication in the academic context	76%	24%
Writing a subject line is not important in email writing	32%	67%
I don't know how to choose appropriate subject line for the email body.	40%	57%
I often forget to insert a closing .	65%	35%
Email messages should be short and precise .	78%	19%
Email messages should be long and detailed .	13%	81%
I need more formal instruction /explicit training in email writing .	76%	24%

Table 08: students' reflection toward the use of email communication

As shown in the table above, it seems that 76% of the students find email communication better than the other means .whereas , only 24% of them see that is not the best mean of communication .

67% of student disagree with statement ''b'' which explain that they are somewhat proficient in writing a subject line while 32% of them show the opposite supporting their claims with 57% of disagreement in statement ''c'' about neglecting to choose appropriate subject line for the email body. however, 40% of them show their agreement which explains that they are unfamiliar with email strategies as it appears in statement ''d'' where the majority agree that they often forget to insert a closing whereas, only 35% of student disagreement affirm that they are familiar with it equivalent insight seen from their votes in both statement ''e'' and ''f'' while the majority agree with the statement that email should be long and detailed .Thus, the results of statement ''g'' show that 76% of students are in need of explicit training in email writing

And the bar-graph below may illustrate more:
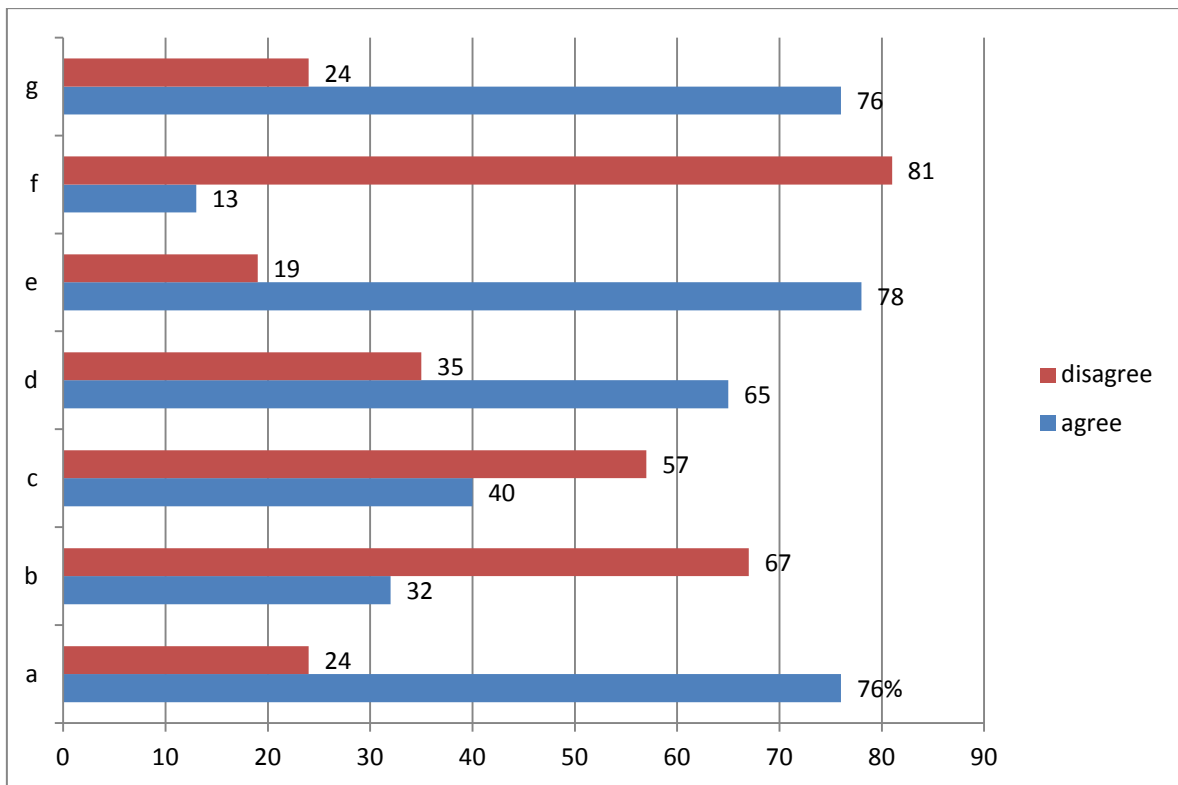
Bar-graph 08: students' reflection toward the use of email communication

Apparently, the majority of students strongly agree that email communication is better than other means of communication and its messages should be short and precise without forgetting to insert a closing .Whereas, the others are not in favor with that.

3.3 Email Corpus Analysis:

In an attempt to indentify the genre structure together with their politeness components, a corpus of 56 emails was analyzed.

3.3.1 Distribution of Moves.

The existence of the moves and their steps as identified in the corpus are illustrated below **:**

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- **3.3.1.1   The Subject Line Move.**

Move 01	Absent	Related to the body	Unrelated to the body
Subject line		Infield link for refrences Am sharing document email with you.	Hi
Number	24	14	18

Table 3.3.1.1 Distribution of the subject line in emails.

As show in the table 3.3.1.1 above, the number of emails where the subject line is absent is in majority. Another part, the emails in which the subject line is related to the body are less than those whose subject lines are irrelevant to the main message (body) .

- **3.3.1.2 Salutation Move .**

Move 02	Examples	Number
Providing a salutation - Formal - informal	Dear teacher +name slm hello miss, Hi.	(18) (17)

Table 3.3.1.2 Distribution of opening feature in emails

This move comprises salutation or greeting expressions saying hello to the recipient.(56) of the collected emails are generally involve either formal or informal salutation in addition to the ''slm'' salutation that reflects the cultural identity of the email users better than nothing.

- **3.3.1.3 Opening move**

The opening move that consist of the first introductory sentence written by the sender contain many alternatives .they are gathered in the table below :

Move 03	Examples	Number
Email opening - introducing yourself - stating the reason for writing the email.	-Am your student + (full name) -we want to inform you that we have completed + (an action/assignment).	07 05

Table 3.3.1.3 distribution of email opening move

The majority of the present corpus contained this move. It seems to be a necessary move the sender uses it, either by referring to previous event, or introducing his level.

- **3.3.1.4 Email Main Content Move :**

Move 04	Examples	number
Referring to the main purpose Direct request Requesting Indirect request	-Answer the question below .	10
	-Am asking you politely to change it for me, please	11
asking for help	- Please teacher I need some document …	04
apologizing for late assignment	- sorry I had problems in my pc I could not work with it.	03
making a comment	- some topic require direct questions, others are essay form	02
explaining /clarifying	- You need to present a topic on one of the already dealt lectures.	03
giving opinions/suggestions	- for the moment am determined choose didactics.	08

Table 3.3.1.4: Distribution of email main content (purpose)

This move occurred in (41/53) emails to explain why their emails have been sent to the addressee using strategies such as: Asking for help, offering benefit, etc.

3.3.1.5 Answer to Request Moves

	Move 05		
Requesting moves	Reply to requesting	Examples	Number
-requesting assignment	-providing assignment (through attachment). -providing class notes - Providing information	-(name of the student), you have a look at this book. Which is interesting for ESP and needs analysis. -class notes language issue in ESP. - Here are the technical texts for analysis.	07 07 04
-requesting class notes -requesting clarification			

Table 3.3.1.5: distribution of requesting purpose

From the table above, it seems that the replies to requesting moves are related the originated requests shown in table (3.3.1.4) .they comment of either providing class notes or information.etc.

3.3.1.6 Pre-Closing and Closing Moves

The distribution of closing moves is proposed in the table below.

Move 06	Examples	number
Providing complementary close - formal close -informal close	Kind regards, best regards. Many thanks. Bye, goodbye .	(23). (05).
absent		(13).

Table 3.3.1.6 Distribution of closing moves in emails

(56) of the collected emails seem to carry either formal or informal complementally close, depending on the way in which the sender is accustomed to send emails to the recipient .

3.3.1.7 Signature Move

The presence /absence of the signature move together with its distribution are offered in the table below.

Move 07	Examples	Number
Providing signature move -Signed emails . -unsigned emails.	Dr. + (teacher's name).	13 43

Table 3.3.1.7: distribution of signature move in emails.

It seems that this move is often used by the teacher may be to provide a model for the necessity to insert this move of signed emails at the end of the email.

3.4. Discussion of the Results

The analysis of student's questionnaire and email corpus seemed to have the same reflection in the design of corpus where they gave their own suggestions toward the use of email communication.

From these results , it shown that students are still in need mastering email writing since there was a lack in adopting pragmatic politeness strategies which characterized their formality .Therefore , it is helpful to make some pedagogical implications for email users to be familiar with the communicative purpose of pragmatic politeness in email writing.

3.5. Textualizaion of Moves

Via analyzing the structure of email conversations in over 53 of the emails among MA students and their teacher, the email form can be characterized by written discourse such as formal wording, careful composing and editing, and textual formatting in relation to the rhetorical organization of moves and steps.

This small sample from data sets out to demonstrate textualization of moves and steps exactly the politeness strategies that indicate the carefulness of the writer to maintain the formal writing attributes of polite requests as it appear in 36/53 of emails such as ''dear Dr'' in salutation move, '' I would like to ask you '' in polite request, '' yours sincerely '' in the complementary close .

While the other texts of email revealed the absence of some moves which showed a little command of email writing stages.

A recapitulation of the email moves together with their textualization is offered in the table below.

Move	Textualization
Salutation	Dear +title+teacher's name Dear + student's name
Polite request	I would like to +verb . Please, can you …

Table 3.5.1: Textualization of email moves

3.6. Conclusion

A number of insights were gathered through the study of questionnaire and email corpus analysis helped facilitating the study of feedback where student's formal writing of email communication was missing in mostly.

Chapter 04: Suggestion and Conclusion

4.1. Introduction

In this chapter, the researcher takes the weaknesses into account and suggests valuable pedagogical implications about training students to be flexibly competent and in adopting pragmatic functions to achieve appropriate communication.

4.2. Limitations of the Study

This study was constrained by the lack of small number of emails collected from one emailer (teacher) who sent and received emails from her student's. Thus, the findings can not be generalized to all students in the academic context.

Therefore, it would be better to collect large corpora of email from different correspondents to be able to generalize the findings and recommendations to a larger group of students focusing on entire academic pedagogical settings to narrow the gap by making practical suggestions about the design of email tasks for use in English courses.

4.3. Pedagogical Implications of the Study

The results of this study have pedagogical implications for teaching email writing to EAP students, and increasing the learners' language awareness especially in academic writing courses .Thus; it seems that adopting good principles in writing conversation in email genre takes longer for learners to follow than the traditional way by providing them with explicit models of particular communicative activities. Therefore, a model or an explicit structural pattern may well provide guided practice in the genre which can allow them to concentrate on particular schematic structure in order to enhance their creativity and flexibility in using the existing strategies within which they should employs to fulfill their immediate communicative needs and ensure the pragmatic success of the text in its academic or professional context.

In this context, EAP students according the perspective of practioners of different academic or professional communities should be able to communicate effectively via email .Dudeley Evans and St. John 1998) effective communication is not possible until the learners are aware of the specific regularities and conversations of email genre since it is the proven rout to understand social interaction in academic contexts.

4.4. Pedagogical Recommendations

- **Fostering ESP Learning ability to communicate appropriately**

It is common argued that the goal of language teaching is to develop learners' ability to communicate appropriately in a given target language and culture and establishing successful communicative situations based on those norms of interaction "secret rules" that are shared by numbers of a given speech community and are related to pragmatic competence that refers to employ different linguistic formulae in an appropriate when interacting in particular context .So that, it is important to foster learners' pragmatic competence particularly in ESP foreign language settings to be in contact with target language in context.

Accordingly , (John and Price – Machado 2001) in analyzing the essential elements for the design of ESP curriculum, highlight the importance of providing learners with adequate and authentic input required for their future jobs targeting the appropriate use of the main futures addressed in the suggested approach depending on contextual variables such as specific speech acts and their realization strategies, including complaints (Boxer & Pickering , 1955), requests (Uso'-Juan , forthcoming) , suggestions and advice (Salazar s Uso' , 2002) or greetings (Kakiuchi ,2005) or a range of different speech acts (Vellenga , 2004) since it is more likely to arise very often in interactional exchanges where it could be essential to soften a request for respectful conversation

4.5. Suggestions for Further Research

The study recommends the adoption of a simulation based approach in which communication is embedded in a series of interdependent activities that integrate speaking , listening , reading and writing following (Stephen Evans,2012).Thus, the precise means by which professionals develop and deploy such competence is an interesting topic for future research and valuable suggestion about training students to be flexibly competent incorporating the key characteristics of pragmatic politeness strategies into task design. Therefore, pragmatics is recommended to be:

- Behind the choice of teaching materials.
- Taken as a guiding methodology in the organization of the materials.
- As a source of linguistic explanation for apparently structural concerns.
- A salient component in teacher-training programs.

- Deserve greater academic interest in ESP circles (conferences, symposia, specialized journals, theses and dissertations, etc.)
- Rely on corpus data.
-

4.6. Conclusion

Pedagogical recommendations were focused on fixing the structural concerns as a source for learner training program to faster their pragmatic competence for interacting appropriately in academic settings.

General Conclusion

Conclusion

Via trying to examine whether students in email mediated academic possessed the requisite skills (politeness strategies), it seemed significant to base this study on two tools: questionnaire students and corpus analysis of email genre. Whereas, the questionnaires helped highlight students use and experiences with email writing in the academic context, and email corpus analysis helped highlight the tendency towards pragmatic and politeness strategies at different levels of email communication .

With regard to the theoretical of this study, highlighting relevant theoretical aspects of pragmatics and how it works within ESP contexts was enlightening. In particular; more focus was made on studies of electronic corpora in email communication for EAP purposes

The final aim was to enhance genre awareness and pedagogy and proposed activities that would help students develop email communicative competence and respect email moves structure that is appropriate according to institutional norms.

In this respect, it is the researcher's belief that the awareness raising via classroom practice was a suggested approach to successfully reach what was already hypothesized .that is , to sharpen learners understanding of the pragmatic issue taking the form of politeness strategies in EAP email communication .

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