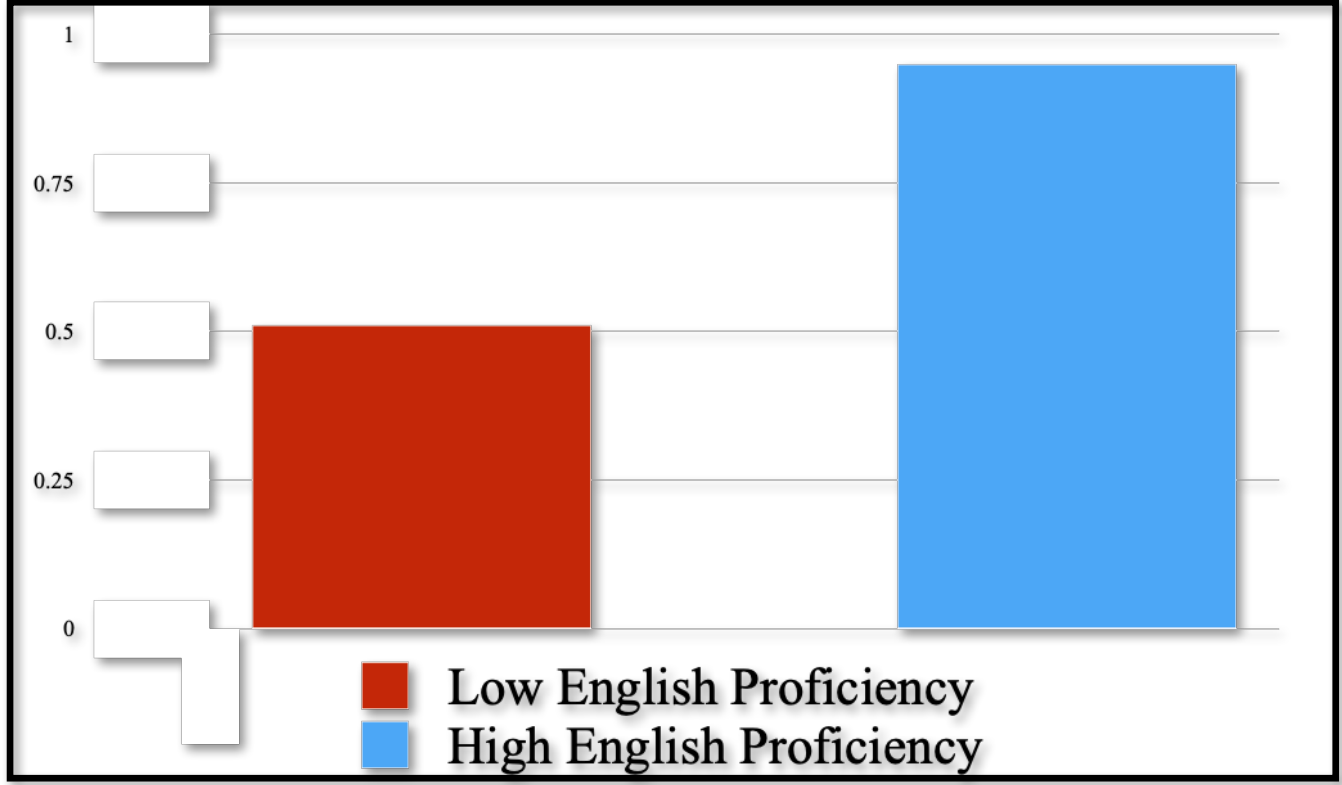
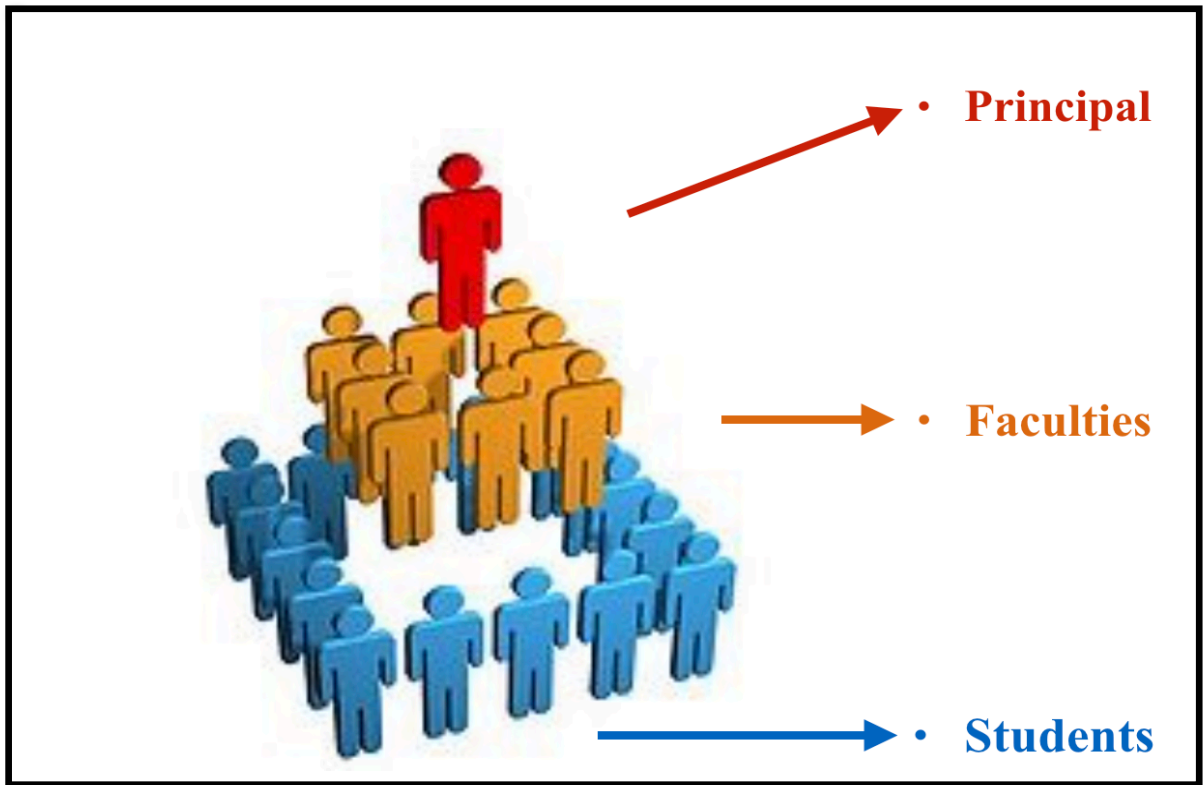


1. Introduction

- Computer mediated communication has recently become one of the most important communication device (Danet & Herrig, 2007, p.3).
- Students use an e-mail communication for fulfilling their needs of clarification, permission, feedback and so on (Bloch, 2002).
- As Thomas (1983), Pragmatic failure is referred as speakers’ failure to deliver their intended message in communication and causing speakers to have wrong stereotype among the communicators
- Pragmatic introduction and pragmatic knowledge based on the cultural differences should be incorporated into English teaching in order to have effective communication (Lihui, Jianbin, 2010).
- Proper nuance of e-mail letter is expected among the students because of unequal power status between faculty members and students Biesanbach-Lucas (2007) and Hartford & Bardovi-Harlig (1996)
- Due to uncertainties about proper e-mail etiquette, communicators often struggle to use e-mail successfully Crystal (2006); Gains (1999) and Biesanbach-Lucas, 2007)
- English Proficiency Correlation (Paik, 2014; Blum-Kulka & Olshtain, 1986 and Blum-Kulka, 1989)



AIM: ESL learners’ pragmatic failure on their e-mail requests focusing on their politeness in relevance with their language proficiency

- 1. What are the differences between the low and high levels of English learner’s e-mail request in terms of politeness?
- 2. What are the differences between English e-mail request and native language e-mail request in terms of politeness?

2. Methodology

SUBJECT

- 59 students students were assigned to high and low proficiency groups in terms of the University’s English qualification test

DCT- DISCOURSE COMPLETION TASK

- Data gathering tool to examine how subjects of the study deal with politeness in the given situations. DCT is a tool used in linguistics and pragmatics to elicit particular speech acts.
- “A discourse-completion task consists of scripted dialogue representing various scenarios, preceded by short instructions describing the setting and situation.” Limberg (2009)
- Contains academic context based scenario in which students are to write e-mail requests both in English and in their first language (Blum-Kulka, House & Kasper, 1989)

PROCEDURE

- The pilot survey was conducted in Group 3, consisting of a total of 12 students
- 15 minutes were given to the participants to accomplish the survey
- 2-3 minutes of introduction and 12-13 minutes for completion

ANALYSIS TOOL

- three main categories linguistic form; downgrade and content are included in the analysis tool
- For the classification of coding schemes are specified by Harfordt & Bardovi-Harlig (1996), Brown and Levinson (1978, 1987) studies about students e-mail request to faculty
- Downgraders play the most important role for politeness compared to other two categories of linguistic form and analysis of content,
- Coding schemes for downgraders are elaborated, studied and developed by Flor, Guerra & Juan, 2003; 27; Blum-Kulka, House& Kasper, 1989 and House & Kasper, 1981; 1987: Chjenova, 2013: Richard 2021 studies

DATA CODING & COMPARISON

I. MITIGATION DEVICES

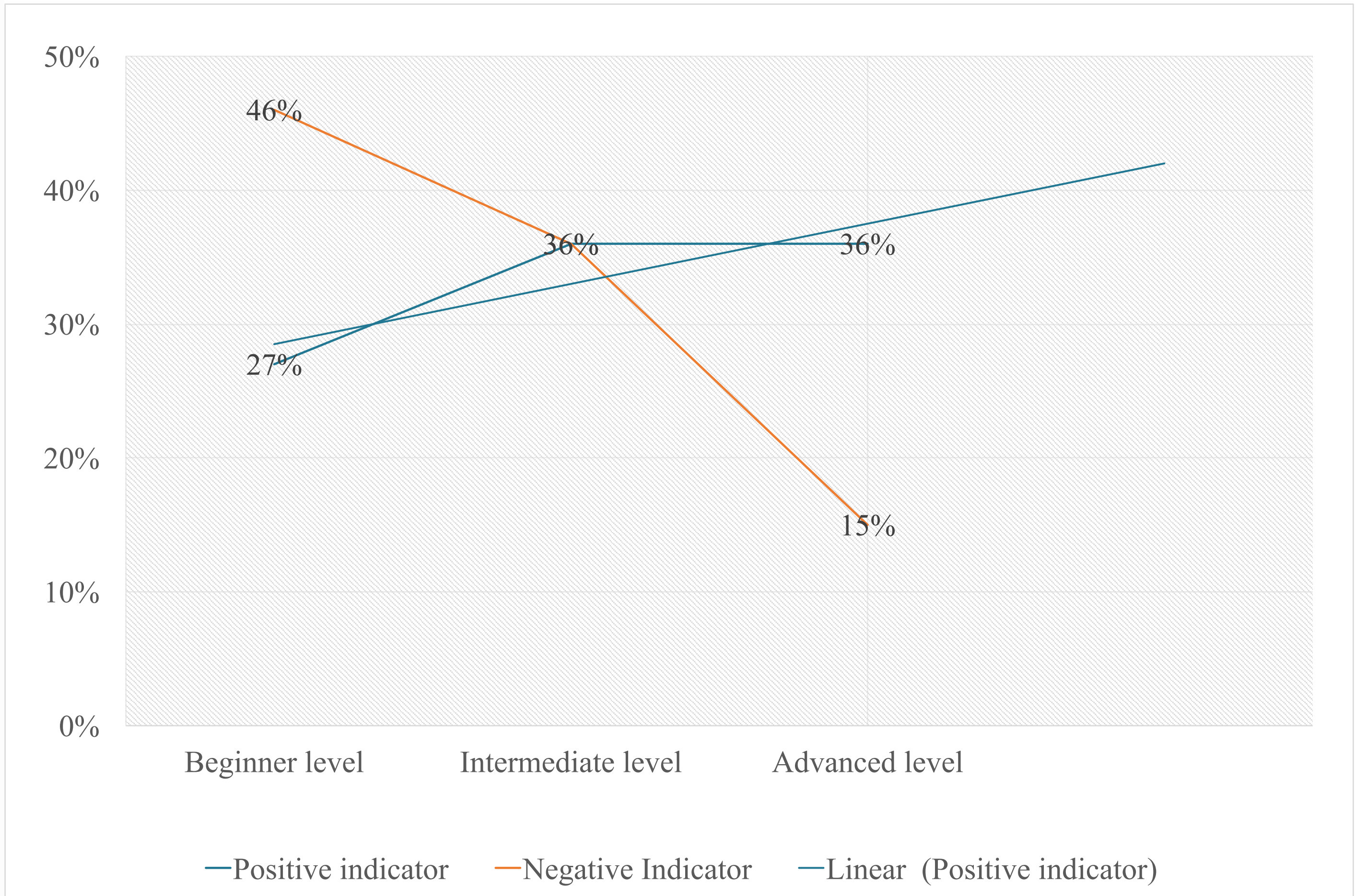
Lexical level -> Phrasal level -> Syntactic level -> Conditional clause -> Agent avoider ->Subjectiviser

II. SITUATION OF CROSS-CULTURAL BACKGROUND

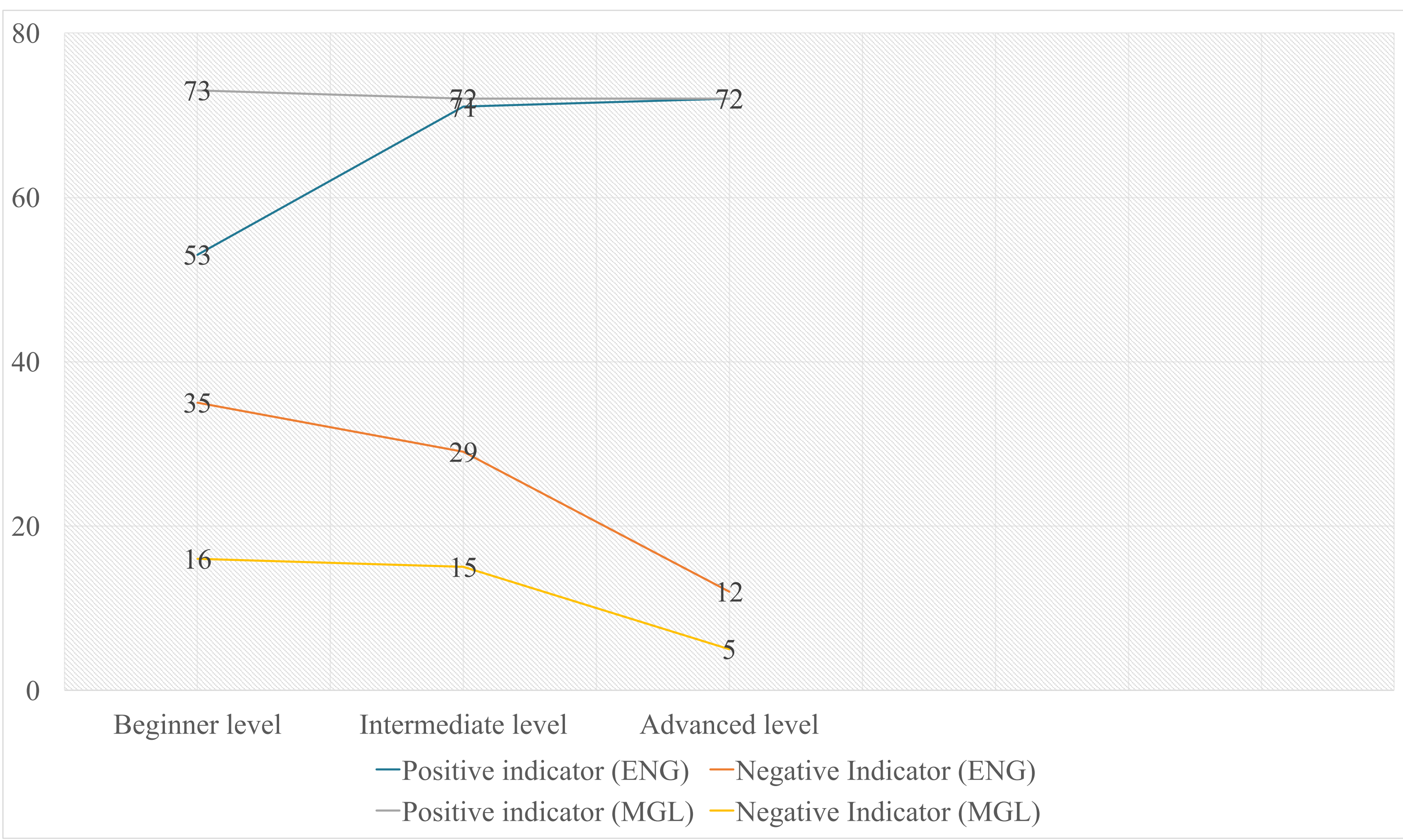
- Time – Positive indicator
 - Your time
 - Ne mention
 - 3) Institutional time
- Acknowledgement
 - Apology
 - Acknowledgement

3. Results

<Chart 1> Positive and Negative Indicators in English E-mail Request



<Chart 2> Mongolian and English E-mail Request Comparison



<Table 1>: Distribution of Mitigation Devices by Rating

Each proficiency group to show how their e-mail politeness has become more polite using number of mitigation devices.

	Beginner (Group 1&2)	Intermediate (Group 3,4&5)	Advanced (Group 6&7)	Total
Syntactic	22%	36%	42%	100% (50)
Lexical, phrasal	31%	36%	31%	100% (41)

<Table 2>: Distribution of Situation of Cross-Cultural Background by Rating.

	Beginner (Group 1&2)	Intermediate (Group 3,4&5)	Advanced (Group 6&7)	Total
Positive Indicator	29%	35%	24%	100% (85)
Negative indicator	46%	38%	15%	100% (39)

4. Conclusion and Discussion

- Higher proficiency group outnumbered the lower level groups in the use of their politeness indicators, and thus invested more politeness than the learners of lower proficiency groups on their written request.
- Performance of Mongolian e-mail request was more successful compared to their English e-mail request
- Supports the previous studies of Ko (2014), Blum-Kulka & Olshtain, (1986) and Blum-Kulka, 1989 about politeness strategies between the high and low proficiency groups
- More introductions for improving their syntactic mitigation devises and its rules should be incorporated
- According to the book by Biesanbach-Lucas (2007), however, email technology also allows writers to plan and revise messages before sending them, thus affording the opportunity to edit not only for grammar, but also for pragmatic mitigation devices. As a result, it might be more realistic if we gather real e-mail samples from students, however due to privacy concern, this research collected a few of real samples from the faculties to show pragmatic failures.

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