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DIPLOMOVÁ PRÁCE

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Politeness Strategies in Foreign Students' Written Requests

Zdvořilostní strategie v písemných žádostech zahraničních studentů

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Abstract

The MA thesis examines the politeness strategies which native speakers and non-native speakers of English employ in written English requests addressed to the faculty. The requests represent by nature the category of Face threatening acts and require a certain level of politeness. The account of politeness is based on the *Face management* theoretical framework by Brown and Levinson (1987). The empirical part compares on-record (positive and negative) and off-record politeness strategies and the level of directness (Blum-Kulka, 1987) comprised in two hundred email messages sent by students of British and Irish, German, and French nationality. The analysis discovered that the nationality/native language is to some extent a determinative feature in the choice of politeness strategies, while the gender of the student influences the level of directness of the request. The Appendix contains the full sample of examined emails.

Keywords politeness theory, face management, request, on-record politeness (negative and positive), off-record politeness, directness of request

Abstrakt

Diplomová práce zkoumá zdvořilostní strategie, které rodilí a nerodilí mluvčí anglického jazyka využívají v písemných žádostech adresovaných fakultě. Požadavky ze své podstaty zahrnují *tvář ohrožující jednání* (tzv. Face threatening acts), a vyžadují tak určitou formu zdvořilosti. Práce vychází z teoretickéko rámce *Face managementu* Brownové a Levinsona (1987). Empirická část srovnává strategie explicitní (negativní a pozitivní) a implicitní zdvořilosti a míru přímosti požadavků (Blum-Kulka, 1987), obsažených ve dvou stech emailových zprávách britských a irských, německých a francouzských studentů. Analýza ukázala, že národnost / rodný jazyk do určité míry určuje volbu zdvořilostních strategií, zatímco pohlaví studentů mělo vliv na míru přímosti požadavků. Kompletní přehled zkoumaných emailů je uveden v příloze.

Klíčová slova teorie zdvořilosti, zachování tváře, požadavek, explicitní zdvořilost (negativní a pozitivní), implicitní zdvořilost, přímost požadavku

Contents

List of Tables

List of Figures

Acronyms

BNS	British/Irish Native Speaker
CCSARP	Cross-Cultural Speech Act Realization Patterns
CEFR	Common European Framework of Reference
F	Female
FN	First Name
FNS	French Native Speaker
FTA	Face-Threatening Act
GNS	German Native Speaker
H	Hearer
HEI	Higher Education Institution
IFID	Illocutionary Force Indicating Device
L1	First (or Native) Language
L2	Second Language
LN	Last Name
M	Male
NNS	Non-native Speaker
NS	Native Speaker
Pl.	Plural
Pr.	Person
S	Speaker
Sg.	Singular

Chapter 1

Introduction

The present MA thesis aims to describe and analyse the types of politeness which university students adopt in their written requests addressed to the faculty. The study focuses on two objectives: first, to present the range of politeness strategies comprised in the emails and the level of directness of the requests, and second, to compare employed politeness according to the students' nationality or native language, and according to their gender.

The theoretical chapter first describes three influential frameworks as the basis for the concept of politeness—the notion of Face (Goffman, 1967), Speech act theory (Searle, 1976) and the Cooperative principle (Grice, 1975). Secondly, the section presents an overview of the *Face management* politeness theory by Brown and Levinson (1987) providing a classification of explicit politeness strategies with positive and negative redress and implicit politeness strategies. Thirdly, the text outlines the request strategy types by Blum-Kulka and Olshtain (1984) and the level of directness in requests (Blum-Kulka, 1987). The last section briefly summarizes previous findings on email as a medium of communication in academia.

The unique dataset comprises 200 authentic emails sent by British/Irish, French and German students to the administrative staff at the faculty. The criteria for the data selection were restricted in order to achieve homogeneous sample. Therefore all emails represent a request for one particular document.

The empirical chapter presents the findings in four subsections: analysis of politeness strategies, study of the level of directness and two parts are dedicated to the results of openings and closings analysis. The last two sections compare the findings in respect to the students' gender and nationality.

Based on the previous research presented in the theoretical chapter, we presume that the non-native speakers of English that have not received formal instructions on email politeness will opt for less appropriate means of communication than the native speakers. Moreover, we expect that the native speakers will adopt a wider range of politeness strategies and that in the choice of politeness strategies, and openings and closings of the emails non-native speaker students will be influenced by the culturally specific norms of their native language.

Chapter 2

Theoretical Background

2.1 Politeness

Study of politeness involves various domains namely Pragmatics, Stylistics, Sociolinguistics, Conversational Analysis, and Ethnography of Communication (Faisal El-Samir, 2014: 4). Leech (2014: 3) claims that Politeness, *"in (this) broad sense, is a form of communicative behaviour found very generally in human languages and among human cultures"*. Furthermore, Fairclough (1989) believes that politeness is based on the recognition of differences in power and degree of social distance; similarly Lyons (1979: 584) considers it a variation according to social context (cf. Holmes, 2001); and Thomas (1995: 158) asserts that politeness creates a social balance in interaction; Lakoff (1973: 64) argues that politeness is developed by societies in order to reduce friction in personal interaction. Clearly, politeness is closely interrelated with the principles of interaction, which were described in Grice's theory of conversational implicature. His overarching Cooperative Principle and four basic Maxims, their observance or flouting, are the basis of many politeness strategies.

It was indeed both Lakoff (1973) and Grice (1975) whose Politeness and Cooperative Principle respectively laid the foundations for linguistic politeness (for the overview of Grice's Cooperative Principle see section 2.4). By her Politeness Principle Lakoff denotes two primary rules (1975: 296) *be clear* (equivalent to Grice's Maxim of Manner) and be polite. The second rule is further developed in three proposals: *Don't impose; Give the receiver options; Make the receiver feel good* (p.298). Lakoff has later proposed three different rules (1990: 35): *Distance; Deference and*

Camaraderie; implying that their importance is dependent on particular culture.

Apart from the concept of conversational maxims, linguists have developed a number of theoretical backgrounds in response to Politeness. Fraser (1990: 7) groups these into four categories:

- Social Norm approach
- Conversational contact approach
- Conversational maxim approach (e.g. Lakoff, Leech)
- Face-management approach

Politeness theory as introduced by Brown and Levinson (1987), which this thesis uses as a theoretical framework, falls within the Face-management approach as it builds on the concept of Face presented in Goffman (1967)—see section 2.2. Unlike other works, Brown and Levinson's study (1987) *Politeness: some universals in language usage* offers a detailed classification of politeness strategies, and thus constitutes a suitable methodological background. The claims of *universality of Politeness* as presented in their study have been however criticized by various linguists (Yule, 2006; Wierzbicka, 2003; Pizziconi, 2003), especially in respect to East-Asian languages; nonetheless as we intend to apply the classification to European languages this should not pose a problem.

In the following sections we are going to present three theoretical bases for the Brown and Levinson's Politeness Theory: Notion of Face as presented in Goffman (1967): *On Face-Work: An Analysis of Ritual Elements in Social Interaction*; Speech Act Theory as outlined in Searle (1976): *Classification of Illocutionary Acts* and the Cooperative Principle introduced in Grice's (1975) *Logic and conversation.*

2.2   Face

In the western society, the term politeness is very much linked to the notion of the so-called *Face.* Goffman (1967: 5) defines Face *"as the positive social value a person effectively claims for himself by the line[1] others assume he has taken during a particular contact. Face is an image of self delineated in terms of approved social attributes."*

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[1]Line – "a pattern of verbal and nonverbal acts by which he expresses his view of the situation and through this his evaluation of the participants, especially himself." (Goffman; 5)

The way in which we understand this term is derived from the Chinese usage *"to give Face"* meaning to *"to arrange for another to take a better line than he might otherwise have been able to take, the other thereby gets face given him/ one's self-image to the extent that he might have not been able to do so for himself."* (Goffman, 1967: 9)

In Anglophone society we encounter the expression *"to save (one's) Face"* which means a participant in verbal or non-verbal communication has his self-image (esteem, reputation) maintained in front of the other speakers. The participants in communicative situations are expected to preserve not only their self-image, but also to show considerateness towards the Face of others. General compliance with the rule of one's self-respect on the one hand and considerateness on the other are the underlying principles of interaction, in particular in the oral face-to-face one. These rules seem to have been conventionalised and the participants accept them in order to maintain successful communication. The length to which one might go to save someone else's Face is further determined by the conventions of the particular society as Goffman points out (1967: 9). Another factor which may threaten our or someone else's Face and so bears on politeness is the purpose of our communication, intentions that lie behind our speech. This aspect of communication is described in Speech Act Theory.

2.3   Speech Act Theory

The idea of Speech Acts was first introduced by Austin in 1955 at the William James Lectures which were then posthumously published as a book called *How to Do Things with Words* (1962). The title captures the basic idea of the theory: saying something means doing, or is part of doing, something, i.e. words are (part of) deeds—hence the term speech act. Austin distinguishes three levels of a speech act. First, the speaker performs a *locutionary act* which *"is roughly equivalent to uttering a certain sentence with a certain sense and reference, which again is roughly equivalent to 'meaning' in the traditional sense"* (Austin, 1962: 105). The second act we perform is *illocutionary*, these are *"utterances which have a certain (conventional) force"* and finally there is *"perlocutionary act: what we bring about or achieve by saying something"* (p.109). Moreover, Austin proposed a classification of speech acts into five categories—verdictives, exercitives, commissives, behabitives and expositives.

This classification has been further developed by Searle (1976), who proposed typology of speech acts which are divided according to the following four dimensions—illocutionary point (force), direction of fit between words and world, expressed psychological state and propositional content (Searle, 1979: 12-20). His classification of speech acts according to their illocutionary point includes the following categories (with examples as cited in accessible literature):

  (i) Representatives (statements, claims, conclusions)
 (ii) Directives (requests, orders, commands, questions, advice)
(iii) Commissives (offers, pledges, promises, refusals, threats)
(iv) Expressives (apologies, blames, congratulations, praises, thanks)
 (v) Declarations (institutionalized performatives)

Searle indicates that while some verbs do not mark any illocutionary point, some may denote multiple illocutionary points such as *advise*. The two examples below illustrate the use of *advise* with two different illocutionary forces, in (1) as a directive and (2) as an assertive:

  (1) I *advise* you to leave.

  (2) Passengers are hereby *advised* that the train will be late.

Similarly, some utterances may express more than one illocutionary force. For instance the utterance in (3) acts both as a request and as a statement.

  (3) I want you to do it. (p.30)

A speaker may also utter a sentence which has one propositional content and two different illocutionary forces such as in *"Can you reach the salt?"* which can be meant as a question, but also as a request to pass the salt (p.31).

Sentences which render meaning beyond that typically associated with the given syntactic form, are called indirect speech acts. Both the speaker and the hearer are able to elicit the implied meaning due to conventionalised language.

Features such as particular performative verbs, various paralinguistic signals (sentence stress and intonation) that enable the speaker to encode the communicative intention are commonly (see Yule, 2006: 49) referred to as Illocutionary Force Indicating Devices (IFIDs). Grice (1975) further discusses this mechanism in connection with his Cooperative Principle (see section 2.4).

Brown and Levinson (1987: 132) assert that indirect speech acts are the most significant form of conventional indirectness, and the use of indirect speech is a prominent negative politeness strategy employed to redress Face-threatening acts (FTAs).

2.4   Cooperative Principle

In his seminal paper, Grice (1975) explores the idea that a particular meaning can be conveyed through different utterances. Davies (2000: 2) asserts that Grice's (1975: 45) Cooperative Principle:

> "Make your contribution such as required, at the stage at which it occurs, by the accepted purpose or direction of the talk exchange in which you are engaged,"

is the underlying mechanism behind the speaker's ability to generate implicit meanings of utterances.

In his theory Grice (1975: 45-46): suggests that the Cooperative Principle sets up a generally accepted framework of communication, based on four Maxims (principles) which he believes govern conversational interaction in keeping with the general principle of cooperative talk. These four Maxims (and their Submaxims) are:

1. Quantity: Make your contribution as informative as is required
   Do not make your contribution more informative than is required

2. Quality: Do not say what you believe to be false
   Do not say that for which you lack adequate evidence

3. Relation   Be relevant

4. Manner   Avoid obscurity of expression
   Avoid ambiguity
   Be brief (avoid unnecessary prolixity)
   Be orderly

When the speaker utters a message the hearer assumes that the speaker adheres to the Cooperative principle and that he provides the appropriate amount of information which is also relevant and furthermore expressed in such a way that the hearer can easily understand the meaning. When any of these principles-maxims are broken (see Grice, 1975 for different types of maxim non-observance), it is a signal for the hearer that he must draw inferences as to the implied meaning (implicature) of the utterance. Even

though Politeness may seem like a force operating against the Maxims on many levels, Brown and Levinson (1987) claim that due to the fact that the intuitive knowledge of the Maxims is inherent in communication, the hearer is able to draw inferences, find implicatures and thus interpret the message.

2.5   Brown and Levinson – Politeness Strategies

According to Brown and Levinson (1987) all requests are inherently threatening to the Face of both the speaker and the hearer. The speaker thus has to select an appropriate Face-saving strategy to mitigate the effects of his speech act. The selection process consists of a number of inferences: in the first instance, the speaker aims to minimize the FTA (Face-threatening act), which corresponds to the *"the speaker's wish to fulfil the hearer's Face wants to some degree, as a rational means to secure the hearer's cooperation, either in respect of Face maintenance or some joint activity or both."* (Brown, Levinson, 1987: 93) Furthermore, the speaker needs to establish the balance between his wishes to minimize the FTA and his needs of achieving his wants. The strategy the speaker opts for is therefore determined by the particular FTA as well as by the culture-specific expectations. In the last stage, the speaker chooses linguistic (and/or extra-linguistic) means so that they would correspond with his selected strategy and allow the speaker to achieve his goals. Extra-linguistic means include nonverbal communication such as a bow, paralinguistic features such as facial expression or voice pitch, or even gift giving. Brown and Levinson (p.90-91) say that non-verbal communicative behaviour is often complementary to other discourse.

Figure 2.1: Possible strategies for doing FTAs
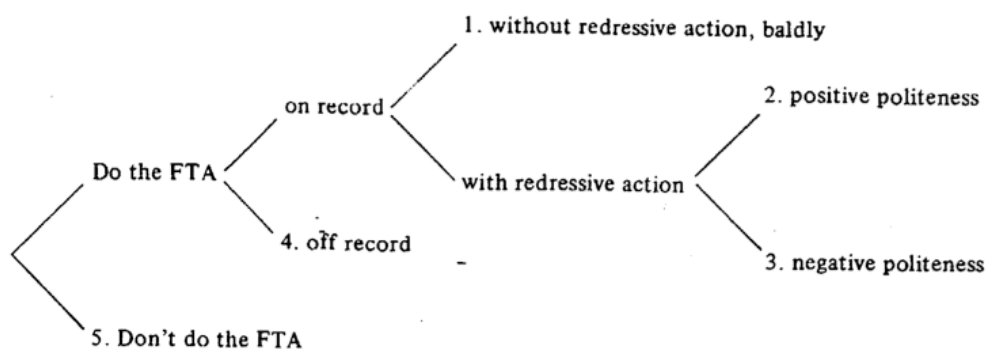
Source: Brown and Levinson (1987).

Brown and Levinson (1987) identify two highest-level strategies of doing an FTA (see Figure 2.1) that the speaker may employ in his verbal interactions: he can go either (1) on-record, or (2) off-record with his FTA. They further subdivide the on-record strategies into (a) bald on-record strategies, and (b) on-record strategies with redress using either positive politeness or negative politeness. Each of these super-strategies is further divided into a series of output strategies. The speaker can combine a number of strategies simultaneously in order to satisfy his strategic ends, providing of course that these are compatible. The choice of the particular strategy depends on the weightiness of the FTA, which is determined by three factors—social distance between the speaker and the hearer, their relative power and the rank of imposition.

As the specific strategies listed by Brown and Levinson will be used as the main tool for identifying the use of politeness in the research part, they will be described in detail in the following sections 2.5.1-2.5.4 to make sense of the subsequent empirical analysis of the data and for the purposes of reference.

2.5.1 Bald On-Record

The first strategy presents the means that lead to a communication, which Brown and Levinson mark as maximally efficient. They link this strategy to the Communicative Principle and the theory of communicative Maxims introduced by Grice (1975)—see section 2.4. The bald on-record strategy is employed when the speaker considers doing the FTA with maximum efficiency to be more important than satisfying/saving the hearer's Face. In general, there are two types of situation, when the speaker opts for this strategy; in the first case the Face is either ignored or irrelevant and in the second case the Face could be more threatened by implications. The prime example of linguistic form representing bald on-record strategy is imperative (Brown and Levinson, p.95). As we do not expect that bald on-record strategy would occur in the email requests, we will not list specific strategies here, for full description see p.95-100.

While the bald-on-record politeness strategies are employed in rather particular cases, in general communication speakers tend to counteract the potential threat by a redressive action. The speaker employs a redressive action in order to signal that he does not wish to threat the hearer's Face and also that he recognises the hearer's wants. There are two forms of

redressive action—positive and negative, with regards to which Face the act is potentially threatening (p.70). In the following section, we will cover the positive and negative politeness.

2.5.2   Positive Politeness

"Positive politeness is a redressive action oriented toward the positive Face of the hearer, the positive self-image that he claims for himself, and his desire that his wants should be thought of as desirable to at least some others." (Brown and Levinson, p.101, 62)

"Positive politeness is approach-based; it 'anoints' the face of the addressee by indicating that in some respects, the speaker wants the hearer's wants (e.g. by treating him as a member of an in group, a friend, a person whose wants and personality traits are known and liked)." (p.70) Positive politeness is presented through exaggerated *"normal linguistic behaviour between intimates"* such as shared knowledge, shared wants, reciprocal approval and interest in indicated wants (see Figure 2.2). Hence it can be used as a social accelerator enabling the speaker to *"come closer"* to the hearer. As positive politeness is not restricted to a particular FTA, but it rather addresses the hearer's self-image and his wants in general, we expect that it would occur in requests marginally. For that reason we will only present basic overview and list of output strategies with examples in this section; for full description see p.101-129.

As outlined in Figure 2.2, the output strategies of positive politeness are grouped into three major categories:

a) **Claim common ground (strategies 1-8)**: The first mechanism comprises so-called claiming common ground. With these strategies, the speaker shows that the speaker and hearer share specific wants, the speaker may thus express that he takes interest in the hearer's wants, that both the speaker and the hearer share an in-group membership, or simply some sort of common perspective.

b) **Convey that the speaker and the hearer are co-operators (strategies 9-14)**: The second type of positive politeness strategies portrays both the speaker and the hearer cooperatively involved in a common activity. These six strategies emphasize the speaker's

Figure 2.2: Positive politeness
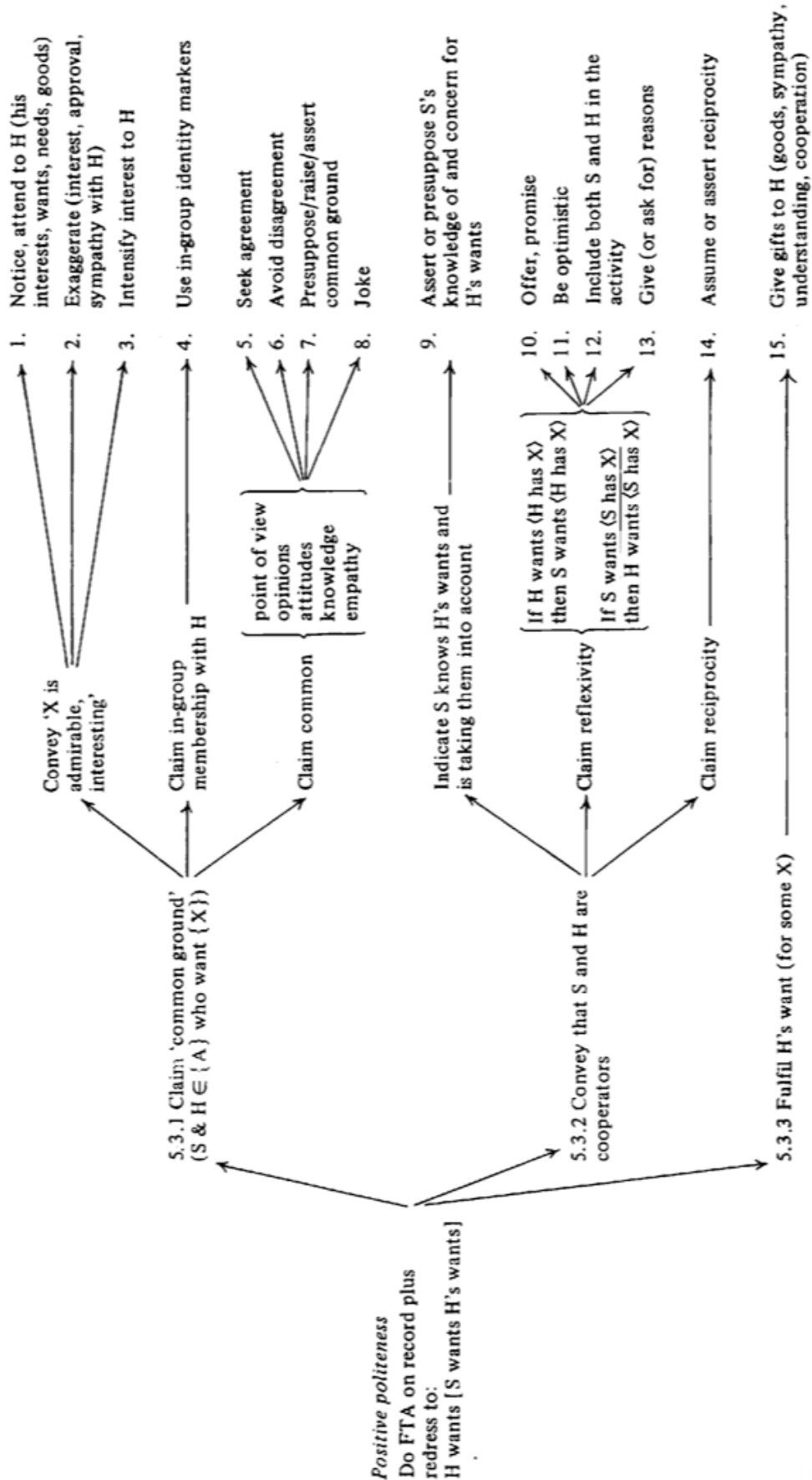
knowledge of the hearer's wants, and certain reciprocity/reflexivity in the hearer's and the speaker's wants for themselves.

c) **Fulfil the hearer's want (for some X) (strategy 15)**: The last strategy indicates the speaker's willingness to redress the hearer's face by offering to fulfil some of the hearer's wants.

Claim common ground

1. **Notice, attend to the hearer (his interests, wants needs, goods)**

(4) You must be hungry, it's a long time since breakfast. How about some lunch? (p.103)

2. **Exaggerate (interest, approval, sympathy with the hearer)**

(5) What a fantastic garden you have!

(6) How absolutely marvellous/extraordinary/devastating/incredible! (p.104)

3. **Intensify interest to the hearer**

(7) I come down the stairs, and what do you think I see?—a huge mess all over the place, the phone's off the hook and clothes are scattered all over... (p.106)

4. **Use in-group identity markers**

(8) Come here, mate/honey/buddy. (p.108)
   Use of in-group language or dialect

(9) First call: Come here, Johnny.
   Second call: John Henry Smith, you come here right away. (p.111)
   Use of jargon or slang

(10) In British English: Lend us two quid then, wouldja mate?
   In American English: Lend us two bucks then, wouldja Mac? (p.111)
   Contraction and ellipsis

(11) How about a drink? (p.112)

5. **Seek agreement (Safe topics, Repetition)**

(12) A: I had a flat tyre on the way home.
   B: Oh God, a flat tyre! (p.113)

6. **Avoid disagreement**

Token agreement

(13) A: So, is this permanent?

B: Yeh, it's 'permanent'—permanent until I get married again. (p.114)

Pseudo-agreement

(14) I'll meet you in front of the theatre just before 8.0, *then*.

White lies

(15) Yes, I do like your new hat. (p.115)

Hedging

(16) You really should sort of try harder. (p.117)

7. **Presuppose/raise/assert common ground**

   Gossip, small talk; point-of-view operations; presupposition manipulations

   Personal-centre switch: the speaker to the hearer

(17) Doctor to patient: Now, have we taken our medicine? (p.119)

Time switch

(18) John *says* do you want to come too?

Place switch

(19) Come/go and meet me at my favourite restaurant in Conduit Street. (p.121)

8. **Joke**

(20) How about lending me this old heap of junk? (the hearer's new Cadillac) (p.124)

Convey that the speaker and the hearer are co-operators

9. **Assert or presuppose the speaker's knowledge of and concern for the hearer's wants**

(21) Look, I know you want the car back by 5.0, so should(n't) I go to town now? (request) (p.125)

10. **Offer, promise**

(22) I'll drop by sometime next week. (p.125)

11. **Be optimistic**

(23) You'll lend me your lawnmower for the weekend, I hope/won't you/I imagine.

(24) I'm borrowing your scissors for a sec—OK? (p.126, 127)

12. **Include both the speaker and the hearer in the activity**

(25) Let's have a cookie, then. (i.e. *me*) (p.127)

13. **Give (or ask for) reasons**

(26) Why didn't you do the dishes?! (p.128)

14. **Assume or assert reciprocity**

(27) I did X for you last week, so you do Y for me this week. (p.129)

Fulfil the hearer's want (for some X)

15. **Give gifts to the hearer (goods, sympathy, understanding, cooperation)**

2.5.3   Negative Politeness

To quote Brown and Levinson (1987: 129): *"Negative politeness is redressive action addressed to the addressee's negative Face: his want to have his freedom of action unhindered and his attention unimpeded."* The strategies are always aimed at minimising the particular imposition of the FTA. Brown and Levinson claim that negative politeness is what we most often associate with politeness in western cultures (cf. Blum-Kulka as cited in Watts, 2005: 258). Negative politeness operates across five broad mechanisms such as *Be direct, Don't presume, Don't coerce*, which are further divided into ten output strategies; the chart of these is depicted in Figure 2.3.

In the following section we are going to predominantly focus on outline of the particular strategies and their examples.

1. **Be conventionally indirect**

The first strategy of negative politeness offers a solution to the speaker's desire to utter his wants on-record and at the same time leave an *"out"* to the hearer by being indirect; the speaker hence uses expressions which are contextually unambiguous, however due to conventionalised language allow him to be indirect. One of the most prominent ways to employ this strategy is to use an indirect speech act. For instance in (28) we have a speech act whose illocutionary force is that of a request, even though the syntactical form is that of a question. We may also notice the insertion of sentence-internal *please* that indicates that the speaker meant the utterance as a request.

(28) Can you *please* pass the salt? (p.133)

Figure 2.3: Negative politeness

Source: Brown and Levinson (1987).
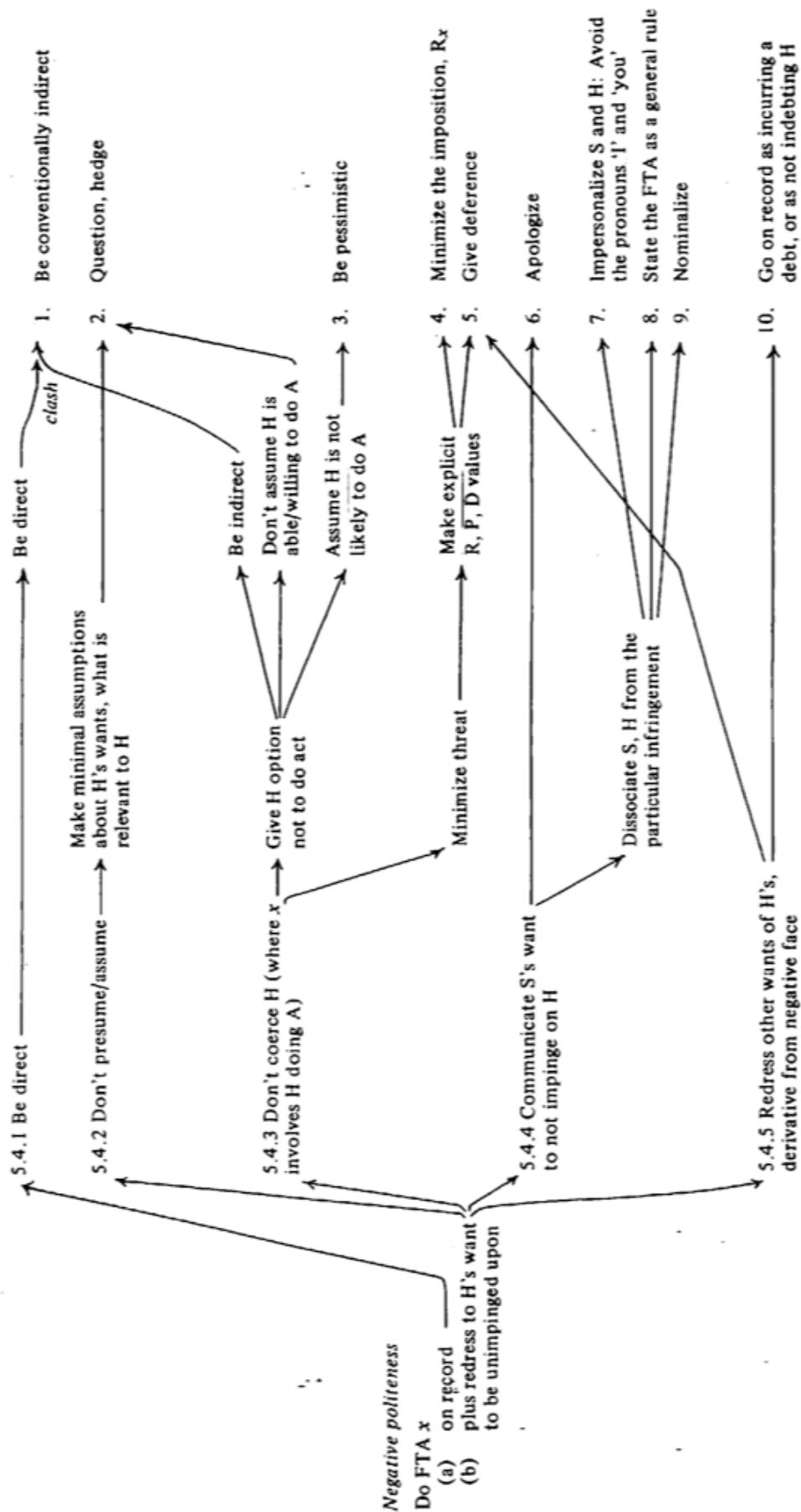
Brown and Levinson assert that there is a degree of politeness in the expression of indirect speech acts; in general the more output strategies the speaker uses in his request, the more effort he allocates on trying to save the hearer's Face—see examples (29)-(34) for illustration:

(29) There wouldn't I suppose be any chance of your being able to lend me your car for just a few minutes, would there?

(30) Could you possibly by any chance lend me your car for just a few minutes?

(31) Would you have any objections to my borrowing your car for a while?

(32) I'd like to borrow your car, if you wouldn't mind.

(33) May I borrow your car please?

(34) Lend me your car. (p.142-143)

2. **Question, hedge**

The second output strategy deals with the speaker's desire not to coerce the hearer. Brown and Levinson (1987: 145) define *"hedge"* (35) as a *"particle, word, or phrase that modifies the degree of membership of a predicate or noun phrase in a set; it says of that membership that it is partial, or true only in certain respect"*:

(35) A swing is sort of a toy. (p.145)

G. Lakoff (1972: 213) cited in Brown and Levinson (1987: 145) says that a hedged performative (verb) can modify the force of a speech act (36).

(36) I suppose/guess/think that Harry is coming. (p.145)

The speaker can equally hedge illocutionary force of a speech act such as in (37), or Gricean Maxims, where the speaker might try to avoid taking full responsibility for the communicated message, for instance see (38) for a hedge on Quality maxim. Brown and Levinson further list number of hedges on illocutionary force (39), felicity conditions (40) and volitional acts predicated in speech acts (41).

(37) Do me a favour, will you? (p.147)

(38) To the best of my recollection... (p.164)

(39) That's just how it is, in fact/in a way/I shouldn't be surprised/don't you agree etc.

(40) Close the window, if you can/if it closes, if you want etc.

(41) Would you close the window, if I may ask you/if you don't mind? etc.
      (p.162-163)

3. **Be pessimistic**

In using the third strategy, the speaker explicitly doubts conditions for
achieving his wants and thus redresses the hearer's negative Face.
Linguistic means employed in this strategy is subjunctive (42), negation
(43) or pessimistic hedges (44):

(42) Could/Would/Might you do X? (p.173)

(43) I don't imagine/suppose there'd be any chance/possibility/hope of
      you... (p. 174)

(44) Perhaps you'd care to help me. (p.175)

4. **Minimize the imposition, Rx**

We have previously indicated that choice of the output strategy depends on
the weightiness of an FTA, three factors that determine the weightiness are
social distance between the speaker and addressee, relative power of
participants and rank of imposition. The forth strategy aims at minimizing
the imposition and thus decrease the weightiness of the FTA. The speaker
may achieve this by delimiting a precise extent of the FTA (45) and also
make any amount appear as almost insignificant (46).

(45) I *just* want to ask you if I can borrow a *tiny bit of* paper.

(46) Just a second. (c.i. a few minutes) (p.177)

5. **Give deference**

The fifth strategy implies that in order to lower the risk by doing FTA,
the speaker should give deference in a way to humble and abase himself,
while raise the hearer, or in other words, attempt to enhance the hearer's
positive Face (p.178). Comrie (1976) cited in Brown and Levinson (1987)
introduces three main types of honorifics that are present in a communicative
situation: *speaker–addressee*, *speaker–referent* and *speaker–bystander*. Brown
and Levinson also add the category of *speaker–setting*.

   There is a complex system in which honorifics can refer directly to the
addressee such as address *sir* in (47) but also others that provide inferences
linked to the hearer indirectly such as in (48).

(47) Excuse me, *sir*, but would you mind if I close the window?

(48) We look forward very much to *dining/eating* with you.

6. **Apologize**

When the speaker apologises for doing an FTA he signals his reluctance to impinge on the hearer's negative Face. Brown and Levinson (p.187) introduce four different ways how to redress the FTA: Admit the impingement (49), Indicate reluctance (50), Give overwhelming reasons (51) and Beg forgiveness (52).

(49) I'm sure you must be very busy, but...

(50) I hate to intrude/impose, but...

(51) I can think of nobody else who could...

(52) I'm sorry to bother you...

7. **Impersonalize the speaker and the hearer: Avoid the pronouns 'I' and 'you'**

In order to indicate that the speaker does not wish to impinge on the hearer, the speaker may articulate the FTA in such a way that neither the speaker nor the hearer is explicitly addressed. The speaker should thus avoid using deictic pronouns of the 1st and 2nd pr. sg. Brown and Levinson present eight substrategies how to achieve this:

1. Performatives—in common communication the speakers often avoid overtly using highest performative verbs such as in (53);

2. Imperatives—in imperatives the speakers avoid using 2nd pr. sg. as an addressee of the FTA such as in (54);

3. Impersonal verbs—agent deletion in verb forms that are intrinsically Face-threatening (dative agents in English) such as in (55) or (56);

4. Passive and circumstantial voices—agent deletion allows avoiding references. (57);

5. Replacement of the pronouns 'I' and 'you' by indefinites as in (58);

6. Pluralisation of the 'you' and 'I' pronouns (59);

7. Address term as 'you' avoidance—the speakers generally avoid using 2nd pr. sg. In attention-getting phrase, and replace it with honorifics such as in (60);

8. Reference terms as 'I' avoidance—the speaker attempts to distance his point-of-view by replacing 'I' with forms such as in royal/academic 'We' (61), or by 3rd pr. sg. Furthermore, employing remote past tense (62) or proximal demonstratives (63) may also lower the imposition conveyed by the FTA.

(53) I *ask you* to do this for me. > Do this for me. (p.190)

(54) Take that out! compared to: You take that out! (p.191)

(55) It appears/seems (*to me*) that... (p.192)

(56) It broke. Compared to: I broke it. (p.193)

(57) I expect. Compared to: It is expected. (p.194)

(58) *One* shouldn't do things like that. As compared with: You should do things like that. (p.197)

(59) *We* regret to inform you... (p.202)

(60) Excuse me, *sir/miss*. Compared to: ?Excuse me, you. (p.203)

(61) King: *His Majesty* is not amused. (p.204)

(62) I *was wondering* whether you could do me a little favour. / I *was* kind of *interested* in knowing if... (p.204-205)

(63) Could I borrow a tiny bit of *that*/this paper?

8. **State the FTA as a general rule**

The eighth strategy allows the speaker to imply that he does not wish to impinge on the hearer with an FTA, instead he states it as a general social rule or obligation hence making it seem that the FTA is merely forced by the circumstances. While personal pronouns are avoided in the utterance such as in (64), a schoolteacher might use pronoun *we* in referring to a child and further extending it as a classroom rule (65).

(64) Passengers will please refrain from flushing toilets on the train. (p.206)

(65) We don't sit on tables, we sit on chairs, Johnny. (207)

9. **Nominalize**

Brown and Levinson (p.207) claim that by removing actor of a speech act and making them attribute, the utterance does not only become more formal but at the same time we lower the weightiness of the FTA towards the Face of the speaker as well as the hearer. They illustrate this situation with a scale of nominalization both in the noun and verb phrase in (66) to (68).

(66) You performed well on the examinations and we were favourably impressed/that impressed us favourably.

(67) Your performing well on the examinations impressed us favourably/was impressive to us.

(68) Your good performance on the examinations impressed us favourably/made favourable impression on us. (all three, p.207-208)

10. **Go on-record as incurring a debt, or as not indebting the hearer**

In the final strategy, the speaker expresses his indebtedness to the hearer in order to redress an FTA. See (69) for an example of a request and (70) for an offer.

(69) I'd be eternally grateful if you would...

(70) It wouldn't be any trouble; I have to go right by there anyway. (both p.210)

2.5.4 Off-Record

The off-record superstrategy includes those communicative acts through which the speaker wants to do an FTA, but does not commit to being responsible for interpretation of the message. The addressee must therefore decode the message in order to interpret the meaning of the utterance; the speaker thus leaves himself an 'out' in order to protect his face. There are two conditions for the message to be successfully communicated, firstly a trigger (for instance a violation of a Gricean Maxim) serves notice to the hearer and he then draws inference to derive intended meaning (p.211). Brown and Levinson (p.212) imply that the off-record strategy is in a way similar to the conventional indirectness described in 2.5.3. as its linguistic forms are conventionalized to such an extent that the participants of communicative situation would hardly misinterpret the implied meaning.

When the speaker wants to draw the hearer's attention to his intended meaning, one of the basic ways to do so is to invite conversational implicatures by violating the Gricean Maxims (p. 213). For more particular examples, we illustrate the 15 off-record strategies below.

1. **Give hints—motives for doing A; conditions for**

(71) It's cold here. (c.i. Shut the window) (p.215)

2. **Give associations clues**

(72) Are you going to the market tomorrow? ... There's a market tomorrow, I suppose. (c.i. Give me a ride there) (p.216)

3. **Presuppose**

(73) I washed the car again today.

(74) At least I don't go around boasting about my achievements. (p.217)

4. **Understate**

(75) It's not half bad. (c.i. the speaker thinks it's surprisingly good)

(76) The house needs a touch of paint. (about a peeling slum, c.i. 'a lot of work') (p.218)

5. **Overstate**

(77) I tried to call a hundred times, but there was never any answer. (p.219)

(78) You never do the washing up. (p.220)

6. **Use tautologies**

(79) Boys will be boys.

(80) Your clothes belong where your clothes belong, my clothes belong where my clothes belong. Look upstairs!

7. **Use contradictions**

(81) Well, John is here and he isn't here.

8. **Be ironic**

(82) John's a real genius. (after John has just done twenty stupid things in a row) (p.222)

9. **Use metaphors**

(83) Harry's a real fish. (c.i. He drinks/swims/is slimy/is cold-blooded like a fish) (p.222)

10. **Use rhetorical questions**

(84) How was I to know...? (c.i. I wasn't)

(85) How many times do I have to tell you...? (c.i. Too many) (p.223)

11. **Be ambiguous**

(86) John's a pretty sharp/smooth cookie.

12. **Be vague**

(87) Perhaps someone did something naughty.

(88) I'm going down the road for a bit. (c.i. to the local pub) (p.226)

13. **Over-generalize**

(89) The lawn has got to be mown.

(90) He who laughs last laughs longest. (p.226)

14. **Displace the hearer**

15. **Be incomplete, use ellipsis**

(91) Well, if one leaves one's tea on the wobbly table... (p.227).

2.6 Blum-Kulka Request Patterns

There are a number of other frameworks and alternative politeness theories that are parallel to the one proposed by Brown and Levinson. The Cross-Cultural Speech Act Realization Patterns (CCSARP) as introduced by Blum-Kulka and Olshtain (1984) are one of them. Blum-Kulka and Olshtain offer an outline of structural patterns based on request and apologies; other authors have also explored politeness in requests (cf. Marquez Reiter, 1997; Mohammadi and Tamimi, 2014; Syahri, 2013). While Brown and Levinson's study presents an overview of politeness super strategies across different speech acts, the CSPARP approach with its focus on requests derives the patterns from the scale of directness of these utterances. Blum-Kulka and Olshtain's taxonomy builds on other empirical work (Blum-Kulka, 1982; House, 1982) and is further developed into 9 request patterns. In the following section I am going to briefly summarize the study and present an overview of the request strategies.

As successful communication is dependent not only on the speaker's grammatical and lexical command of the given language, but also on his ability to comply with pragmatic rules, to begin with it is necessary to determine which aspects govern the speaker's choice of particular pragmatic (politeness) strategies. The first factor is intracultural and situation variability (for Brown and Levinson's account of the social parameters, see section 5.5)—the speaker can articulate his request more or less indirectly depending on the social distance between him and the hearer, the second factor is cross-cultural variability—in one culture speakers can express their requests more directly without regard to social variables than in another culture; and the last factor is individual variability, such as gender, age, level of education, etc. (Blum-Kulka and Olshtain, p.197).

Furthermore, considering that requests are Face-threatening acts, the speaker is socially motivated to employ a strategy that will lower/minimize the imposition presented by such a speech act; the scale of directness requires that one of these strategies is used. The speaker then opts for linguistic means to achieve the desired level of directness and hence satisfy his strategic ends.

In order to establish the request patterns, the authors collected 400 requests and apologies realized by both native and non-native speakers in a test proposed in Blum-Kulka (1982). The authors employ a specific coding

scheme to further analyse each request. The scheme uses the following procedure—the utterance is divided into three units: A) Address Term(s); B) Head act; and C) Adjunct(s) to Head act as in (103) (p.200):

A   B   C
(103) Danny / could you lend me £100 for a week / I've run into problems with the rent for my apartment. (p.200)

The outline of the request patterns which form a scale of indirectness resulting from the research conducted by Blum-Kulka and Olshtain (1984) is based on a theoretical framework consisting of three major levels of directness. These three levels stem from the Speech Act Theory as presented by Austin (1962) and Searle (1976) (see also 2.3). The three levels of (in)directness posited by Blum-Kulka and Olshtain are:

a. the most direct, explicit level, realized by requests syntactically marked as such, such as imperatives, or by other verbal means that name the act as a request, such as performatives (Austin 1962) and 'hedged performatives' (Fraser 1975);

b. the conventionally indirect level; procedures that realize the act by reference to contextual preconditions necessary for its performance, as conventionalized in a given language (these strategies are commonly referred to in speech act literature, since Searle 1975, as *indirect speech acts*; an example would be 'could you do it' or 'would you do it' meant as requests);

c. nonconventional indirect level, i.e. the open-ended group of indirect strategies (hints) that realize the request by either partial reference to object or element needed for the implementation of the act ('Why is the window open'), or by reliance on contextual clues ('It's cold in here'). (p. 201)

Blum-Kulka and Olshtain (1984) further subdivide these three levels into nine strategy types (see Table 2.1) predominantly based on the linguistic representation of the request. Moreover, the study introduces five internal and external modifications (pragmatic-linguistic categories), which may additionally influence the utterance. These are:

a) Point of view operation (e.g. the hearer/the speaker oriented, Impersonal etc.)

b) Syntactic downgraders (Interrogative, Negation, Past tense, "if" clause)

Table 2.1: Request strategy types with the definition of coding categories and tokens

Types	Tokens
1 *Mood derivable* The grammatical mood of the verb in the utterance marks its illocutionary force as a request.	(5) Leave me alone (S3, AUE); (6) Clean up this mess, please (S1, BE)
2 *Explicit performatives* The illocutionary force of the utterance is explicitly named by the speakers.	(7) Aveksex lo lehaxnot kan et haoto (I'm asking you not to park the car here) (S11, H); (8) Ich bitte Sie den Platz sofort freizumachen (S11, G)
3 *Hedged performative* Utterances embedding the naming of the illocutionary force.	(9) Tisma, hayiti roca levakes mimxa setak- dim et haharcaa selxa besavua (I would like you to give your lecture a week earlier) (S15, H)
4 *Location derivable* The illocutionary point is directly derivable from the semantic meaning of the location.	(10) Madam, you'll have to move your car (S11, AUE); (11) Entschuldigen Sie, aber Sie miissen diesen Platzfreihalten (S11, G)
5 *Scope stating* The utterance expresses the speaker's intentions, desire or feeling *vis a vis* the fact that the hearer do X.	(12) I really wish you'd stop bothering me (S3 AUE); (13) Ich mochte von Ihnen in Ruhe gelassen werden (S3 G)
6 *Language specific suggestory formula* The sentence contains a suggestion to X.	(14) Why don't you get lost? (S3, AUE); (15) How about cleaning up? (S1, AUE); (16) So, why don't you come and clear up the the mess you made last night!? (S1, BE); (17) Wie wars wenn Du die Kiiche aufrau- men wiirdest? (S1 G)
7 *Reference to preparatory conditions* Utterance contains reference to preparatory conditions (e.g. ability or willingness, the possibility of the act being performed) as conventionalized in any specific language.	(18) Could you clear up the kitchen, please? (S1, BE); (19) Would you mind moving your car, please? (S11, AUE)
8 *Strong hints* Utterance contains partial reference to object or to elements needed for the implementation of the act (directly pragmatically implying the act).	(20) You've left this kitchen in a right mess (S1, BE); (21) Fahren Sie nicht auch in die gleiche Richtung! (S7, G)
9 *Mild hints* Utterances that make no reference to the request proper (or any of its elements) but are interpretable through the context as requests (indirectly pragmatically implying the act).	(22) I'm a nun (in response to the persistent boy, S3, AUE); (23) Ich bin verheiratet und habe zwei kleine Kinder (same situation as above, S3, G)

Source: Blum-Kulka and Olsthain (1984: 202).

   c) Other downgraders (e.g. Understaters, Hedges, Downtoner)
   d) Upgraders (Intensifiers, Expletives)
   e) Adjuncts to the Head act (e.g. Checking on availability, Sweetener, Cost minimizer etc.)

As these modifications are to a large extent parallel to those introduced by Brown and Levinson (1987), which is the theoretical framework used in the empirical part of the present thesis, it would be redundant to give their full description (for a full list, see Blum-Kulka and Olshtain; p.201-205).

2.7   Politeness in Email Communication

Politeness in requests, especially requests communicated through the medium of emails, has been studied extensively with regard to both the NSs and the NNSs (cf. Biesenbach-Lucas, 2006; Economidou-Kogetsidis, 2011; Danielewicz-Betz, 2013; Hallajian and David, 2014). Most of the data has been obtained from discourse completion tests (DCT) (Blum-Kulka and Olshtain, 1984) or through oral role play (Kasper and Dahl, 1991) while only a small portion comes from authentic email messages and hence authentic speech acts (Biesenbach-Lucas, 2007: 62).

Email as a medium of communication has quickly spread over the past two decades and is nowadays often used as the main channel in the academic environment. Economidou-Kogetsidis (2011: 3194) claims that students view the medium as positioned somewhere between written discourse (formal letters) and oral discourse and thus tend to disrespect certain politeness rules, even more so as the Face threat seems to be mitigated by the physical absence of both participants. Furthermore, Danielewicz-Betz (2013) brings attention to the fact that due to relative newness of email as a communication channel, there are no established norms for such interaction; in fact the author claims that there is a lack of generally accepted rules of *netiquette* or *e-politeness*. In relation to this issue, Hallajian, David (2014: 86) suggest that the academic staff often view students' emails as impolite and admit this fact shapes their approach to the students. Grabowski (2006) as cited in Danielewicz-Betz (2013: 34) introduces a concept of so-called lazy emails. Such emails *"would be typically sent without a salutation (no greeting), students would ask for information about a missed class; use excessive abbreviations,*

unconventional punctuation (e.g., multiplied exclamation marks that read like yelling), with the whole message sometimes typed entirely in lower case." On account of these features it appears that sloppy email communication is influenced by texting, and more particularly instant messaging (Danielewicz-Betz, 2013: 34).

Furthermore, previous research (Economidou-Kogetsidis, 2011; Danielewicz-Betz, 2013; Chejnová, 2012) has proved that the students have a tendency to adopt various types of intensifiers and aggravating moves such as emphasis on urgency (*"asap"*, *"right now"*), which lead to minimising the student-faculty power distance (Danielewicz-Betz, 2013: 35). Chejnová (2012: 181) asserts that aggravators occur either before or after the head act and serve to emphasize the force of the whole request.

Pragmatic studies concerned with requests in student-faculty email communication seem to be mainly focused on exchanges between students and academic staff. For this reason, in the empirical part I am going to explore requests addressed to administrative faculty staff in order to determine whether these accounts of limited politeness apply to this type of communication as well. Moreover, the study will include not only native English speakers, but also EFL speakers for comparison.

Chapter 3

Materials and Methodology

3.1 Materials

The present thesis analyses politeness strategies, level of directness and openings and closings in email messages sent by university students, NSs of English (British/Irish) and NNSs of English (French and German). All the emails were addressed to administrative staff members at a Higher Education Institution in the position of Erasmus+ coordinator in the Czech Republic between June 2016 and September 2017.

3.1.1 Email Data

The dataset comprises 200 email requests written in English by 200 incoming Erasmus students (50 British/Irish, 75 French and 75 German) enrolled at a Czech University. The group of British/Irish students was included as a control group to show how much and in what respects the strategies of the non-native speakers differ from those used by speakers for whom English is a mother tongue. Given the number of French and German speakers of English, the analysis also hopes to reveal differences between learners of English whose mother tongue is a Romance and a Germanic language. Collected emails represent requests for issuing the Transcript of Records[1] or sending it by post to the students (the sample hence forms a homogenous dataset in terms

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[1] *Transcript of Records* is a document which the incoming, visiting students are required to submit at their home institution upon return from their study stay. Prior to the end of the semester the students are sent an email informing them regarding the procedure of applying for the document. In order to obtain the document the students are asked to send an email to their Erasmus+ coordinator upon receiving all their grades in the University electronic system.

of the level of imposition). As the linguistic means employed by the students vary, the messages selected for examination in the study were those on the basis of which the students received their documents.

3.1.2   Participants

The senders of the emails were visiting university students, both male (64, 32%) and female (136, 68%). The students were native speakers of British/Irish English, French and German. The required level of the English language in order to be admitted into the programme is B2 according to CEFR, however the language skills of NNSs of English may range from B2–C2.

The recipients of the email messages were two members of faculty administrative staff—females in their mid-twenties whom the students had known in person. One of them is the author of this study, the other member of administrative staff gave her consent to use the received emails in this paper. The communicative style of the faculty could be characterised as friendly but formal; in previous email communication students were addressed either as *"Dear students"* in mass emails or *"Dear Mr/Ms Last name"* in personal conversation. There was an explicit commitment to anonymise all personal data including full names and home institutions of the sender.

3.1.3   Excluded Material

Upon collecting all the emails received over the specified period of time, 15 letters (5 emails by each group of students) were excluded from the analysis. These were email letters that were over 1 150 characters long or those that were addressed/sent to another member of the staff. Additionally, when the same message was sent multiple times, only one instance of such an email was included in the study.

3.2   Methodology

3.2.1   Email Analysis Procedures

The first part of the analysis is divided into four sections. The first section deals with investigation of politeness strategies, while the second section

examines the level of directness of each message. Finally the last two parts comprise study of email openings and closings.

First, the analysis of the collected emails involved the identification of (a) opening (greeting/form of address), (b) request head act (minimal unit), arguments supporting the request, and (c) closing (expression of thanks, complimentary send-off and signature) in each message.

By the head act of a request is meant the nucleus of the speech act, usually the most explicit utterance in the email, based on which the addressee understands the meaning of the message. It sets the overall tone of the email and the reader forms her impression of the email on it. The preceding or following text of the email (if present) is called supporting argument(s) and it may (attempt to) modify and/or change the tone of the email. The head act segment of the sequence may serve to realize the act independently of other elements, while the supporting arguments strengthen or support the head act utterance (as followed in Blum-Kulka and Olshtain and 1984: 200).

Each request—head act and arguments supporting the request—was analysed for politeness strategies (on-record positive or negative politeness, off-record strategies) according to Brown and Levinson's (1987) theoretical framework. The analysis also takes into account the presence of aggravating moves (aggravators) as important markers of politeness.

Furthermore we examined the level of directness of the request head act according to the coding scheme developed for the Cross-Cultural Speech Act Realisation Project by Blum-Kulka and Olshtain (1984). One of the nine categories ranging from *Mood derivable* to *Mild hints* was assigned to each request.

Finally the study explores the structure of openings and closings of the emails. The examined features were the presence or absence of the deference term *Dear*, titles such as *Miss/Mrs/Ms* and use of *first names/last names* in openings. The closings were investigated for the presence or absence of expressions of thanks, send-offs, signatures (*first names/last names*) and other features such as information on the use of a specific device or service.

3.2.2 Comparison of NS and NNS Email Analysis Findings

As the aim of the thesis is not only to describe politeness strategies used by the students, but also to show whether and to what extent the use of

politeness strategies differentiates between NSs (British and Irish) and NNSs (French, German) the two groups of speakers will be compared. Next, the analysis focuses on the differences between NNSs of different nationalities, i.e. the French and German speakers of English where it is assumed that different politeness conventions may come into play and influence the students' use of politeness strategies.

Chapter 4

Analysis

4.1 Analysis of Politeness Strategies

First of all, it should be made clear that (leaving aside openings and closings) each of the 200 requests represented by one email consists of head act and supporting argument(s). The request is classified either as on-record or off-record on the basis of the strategy used in the head act. However, the supporting argument(s) of a given request may consist of one or more strategies which can be of different types, e.g. an on-record head act (request) may be complemented by a supporting argument of the off-record type. This complicates the description of requests but unfortunately this is how speakers formulate requests in actual communication.

The findings summed up in Table 4.1 reveal that 85% of all head-act requests (171 out of 200) were formulated on-record, and were predominantly redressed with a negative politeness strategy, nonetheless several emails were also redressed by a positive politeness strategy. The majority of students opted for a combination of different strategies, in 54% of cases (92 out of 171) an on-record request head act was complemented by an off-record strategies in supporting arguments. Furthermore, in on-record request head acts, 77% (131 out of 171) of these emails included a conventionally indirect strategy in the head act itself.

Next, the analysis shows that only 15% (29 out of 200) of all requests consist of an off-record strategy such as *Giving association clues* or *Giving hints.* There is a negligible difference between females (14%) and males (16%) in the proportion of those who opted for this kind of strategy in terms

of gender.

Table 4.1: Politeness strategies in head-act requests

Politeness strategy	Female students	Male students	Number of requests
On-record redressed by positive/negative redress	117 (86%)	54 (84%)	171 (85%)
Off-record	19 (14%)	10 (16%)	29 (15%)
Total	136 (100%)	64 (100%)	200 (100%)

Figure 4.1: Types of politeness strategy in foreign students' written requests
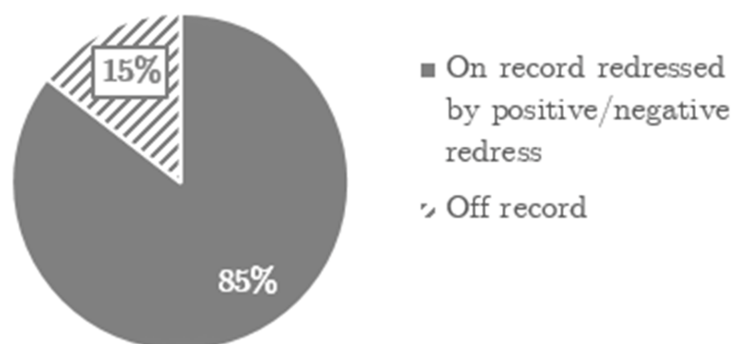
Marginally, the students added two types of aggravating moves, primarily those expressing emphasis on necessity such as *Need* statements (15%, 30 out of 200) and emphasis on urgency indicating that their request should be executed immediately or within specific time frame (9%, 17 out of 200).

Table 4.2: Aggravating moves in students written requests

Aggravating moves	Total
Emphasis on urgency	17
Emphasis on necessity	30
Total	47

4.2 Distribution of Politeness Strategies in Head-Act Requests and Supporting Arguments

As we have seen, the head-act requests in the sample are either on-record (171 cases) or off-record (29 cases). The 171 on-record requests feature 94 instances of positive politeness strategies exclusively in supporting arguments, and 502 instances of negative politeness strategies either in their head acts or supporting arguments. That means that each on-record request combines several positive and/or negative strategies whose total number is 596. Additionally, the 171 on-record requests also feature 100 off-record strategies in supporting arguments.

   The 29 off-record head acts involve 29 off-record strategies, but 10 more off-record, 14 positive and 29 negative politeness strategies occur in their supporting arguments. For the distribution of strategies according to the requests head acts and supporting arguments see Table 4.3.

Table 4.3: Distribution of strategies

Strategy \ Request	On-record Head Act	On-record Supporting arguments	Off-record Head Act	Off-record Supporting arguments	Total
Positive politeness	0	94	0	14	108
Negative politeness	384	118	0	29	531
Off-record	0	100	29	10	139
Total	384	312	35	47	778

   The two following sections (4.2.1; 4.2.2) consider the types of politeness strategies included in the head act requests while the two subsequent sections denote the range of strategies comprised in the supporting arguments for both the on-records (4.2.3) and off-record (4.2.4) strategies requests.

4.2.1 On-record Head Act Requests

Upon examining the email letters we have discovered that the only form of redress included in the on-record head act requests is negative politeness. This finding correlates with Brown and Levinson's (1987) assertion that

negative politeness is a redressive action aimed at minimising the particular imposition of the FTA as in the case of the examined requests.

The 171 emails include 6 strategies denoted by Brown and Levinson (1987: 131) in the head act request: *Hedge, Question, Be conventionally indirect, Impersonalise, Minimize the imposition, Nominalisation and State FTA as a rule.* See Table 4.4 for proportional distribution of negative politeness strategies in the head act requests. The four remaining types of strategies are comprised in the supporting arguments see Table 4.7, p. 40.

Table 4.4: Negative politeness strategies in head act requests

Strategy	Total
Hedge, Question	150
Be conventionally indirect	131
Give deference	0
Impersonalise	94
Minimize the imposition	2
Nominalisation	6
Apologise	0
Icurring debt	0
Be pesimistic	0
FTA as a rule	1
Total	384

Often, various negative strategies were used cumulatively within each head act; for instance a request head act, which is formed by conventionally indirect utterance might also include a hedge or a form of impersonalisation (as described by Brown and Levinson, 1987: 143).

Two thirds of all requests employed the strategy of *Conventional indirectness* (131 out of 171 email messages), most common realisation of conventionally indirect requests was the indirect speech act in particular those with the syntactic form of a question such as in (ex. 1 or ex. 2).

(1) Hi FN,
Would it be possible for you to send me a copy of my transcript? I totally forgot that I needed one and my university are looking for it.
Kind regards,

FN LN
[student number]

(2) Dear FN,
I have now received all my results on SIS, please could you email my Transcript of
Records as soon as possible?
Thank you very much,

FN LN

By opting for an indirect speech act the student is leaving an "out" to the
recipient and hence protects both his own Face and the Face of the addressee.
Apart from the strategy of *being conventionally indirect*, (ex. 2) denotes a
case of request, where the student combined this strategy with *hedging*.

According to our findings *hedging* was the most frequently employed
politeness strategy; 88% of the emails (150 out of 171) included certain
form of *hedging* (64 cases) such as the term *please* (42 appearances) while
50% of the requests were formed as a *question* (85 out of 171 occurrences),
for instance (ex. 3) combines both of these types of *hedging* strategies,
while (ex. 4) illustrates syntactic hedging.

(3) Dear FN,
Could you please send me the official transcript of marks? My student number is
[student number].
Best regards,
FN LN

(4) Hi,
Do you think you might be able to send me my transcript? I have received all of my
grades for the year. Alternatively, do you know where I can get a copy of my transcript?
Thank you for your time.
FN

The students tended to opt for *impersonalising* in 96 cases, in 45
messages the students opted for assigning the request to their home
university instead of asking for the document on their behalf (ex. 5), or
they adopted a construction with anticipatory *it* see (ex. 6) for illustration.

(5) Hello FN,
I hope you are well. The Erasmus team at my university [University XY] have requested
an academic transcript of my marks from my year of study in Prague, if you could please
provide this to either myself or my Erasmus Office [Email address] and the original copy,
if available, to be sent to [Address], it would be greatly appreciated.

Thank you very much for your help,
FN LN

(6) Dear FN,
Would it be possible to obtain my transcript of marks from my time in Prague?
Thanks,
FN LN
Sent from my iPhone

With this strategy students mitigate their request by referring to their sending institution or general agent, which seemingly removes the responsibility for the imposition from the student. Additionally, students also opted for certain syntactic structures such as employing passive constructions in order to remove the overt agent of the action as in (ex. 7) and sentence structure using remote past tense (ex. 8).

(7) Dear FN,
I have not received my transcripts of records yet. Will it be sent out soon?
Many thanks,
FN
Sent from my iPhone

(8) Dear FN,
I have received all of my grades for this and semester and was wondering if you could send my grades to my home university.
Thanks,
FN LN

Both of these strategies make the messages seem more polite as they mitigate the imposition of the request.

Two messages include means that would lead to *Minimizing the imposition* in the request head act. The two students employed the term *just* (ex. 9), which seemingly lowers weightiness of the FTA.

(9) Dear FN,
I was just writing in order for you to create and send me my transcript.
Best Regards,
FN LN

Finally, one of the students adopted the strategy of *Stating FTA as a general rule*, when he referred to the email sent to all the students claiming that all the transcripts were supposed to be issued after certain date (ex. 10).

(10) Dear Ms. LN,
I wanted to ask when the Transcript of records will be send to me. I read in another email, that on the first of September they will be send out, but to this point I haven't got one.
I would glad to hear from you about that.
Best Regards
FN LN

4.2.2 Off-record Head Act Requests

Minority of the students (29, 15%) formulated their head act request as non-conventionally indirect strategies *Giving association clues* or *Giving hints*; see Table 4.5 for distribution of the two strategies.

Table 4.5: Distribution of strategies in off-record head act requests

Strategy	Total
Give associations clues	1
Give hints	28
Total	29

See (ex. 11) for an illustration of an off-record head act request.

(11) Dear FN,
I have not received my transcripts of records yet. Will it be sent out soon?
Many thanks,
FN
Sent from my iPhone

By using an off-record strategy, the student attempts to avoid threatening addressee's negative Face, nonetheless the hearer is at the same time forced to decode the message and hence the imposition may be actually higher than in the case of conventionally indirect FTA. In (ex. 11) this issue is mitigated by the supporting argument alluding to the time frame of receiving the document, which is redressed by *hedging* and *impersonalisation*.

4.2.3 Supporting Arguments to the On-Record Head Act Requests

The supporting arguments to the on-record head act requests include two types of redress—negative politeness (118 cases) and positive politeness (94 cases), as well as off-record strategies (100 cases). The following section reports on various types of substrategies employed by the students.

As indicated in the Table 4.6 the most frequent type of redress is the negative politeness. The 171 emails comprise 118 instances of the following strategies: *Give deference, Minimize the imposition, Apologise, Incurring debt* and *Be pessimistic.*

Table 4.6: Negative politeness strategies in supporting arguments to the on-record requests

Strategy	Total
Hedge, Question	0
Be conventionally indirect	0
Give deference	99
Impersonalise	0
Minimize the imposition	11
Nominalisation	0
Apologise	3
Icurring debt	3
Be pesimistic	2
FTA as a rule	0
Total	118

The most frequent type of negative politeness in the sample is the category of *deference* primarily represented in the openings of the emails—60% of the emails included honorific *Dear* in the greeting, additionally, this expression was followed by *title* (*Miss/Mrs/Ms/Madam*) and *last name* in 92 cases, see an illustration in (ex. 12).

(12) Dear Ms LN,
All the results are now on the system, can I have the transcript of records please?
Best regards,

Similarly as in the request head acts, the students adopted *Minimizing the imposition* strategy also in the supporting arguments. In these the students proposed alternative actions such as coming to the office in person, so that the staff would not be forced to email the document such as in (ex. 13).

(13) Dear FN,
would it be possible to receive a transcript of my grades or should I come to the office to pick it up?
Thank you,
Kind Regards
FN LN

Furthermore, only five students apologised in their requests, the strategy occurs in the arguments supporting the request, as the senders usually excused the delay in asking for the document, see (ex. 14) for illustration.

(14) Dear FN
Okay, thank you for telling me this. I apologise for the inconvenience and I am sorry for not contacting sooner, it has been a stressful couple of months. Can I still receive my transcript for the classes that I have completed?
Regards
FN

The sample revealed only very few cases of the strategies *Be pesismistic* (2 cases), where the students expressed their uncertainty over possibility to receive the requested document. Finally, three students expressed their gratitude for receiving the document, which could be classified as *Going on-record as incurring a debt*, see (ex. 15).

(15) Dear FN,
My transcript of records has just become available on SIS (ID: [Student number]). My home university have requested a copy of this to be sent to the following address:
[Address]
email: [Email address]
I will be very grateful for you forwarding my transcript to my university so that I can go through to the next year of my degree. Thank you.
Kind regards,
FN LN

In addition to the negative politeness redress, the students opted for six different positive politeness strategies in supporting arguments to the on-record request head acts: *Notice, attend to H, Use in-group identity marker,*

Table 4.7: Positive politeness strategies in supporting arguments to the on-records requests

Strategy	Total
Give reasons	44
Attend to H's need	16
Common markers	18
Be optimistic	6
Give gifts	8
Establish cooperation	2
Total	94

Be optimistic, Give reasons, Assume or assert reciprocity and *Give gifts.* The emails comprised 94 positive politeness strategies in total; see Table 4.7 for proportional representation.

All of these strategies appeared within the arguments supporting the request, which correlates with the Brown and Levinson's claim that positive politeness is not restricted to particular FTA, but rather appeals to the positive Face of the hearer and the speaker (Brown and Levinson, 1987: 101).

The highest represented strategy was that of *Giving reasons*, which occurred 46 times in the sample of 171 emails. Students opted for this strategy in order to explain why they are requesting the document such as in (ex. 16).

(16) Dear FN,
I am writing this email to you in order to request the transcript of records as all my grades for the year are now entered in the system.
With thanks and best wishes,
FN LN

The second most employed strategy was that *of Attending to H's* interest, wants, when the students expressed hopes/wishes for administrative staff's well being as in (ex. 17).

(17) Hi FN,
I hope your summer is going well. I was just wondering if you could possibly send me my transcript? Or let me know who I go email for it.

Thank you,
FN LN.

Last more prominent strategy was the use of *In-group identity markers.*
Some of the students included information about being former Erasmus
students as in the following email (ex. 18).

(18) Dear FN LN,
can you send me my transcript of records? I was in Erasmus for the winterterm 2015/16.
Thank you.
Best,
FN LN

The other three strategies *Be optimistic, Assume or assert reciprocity*
and *Give gifts* occurred only marginally.

The off-record strategy—*Give association clues* occurred in combination
with an on-record strategy in request head act in 100 instances, see Table
4.8.

Table 4.8: Off-record strategies in supporting arguments to the on-
record head act requests

Strategy	Total
Give associations clues	100
Give hints	0
Total	100

As illustrated in (ex. 19), the students tended to opt for the strategy in
order to inform the coordinator that all their grades had become available
prior requesting their transcript.

(19) Hi FN,
I have received my final grades for all my classes and would ask if it would be possible to
pass my transcript on to my home university.
Kind Regards,
FN LN

4.2.4 Supporting Arguments to the Off-Record Head Act Requests

Several requests formulated through an off-record strategy also include redressive action in the supporting arguments or openings of the emails.

Table 4.9: Negative politeness strategies in supporting arguments to the off-record head act requests

Strategy	Total
Hedge, Question	4
Be conventionally indirect	0
Give deference	17
Impersonalise	2
Minimize the imposition	4
Nominalisation	0
Apologise	2
Icurring debt	0
Be pesimistic	0
FTA as a rule	0
Total	29

Table 4.9 reveals that most common strategy was *Give deference* in the form of honorific *Dear* followed by *title* and *last name*. Four emails comprise *minimization of the imposition* mostly indicated by the expression *just*, and two emails contain an *apology* (ex. 20).

(20) Dear Ms LN,
I finally received all my grades. I am sorry for the delay.
Best regards,
FN LN
Sent by Outlook for Android

The students also occasionally aimed to enhance the addressee's positive Face by employing the same range of positive politeness strategies as in the supporting arguments to the on-records formulated requests. For positive politeness strategies distribution see the Table 4.10.

Table 4.10: Positive politeness strategies in supporting arguments to the off-record head act requests

Strategy	Total
Give reasons	2
Attend to H's need	5
Common markers	2
Be optimistic	3
Give gifts	1
Establish cooperation	1
Total	14

The (ex. 21) includes non-conventionally indirect head act, *reasons* why the student needs the document in the form of supporting arguments and expressions of hopes as well as an apology.

(21) Dear FN
My name is FN LN I am a student from the [University]. I studied at Charles University from February the 8th, until June the 30th 2016. I was an Erasmus student. I am writing to you in regards to my transcripts, as I have not yet received them. I am extremely concerned because a lot of my friends from other Universities have all received their transcripts. Therefore I am curious as to why I have not. It is extremely important for me to have these, as my University need them in order for me to progress onto my Next year to study at the [University]. I only have four weeks left until my semester starts, and at the moment my place for my third year is not confirmed due to the fact that I have not received my transcripts. Thus, it is important my University has these.
I hope you can help me in this situation,
Sorry for an inconvenience
Kind Regards,
FN LN
([University])
Charles student number - [Student number]

Finally ten emails include a non-conventionally indirect strategy both in the head-act request and supporting arguments, in that case we observe a combination of the *Give association clues* and *Give hints* strategies such as in (ex. 22).

(22) Dear Mrs. LN,

just wanted to let you know that all my grades have been uploaded on the SIS platform.
Thus my transcript of records can be prepared and queued.
With kind regards, FN LN

Table 4.11: Off-records strategies in supporting arguments to the off-record head act requests

Strategy	Total
Give associations clues	10
Give hints	0
Total	10

To conclude, the majority of the students formulated their emails as on-record request redressed by negative politeness in the head act and/or by negative or positive politeness in the arguments supporting head acts. Over half of the emails also combine on-record strategy in the head act with off-record strategy in the supporting arguments. Marginally, the students adopted off-record request strategy redressed by positive and/or negative politeness. Third of the off-record request head act were complemented by another off-record strategy in the supporting arguments. These findings suggest students' consideration for the addressee's negative Face, as all the requests were formulated either off-record or on-record with redressive action. Furthermore, students also respected social protocol as they included instances of positive politeness in their messages.

4.3 Analysis of the Level of Directness

This section which reports on the level of directness in the emails provides a different perspective on and a cross-classification of the requests. Directness is a feature which is superimposed on all types of requests, whether on-record or off-record, and adds a greater or smaller sense of urgency or immediacy to them. The means which are used to express directness are partly specific, partly overlap with those of the politeness strategies discussed in the previous sections.

Upon examining the directness of the emails, we have discovered that the students have employed 7 out of 9 request types as presented by Blum-Kulka

and Olshtain (1984: 202) ranging from the most direct (*Mood derivable*) to the least direct ones (*Mild hints*). The two categories that did not occur in the sample were *Scope stating* and *Language specific suggestory formula*. Table 4.12 shows that the majority of all requests, 78% (155 out of 200), belong to the two categories within the least direct third of the spectrum. In other words most of the students opted for greater indirectness, which, of course, implies greater politeness. Figure 4.2 graphically illustrates the percentage representation of each category.

Table 4.12: Types of request strategies according to CCSARP

Order from most to least direct	Request strategy types	Total
1	Mood derivable	4
2	Explicit performative	8
3	Hedged performative	28
4	Locution derivable	4
7	Reference to preparatory conditions	108
8	Strong hints	47
9	Mild hints	1
	Total	200

Notes: Order from most to least direct stands for the order of the request strategy type according to the CCSARP.

Figure 4.2: Request strategy types
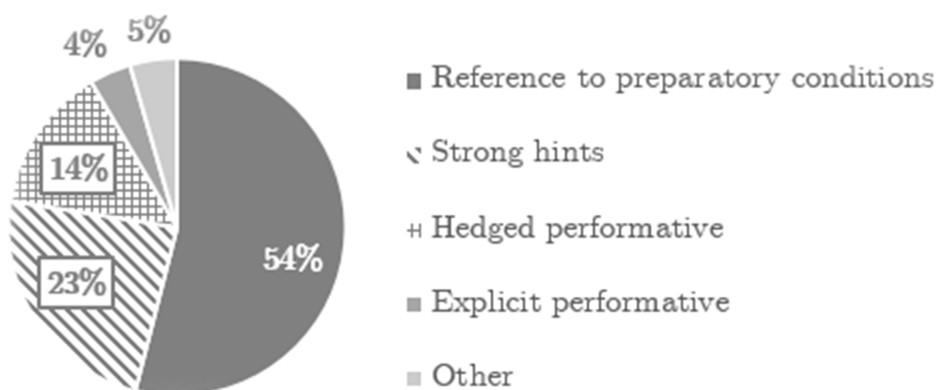
At either end of the spectrum the two marginal categories were represented by 4 instances (2%) of requests falling into the most direct

category of *Mood derivable* (see ex. 23) and 1 case (0.5%) into the least direct category of the *Mild hint* request (ex. 24).

(23) Dear FN LN,
I need the transcript of records in paper version with an original stamp. Please send it as soon as possible to the following address
[Address]
Thanks a lot.
Best regards,
FN LN

(24) Hello, prior to a few hours ago I have received my final grade from [Course].
In this module I scored a 2.
As of now I have received and passed all of my Erasmus modules.
Kind regards
FN LN

The second most direct type of requests *Explicit performatives* occurred 8 times (4%), while the *Hedged performatives* appeared in 28 cases (14%) (see ex. 25 for an illustration of *Explicit performative* and ex. 26 for *Hedged performative*).

(25) Dear FN,
I am writing this email to you in order to request the transcript of records as all my grades for the year are now entered in the system.
With thanks and best wishes,
FN LN

(26) Dear FN,
I have now received all of my grades in the SIS and would like to request a transcript of my exam results. My department are currently in the process of signing and sending my Learning Agreement so that should be with you shortly.
Thanks very much,
FN LN

The last marginal category was *Locution derivable* with 2 occurrences (1%), see one of these in (ex. 27).

(27) Hey Mrs. LN,
i need an Example of my Transcript of Records. Just an E-Mail would be perfect!
Thanks and best wishes.
FN LN

Finally over half of the students (108 out of 200) opted for the *Reference to preparatory conditions* request type (ex. 28), while almost quarter of the students employed a request that may be classified as *Strong hints* (ex. 29).

(28) Hi FN,
I have received my final grades for all my classes and would ask if it would be possible to pass my transcript on to my home university.
Kind Regards,
FN LN

(29) Dear FN,
I have not received my transcripts of records yet. Will it be sent out soon?
Many thanks,
LN
Sent from my iPhone

The results obtained using Blum-Kulka and Olshtain's request strategy types analysis correlate with the findings presented in the Brown-Levinson strategy overview. Blum-Kulka and Olshtain's classification further confirmed the number of *conventionally indirect* statements as they correlated with the *Reference to preparatory conditions* and *Strong hints* request types. Additionally, the requests that were formulated on-record and hedged by means of questions and lexical expressions, such as *please*, fully corresponded with the category of *Hedged performative* and *Explicit performative* request types. Furthermore, as the CCSARP taxonomy deals only with the request head act we may draw conclusions regarding the directness and, hence to some extent, politeness of the request itself. In that respect Blum-Kulka and Olshtain's classification elaborates on the results acquired through the politeness strategy analysis as it shows the syntactic composition of the head act.

To conclude, the majority of students formulated their emails as queries to the preparatory conditions, which indicates their consideration towards the addressee's Face as they try to lower directness of the request and hence also the imposition of the FTA. Moreover even when the students employed more direct request types (such as performatives) they were likely to mitigate their request by various types of hedging.

4.4 Analysis of Email Openings

In contrast with the previous research (Biesenbach-Lucas, 2005; Danet, 2001; Economidou-Kogetsidis, 2011), all of the students' emails included an opening.

Table 4.13: Types of openings in foreign students' written requests

Openings \ Nationality and gender	BNS F	BNS M	FNS F	FNS M	GNS F	GNS M	Total
To whom it may concern	0	0	1	0	0	0	1
Dear Sir or Madam	0	0	0	0	0	1	1
Dobrý den	0	0	0	0	1	0	1
Good morning	0	0	4	0	0	0	4
Good Afternoon	0	0	2	2	0	0	4
Good Afternoon + FN	0	0	1	0	0	0	1
Good afternoon + Ms + LN	0	0	0	0	1	0	1
Hi	2	1	0	0	0	0	3
Hi + FN	5	1	0	0	0	0	6
Hello	4	2	5	3	1	0	15
Hello + FN	3	1	1	1	0	0	6
Hello + Mrs + LN	0	0	1	0	1	0	2
Hey + Mrs + LN	0	0	0	0	0	1	1
Dear + FN	13	16	4	1	2	0	36
Dear + FN LN	0	0	5	5	9	5	24
Dear + Miss + LN	0	0	2	0	1	4	7
Dear + Mrs + LN	0	0	12	4	17	5	38
Dear + Ms + LN	2	0	12	0	19	7	40
Dear + Madam	0	0	3	2	0	0	5
Dear + Madam + LN	0	0	0	1	0	0	1
Dear + [Academic title] + LN	0	0	0	1	0	0	1
Mrs + LN	0	0	2	0	0	0	2
Total	29	21	55	20	52	23	200

Notes: BNS = British/Irish native speaker, *FNS* = French native speaker, *GNS* = German native speaker, *F* = female, *M* = male.

As is apparent from Table 4.13, the openings ranged from polite formulas written to an unknown recipient (such as *To whom it may concern*) to a simple greeting (*Hi, Hello*), with the majority of students adopting honorific expression *Dear* followed either by *first name* or *last name*. The opening

formula written to a recipient of unknown sex occurred twice in the selected sample; both of them were employed by NN female students. The second least frequent category was a greeting referring to specific daytime, such as *Good morning* and *Good afternoon* (11 occurrences, 6%); in two cases this greeting was completed by an address form consisting of *first name* and in another case of *title* and *last name*. One of the students opted for the greeting in Czech *Dobrý den* meaning literally *Good day*. All of these examples were employed by the NNSs—in 2 cases by German students, 9 cases by French students.

Furthermore, 17% (33 out of 200) of the students opted for the greetings *Hi, Hello*, and *Hey*, in 15 cases these were followed by *first name*, *first name* and *last name* or title *Mrs + last name*. The greeting *Hi* was employed three times and all of these were used by NSs. Unlike the two other groups, the German students did not send any greeting that would be followed by *first name*.

Conversely, the British/Irish students employed the coordinator's *first name* in their opening in 80% of cases; 29 used the form *Dear + first name*, 6 chose the form *Hi + first name* and 5 that of *Hello + first name*.

The most frequent type of opening proved to be the honorific *Dear* followed by a range of titles—*Miss* (7 cases), *Mrs* (38 cases), *Ms* (40 cases) and *Madam* (6 cases), and *last name* of the coordinator. The only address form of this sort which occurred in the sample of emails sent by the NSs were two instances of *Dear Ms + last name*, otherwise all of these forms were adopted by the NNSs only. The address form *Madam* was employed exclusively by the French students.

In addition, one of the openings included *academic title* followed by the *last name* of the coordinator, and one greeting did not include the honorific *Dear*, but only the title *Mrs* followed by *last name*.

Finally, when selecting between the marked titles *Mrs* and *Miss*, and the unmarked variant *Ms*, all the students with the exception of two British female students were more likely to select a marked variant.

To summarize the general tendencies, we observe certain dichotomy between the NNSs' and the NSs' preference for greeting. The majority of NNS students used polite opening consisting of the honorific expression *Dear* followed by *last name* of the addressee. Considering that the NSs rarely opted for this type of greeting presupposes influence of the students'

L1[1] and culturally specific constraints on the type of opening. Contrastingly, the NSs opted primarily for more familiar types of greeting—either *Hi/Hello* or the honorific *Dear* followed by *first name* of the addressee. This suggests that the NSs recognise smaller social distance in student-faculty relationship.

Correlation between openings and the other parts of emails will be described in a separate section below.

4.5   Analysis of Email Closings

The following section will analyse the closings of the emails; firstly it will focus on the closing formulas, such as expressions of thanks and complimentary send-offs, and, secondly, it will describe the use of signatures.

Since the students contacted the coordinator with a request classified as an FTA, it is not surprising that almost half of the emails (49%) included an expression of thanks.

Table 4.14: Expressions of thanks in foreign students' written requests

Expression of thanks \ Nationality and gender	BNS F	BNS M	FNS F	FNS M	GNS F	GNS M	Total
Thanks	5	1	1	1	0	0	8
Thanks a lot	0	0	2	1	4	0	7
Thank you	3	0	13	0	5	1	22
Thank you very much	3	1	5	1	0	0	10
Many Thanks	3	7	0	0	0	0	10
Thank you for (effort/support/your help)	0	0	1	0	11	1	13
Thank you for all	0	0	1	0	0	0	1
Thank you for your answer	0	0	1	0	0	0	1
Thank you for your time	3	0	0	0	1	0	4
Thanks in advance	1	0	6	5	3	5	20
Much appreciated	1	0	0	0	0	0	1
Total	19	9	30	8	24	7	97

Notes: BNS = British/Irish native speaker, *FNS* = French native speaker, *GNS* = German native speaker, *F* = female, *M* = male.

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[1]Both German and French recognise the dichotomy between formal and familiar address form.

The closing expressions may be grouped into three categories; first, the students used formulas such as *Thanks, Thank you very much* and *Many thanks* on 57 occasions. The expression *Many thanks* was employed exclusively by the British/Irish students in 10 cases (20% of all emails sent by the NSs). Proportionally, 23 (40%) of these expressions of thanks were used by the NSs, with 14 formulas adopted by female students and 9 by male students. The French students employed these types of expressions in 24 cases (42%), with 21 instances used by female students and only 3 instances by male students. Finally, the German students used these phrases on 10 occasions, out of which only one came from a male student.

Conversely, the German students had a tendency to specify what they are thanking for, using words such as *effort, support, help* in 12 cases (11 female students, 1 male student), only one French student opted for the same strategy, while the NSs did not explain at all.

Finally, 26 emails included an expression of thanks which assumed cooperation from the coordinator, these included phrases, such as *Thank you for your answer/time, Thank you in advance* and *Much appreciated.* We may note that while these were used only by female NS students (5 cases), the ratio between the female and male NNSs using such expressions was more balanced: 7 instance by the French female students and 5 by the French male students, and 4 and 5 cases appeared in the German female and male students' emails respectively.

According to our findings, 156 emails (78%) included a send-off line (i.e. some kind of parting expression concluding the letter).

We observed two types of send-offs in the sample—a polite, one- or multi-word, expression and a full sentence. Furthermore, judging by our findings, there seem to be three subtypes of these send-offs—one-word expressions and multi-word expressions both typically used in email communication and expressions typically found in formal letters. The highest proportion of occurrences seems to be in the category of multiword expressions with 83% (131 out of 159) of occurrences. A typical example of such a send-off is a greeting premodified by an adjective carrying a positive connotation, such as *Kind regards* or *Best wishes.* The second most frequent type is a one-word expression, where the send-off includes only the greeting or the premodifying adjective such as *Regards* or *Best.* The last subcategory of these expressions corresponds to the type of expressions found in formal letters, such as *Yours faithfully* or *Yours sincerely.* We

Table 4.15: Range of send-off expressions in foreign students' written requests

Send-off \ Nationality and gender	BNS F	BNS M	FNS F	FNS M	GNS F	GNS M	Total
Greetings	0	0	0	0	1	0	1
Best	1	1	3	0	2	0	7
Regards	1	1	1	1	0	0	4
Kind(est) regards	7	7	7	3	25	12	61
Best regards	0	2	25	11	10	6	54
Great regards	0	0	1	0	0	0	1
Best wishes	3	1	1	0	8	2	15
Cordially	0	0	2	0	0	0	2
Sincerely	0	0	3	2	0	0	5
Yours faithfully	0	0	0	1	0	0	1
Yours sincerely	0	0	0	0	3	0	3
I wish you a nice weekend	0	0	1	0	0	0	1
Have a good week	0	0	0	0	1	0	1
Total	12	12	44	18	50	20	156

Notes: BNS = British/Irish native speaker, *FNS* = French native speaker, *GNS* = German native speaker, *F* = female, *M* = male.

found that only a few of the emails included these expressions and all were used by the NNSs. Finally, two emails contained sentential send-offs *"I wish you a nice weekend"* and *"Have a good week"*—both of these were employed by the NNSs.

The proportional representation of the send-offs was as follows: the NSs' emails comprised a send-off in 48% of cases (24 out of 50), while the NNSs had a much larger percentage of send-offs—83% in the emails of the French students and 93% in the German students' messages.

Furthermore, we may note that the German students opted for multi-word expressions in 63 cases out of 75 (84%), whereas the French students tended to opt for a wider range of send-offs.

Finally, a small portion of students employed both expressions of thanks and send-offs in their emails: 10% of the British/Irish, 25% of the German and 29% of the French students.

Whereas all the emails included an opening, a marginal amount of messages did not include the student's signature (4%). Most of the requests

Figure 4.3: Proportional usage of complimentary send-off expressions in foreign students' written requests
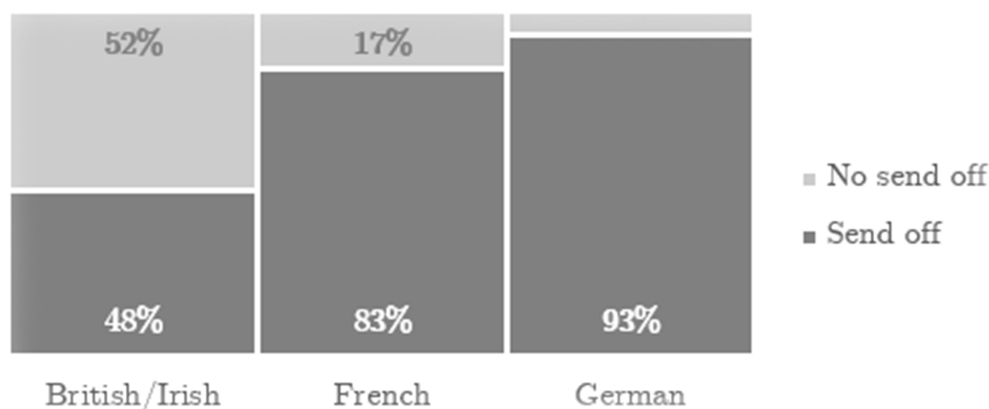
(88%) were signed by both the first name and the last name of the student, for instance 97% of the German students selected this option. Only 17 (8%) students opted for a *first name* only signature—12 out of these 17 first name signatures were employed by the NSs.

Table 4.16: Types of signatures in foreign students' written requests

Signature \ Nationality and gender	BNS F	BNS M	FNS F	FNS M	GNS F	GNS M	Total
FN LN	20	17	49	17	50	23	176
FN	8	4	2	2	1	0	17
No signature	1	0	4	1	1	0	7
Total	29	21	55	20	52	23	200

Notes: BNS = British/Irish native speaker, *FNS* = French native speaker, *GNS* = German native speaker, *F* = female, *M* = male.

Lastly, emails of 8 students carry the information about the provider of the electronic device or service they used for sending the emails to the coordinator; more than half of these students (5 occurrences) were British/Irish. Based on Danielewicz-Betz (2013: 34), we assumed that the requests typed and sent from a mobile phone device would represent the category of so-called sloppy emails—messages with no openings or closings, with spelling mistakes etc. However, with the exception of one email, none of the requests that included this information exhibited errors and all of them complied with general standards of email communication.

The one email that contained information about the service provider (ex.

30) exhibited the following features: the pronoun *I* is typed in lower case, the preposition *by* is misspelled and the verb *sign* does not have a proper form.

Nonetheless the message is polite in form and includes an opening with the honorific *Dear* followed by *first name* and *last name*, and a closing consisting of an expression of thanks, a complimentary send-off and a full *first name last name* signature.

(30) Dear FN LN,
I have all my grades on SIS system now, so i would need my transcript of records sign buy you.
Thank you very much,
Kind regards,
FN LN
Sent from my iPhone

As the errors are of a grammatical/spelling nature rather than pragmatic failures, we may ascribe them to the fact that the author of the email is in fact a non-native speaker of English.

In conclusion, the majority of students opted for some sort of closing— either an expression of thanks, complimentary send-off or marginally both. Three forth of the students opted for a polite parting expression and half of the students concluded their email by thanking the addressee. Both of these features exhibit the students' awareness of the weightiness of the FTA and consideration for the coordinators' positive Face. In addition to the closings vast majority of students signed their request with both the *first name* and *last name*. Finally, using mobile phone device for typing and sending the request had no influence on the politeness of the emails.

4.6 Correlation Between the Three Parts: Request, Opening and Closing

When the three parts of the emails were correlated, the findings showed only limited connections between the openings, closings and particular types of politeness strategies. If there are connections present, they are driven mainly by the differences in the nationality/L1 of the speakers. We may nevertheless assert that the emails which comprised honorifics in the openings

(negative politeness strategy) had a tendency to include complimentary send-offs in the closings (positive politeness strategy as the sender attends to the addressee' needs/wants) and were concluded by *first name last name* signatures. These messages also gravitated towards on-record strategies, see (ex. 31) for illustration.

(31) Dear Ms. LN,
I'd like to ask you for my Transcript of Records of the last semester.
Kind regards,
FN LN

Conversely, the emails that included openings with the addressee's *first name* tended to include expressions of thanks in the closings rather than complimentary send-offs and contained an on-record request strategy redressed by negative politeness such as in (ex. 32).

(32) Dear FN,
I have now completed and received all grades for my modules in Prague please could you send me my transcript.
Many Thanks
FN LN

4.7   Comparison of Emails According to Gender

In order to examine the results from the perspective of gender, it is necessary to consider that the ratio of female to male students in the analyzed sample is approximately 2:1 (136 female to 64 male students, i.e. 68% to 32%). The overall distribution of on-record and off-record politeness strategies in head-act requests for the female and male students is given in Table 4.1, p.32. The general tendencies regarding the choice of politeness strategy seems to correspond with the male/female students' ratio.

Positive politeness distribution (in head acts and supporting arguments of both on- and off-record requests) is described in Table 4.17. The female students opted for positive politeness strategies in 77 instances (71%), while the male students adopted these strategies in 31 cases (29%). While the most frequent of the positive politeness strategies, *Give reasons*, is used by females and males in proportion to the general tendency of 3:1 (77 to 21 instances), the finding which could be interpreted as running against this 3:1 tendency was the equal distribution of the *Be optimistic* strategy in the female and

Table 4.17: Distribution of positive politeness strategies according to the the students' gender

Strategy	Female students	Male students	Total
Give reasons	32	14	46
Attend to H's need	16	5	21
Common markers	15	5	20
Be optimistic	5	4	9
Give gifts	8	1	9
Establish cooperation	1	2	3
Total	77	31	108

the male students' sample, 5 and 4 cases respectively, and of the *Establishing cooperation* strategy. Also, the female students used disproportionately more often the *Give gifts* strategy than the male students (8:1). They had two instances of *Establishing cooperation* in their emails, while only one female student selected this strategy.

Table 4.18 presets negative politeness distribution (again in head acts and supporting arguments of the on- and off-record requests). As with positive politeness, the female/male ratio in the total of 531 negative politeness strategies in the emails is 69% (367) of female students, 31% (164) cases of male students. The majority of the negative politeness strategies correlate with the general tendency (3:1), however two categories were predominantly employed by the male students—*Apologise* (1:4) and the rare *Stating FTA as a rule* strategy (not used by the female students). Contrastingly, two categories were included purely in the female students' emails: *Incurring debt* and *Being pessimistic*.

Finally, of the 139 instances of non-conventional off-record politeness strategies which occurred in the sample, 94 cases (68%) were present in female emails, whereas the male students opted for these strategies in 45 cases (32%), see Table 4.19 for the distribution of the two types of strategy.

The two off-record strategies in the sample correlated with the general tendencies—both the female and male students tend to use a comparable amount of both strategies.

Table 4.18: Distribution of negative politeness strategies according to the students' gender

Strategy	Female students	Male students	Total
Hedge, Question	109	45	154
Be conventionally indirect	87	44	131
Give deference	82	34	116
Impersonalise	69	27	96
Minimize the imposition	10	7	17
Nominalisation	4	2	6
Apologise	1	4	5
Incurring debt	3	0	3
Be pesimistic	2	0	2
FTA as a rule	0	1	1
Total	367	164	531

Table 4.19: Distribution of non-conventional politeness strategies according to the students' gender

Strategy	Female students	Male students	Total
Give associations clues	75	36	111
Give hints	19	9	28
Total	94	45	139

Next, the female students tended to opt for aggravators (see Table 4.2, p.32) more often—40 times in comparison with only 7 occurrences in the emails of male students. The female students were hence responsible for 85% of all aggravators.

Regarding the directness of the request head act, we may say that more direct request types were present in the female students' emails than in the males' ones (see Table 4.20).

Table 4.20: Request strategy types according to the students' gender

Request strategy type	Female students	Male students	Total
Mood derivable	4	0	4
Explicit performative	5	3	8
Hedged performative	22	6	28
Locution derivable	2	2	4
Reference to preparatory conditions	73	35	108
Strong hints	30	17	47
Mild hints	0	1	1
Total	136	64	200

None of the male student opted for the most direct type—*Mood derivable*, in contrast with 4 instances present in the sample of female students. Given the overall female-to-male proportion of 68% to 32%, the female students also selected the *Hedged performative* request type with 28 occurrences more frequently (22; 79%) than the male students (6; 21%) to whom we may attribute the one case of *Mild hints* but also a slightly higher tendency for *Strong hints* request type (17 of 47 instances, i.e. 36%) than the female students compared to other request types. These results confirm that in general the female students opted for more direct strategies than the male students, which creates a higher imposition and correlates with the fact that the females had a greater tendency to adopt an aggravator in their emails.

As far as email openings are concerned, as Table 4.13 (p.48) shows, the most frequent opening in the male students' emails was the honorific *Dear* followed by *title* and *last name* of the addressee (34 cases, 53% of all male openings), 2 messages included greeting with reference to the time of day

and the rest of openings comprised greeting *Hi* or *Hello* occasionally followed by the *first name* of the addressee (10 cases) or the honorific *Dear* followed by *first name* (17 cases). Similarly, 62% (84 out of 136) of all female students' greetings included the honorific *Dear* followed by *title* and *last name* of the addressee, they marginally (6%, 8 out of 136) adopted greeting with reference to the time of day and the rest—approximately quarter of the openings included (44 cases, 32%) more familiar type of openings. The female students thus opted for openings expressing more distance or neutral greeting more frequently than the male students.

Next, as follows from Table 4.14 (p.50), presenting the distribution of closings, the female students had a higher tendency to include expressions of thanks in their messages (73 out of 136, 54%) than the male students (24 out of 64, 38%). Furthermore, the expression of thanks present in the male students' emails, such as *Thanks/Thank you in advance*, often assumed the addressee's compliance with the requested service. The proportional representation of complementary send-offs (see Table 4.15, p.52) is identical in both samples—78% (106 out of 136, and 50 out of 64).

Finally, the analysis revealed comparable results regarding signatures (Table 4.16, p.53) as most of the students in both groups opted for *first name last name* signature (88% female students, 89% male students). Similar findings applied for the *first name* only signature as it appeared in 8% of female and 9% male students' emails. Lastly, no signature occurred in 6 female students' emails (4%), while only one male student did not sign his request (2%).

In conclusion we may say that the requests sent by the female students had a higher tendency to be more direct and were more likely to include an aggravator. Most of their emails also included more distanced openings and expressions of thanks: see a typical example of a female student's email in (ex. 33).

(33) Dear FN LN,
I need the transcript of records in paper version with an original stamp.
Please send it as soon as possible to the following address
[Address]
Thanks a lot.
Best regards,
FN LN

In contrast, the male students' emails tend to open with a more familiar

greeting, they are in general less direct, and more likely to comprise complimentary send-offs than expressions of thanks, and full *first name last name* signatures. See an example of such email in (ex. 34).

(34) Dear FN,
I am emailing you to inform you that all of my results are now complete on the on-line information system. As a result, I am now seeking a copy of my Transcript of Records whenever that may be possible. If it could be emailed to me directly that would be great, as my home university requires that I submit it to the international office in person myself.
Kindest regards,
FN LN

4.8 Comparison of NS and NNS Emails

When we consider the range of openings examined in our research there seems to be a disparity between the use of address forms by the NSs and the NNSs. Let us recall that the participants included 50 British/Irish NSs, 75 French and 75 German NNSs of English. It appears (see Table 4.13, p.48) that the British/Irish students have a much higher tendency to address the administrative staff with their *first name* (78% of all NSs' openings) than the two other groups of students, in fact the *first name* address form is practically non-existent in the German students' emails (3% of all German students' openings). We may assume that students' L1 as well as their socio-cultural background effects their choice of address form as both groups of the NNSs' L1 include similar dichotomy between T-form and V-form as Czech does (House, 2005: 18; Kerbrat-Orecchioni, 2005: 41). Even though Haumann et al. (2005: 83) claims that in contrast with Austria, German speakers adopt the honorifics and titles less frequently, our findings prove that the German speakers strongly favoured employing the polite address form (*title* followed by *last name*)—89% of occurrences. Similarly, Kerbrat-Orecchioni (2005: 41) asserts that the pronoun(s) are being essentially used symmetrically, to express distance or familiarity, which would apply to the student-faculty relationship.

Correspondingly, regarding the requests (request head act and arguments supporting the request), there seems to be a notable difference between the preferred strategies and directness in each nationality, see Table 4.21 for the proportional distribution of positive and Table 4.22 for negative politeness strategies according to nationality below.

Table 4.21: Proportional distribution of positive politeness according to the students' nationality/L1

Strategy	British NS	French NS	German NS	Total
Give reasons	21	15	10	46
Attend to H's need	4	12	5	21
Common markers	7	4	9	20
Be optimistic	4	4	1	9
Give gifts	0	1	8	9
Establish cooperation	0	1	2	3
Total	36	37	35	108

Table 4.22: Proportional distribution of negative politeness according to the students' nationality/L1

Strategy	British NS	French NS	German NS	Total
Hedge, Question	42	65	47	154
Be conventionally indirect	43	54	34	131
Give deference	2	47	67	116
Impersonalise	44	30	22	96
Minimize the imposition	5	5	7	17
Nominalisation	6	0	0	6
Apologise	4	0	1	5
Incurring debt	3	0	0	3
Be pesimistic	2	0	0	2
FTA as a rule	0	0	1	1
Total	151	201	179	531

Most of the British/Irish students opted for *conventionally indirect* types of requests in 86% of cases (43 such requests made by 50 British/Irish NSs). This type of strategy was also predominantly represented in the French students' emails 72% of cases (54 used by 75 French NNSs); while the German students opted for this strategy only in 45% of their requests (34 used by 75 German students), see Figure 4.4.

Figure 4.4: Proportional representation of conventionally indirect requests according to the students' nationality/L1
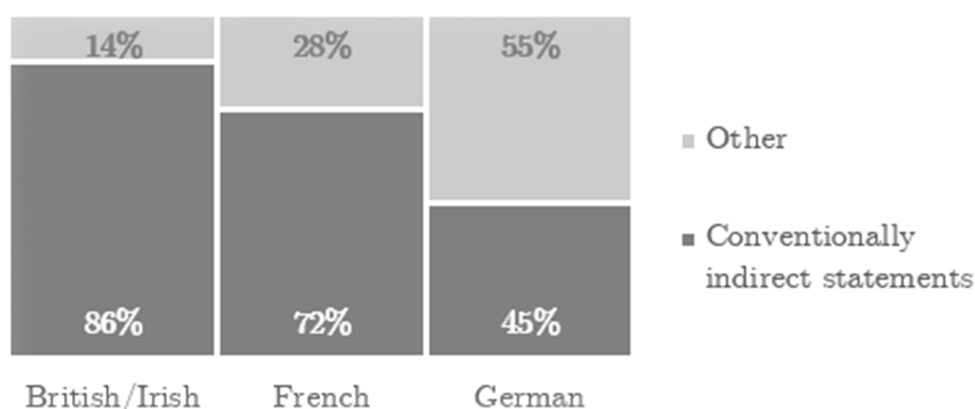
Next we look at the level of directness in the requests made by the NSs and the NNSs. The findings about conventionally indirect requests fully correlate with the results obtained by the CCSARP analysis of request strategy types (see Table 4.12, p.45, for the distribution of the types). The most frequent request type was *Reference to preparatory conditions* (108 occurrences) which was used by 37 out of 50 NSs (i.e. by 74% of NSs), while the NNS opted for this category less often: 44 of 75 French students (i.e. 57%) and only 27 out of 75 German students (36%).

Furthermore, it seems that certain negative politeness strategies were more likely to be employed by the NSs of English. This phenomenon concerns those features where more complex syntactic structures would be required such as *Nominalisation*—only 6 occurrences appeared in the sample, all employed by the NSs. Similarly we could notice 44 occurrences of *impersonalisation* in 50 (88%) emails of British/Irish students, while the NNSs opted for this strategy in 30 out of 75 (40%) messages of French students and in 22 out of 75 (29%) emails sent by the German students.

Despite the fact that the highest overall proportion of negative politeness strategies appeared in the French students' emails (201 instances), it seems that they often employ these strategies in a way that

differs from the usage of the NSs; for instance they tended to employ the expression *please* more often than the other two groups of students (48% of all *please* occurrences); nonetheless they did so in such a manner that it created the impression of the utterance having higher requestive force rather than serving as a politeness marker (Biesenbach-Lucas, 2006). This confirms the claim made by Blum-Kulka (1987: 136) that the NNSs' use of certain lexical and syntactic devices may in fact achieve a different pragmatic effect. Furthermore, Kerbrat-Orecchioni (2005: 41) confirms that the French NNSs favour negative politeness, however that the request utterances are less syntactically elaborate than what the English norm is. These findings fully correspond with Stewart's (2005: 124, 128) and Biesenbach-Lucas' (2004) conclusions that *"NSs (also) used more syntactic modification than NNSs while NNSs used more lexical modification, particularly please"* (Biesenbach-Lucas, 2014: 63). Furthermore our results prove that also the German students used syntactic modifications less often than the NSs (no instances of *nominalisation*, only 22% of all occurrences of *impersonalisation* strategy). In contrast with previous research (Weasenforth and Biesenbach-Lucas, 2001), however, our results indicate that the NSs employed positive politeness strategies more frequently (24 cases in 50 messages; 48%) than the two groups of the NNSs; the French and German students opted for these strategies in 27 (36%) and 26 cases (34%) respectively.

Table 4.23: Proportional distribution of non-conventionally indirect politeness strategies according to the students' nationality/L1

Strategy	British NS	French NS	German NS	Total
Give associations clues	23	43	45	111
Give hints	0	18	10	28
Total	23	61	55	139

By contrast, a higher number of the French students selected non-conventionally indirect types of request (off-record strategy) in 61 instances (81%) with 15 cases of head-act request (20%). They were followed by the German students who employed it in 55 cases (73%) with

12 cases of head-act request (16%), while the NSs selected this strategy only in 23 cases (46%) with only 2 cases of head-act request (4%), see Table 4.23. These findings are again supported by the results obtained through the CCSARP analysis as the second most frequent request type in the French students' emails was *Strong hints* with 30% of cases (23 out of 75) as well as the NSs' with 14% of cases (7 out of 50). The proportion of the German students' *Strong hints* request type was 22% of cases (17 out of 75), nonetheless it represents only the third most frequent category. Even though the non-conventionally indirect strategy often selected by the French students is less direct than conventionally indirect statements often adopted by the British/Irish students it in fact creates less polite effect as explained by House (2005: 20): *"while conventionally indirect requests performed by preparatory strategies (can/could you) were rated as most polite in many different languages, non-conventionally indirect requests, i.e. hints, although clearly much more indirect, were rated as less polite, presumably because of the high processing load imposed on the receptor."*

Finally, there seems to be a rather striking difference between the British/Irish and the French students' requests on the one hand and the German students' requests on the other as the latter proved to be significantly more direct and explicit. Even though practically all the requests were redressed by positive or negative politeness (more often with *hedging* than in any other nationality), a higher percentage of the requests made by the German students were formulated as orders, rather than polite requests. The German students selected *Hedged performative* in 30% (23 selected by 75) of the cases, while the other two nationalities employed this request type marginally (British/Irish students: 1 case, 2%; French students: 4 cases, 5%). Additionally the 4 cases of *Mood derivable* type request, i.e. the most direct type of all, occurred in the sample of the German students' emails. Furthermore, the German students also added an *aggravator* in their message more often than the two other groups of students (45% of all occurrences of aggravators). Our findings hence correspond with the conclusions presented by House (2005: 25): *"being polite in German is different from being polite in an English-speaking country"* and it seems that the German students are indeed influenced by their culture-specific sense of politeness in their English written requests as they employ more content-oriented strategies (House, 2005: 20), in particular when compared with both the British/Irish and the French

students.

If we look at the closings of the email requests (Table 4.14, p.50, and Table 4.15, p.52), the British/Irish students seemed to favour the expressions of thanks (in 56% of emails) rather than complimentary send-off phrases (48% of messages), which suggests their preoccupation with redressing the particular FTA in the closings of their emails. The NS students tended to enhance/maintain the recipients' positive Face in the main body of the email (in arguments supporting the request) as they displayed the highest proportion of positive politeness strategies in their emails (36 instances). This contrasts with the findings obtained in the sample of the German students' emails as their expressions of thanks were not as numerous (31 out of 75; 41%) and also they expected the recipient to comply with their request, which creates the impression of increased imposition of the FTA. Nevertheless, the German students almost uniformly opted for send-off expressions (in 70 out of 75 emails; 93%) which very much correlates with the openings of their emails, They both create a polite impression firstly enhancing recipient's negative Face (*Give deference*) and then also positive Face (*Attend to the hearer's need/interest/good*). There does not seem to be any particularly distinctive features in the French students' email closings as they are positioned in between the other two groups of students, nonetheless they indicate a slightly higher tendency to use both the expressions of thanks and complimentary send-offs combined. In addition, the range of employed expressions is much wider than with the two other groups, which shows that the French NNSs have a tendency to adopt more spontaneous types of send-offs than for instance the German students.

Turning to signatures (Table 4.16, p.53), we may note that the German students' signatures professed analogous uniformity as their openings and closings. They opted for *first name last name* signatures in most of the cases (97% of all German emails). Equally, the British students' signatures adopted a similar pattern as their openings since they opted for only *first name* signatures more often than the other two groups of students. The predominant type of signature, however, was still the *first name last name* combination (74%). The same pattern appeared in the French students' emails (88%); nonetheless slightly more of these messages did not contain any signature (7%). Biesenbach-Lucas' (2005: 32) study discovered that this has been a more prominent feature in NSs' emails as they often felt that the

emails display a so-called virtual envelope, which contains this information and thus there is no need to duplicate it in the actual message. While this is true, some email providers do not support this type of service. When this is the case it forces the administrative staff to search for the sender of the request according to their email addresses. Hence we may conclude that the messages that are not fully signed (*first name last name*) create the impression that the student was either too busy to sign the request or that they assume that the administrative staff knows them according to their first names or even email addresses.

To conclude, we will present an email, which represents a typical example for each nationality. We start with (ex. 35) of a NS English-based model to be compared with (ex. 36) of a typical French student email and (ex. 37) of a German student email.

(35) Dear FN,
I can't find the email I was supposed to reply to in order to request my transcript of results. However, I have a completed transcript now so would it be possible for it to be forwarded to my home university. [Name of the University]
Many thanks,
FN LN

The NS English-based request example opens with the honorific *Dear* followed by *first name*, it includes a positive politeness strategy such as *giving reasons* as in here the student explains he was not able to retrieve the original email and informs us about the completion of his exams. In order to utter the FTA the student adopts a *conventionally indirect* request formed as a query about *preparatory conditions*. The student uses *impersonalisation* with reference to his University and remote past in the form of *would*. Finally, the email closes with an expression of thanks and *first* and *last name* of the student.

(36) Dear Ms LN,
Now that I have all my grades in the SIS, will you please send me my transcript of records?
Thank you very much.
I wish you a happy summer holiday.
Sincerely,
FN LN.

In comparison with the NS variant, the French-based example opens with a honorific followed by the unmarked title *Ms* followed by *last name*. The

email includes arguments supporting the request in the form of an *off-record* strategy—*giving association clues* and followed by a *conventionally indirect* speech act formulated as a *question* further enhanced by lexically hedging *please*. There is no *deictic anchorage*, the student emphasises the first person in the request—*me/my*. Finally, the email concludes with an expression of thanks, a sentential send-off—a feature of positive politeness *attending to the hearer' needs*, complemented by one-word send-off and a signature with both the *first name* and the *last name*.

(37) Dear Ms LN,
many thanks for your answer.
My University needs a hard copy version until the 31th of march.
Please send it to this adress:
[Address]
Many thanks for your help.
Kind regards
FN LN

Similarly as the typical French example the German-based model opens with the honorific *Dear* followed by the unmarked title *Ms* followed by the addressee's *last name*. The student opens with thanks for previous answer. In arguments supporting the request the student adopts two *aggravators*—a *need* statement and specific *time frame* for the request to be fulfilled. The head act is formed as an on-record order corresponding to the *Mood derivable* request type redressed by lexical hedging *please*. The student closes with an expression of thanks which is conditioned by the coordinator's completing the task and hence presumes compliance. Finally, the email is concluded by a complementary multi-word send-off and *first* and *last name* signature.

Chapter 5

Conclusions

5.1 Conclusions on Findings

To conclude, we have found that nationality/students' L1 is the most distinctive feature influencing the choice of politeness strategy, while for instance gender did not seem to have much effect on the students' choice of particular politeness strategies. What gender did influence was the directness of the requests; the female students gravitated towards more direct requests than the male students.

Overall and in keeping with the expectations, the findings confirmed that there is a noticeable difference between both the NSs and the NNSs but also between the two groups of NNSs—the French and the German students. While the British/Irish students' requests can be evaluated as the most polite, their openings and closings would be considered less polite in the context of the Czech academic environment. By contrast, the German students' openings and closings correspond to the expected level of politeness of Czech academia almost perfectly. However their requests proper create a rather impolite impression as they are formulated as orders. Somewhat different conclusions apply to the findings in the sample of French emails: their requests exhibit a similar amount of polite requests as the British/Irish group of students. However, the occurrence of a high number of less direct emails among them increases the FTA imposition as the recipient has to spend a greater amount of time in order to decipher the actual meaning of the message. The emails of NSs also showed wider range of more syntactically complex politeness strategies than those of the NNSs.

Unlike the messages of the NNSs, the emails of the NSs showed a higher

tendency to include expressions of thanks rather than complimentary send-off, which implies their intention to redress the FTA rather than maintain and enhance the addressee's positive Face and preserve the social protocol. The findings did not show any significant differences in the students' signatures since all three groups of students show preference for a full *first name last name* signature.

The openings of the emails will be evaluated with respect to the communicative environment in the following section.

5.2 Constraints of the Communicative Environment

Investigation of the emails has highlighted two relevant aspects which have a direct bearing on the findings and can, therefore, be seen as part of the conclusions. The first concerns the influences of the communicative environment on email requests. While Brown and Levinson (1987) indicate a clear connection between in/directness and politeness, House (2005) as well as Blum Kulka (1984) suggest that the situation is more complex. It is hence vital to assess the communicative situation of the received emails and identify various aspects that influence the students' choice of politeness strategies outside of personal traits such as gender, age, education etc. Firstly, we may mention proficiency in English as the communicative language the students adopt in order to transmit their request; secondly the impact of the NNSs' L1 and their socio-cultural background; thirdly the students' perception of the relationship between themselves and the administrative staff, and finally conventions at a Czech Higher Education Institution. As indicated in Chapter 3, Section 3.2.1 all of the students are required to demonstrate at least a B2 level of English according to CEFR. Nonetheless a pragmatically successful utterance is guided by a particular set of norms, tendencies and preferences (House, 2005: 18), not only by grammatical correctness. Furthermore, it seems that one of the most problematic aspect of student-faculty communication is the lack of explicit rules regarding the relationship between the two participants, even more so, when the students are operating in their L2 and addressing a faculty member in an unknown (Czech) academic environment. It is crucial to mention that the students do not receive any instructions on addressing

academic/administrative staff within the context of the Czech HEI unless their emails are considered excessively rude over an extended period of time; in that case students are sent an Email etiquette document[1] see Appendix A.

Despite the wide range of aspects influencing the speaker's decision, there seems to be number of patterns adopted by the students in accordance with their nationality/L1. We will first briefly outline the tendencies in address forms in the Czech academic environment, which we will contrast with the findings discovered in the examined sample.

The Czech linguistic environment operates with titles as automatized forms of address, as well as T-form and V-form dichotomy. Chejnová (2013: 177) asserts *"adult speakers use V-forms to strangers with the exception of informal settings in which T-forms are used (a football match, a pub)"* moreover she also emphasizes that *"being on a first name basis (T-forms) with a university lecturer is not possible in the Czech Republic"*. We may add that the same situation applies to communication between Czech (local) students and members of the faculty administrative staff (unless they are personally acquainted).

We may notice a distinctive discrepancy between the NSs' and the NNSs' address forms. Whereas the NSs' sample exhibits a tendency towards a more familiar type of address forms, the NNSs opted for more distanced openings. In that respect, unlike NSs NNSs' selection seems to correlate with the expected norm at the Czech HEI. Furthermore, considering that the administrative staff of the International Relations Office addresses the foreign students exclusively by polite titles *Ms/Mr + last name* equally as the local students, there seems to be a discrepancy between the expected politeness from the British/Irish students, which creates a less polite impression of the email openings than in the case of NNSs due to the language conventions in the Czech Republic.

5.3   Limitations of the Research

The findings obtained in the research have proved certain tendencies; nonetheless as the number of samples with regard to each nationality/L1

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[1]The instructions are modelled on the document sent to foreign students at the University of Bristol and has been shared with the author of this thesis by a member of Staff at International Relations Office of the University of Bristol.

and gender were limited it is impossible to make any sweeping general conclusions. For further research we would suggest replicating the study with higher percentage of male students' request in order to perform a comparative analysis focused on the gender of the speakers. Additionally, the study may be repeated over certain period of time with more examined requests at various HEIs in order to draw more general conclusions.

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Résumé

Předkládaná diplomová práce zkoumá zdvořilost obsaženou v písemných požadavcích zahraničních studentů adresovaných administrativním pracovníkům univerzity. Výzkum je proveden na základě 200 emailových zpráv zaslaných britskými a irskými, francouzskými a německými studenty. Práce sleduje dva cíle: (i) popis explicitních (pozitivních a negativních) a implicitních zdvořilostních strategií obsažených v emailech a určení míry přímosti samotných požadavků a (ii) zhodnocení získaných výsledků s ohledem na odlišnosti v závislosti na pohlaví a národnosti / rodném jazyce studentů.

Práce je rozdělena do pěti kapitol. Úvodní kapitola vymezuje téma práce, shrnuje její strukturu a na základě teoretického přehledu identifikuje hlavní hypotézy výzkumné části. Hlavní hypotézou je, že nerodilí mluvčí anglického jazyka, kteří nebyli školeni ohledně zdvořilosti v emailové komunikaci, volí méně vhodné prostředky než rodilí mluvčí. Práce dále předpokládá, že nerodilí mluvčí spoléhají ve volbě zdvořilostních strategií a oslovení a závěru emailu na úzus v rodném jazyce.

Teoretická kapitola nejprve krátce představuje definice zdvořilosti a identifikuje tři nejvýznamnější pilíře zdvořilostní teorie. Jedná se o teorii Tváře popsanou Goffmanem (1967) v *On Face-Work: An Analysis of Ritual Elements in Social Interaction*, Teorii mluvních aktů publikovanou Searlem v *Classification of Illocutionary Acts* (1967) a Kooperační princip konverzačních maxim popsaným Gricem (1975) v *Logic and conversation.* Hlavní teoretický rámec, který práce využívá je *Face management* Brownové a Levinsona (1987). Podkapitola 2.5 představuje koncept *tváře ohrožujícího jednání* (Face threatening acts, FTA), kdy mluvčí volí vhodnou komunikativní strategii tak, aby snížil ohrožení tváře na minimum a zároveň dosáhl svého komunikačního cíle. Ve čtyřech podsekcích pak teoretická kapitola nabízí přehled jednotlivých zdvořilostních strategií a uvádí ilustrační příklady. Jedná se o explicitní strategii bez zjemňujících

prvků, explicitní strategie doplněné o prvky orientované na pozitivní a negativní tvář posluchače a implicitní zdvořilostní strategie. Největší prostor je věnován explicitním strategií doplněným negativní zdvořilostí, jelikož tento typ komunikativního chování slouží ke zjemnění konkrétního tváře ohrožujícího jednání (FTA) jako např. požadavků, které práce analyzuje v empirické části. Text popisuje a uvádí příklady následujících deseti strategií: *Konvencionálně daná nepřímost, Otázky a změkčování, Pesimismus, Projev úcty, Minimalizace zneužívání, Omluvy, Depersonalizace mluvčího a příjemce, Nominalizace, Změna tváře ohrožujícího jednání na obecné pravidlo* a *Přímé jednání.*

Další část teoretické kapitoly se věnuje paralelní zdvořilostní teorii Blum-Kulkové a Olshtainové (1984) představující přehled devíti typů struktury požadavků vypracovaných na základě výzkumu Cross-Cultural Speech Act Realization Patterns (CCSARP). Požadavky jsou seřazeny na základě míry přímosti dané syntaktickou strukturou výroku od nejpřímějšího, tzv. *Mood derivable,* až po nejméně přímý, tzv. *Mild hints.*

Poslední sekce teorie se krátce věnuje poznatkům o emailové komunikaci v akademickém prostředí. Dostupná literatura ukazuje, že díky relativní novosti tohoto komunikačního kanálu chybí explicitní pravidla, tzv. netiketa, která by zamezovala zdvořilostním nedorozuměním. Předchozí výzkum tudíž konstatuje, že emaily studentů často nevyjadřují očekávanou míru zdvořilosti a využívají nevhodné jazykové či stylistické prostředky.

Metodologická část práce se nejprve věnuje parametrům výběru vzorku emailů, představuje účastníky výzkumu a vyřazený materiál. Databáze obsahuje 200 emailových zpráv zahraničních studentů—kontrolní vzorek obsahuje 50 emailů rodilých mluvčích anglického jazyka z Velké Británie a Irska, jejichž zprávy byly srovnány s emaily 75 rodilých mluvčích francouzského a 75 rodilých mluvčích německého jazyka. Do výzkumu bylo zapojeno 136 dívek a 64 chlapců, jejichž jazyková úroveň odpovídala úrovni B2 až C2 podle CEFRu. Příjemci emailů byly dvě administrativní pracovnice fakulty.

Druhá část třetí kapitoly shrnuje metodologický postup analýzy. Každý email byl rozdělen do tří sekcí—oslovení/pozdrav, samotný požadavek a argumenty doplňující požadavek a závěrečnou část emailu (zdvořilý pozdrav, poděkování a podpis). Všechny požadavky a argumenty doplňující požadavky byly nejprve analyzovány z hlediska zdvořilostních strategií podle Brownové a Levinsona (1987) a poté na základě míry přímosti dle

klasifikace Blum-Kulkové a Olshtainové (1984). Práce využívá syntetického přístupu k analýze emailových požadavků za účelem studia jak konkrétních zdvořilostních strategií, tak všeobecné struktury žádostí ovlivňující dojem naléhavosti zprávy. Nakonec studie zkoumá typy oslovení a rozloučení v emailech a podpisy pisatelů.

Empirická část prezentuje výsledky analýzy v osmi oddílech. První dva oddíly popisují zjištění získaná na základě analýzy zdvořilostních strategií. Analýza ukázala, že v samotných žádostech 85 % studentů volilo explicitní zdvořilostní strategii, zatímco 15 % studentů dala přednost implicitní strategii. Výsledky dále prokázaly, že všech 171 explicitně formulovaných požadavků bylo doplněno o zjemňující strategie převážně vůči negativní tváři adresáta. Několik žádostí bylo v argumentech doplňujících požadavky zjemněno strategiemi k pozitivní tváři adresáta. Většina studentů tak využila kombinaci několika strategií; explicitně formulované požadavky zjemněné strategiemi vůči negativní tváři obsahovaly 118 případů dalších typů negativních strategií, 94 výskytů pozitivních strategií a 100 výskytů implicitních strategií v argumentech doplňující požadavky. Naopak požadavky formulované implicitně obsahovaly v argumentech doplňující požadavky kombinaci různých strategií zřídka—29 případů negativních strategií, 14 případů pozitivních strategií a 10 případů nekonvencionálně dané nepřímosti.

Samotné explicitně formulované požadavky nejčastěji obsahovaly následující negativní zdvořilostní strategie—*konvencionálně daná nepřímost* (131), *otázky a změkčování* (150) a *depersonalizace mluvčího a příjemce* (94). Naopak pozitivní zdvořilostní strategie se vyskytovaly pouze v argumentech doplňující požadavky, mezi nejčastěji využívané strategie patřily: *zdůvodňování* (44), *věnování pozornosti a všímavost* (16) a *užívání in-group markerů* (18).

Jediné dvě strategie nekonvencionální dané nepřímosti, které se ve vzorku objevily, byly *uvedení asociačních bodů* (111) a *uvedení náznaků* (28).

Analýza dále ukázala, že nejčastěji studenti formulovali své požadavky jakožto *Reference to preparatory conditions* (54 %), zatímco druhým nejčastějším typem struktury byly tzv. *Strong hints* (24 %). Naopak nejméně často studenti volili variantu tzv. *Mood derivable* (2 %), tedy nejpřímější typ žádosti, *Locution derivable* (2 %), nebo *Mild hints* (méně než 1 %), tedy nejméně přímý typ žádosti.

Co se týče oslovení a ukončení emailů, zjištění prokázala dichotomii

mezi preferovanou variantou využívanou rodilými mluvčími a francouzskými a německými studenty. Rodilí mluvčí měli tendenci oslovovat adresáta křestním jménem následujícím zdvořilostní výraz *Dear*, zatímco nerodilí mluvčí v absolutní většině případů volili oslovení formou zdvořilostního titulu a příjmení adresáta. V emailech rodilých mluvčích se v závěru častěji objevovaly výrazy díků spíše než zdvořilé pozdravy, zatímco u nerodilých mluvčích tomu bylo naopak. Všechny tři skupiny shodně využívaly podpisy ve formě *křestní jméno příjmení*.

Druhou část empirické části tvoří kontrastivní analýzy výsledků s ohledem na pohlaví a národnost / rodný jazyk studentů. Rozbor ukázal, že děvčata měla větší tendenci využívat zdvořilejší oslovení a výraz díků, nicméně jejich požadavky byly většinou formulované pomocí přímější syntaktické struktury a také častěji využívaly jazykové prostředky naznačující naléhavost žádosti. Oproti tomu chlapci využívali familiárnější oslovení a zdvořilé pozdravy na konci zprávy, zatímco jejich požadavky byly formulované méně přímo.

Nakonec analýza emailových požadavků dle národnosti studentů potvrdila hypotézu, že rodný jazyk je jeden z určujících prvků ve volbě zdvořilostních strategií. Zatímco rodilí mluvčí anglického jazyka měli menší tendenci použít *projevy úcty* v oslovení (78 % oslovení obsahovalo křestní jméno adresáta), němečtí studenti tuto strategii ve svých emailech využívali téměř jednotně (97 %). Analýza dále ukázala, že rodilí mluvčí volili komplexnější jazykové prostředky, např. *depersonalizace mluvčího a příjemce* a *nominalizace*, než nerodilí mluvčí, kteří v požadavcích více využívali lexikálních prostředků, např. výrazu *please*. Rodilí mluvčí ve většině požadavků volili *konvencionálně danou nepřímost*, zatímco francouzští rodilí mluvčí ve větší míře využívali *nekonvencionálně danou nepřímost* a naopak němečtí studenti formulovali své požadavky jako změkčené explicitní příkazy. Ve srovnání s ostatními dvěma skupinami, měli dále němečtí studenti menší tendenci děkovat za své požadavky a v případě, že výrazy díků byly v emailech obsaženy, byly podmíněny vykonáním žádosti.

Získané závěry je nutné zhodnotit s ohledem na komunikační prostředí odpovídající české vysokoškolské instituci, kde je dle Chejnové (2013) vyloučené, aby student oslovoval zaměstnance fakulty křestním jménem. V tomto ohledu práce shledává, že němečtí a francouzští studenti jsou pravděpodobně ovlivněni podobnou dichotomií mezi osobními zájmeny *Ty* a *Vy* ve svém rodném jazyce a jejich oslovení tudíž působí zdvořilejším

dojmem než ta obsažená v emailech rodilých mluvčích anglického jazyka.

Všeobecně tedy závěrečná kapitola diplomové práce konstatuje, že se potvrdily hypotézy načrtnuté v úvodní kapitole, tj. určujícím faktorem ve volbě komunikativních strategií je národnost / rodný jazyk a zároveň rodilí mluvčí anglického jazyka volí komplexnější jazykové prostředky, zatímco nerodilí mluvčí více spoléhají na úzus a kulturní normy svého rodného jazyka. Doplňujícím zjištěním je, že pohlaví studentů má vliv na míru přímosti formulovaného požadavku.

Appendix A

Email Etiquette Document

Figure A.1: Email etiquette document sent to the incoming students

Email Etiquette for Erasmus students

Most of your contact with staff before and during your time at Charles University will be through email.

Communication has changed rapidly in recent years and most of us are used to using informal methods to communicate (such as social media, instant messaging, and texts). However, the tone and register used in emails at work or university is different and should be more formal.

Graduate employers and university staff appreciate students who use a polite, clear email style. Emails which sound professional leave a better impression and get a quicker, more detailed response. Badly written emails which express impatience or ignorance will annoy or confuse the recipient. Additionally, the email tone used at University may be more formal than you are used to, and this should also be taken into account when corresponding with staff here.

Because your email correspondence says a lot about you both personally and academically, we suggest all students pay attention to their tone and style when emailing staff (academic and administrative). Below is a brief list of some dos and don'ts that we hope will help.

Starting and finishing your emails
- **Do** make sure your e-mail includes a polite greeting and closing. This helps to make your e-mail not seem demanding. Especially with your first email, **do** start with a polite address, i.e. 'Dear Dr. Evans'
- **Don't** begin emails in an overly familiar way, e.g. 'Hey John', 'Dear Dr John Smith' (makes your addressee sound like a department store...), 'Hiya You', 'John Smith, hello', Good Day!, etc.
- **Do** pay attention to the recipient's name and title (including the spelling of names). For a university, these include: Prof, Dr, Mr, Mr, Ms., etc. Getting details like this correct shows that you have not rushed the email and it shows respect.
- **Don't** address a senior academic by their first name unless you are on familiar terms with them or they have told you that you can use their first name. Usually, if someone signs off with both their first and family names, this is an indication of formality, and you should reply by addressing that person with their title and surname. Equally, if someone signs off with *just* their first name, they are probably inviting you to call them by their first name (if in doubt always err on the side of formality).
- **Don't** sign off in an overly familiar way, e.g. 'Jonno-Boy', 'Jonno xx'
- **Do** end your emails with 'Thank you,' 'Sincerely,' 'Best regards', 'All the best', even 'Cheers' or 'Thanks' if you're using an informal style.

Style and tone
- **Do** be polite and respectful, and use good judgement. Polite and courteous emails are often dealt with more quickly and efficiently.
- **Don't** send emails that sound rude, abusive, or demanding, or make unnecessarily personal remarks.
- **Do** be patient and allow some time for a response. In busy times it might not be possible for a response to be sent. Remember, staff often receive up to 100 emails a day.
- **Don't** bombard a person with emails, especially at weekends when members of staff will be out of their office.
- **Do** think about the content of the message before you send it: ask yourself if the answer to your question involves information that could be found online.
- **Do** try to send a message of thanks or acknowledgement when appropriate.

Source: Charles University, Faculty of Arts.

Appendix B

Two Hundred Analysed Emails

Dear FN,
As I get all my credits (61 ECTS) to end up my year in Charles University,
I would like to ask you to send me the final grades record in order to
transfer it to my home coordinator.
Thank you, Best regards,
FN LN

Dear FN LN,
can you send me my transcript of records? I was in Erasmus for the
winterterm 2015/16. Thank you.
Best,
FN LN

Dear Mrs LN,
All my grades are uploaded in the SIS now, and so I would like to apply for
the copy of the Transcript of Records please.
Thank you in advance,
FN LN

Dear FN,
When I saw you on Thursday, you asked me to end you an e-mail in order
to get my transcript. This is done by now :)
Thanks a lot and best regards !
FN

Dear FN

My name is FN LN I am a student from the [University]. I studied at
Charles University from February the 8th, until June the 30th 2016. I was
an Erasmus student. I am writing to you in regards to my transcripts, as I
have not yet received them. I am extremely concerned because a lot of my
friends from other Universities have all received their transcripts. Therefore
I am curious as to why I have not. It is extremely important for me to have
these, as my University need them in order for me to progress onto my
Next year to study at the [University]. I only have four weeks left until my
semester starts, and at the moment my place for my third year is not
confirmed due to the fact that I have not received my transcripts. Thus, it
is important my University has these.
I hope you can help me in this situation,
Sorry for an inconvenience
Kind Regards, FN LN ([University])
Charles student number - [Student number]

Good afternoon,
All my grades are on the SIS so I was wondering if you could send me the
transcript of record ?
Best regards,
FN LN

Dear Sir or Madam,
I have all my grades from both my Erasmus semesters now, including the
grade from the ECES programme and would like to ask you for the official
transcript of records. Thank you in advance.
Kind regards
FN LN

Hi,
I have recently completed all of my modules and so could you please send
me my transcript of grades. All of my grades have been uploaded into the
system
Thanks,
FN

Dear FN LN,
I need the transcript of records in paper version with an original stamp.
Please send it as soon as possible to the following address

[Address]
Thanks a lot.
Best regards,
FN LN

Dear Bc. LN,
I'm writing you this email because all my grades are now in the system if you could send me the academic records so i can tranfer it to my home university.
Kind regards, FN LN

Dear Mrs.LN,
In order to conclude my inscription in my new university for the next year, I need an official document which proves that I obtained all my credits this year. Do you know how I can do to have my Bachelor document ? Thank you by advance. Have a nice day

Dear Ms LN,
all the grades and credits from my courses are now uploaded in the SIS! Do I have to do anything else to apply for the Transcript of Records?
Best wishes,
FN LN

Hi FN
I hope you are well!
I just wanted to let you know that my home university has been asking for my transcript recently. I was just wondering if you knew when I would be likely to receive it? I studied at Charles University Prague from September 2015-June 2016, my home university being the [University].
I was told I would be receiving an email copy, but my host university would also like you to send the original to this address:
[Address]

Dear Mrs. LN,
I wanted to let you know that all my courses are already graded and uploaded in the SIS. Is it possible to send the transcript directly to my home university?
Kind regards,
FN LN

Dear Ms LN,
As we discussed today, I wanted to know if I could get my transcript of
records of the winter semester tomorrow.
Thank you.
Sincerely,
FN LN.

Dear Mrs LN,
I still didn't get my Transkript of Records. I just wanted to know if you
have received my last e-mail. My student-number is: [Student number]
Kind regards,
FN LN

Dear Ms. LN,
I would like to apply for the copy of the Transcript of Records with this
e-mail. All my grades are uploaded in the SIS and a couple of weeks ago I
saw them also uploaded on the ECES page, even though for some
mysterious reason I cannot log in on that page anymore at the moment.
Will grades for both programmes be featured on the same Transcript
on-records or on separate ones?
Also, I did an intensive Erasmus Czech language course at the beginning of
the semester and got a separate certificate for that one. I put into my
Learning Agreement, but since the course is shown on the SIS, I assume it
also won't be part of the Transcript of Records. Is this a problem or is it
sufficient if I just hand in the Transcript of Records and this certificate
separately to my home university?
Finally, I will stop by in your office today for a signature under my final
Learning Agreement and the Certificate of Departure, I hope that is fine.
Thank you and best regards,
FN LN

Hi,
I was an Erasmus student and I have been home for some months now. I
was wondering if it would be possible to have my transcripts please so I can
progress on to my final year at university.
Student Name: FNLN
Student Number: [Student number]
Kind regards,

FN LN

Hello,
Please could you email me and my home university [University] my transcript as I need it before I can start my final year on the 18th of September.
Thanks,
FN LN

Dear FN LN,
I contact you to find out how to retrieve my transcript. Indeed all my grades are on the website of the university but I would need an official document.
Moreover I was wandering if it is possible to send my grade transcript to my place?
thank you for your time and your help.
Best Regards,
FN LN

Dear FN LN,
Could you send me by email the transcript of my results of the two semesters when you have time to do it please?
Thanks by advance,
Best regards,
FN LN

Hello,
I have finally all my result of my semester in Charles University. Can you send me the official transcript of record ?
Best regards,
FN LN

Hi FN
I hope your summer is going well. I was just wondering if you could possibly send me my transcript? Or let me know who I go email for it.
Thank you,
FN LN

Dear FN LN,

I have all my grades on SIS system now, so i would need my transcript of records sign buy you.
Thank you very much,
Kind regards,
FN LN
Sent from my iPhone

Dear FN
I'm so sorry for the delay in this response, but I've been travelling all summer and have just arrived at home where my forms and bags etc were sent at the beginning, I'm about to send over my departure forms, but I was desperately wondering whether I was still able to recieve my grade transcript for the year this late? I've had no help from my home university and really struggling to get everything sorted!
Many thanks and apologies
FN LN

Good afternoon,
I write just to say say that I have all my marks. So what I have to do now ?
Thank you
Best regards,
FN LN

Dear FN
Can I apply for the transcript of my student records to send back to my home university?
Best Wishes,
FN LN

Hello FN , I've now received all of my grades back for my modules. Would it be possible to receive my end of year transcripts for my Erasmus + coordinator?
Many thanks
FN LN

Dear Ms. LN,
Could you send me my transcript of records and the one of FN LN, please?
You could send both to my email-adress. Just in case there are any data

privacy regulations, FN's email-adress is [Email address]. And please, send us the original documents, too. The postal adress of our home university is: [Address]
Thank you very much! We had a really nice stay at Charles University.
With kind regards,
FN LN (and FN LN)

Hello,
I finished all my exams and I need my transcript of record.
Cordially
FN LN

Dear FN LN,
thanks again for your help with the certifications for my university. I have just went to my Institute for transferring my grades with the transcript and got the news, that I need the original to show them and that the scan is not enough. Would you mind send me the transcript and the confirmation for ECES for FN LN to my address in [City]: [Address].
Thanks again for your help!
Yours sincerely,
FN LN

Hello,
I am emailing about getting a copy of my transcript of records since all my grades are now on the SIS system.
FN

Dear FN
I have now completed and received all grades for my modules in Prague please could you send me my transcript.
Many Thanks
FN LN

Good afternoon Ms LN,
since yesterday all grades are listed in the SIS. However, two of them are wrong. FN LN ([Course]) as well as FN LN ([Course]) must've written you an e-mail by now that instead of a C I have an A in both classes. So before the Transcript of Records is send to my home university it is necessary to correct the grades.

Furthermore, my de-registration is set for the end of march. Therefore, it is quite important to recieve the Transcript in time. Thank you very much for your effort!
With kind regards,
FN LN

Dear Ms LN,
I'm writing you to ask when the Transcript of Records will be sent to me since my home university is asking for it until the end of September.
Best regards
FN LN

Hi FN
I have received my final grades for all my classes and would ask if it would be possible to pass my transcript on to my home university.
Kind Regards,
FN LN

Dear FN
Okay, thank you for telling me this. I apologise for the inconvenience and I am sorry for not contacting sooner, it has been a stressful couple of months. Can I still receive my transcript for the classes that I have completed?
Regards
FN

Dear Mrs LN,
Is it possible to receive my transcript of grades (by e-mail), so I can complete my Erasmus survey and receive my scholarship ? (I have only one course which is not validated but, I won't validate it anyway, since I validated 94 ETCS) I hope Prague is as sunny as Paris right now,
Best regards,
FN LN

Dear Ms. LN,
I would like to apply for the copy of my Transcript of Records as I can see all of my results in the SIS now. I don't need the printed version for my home faculty, so a PDF would be enough.
Kind regards,
FN LN

Dear Mrs. LN,

just wanted to let you know that all my grades have been uploaded on the SIS platform. Thus my transcript of records can be prepared and queued.

With kind regards,FN LN

Hey Mrs. LN,

i need an Example of my Transcript of Records. Just an E-Mail would be perfect!

Thanks and best wishes.

FN LN

Dear FN,

Since I received all my grades for the courses, I would like to apply for the copy of the Transcript of Records.

I just need the transcript sent per email not via regular mail.

There is just one small inconsistency: regarding the wellfare state course, the transcript from the SIS says "Z" which means "passed" but the teacher graded those who needed a grade (including me).

In the "summary of exam results" the result even shows "C" with a small question mark next to it that says, I got grade "A" out of A-B-C-D-fail.

I already wrote the teacher about this issue and he said "It is a mistery to me why you do not have the A (or a 1) in the transcript. I honestly do not know. If you have been in contact with someone from the administration, try to ask them or connect me to them so that we can solve this."

Can you help here?

Thanks in advance!

Best regards

FN LN

Dear Ms. LN,

my grade and credits are uploaded in the SIS so I would like to apply for a copy of my Transcript of Records. Please do not be surprised that there is only one grade in the system. The other courses I only attended without taking an exam, still it is important that they are listed on the transcript.

Best regards,

FN LN

Number of Matriculation: [Student number]

Dear Ms LN,

since today my results in SIS and ECES are complete, so I would like to
apply for a copy of my Transcript of Records.
Thank you!
Kind regards
FN LN

Dear Ms LN,
I just received my last grade from my previous Erasmus term and would
kindly like to ask you to send my a Transcript of Records.
Kind regards,
FN LN

Hi FN
Can I please get my transcript of records now all my results have been
finalised.
Thanks in advance
FN

Dear FN
Would it be possible to obtain my transcript of marks from my time in
Prague?
Thanks,
FN LN
Sent from my iPhone

Dear Ms LN
My final grades have now all been submitted into SIS. I was wondering if it
was possible to get a signed/official copy of my transcript emailed to me?
Unfortunately I left Prague a few days ago, so I can't come and get it in
person. Is this possible?
Best,
FN LN

Dear FN
I am emailing you to inform you that all of my results are now complete on
the on-line information system. As a result, I am now seeking a copy of my
Transcript of Records whenever that may be possible.If it could be emailed
to me directly that would be great, as my home university requires that I
submit it to the international office in person myself.

Kindest regards,
FN LN

Dear FN
Can I request an official transcript for my time here on Erasmus?
Best,
FN LN
Sent from my iPhone

Dear Miss LN,
i just finished my Erasmus Semester in Prague and want to let you know
that all my marks are in the System already. How can i get my Transcript
of Records? Do i have to do something or can you send it to me by mail?
Thanks in Advance.
Kind Regards,
FN LN

Dear Ms LN,
All the results are now on the system, can I have the transcript of records
please?
Best regards,

Dear FN LN,
Can you send me by email my transcript of records from the 1st semester.
Thank you
Kind regards,
FN LN

Dear FN
I can't find the email I was supposed to reply to in order to request my
transcript of results. However, I have a completed transcript now so would
it be possible for it to be forwarded to my home university. ([University])
Many thanks,
FN LN

Dear Ms LN,
Now that I have all my grades in the SIS, will you please send me my
transcript of records?
Thank you very much.

I wish you a happy summer holiday.
Sincerely,
FN LN.

Dear FN
I am writing this email to ask if you could send my grade report for the summer semester and then I will be able to forward it back to my home university
Kind Regards
FN LN

Dear Ms LN
I am writing to you because my home university is requesting my transcript for last semester at Charles but I am not sure how I can access or request it, could you point me in the right direction?
Many thanks,
FN LN

Hi,
Do you think you might be able to send me my transcript? I have received all of my grades for the year. Alternatively, do you know where I can get a copy of my transcript?
Thank you for your time.
FN

Dear Mrs. LN,
As all your grades and credits from both graded and ungraded courses are uploaded in the SIS, is it now possible to have my Transcript of record issued ?
Thank you in advance,
Yours faithfully
FN LN

Dear Ms. LN,
I'd like to ask you for my Transcript of Records of the last semester.
Kind regards,
FN LN

Dear Mrs. LN,

all my exam results are uploaded in the SIS. So could you please send me
my transcript of records? I think a scanned PDF should be enough.
Thank you in advance!
Best regards
FN LN

Dear Mrs LN,
I am sending you this e-mail because I saw that all my results were
uploaded on the SIS.
Best regards,
FN LN

Dear Madam,
I hope you spend very enjoyable holidays.
Would that be possible to send my transcript of records at my personal
address ? I still haven't required it yet, I hope it is still possible to do so !
[Address]
Thank you again for your kindness all along this year, it was a true
pleasure to live in Prague and to study at the Faculty of art.
Very best regards,
FN LN

Good morning,
All my notes are available , can I have my transcript of records ?
Thanks you for all
Greats regards
FN LN

Dear Mrs LN,
The last results are now on SIS. Can you please send me the last document
I need to send to my coordinator in France?
Thank you very much,
FN LN

Hello,
I have not yet received my transcript for my year at Charles University, if
possible could you let me know when I can expect to receive it - or if it is
already available online, where I can find it.
Many Thanks,

FN LN

Dear Ms LN,
I finally received all my grades. I am sorry for the delay.
Best regards,
FN LN
Sent by Outlook for Android

Dear FN
My university has lost the copy of my transcript with my results on which I need to move on to the next academic year, is there any possibility that Charles University can send an electronic copy to this email address, [Email address] It is very important and don't know what other way that can obtain the results, any help would be greatly appreciated, Thank you very much.
FN LN

Dear FN
I have received all of my grades for this and semester and was wondering if you could send my grades to my home university.
Thanks,
FN LN

Dear Ms. LN,
I would like to be sent my transcript of records as all of my grades have been updated in the system.
Thank your for your time, kind regards,
FN LN

Dear FN LN,
I would like to apply for my Transcript of Records of my courses listed in the online information system (SIS) AND of the two ECES courses I took. Below I added a list of the courses I need a Transcript of. Thanks a lot.
[Course]
[Course]
[Course]
[Course]
[Course]
Best regards,

FN LN

Dear Ms LN,
thank you for sending me the transcript of records. It would be very kind if
it would be possible to send me a printed copy as well. Please send it to the
following address: [Address].
Thank you for your effort.
Kind regards
FN LN

Hi FN
Would you be able to let me know about my transcript of results and if this
is sent by Charles University or by me to my sending institution -
[University]. My year abroad coordinator will need to have this by mid
August and I am unsure whether this has been sent or not.
Regards
FN LN

Dear Ms. LN,
I wanted to ask when the Transcript of records will be send to me. I read in
another email, that on the first of September they will be send out, but to
this point I haven't got one.
I would glad to hear from you about that.
Best Regards
FN LN

Dear Miss LN,
all my credits, I mandatory need for the Transcript of records, are uploaded
now in the system, except the intensive language course I made.
Kindly regards
FN LN

Dear FN
My transcript of records has just become available on SIS (ID: [Student
number]). My home university have requested a copy of this to be sent to
the following address:
[Address]
email: [Email Address]

I will be very grateful for you forwarding my transcript to my university so
that I can go through to the next year of my degree. Thank you.
Kind regards,
FN LN

Dear Miss LN,
I would like to inform you that I got all my grades and credits in my SIS
system, so can you please now issue the transcript of records so I can
submit all my documents to my home coordinator. My student number is
[Student number].
Best regards,
FN LN

Dear LN,
I am currently gathering all the documents I need for the applications to
the different masters I am applying to. Among them, I am asked to provide
my transcript of grades of the first semester of this year. This is mandatory
and I would need it as soon as possible since some of the due dates are in
the middle of May.
Thank you in advance.
Best regards,
FN LN

Dear Ms LN,
I was in Erasmus during the first semester and i finnaly have all my grades
in the internet system. I thus need them for my home university. Is it
possible to send me the original transcript to my personnal adress please ?
[Address]
Best regards and thank you,
FN LN

Mrs. LN,
Like it is said below, I answer to this e-mail in order to have my transcript
of record. All of my results are uploaded now on the website. My sending
university coordinator have told me to send all the papers as soon as
possible.
Kind regards,
FN LN

Hi FN

Would it be possible for you to send me a copy of my transcript? I totally forgot that I needed one and my university are looking for it.

Kind regards,

FN LN

[Student number]

Dear Ms LN

I have to send my official transcript of records to my home university and I am not sure if I have received it. Could you please send it to me ?

Best regards,

FN LN

Good morning,

I'm writing to you because I receive my marks from the Faculty of art and Famu, I'm a French [Degree] student. Can you send me or to my school [University] the official paper for the marks. Thank you,

Best regards,

FN LN

Dear Ms LN

I have all my Erasmus grades on the Sis, is it possible to have a paper with them and with the equivalence in French notation ?

Best,

FN LN

Good morning FN

Could you please send me my transcript of records as soon as you can ?

Thank you,

FN LN

Dear Mrs LN,

now that all my grades are in the SIS system I'd like to ask you to send me my Transcript of Records. I did not take the exam in the Czech Language Course because I could not get it acknowledged at my home university. So it is allright that there is no grade provided for it.

My adress changed as well. It is now:

[Address]

With kind regards,

FN LN

Dear FN,
Please can you Tell me when and where I'll receive my final paper with all
my results to give it to my univerity and validate my year ? I've had all my
grades in Prague
Best regards
FN

Dear Ms LN,
I would like to pick up my Transcript of Records tomorrow during the office
hours, since all my courses have been booked already. Would that be
possible?
Best wishes,
FN LN
Gesendet mit Telekom Mail – kostenlos und sicher fur alle!

Dear FN,
Regarding to my summer term at the Charles University, I am writing to
ask you if you still need any paper as I did not have all the marks when I
left.
Thank you,
Kind regards,
FN

Dear FN
Can I please have a transcript send to me as soon as you can as my grades
are now all in the system.
Thank you,
FN

Dear Mrs LN,
I need the original document of the Transcript of Records in order to get
the courses approved for my academic performance.
Could you please send me the original and stamped document to my
address by post?
My current address is:
[Address]
Thank you in advance, FN LN.

Dear FN

I was an Erasmus student who studied at Charles University during the winter semester. I was wondering how do I apply for an official transcript of records? My results are available on SIS CUNI but my home university says I need an official transcript from Charles University.

Kind regards,

FN LN.

Dear Mrs. LN

I hereby kindly inform you, that all my grades have been uploaded in the SIS.

Have a nice day and best regards

FN LN

Dear FN LN,

I checked my SIS and wanted to let you know that all my results are complete now.

Would you please send the Transcript of Records to me and I will forward it to my home university.

Thanks in advance and kind regards

FN LN

Student number: [Student number]

Dobry den,

since today I have all my credits and grades uploaded in SIS (apart from the [Course]. Don't know if it's even possible to upload the credits for this course in SIS?) and because of that I wanted to ask for the copy of my Transcript of Records.

Hezky den and kind regards,

FN LN

Dear FN LN,

I passed all my exams and all the results of my subjects are registerd in SIS. Hereby I would like to apply for a copy of the transcript of records of my subjects.

Kind regards,

FN LN

Dear Mrs. LN,

All my grades and credits are uploaded in the SIS and the results of my
ECES classes from the first semester were hopefully sent to you. It would
be great if I could receive the transcript before the 31. July as this is the
deadline of my Erasmus coordinator. In case you are sending it by post as
well, my current address is [Address]. Thank you very much.
Yours sincerely
FN LN

Dear Mrs LN
You sent me my transcript of records yesterday, however, one of my grades
was changed today. Can I ask you therefore to send me the new version of
my transcript of records?
In advance, I thank you,
Best wishes,
FN LN

Dear Mrs. LN,
all my grades etc. are uploaded in the SIS. So it would be great if you could
create my transcript of records.
Best regards
FN LN

Hello FN
I attended Charles University last semester as part of the Erasmus
programme. My home university requires an official transcript of
records/results that should be signed and stamped. is it possible for you to
email or mail these to me?
Kind regards,
FN

Hello,
I received all my grades on the SIS system, can you send me the summary
of my grades?
Thank you,
Best,
FN LN

Dear FN LN,

I have all my results since today. How the procedure of transcript is
working?

I applied for master, and I'm taken in the university I want if I can justify
that I have my bachelor diploma before the 30th of June. I hope it will be
okey, that all the procedure (including in my home university) will be done
by this date.

Regards,

FN LN

Der Miss LN,

I asked at my university and they need also the paper version. Would you
maybe send it to :

[Address]

Thanks a lot in advance.

Kind Regards,

FN LN

Dear Ms. LN,

I would like to apply for my transcript of records as I just got the grade for
my last paper.

Thank you for your help!

Kind regards

FN LN

Dear Mrs. LN,

Now, all grades in the SIS are complete.

Please send zur Transcript of Records to my Adress:

[Address]

Thank you for your kind Support

The Semester at your University was a Great Experience!

Best regards

FN LN

Dear FN LN,

I am sending you this email to tell you that all my results are in the SIS. So
can you prepare my paper?

Have a nice day,

Best regards,

FN LN

Dear Mrs LN,
I received all my grades on SIS, could you make the transcrip of records for
the winter and summer semester ?
Best regards,
FN LN

Dear Ms LN,
my home university asked me for the Transcript of Records. They need it
to the 31th of march.
When I will get the Transcript of Records?
Kind regards,
FN LN

Dear Mrs. LN,
I have just seen that all my results are completed at the SIS, so I wanted to
apply for the copy of the Transcript of Records.
Thank you and best wishes,
FN LN

Dear FN
I'm emailing to request a transcript of my results- I have thirty credits
worth, made up by four Charles University classes and one ECES program
class.
Many thanks,
FN LN

Dear Mrs LN,
Thank you very much for you help in solving my problem with the SIS.
When could I come to your office to get my transcript of records, as well as
your signature for other documents?
Best regards,
FN LN

Dear Ms LN,
thank you for sending me a scan of the Transcript of Records. My advisors
at the [University] told me that I also need the original version of the
Transcript of Records to get the credit points. Is it possible for you to send

it either to the International Office of [University] or to me? My postal
address is:
[Address]
Thank you very much for your help!
Kind regards
FN LN

Dear Ms LN,
many thanks for your answer.
My University needs a hard copy version until the 31th of march.
Please send it to this adress:
[University]
Many thanks for your help.
Kind regards
FN LN

Dear FN
Could you send me my academic transcript please with all of my grades for
both semsters?
Thanks,
FN LN

Dear FN LN,
now finally all professors put the marks into the SIS, so I can ask for my
transcript of records (FN LN, Erasmus student for one year at faculty of
Arts, [Student number]). I have also finished one ECES course for [Course]
in the summer semester and was told that you can add it to my transcript,
because it is not appearing for me in the SIS.
Now FN LN didn't answer to my mail as she seems to be out of office and
then this week the office in the faculty of arts is closed.
So the European Office gave me your address. As this is unfortunately my
last week in Prague, I need to ask you to please send me the transcript via
email.
I also need a signature for my departure from the university, I would send a
scan on monday. Can you sign, scan send it back via email as well?
Thank you so much for your help!
Yours sincerely
FN LN

Good afternoon,

My teacher finally put my last grade in the SIS. So could you please send me the transcript of records?

Thank you in advance,

FN LN

Dear Mrs. LN

I will be back in Prague starting tomorrow if me coming directly to the office can help for the certificate of departure and the transcript of record. If it is easier for you, please let me know when to stop by.

Best Regards,

FN LN.

Hello,

I had an Erasmus program for the 2015-2016 year. My home university ask me my results of my exams with a paper of Charles university. I gave them the screen of my results in SIS website, but it's not enough... Is it possible to have a paper, more "official" ?

My name is FN LN, I came from [Country] from [University], in [Degree]. Thank you.

Hello Mrs LN,

I want to apply for the copy of the Transcript of Records. I have passed my courses and all my grades and credits are uploaded in the SIS.

Kind regards

FN LN

Dear FN LN,

I hereby apply for the Transcript of Records from last semester (Feb – Jun 2016) I kindly ask to consider the mark in the comment section of the course "[Course]" by Ms. LN as I need my courses to be graded.

Kind regards

FN LN

Dear Ms LN ,

I have to apply for master degrees and there are asking me to send my grades of the 5th semester.

Is it possible for you to send me a provisional transcript of records just for the first semester of this year?

Best regards,

Dear FN,
I was just writing in order for you to create and send me my transcript.
Best Regards,
FN LN

Dear Ms LN,
I took lessons during the first semester at the Charles University, then I am
wondering when I will receive my school report. I need it as soon as
possible for my registrations for next year and to send to the Erasmus
scholarship. Do you know when I will receive it?
Thank you in advance,
Kind regards,
FN LN

Dear Madam LN,
I send all my grades and credits I receive on the SIS. Can you provide me
the transcript of record?
I also make the [Course]. Can you integrate it at my ytranscript of record?
Best regards,
FN LN

Hello FN
I have just received my final grade from summer semester at Charles.
Would you be able to send my final transcript to [University] now I have all
my results?
Much appreciated,
FN LN

Dear Ms. LN,
I am letting you know that all my grades and credits are now uploaded in
the SIS, and I would therefore need my transcript of records as soon as
possible, as it is required for the payment of my mobility benefit.
Thanks a lot in advance.
Best regards,
FN LN

Hello,

I've received all my grades in the IS system, but am now in England. Is it possible to receive a copy of my final transcript? Thanks
FN

Dear FN
would it be possible to receive a transcript of my grades or should I come to the office to pick it up?
Thank you,
Kind Regards
FN LN

Dear Mrs. LN,
i've spend the WS15/16 at the Charles University with the Erasmusprogram. For the acknowledgement of my achievements at the [University] I need an original version of my transcript of records with signature and stamp. Would it be possible to send it to me as soon as possible?
My postadress:
[Address]
Thank you very much!
Kind regards,
FN LN

Hello,
my grade is inserted. Could you send me the Transcript these days? Thank you very much!!
Kind regards,
FN LN

Dear FN
I hope you are well. I have finally received all my grades on the CIS, please may I now have my transcript of records?
Kind regards and best wishes,
FN
Get Outlook for Android

Dear FN
Apologies for the slight lateness. I have been working in London and haven't had much time to look at my emails.

I was hoping to get a copy of my transcript of records in order to finish the final pieces of paperwork.
Thanks very much
Best Wishes,
FN LN

Dear FN
I have received all of my grades online on the SIS system. Would it be possible for you now to send me a copy of my completed transcript of results.
Kind Regards
FN LN

Hello Mrs. LN,
I would like to know if it's possible to have a transcription of my grade of the first semester. And if it's possible to get the paper at your office.
Cordially
FN LN

Dear Mrs LN,
I am FN LN, erasmus+ ,student from [University (Country)], I send you this email to tell you that all my courses are passed on the system and that my transcript of records can finally be done,
have a nice day, kind regards,
FN LN
(Erasmus+ student from [University, Country]

Hello FN
I hope you are well. The Erasmus team at my university [University] have requested an academic transcript of my marks from my year of study in Prague, if you could please provide this to either myself or my Erasmus Office [Email address] and the original copy, if available, to be sent to [Address], it would be greatly appreciated.
Thank you very much for your help,
FN LN

Dear FN LN,
unfortunately, I did not receive my Transcript of Records until now. I'd like to ask you to send it to me via email or mail, address below.

If there are any problems concerning my Transcript of Records, please let
me know so I can take care of it.
Best wishes,
FN LN
([Student number])
Address:
[Address]
Email: [Email address]

Dear Madam,
As I told you in the beginning of the week I would like to have my results of
the first semester.
You answered it would probably take two weeks. I come again to you just to
be informed of that. Because I really need these results by the end of May.
I am looking forward to hearing from you.
Best regards,
FN LN

Mrs LN,
I'm an erasmus student in Charles University in [Degree] and I passed all
my exams. Is it possible to have an official document, like a gradebook, for
all my notes that I could send for my masters ?
Thank you very much,
Kind regards,
FN LN.

Hello,
I have all my grades it is possible to have my transcrit of grades.
Thank you
FN LN

Dear Ms LN,
thanks a lot for the fast response! I would like to ask you to send it at the
following adress:
[Address]
Thanks a lot and all the best,
FN LN

Dear Mrs LN,

I have now received all my grades, is it possible to get my transcript of records?
Thank you very much,
Best regards,
FN LN

Dear FN LN,
I would like to get my transcript of records as I know have all may courses passed.
But I also passed another course in the ECES-Programm. When would it be good to pick up my transcript of records?
Best regards,
FN LN

Dear FN
I have received all of my grades, can you please send me a copy of my transcript?
Kind regards,
FN

Good afternoon,
I would like to have my transcript of records please because I have all my grades.
Best regards,
FN LN

Dear FN LN,
I received the last mark for my courses in Charles University now and so I'm asking for my Transcript of Records.
Thank you very much!
Kind regards
FN LN

Hello FN
I received today the grade that was missing.
Is it possible that you send me the paper for the conversion, with all my final grades?
I hope you see what I mean,
Thank you very much,

Sincerely,

FN.

Hello, I was an Erasmus student last year and my grades have finally been input into the SIS system, can you send me an email of my transcripts as my university needs them?

Many thanks

FN

Dear Ms. LN,

All my results are complete in the SIS, so I would like to ask you for a transcript of records.

By the way: I spent a wonderful semester in Prague, thank you!

Best regards,

FN LN

Dear Ms LN,

Is there a way that I could receive my transcript of records? I know it has been sent to my university but I would also need it to show it to another department.

With kind regards,

FN LN

Dear FN

I have now received all my results on SIS, please could you email my Transcript of Records as soon as possible?

Thank you very much,

FN LN

Dear Ms LN

My teacher just added the grade, i think my transcript is complete now.

Best,

FN LN

Hello,

I am contacting you today because I am applying for masters.

I was wondering what was the way to get my grade from SIS to a paper so I can add it to the files I am sending them.

Thank you for your help and time,

Sincerely,

FN.

Dear Ms. LN,

I would love to receive this transcript as a paper. The address of mine is :

[Address]

Best regards and thank you very much, I had a very nice time at your

University :)

FN LN

Dear FN

I am writing this email to you in order to request the transcript of records

as all my grades for the year are now entered in the system.

With thanks and best wishes,

FN LN

Dear FN

I have now received all of my grades in the SIS and would like to request a

transcript of my exam results. My department are currently in the process

of signing and sending my Learning Agreement so that should be with you

shortly.

Thanks very much,

FN LN

Dear FN LN,

I send you this email concerning my semester validation. Since I had many

problems with different courses, I could not get all my marks. For instance,

one of the teachers did not want to give me a mark for an essay because she

said it was terrible. So I tried to ask for help and if I could do anything to

obtain it but it was in vain.

Therefore, I would like to know if you could give me all the marks in my

transcription of records, even if they are failed ones (4). I just need this to

prove to my French coordinator that I have been attending the courses. I

need this only not to owe my scolarship back and I dont need it to pass it

since I know that I have failed it.

Best regards,

FN LN

Dear FN LN,

All my restults are completed in (SIS). Could you please send me the
transcript of records.
I will bring you the certificate of departure next week.
Kind regards
FN LN

Dear FN LN,
I would like to apply for the copy of my Transcript of Records, because all
the results of my courses are uploaded in the SIS now.
Greetings,
FN LN

Dear Miss LN,
Today i revived the transcript via post but it's the old one. Would you send
the new one to the same address again please?
Thanks!
Kind regards,
FN LN

Dear madam,
I have all the grades available in my SIS, how does it work to get the
transcription of the grades?
Kind regards,
FN LN, [University]

Dear Mrs. LN,
since today, all the grades for my courses that I participated during this
summer semester in Prague are listed on SIS. Therefore, I would like to
request You to send me the Transcript of Records to this address:
[Address]
My student's ID number is: [Student number].
Thank You so much for Your help and have a good week!
Best wishes,
FN LN

Dear Madam,
I am writing to you in order to have the transcript of records (for my
second semester).
I have now received the results of all my courses. You can find it bellow :

[Course] : 1 ;

[Course] : 1

[Course] : 1

[Course] : 1

Is it possible to scan me the document ?

Thanks in advance.

Best regards,

FN LN

Dear Mrs. LN,

I saw in the sis system, that all my grades were put there by my teachers.
Could you start to make my transcript of records. This would be really nice
of you.

Kind regards,

FN LN

–

Mit freundlichen Grussen

FN LN

Fur Kursarbeit oder Anfragen:

[Email address]

Dear Mrs LN,

I just wanted to let you know that finally all my results should be in SIS.

Could I ask you to send me the transcript?

Thanks a lot!

Best wishes,

FN LN

Dear Ms LN,

I would like to inform you that all grades and credits have been uploaded in
the SIS. One course is still missing but I have not participated in the exam
so the "not-passed" is correct.

I would like to thank you for your help during my stay at the university, I
really appreciate that!

Kind regards,

FN LN

Dear FN LN,

Nowadays I am doing my applications for next year. I need to have transcripts of all my previous semesters and I arrive in Prague in September. Could you send me my winter semester's transcript by email please, or should I come to your office to have it?

Furthermore, I would like to know if your office still will be opened with the same timetable during all June.

Thanks by advance,

Best regards,

FN LN

Dear Mrs LN

Thank you so much for your quick answer and for accepting to send it to me by email, it was so helpful.

By this email I also would like to ask you some questions about the transcript of grades for the semester, I am still waiting for my last grade for a final essai and, for that course I am still not passed on SIS so far. I was wondering, when I will have this grade, how long will it take for Charles University to send to me the transcript ? And also how is it sent ? By email or by postal mail ?

The reason why I am asking this to you is that I am applying to many masters in France and to accept my registration, they need my french transcript absolutely. The problem is that, I am afraid of the length of this procedure from Prague to [University] and then from [University] to my future university. Also, I would be grateful if you could give my an approximation of the time this procedure needs and also if it was possible to do it by email to be quicker.

I hope my request is not too complicated for you in those busy times of departures and also registration probably,

I wish you a nice week-end,

FN LN

Good morning,

I am sending you a message concerning my final graduation. As you told us previously, I have right now all my grades (on the SIS system) and I would like the official paper of them.

Do you need any others informations concerning my registration or my courses ?

Thank you in advance for you answer,

Best regards,

FN LN.

To whom it may concern,

I am sending you this email in order to ask you for the Transcript of Records of this Erasmus year. I need it to apply for a master in France as soon as I can.

Also, I would like to ask you concerning the certificate of departure. Can I bring it to your office before the 12th of June so you can sign it ?

Thank you in advance,

Best regards,

FN LN

Get Outlook for iOS

Dear FN

Could you please send me the official transcript of marks? My student number is [Student number]

Best regards,

FN LN

Dear FN

I have not received my transcripts of records yet. Will it be sent out soon?

Many thanks,

FN

Sent from my iPhone

Dear Ms. LN,

As we've agreed in the call few minutes ago I will ask you for my Transcript of Records for my last two terms (winter-term 15/16/summer-term 16) of Erasmus-Study in the Faculty of Arts, Charles University.

I finally finished my study which means all courses which I didn't attend or received a grade are finished.

You can send me the trancript via Mail on this adress.

Here are again my student informations:

Name: FN LN

Student-Number (at Charles-Uni): [Student number]

Faculty - Study: Faculty of Arts, [Field of Study]

Name of Home University/Student Number: [University], [Student number]

Contact of Student: [Phone number], [Email address], Adress: [Address]

Contact of University (International Office): [Phone number], [Email address]; Adress: [Address]

Thank you very much for your support and let me know if you need any further informations,

Best wishes

FN LN

Dear Mrs. LN,

all my courses are passed and recorded on SIS. Would you prepare my transcript of records and send it to me? Thank you very much.

Kind regards,

FN LN

Dear Ms LN

I have finally all the grades entered in the SIS. You confirm me, that the grade in Romantic, will apear on the transcript as comment ?

I wish you a good day,

With best regards,

FN LN

Dear Mrs. LN,

attached to this email you find my Transcript of records because all the exam results are uploaded now. Please note that the first course of Mr. LN is graded with a "C" but I also send you his email which explains that I passed that course with an A-.

Thank you very much for your help. Studying in Prague was a great experience.

FN LN

Dear FN

I am leaving tomorrow and will come and get my departure certificate signed, can I collect my transcript of results too?

Thank you,

FN LN

Sent from my HTC

Hello,

I just received my last grade, could you send the transcript of records to my home faculty please?
Have a good day.
Regards.

Dear Madam,
I just received my last grades for my semester in Prague and I would like to ask you to scan me a copy of an official transcript in order to transfer to my university in France for them to make the conversion. Besides, I also seen that for two of my class ([Course]) I was just graded Z (attestation of presence I think) but I asked the teachers to give me a grade and both gave me an A (it's written on my transcript in the student information system) and I would like that to appear on my official transcript please.
All the best,
FN LN

Dear Mrs. LN,
may you please send me my transcript of records from the winter term 2015/16 of my Erasmus stay. My registration number of the Charles University is [Student number]. Would it be possible to send me a digital version as well besides the original one?
Thank you!
With the best wishes
FN LN

Dear Mrs LN,
I would like to get my transcript of grades of the second semester. Could you please email it to me ? Thanks in advance.
Have a lovely afternoon.
Best regards,
FN LN.

Dear Misses LN,
I have all my grades now, could you please send me the transcript of records ?
Thank you.
Best reguards.
FN LN

Dear Ms LN,
last summer term (2014/2015) I have been studying at Charles University.
My regular [University] needs to know how many CPs I got during my
Erasmus semester.
Today I tried to log in to the SIS, but my data does not work and I can't
change my password anymore.
There are still 2 courses that are not entered yet, but that is not so
important.
Would it be possible to send me my provisional Transcript of Records or is
it possible that I get a new log-in-code?
My data:
FN LN
[Date of Birth]
student number: [Student number]
Thank you in advance and best wishes to Prague FN LN

Dear FN LN
Can you send me my transcript of record for the second semester please ?
Kind Regards,
FN LN

Dear Ms LN,
all my results have now been booked in the SIS and by the ECES and I
would like to ask if it is possible to come to the office tomorrow and get my
Transcript of Records and my Confirmation of Stay. Is there anything else I
will have to do regarding the ECES?
Thank you for your help,
Kind regards
FN LN
(study ID - [Student number])

Dear Mrs. LN,
you can print my transcript of records, all exam results are in the SIS.
There should be also one result of an ECES-course (6ECTS), I hope you
got the email.
Thank you very much
FN LN

Hello,

All my grades have been registered in the SIS.
Could you send me a copy of the transcript of records ?
Kind regards,
FN LN.

Dear FN,
I would like to ask you to print my grades of the first Semester as I need it
to apply for masters.
Thanks,
Sincerely,
FN LN

Dear Mrs. LN,
With this Mail I would like to inform you that all my grades are uploaded
in the SIS system. Could you please send my Transcript of Records to me?
Best regards,
FN LN

Hello,
I was in Erasmus during the first semester and I came back home on the
23th january.
I am writting you this email because I saw I had all my marks as you can
see on this picture. My home university is asking me for the official paper
for the marks. Is it possible from you to send me this paper ?
Best regards,
FN LN

Good afternoon FN,
Could you please send me my school report for first semester?
Thank you,
FN LN

Dear Mrs. LN,
I have finished all my examens and the results are all in the SIS. I wanted
to ask how it is going on with my Transcript of Records? Do you need
anything else then the marks in the system?
Kind regards,
FN LN

Hello, prior to a few hours ago I have received my final grade from [Course].
In this module I scored a 2.
As of now I have received and passed all of my Erasmus modules.
Kind regards
FN LN

Dear FN LN,
unfortunately my university told me today, that I need the Transcript of
Records as an Original.
Would you send me the original version with signature and seal?
My address is:
[Address]

Dear FN LN,
I've just received all my results from the summer semester and they are
completed in the SIS now.
I'd like to apply for a copy of the transcript of records now.
Kind regards
FN LN

Dear Mrs LN,
I would need of my transcription of marks (winter semester) for my home
university. Please, could you email it to me ?
FN LN would need of it too.
Thanks in advance.
Have a lovely evening.
FN LN

Dear FN
I hope you are well!
I have submitted my last piece of work and am just waiting for this to be
marked. My home university need my transcript back as soon as possible, I
am unsure on how this part works, can you get back to me when you can.
Many thanks,
FN LN

Dear FN LN,
I am FN LN and I to Prague last semester as an Erasmus student. I didn't
complete my semester but I still need to have an official document showing

my marks at the exam (or saying that I wasn't there). Do you know where can I find such a document?

Thanks a lot,

Best regards,

FN LN

Dear Mrs. LN,

are the Transcripts of Records already prepared for us ERASMUS students?

Thank you&Kind regards

FN LN

Dear Miss LN,

I hope you are having a nice summer in Praha and that everything is going well.

By now all my credits are in the Online System and I was wondering, if you could send me my learning agreement via Email.

Best regards,

FN LN