A Genre Analysis of Reprint Request E-mails Written by EFL and Physics Professionals

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Abstract

The present study aimed to analyze reprint request e-mail messages written by postgraduates (MA students) of two fields of study, namely Physics and EFL, to realize the differences and similarities between the two email types. To investigate the purpose of the study, a sample of 100 e-mail messages, 50 Physics and 50 EFL, were analyzed according to Swales' (1990) model for reprint requests and the modified moves, strategies and some microstructural features of the two corpora. The results showed that the two corpora were much alike at the level of move schemata while there were some differences concerning strategies and microstructural features. The e-mail writers within each discipline were affected by their previously learned texts and the Physics group was affected by conventions of Persian letter writing.

Keywords: request, email, moves, strategies, corpora, reprint

1. Introduction

The concept of genre has been the focus of a whale of studies in a number of fields concerned with the first language (L1) and the second language (L2) teaching for more than a decade. Scollon, Bhatia, Li, and Yung (1999) believe that genre analysis, because of its focus on the rhetorical moves and strategies used by producers of texts, positions itself in relationship to its audience, and provides a more useful lead to the understanding of socially interactive discursive practices.

Traditionally, genre, as a literary construct, has been a popular framework for analyzing the form and function of nonliterary discourse, such as the research article, or a tool for developing educational practices in fields such as rhetoric, composition studies, professional writing, and English for Specific Purposes (ESP) (Hyon, 1996). Research in ESP has gained interest in genre as a tool for analyzing and teaching the spoken and written language required for non-native speakers in academic and professional settings. Genre analysis, as an important approach to text analysis, especially in ESP, has been developed by the works of researchers like Swales (1986) and Bhatia (1993). Following previous works, this study takes a genre analysis perspective to analyze some electronic messages and describe their organizational pattern in order to help EAP (English for Academic Purposes) students to communicate through e-mail more rapidly and effectively.

2. Review of Literature

2.1 General format of electronic messages

Considering the general format of electronic letters, at the first glance, the most conspicuous feature is the seeming absence of sender's address, receiver's address, and sign off which are the obligatory elements observed in all formal pen and paper letters. However, enough observation reveals that these elements are not really absent; rather, they have been moved to the "heading" section of electronic messages. Heading, which automatically appears at the top of all electronic letters, consists of four titles: "from", "to", "date", and "subject" which include sender's address, date of sending, and the topic of the letter, respectively. Another characteristic is the heterogeneous realizations of salutation in

electronic corpus where letters in conventional corpus initiate with the complimentary phrase "Dear + Name". Moreover, in the composition of electronic letters, spelling or grammatical mistakes and the absence or uneven use of punctuation marks do not seem distracting. Finally, sign off seems to be absent in electronic letters. Although the hand-written sign off is absent in electronic messages, the sender's first and last names, his/her job, place of work, and sometimes his/her e-mail address appears at the end of the message.

2.2 Studies on electronic text genre

Recently, many researchers have analyzed the structure of e-mail messages. Some of the studies in this field have been descriptive in nature, but others have taken a contrastive approach. In their study, Yates and Orlikowski's (1992) trace the evolution of the business memo genre around the turn of the century in response to institutional and technological changes and social pressures. They examined changes in the memo brought about by the shift from type-written paper memos to e-mail ones. Their overall claim that genres evolve over time through reciprocal interaction between institutionalized practices and individual human actions is of particular interest here because on-line interaction has the potential to greatly speed up the evolution of genres.

Yates and Orlikowski (1993) investigated the linguistic and textual patterns of electronic communication in a group of participants collaborating on a specific task. The results show that the syntax and word choice often evoke conversational informality, emphasis, rhythm, and even vocalization. On the other hand, the messages evince characteristics of written discourse such as formal wording, careful composing and editing, and textual formatting. They found that the messages display graphic and typographical features or subject line humor which is unlikely in written and oral discourse.

In their research, Weasenforth and Lucas (1997) studied the differences between the on-line and off-line texts of non-native speakers in terms of their features making textual cohesion, text length, and contextualization. The results did not show any obvious differences between on-line and off-line texts in terms of cohesive features, but there

were differences with respect to the text length; on-line texts tend to be shorter than their off-line counterparts. Considering contextualization, they observed a distinct tendency in students' off-line writing towards initial contextualization in contrast with their parallel on-line texts. Lund (1998), analyzing the rhetorical differences between traditional academic writing and e-mail texts, states that the students' writing styles when they are asked to send messages to their teacher differ from the type of writing sent to their peers. Students' writing to their teacher involves an absence of their own voice. Their writing was impersonal in contrast with the writing of those letters sent to peer students using first person to make an interpersonal relation.

Krajka (2000) analyzed the most basic writing genres with the purpose of teaching each of those genres in the context of an on-line classroom. He proposes that at least two periods should be devoted to teaching a genre. The first period of training, entirely off-line, would be focused on analyzing model genres and their lexico-grammatical features. So the students will have enough time for browsing reading, and digesting information while having the knowledge of the formal requirements of the genre. In non-English contexts, Santos (2002) analyzed letters of negotiation transmitted by fax between a Brazilian company and two European companies for their rhetorical functions and structural features and identified five obligatory moves. Santos' findings indicated that the social rituals of greeting and work as a frame for the central functions are fulfilled by two moves while two other moves provide new information and the real content of the interaction.

Rains and Young (2006) analyzed the content and function of e-mail signatures used by organizational members. E-mail signatures are appended at the end of e-mail messages and contain information about the sender such as one's title, postal address, and phone number. One hundred and ninety-three e-mail signatures were collected and analyzed in this study. A content analysis revealed demographic and occupational differences in signature content and suggested the potential impression management function of signatures. Based on the results from the content analysis, the evolution of the memo genre in e-mail messages and implications of new communication technologies for contemporary

organizational life are discussed.

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

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

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

2.3 Reprint request

A reprint request (RR) is a request for a copy, reprint or offprint of a research article mailed by a researcher (or occasionally librarian) to the author or authors of that publication. Reprint request can be considered as an occluded genre which "remains hidden … from the public gaze by a veil of confidentiality" (Swales, 1996, p. 46). The occluded nature of this genre affects its content and creates a special relationship between the reader and the writer. Swales states that the reprint request is

institutionalized and yet restricted to certain sectors of the academic world. Convincing evidence for this claim lies in the fact that the greater majority of RRs are printed by departments for the use of their members (Swales, 1990, p.191). He believes that the reprint request functions as a standard and typical response-type.

In certain disciplines, evidence from both total numbers and from relative percentages strongly suggests that an RR is a normal way of obtaining a copy of a potentially interesting article. The remaining issue, therefore, is whether an RR is a sufficiently structured and standardized communicative event (with consequent constraints on allowable contributions in terms of purpose, positioning and form) to constitute a genre.

In his study, Swales (1986) offers the following move patterns for request for reprint of articles: (a) opening, (b) salutation, (c) request statement, (d) expression of thanks, and (e) closing. Following the previous studies on email genre, the present research, taking a contrastive approach, is an attempt to analyze some electronic letters exchanged as reprint requests among EFL and Physics postgraduates in order to identify their move schemata, strategies, and most typical lexico-grammatical features.

3. Research Questions

The present study seeks to answer the following questions:
1. What are the differences and similarities between EFL and Physics postgraduates' writing styles regarding macrostructures and strategies in the reprint request genre?
2. What are the differences and similarities between the microstructures of reprint requests written by EFL and Physics postgraduates?

4. Methodology

4.1 Corpus

One hundred e-mail messages (50 each group) written with the purpose of requesting a reprint of an article from its writer or the editor of the journal were selected for analysis. They were electronic letters written by Physics and EFL postgraduates in Departments of Physics and English of

Isfahan, Shiraz, and Shahid Chamran (Ahvaz) Universities in Iran. The emails were obtained from the students who had written such requests for their study or research. The students were contacted and informed of the general purpose of the study via email messages

4.2 Procedure

Following the approach to genre analysis taken by Swales (1990), this study employed the pattern of move schemata for "reprint request" letters. Swales (1990) suggests that the purpose of a letter sent for making request is achieved through the following stages: (a) opening salutation, (b) request statement, (c) expression of thanks, and (d) closing salutation.

In order to find the general structural differences, the formats of the two groups of letters were compared and the frequencies of the parallel elements in the corpora were tallied. Using Swales' (1990) model, the two corpora were analyzed, and the obligatory and optional moves as well as their frequencies and sequences were identified. Then, the Chi-square test was applied for each move separately in order to find whether the differences between the parallel moves in the two corpora were significant.

The qualitative analysis of the electronic corpus was carefully undertaken to identify the strategies that realize each move. The frequency of occurrence of each strategy was calculated too. Bhatia (1993) uses the term *strategy* to mean how the writer or speaker chooses or executes a move, which contributes to the overall purpose of the genre. In Swalesean approach, this term is equated with *step*). Analyzing rhetorical strategies is the analysis of the frequency of specific syntactic structures or specific lexical items that serve the purpose of substantiating the intuitive impression received when glancing through a text. Then, the most frequent formal (lexico-grammatical) features of each strategy were identified. The data included the most typical lexical phrases and syntactic structures through which each strategy is realized. Finally, Chi-square test was applied, for different linguistic features, in order to signify the differences between the two corpora. On the basis of this frequency analysis, the extended models of move schemata and the

formal realizations of two series of messages were provided hoping to help the Physics and EFL postgraduates make fast and effective electronic communication. The model was applied to identify the move schemata of the electronic messages in order to determine their typical features of form and content. The constitutive moves of the electronic letters sent for the purpose of requesting a reprint of a research article were determined after detailed analysis.

Based on this analysis, the extended models of move schemata for the two groups of electronic corpus were observed by the researchers. The typical model of the identified moves and the related strategies through which they are realized are presented in Table 1. Some of the moves absent in the Swales' model were observed in the collected data (initiation, reason for request). They were added to the move schemata in the present study to identify the existing paradigm. Parentheses indicate optionality of the moves.

Table 1. The observed model of move schemata of the 'reprint request' messages

Move	**Strategy**
(Opening salutation)	-Complimentary phrases -Greetings
(Initiation)	-Establishing the background -Setting the scene -Indebtedness
(Reason for request)	-Sender's interest -Need for the requested work -Unavailability of the requested work -Further research
Request	-Direct -Indirect
(Expression of thanks)	-explicit -Implicit
(Closing salutation)	-Using complimentary phrases -Using personal name

4.3 Definition and identification of the moves

A set of observed moves in the messages will be presented in this section. The messages in the examples are coded by a letter (P for Physics and E for EFL) and a number (from 1 to 50). Therefore, the symbol E-25 stands for the twenty-fifth EFL message. More examples of the messages are given in the appendix.

a.   Salutation

Salutation move which seems optional in electronic messages has been realized through such strategies as using complimentary phrase (Dear Dr. …), or greetings (Hello).

b.   Initiation

This optional move is used to initiate the communication and is realized through strategies. The sender may initiate the conversation by: (1) Establishing the background, (2) Appreciating the author's work (and/or indebtedness), (3) Setting the scene.

Also there are some messages which start without any opening move in which the sender immediately states the request:

Dear Mr.

It will be very kind of you if you send me a copy of your article on….which is related to the field of my study on….

(E-32)

c. Reason for request

This optional move is used by the sender to state a reason and justify it to make his/her request reasonable and establish the goal of sending the reprint by the receiver. This move, linking the initial part and the request, is realized through some strategies: (1) Indicating his/her (sender's) need to the requested work (2) Unavailability of the requested work (3) Expressing desire and interest (4) Further research.

There may be more than one reason for the request indicated by the sender.

d. Request

This is the obligatory move observed in all instances of the corpus by which the communicative purpose of the genre is achieved. Through this move, the sender makes a request of a professional article. This move is

realized either immediately through stating a direct request or through an indirect request.

e. Expressions of thanks

The request element is often followed by an anticipatory expression of thanks.

f. Closing salutation

This optional move appears to strengthen the emotional and interactional nature of this genre and enhance the friendliness of the correspondence. The sender uses different phrase or lexical items for realizing this move: *Best regards*, *Sincerely Yours*.

5. Results

Six functional moves were identified in the two corpora, including just one obligatory and five optional moves. These findings are in agreement with the model proposed by Swales (1990) who included just one obligatory move of *request*. Both groups, with the exception of the *expression of thanks* move, made use of the schematic moves much similar to each other while the Physics group was much more affected by the previous learned texts and their first language.

Ending salutation was more frequent in the P-group; the frequency of *reason for request* was higher in the E-group because of the more rhetorical, descriptive and subjective nature of their field. Regarding the move *expression of thanks*, the differences between the two disciplines were significant. The sender in the P-group used thanking statements more frequently which may be related to the effect of the conventionality of traditional pen and paper letters they have experienced in their native language.

Concerning different moves of communication, almost all the P-messages contained *opening salutation, initiation* and *ending*. In descriptive move of *reason for request*, they were brief. Regarding different strategies realizing salutation and initiation moves, the data showed no significant difference. Regarding the move *reason for request*, the E-group was more descriptive and detailed in providing different reasons to convince the receiver for sending the requested article to the writer of the reprint request e-mail.

The frequency of occurrence of the constitutive moves for 'reprint requests' is presented in Table 2. The letters "E" and "P" stand for EFL and Physics, respectively.

Table 2. Frequency and Chi-square results for the constitutive moves in the two corpora

Moves	E-frequency	P-frequency	x^2
Salutation	48	50	0.040
Initiation	46	50	0.166
Reason for request	48	45	0.108
Request	50	50	0.000
Expressions of thanks	15	39	10.66
Ending salutation	46	50	0.166

5.1 Frequency of different strategies in the corpora

The e-mail messages were carefully analyzed to identify the strategies through which each move is realized. Table 3 shows the frequency of each strategy realizing each move in EFL and Physics emails. As observed in the table, complimentary phrases are the most frequent options for salutation move. In the initiation part, the sender establishes a brief information or background of him/herself including the name, university, and the city. But in some others, the sender elaborates the situation by providing much detailed information about his/her field of research, published articles or papers, and the need for the requested article. Regarding the optional move of reason for request, some messages included more than one reason while there were some messages with no reason for request.

Table 3. Results for different strategies realizing s*alutation/initiation* and
reason for request moves

Move	Strategy	E-frequency	P- frequency	x^2
Salutation	-Complimentary phrases (Dear…)	46	43	0.11
	-Greetings	1	2	1.00
	-Compound cases (e.g. Dear+ surname+ hello)	1	5	1.33
Initiation	-Establishing the background	35	30	0.40
	-Setting the scene	8	13	1.3
	-Indebtedness	3	7	1.8
Reason for request	-Sender's interest	4	2	0.666
	-Need for the requested work	36	25	2.033
	-Unavailability of the requested work	9	15	1.50
	-Further research	4	7	1.00

As indicated in Table 4, the obligatory move of "request" was expressed directly, using "please" added to an imperative sentence, or indirectly, using a polite manner of expressing the request:

1. Please send me a copy of your paper.
 The senders expressed their thanks explicitly, through a clear thanking or implicitly, using a polite request in which thanking is embedded.
2. I will be thankful if you kindly send me a copy of your article.
3. I would appreciate it if you be kind enough to send me your paper.

According to the observed data, messages including indirect requests usually lack an explicit expression of thanks and there is usually implicit thanking in such requests (The initial part of this example could be considered as an expression of indebtedness).

Table 4. Results for different strategies realizing *request/expression of thanks* and *closing* moves

Move	**Strategy**	**E-frequency**	**P-frequency**	**x^2**
Request	-Direct	30	8	12.736
	-Indirect/Polite	20	42	7.806
Expression of thanks	-Explicit thanking	15	7	2.909
	-Implicit thanking	4	32	21.77
	-No thanking	31	11	9.523
Closing salutation	-Using complimentary phrases	41	46	0.302
		5	4	0.25
	-Using personal name	4	0	4
	-No closing			

5.2 Linguistic features realizing the strategies
5.2.1 Verbs
Most typical verbs used in the e-mail messages were analyzed according to their voice, tense and modality and the frequency of each category was calculated separately.

Table 5. Results for *tense type/voice of verbs* and *modals*

Tense types, Voice and Modals	**Tense and voice**	**E-frequency**	**P-frequency**	**x^2**
Tense	Present	180	186	0.098
	Past	49	40	3.857
Voice	Active	258	250	0.125
	Passive	25	8	9.062
Modals(should, could and would)		23	45	7.117

As observed in the data in both corpora, present tense has a higher frequency than the past tense. Both groups used active voice much more

than passive though the frequency of passive voice was higher in the E-group and the frequency of modals was much higher in the messages written by the physics students.

5.3 Personal pronouns

The categories under which personal pronouns were classified consisted of first-person singular, second-person, third-person singular, first-person plural, third-person plural, and indefinite pronouns. The Chi-square results revealed no significant difference in the use of *It.* The third-person singular, first-person plural, and third-person plural were totally absent in both corpora. And the results showed significant difference for *I*, and *You* (Table 6).

Table 6. Frequency and Chi-square results for *personal pronouns*

Personal pronouns	E-frequency	P-frequency	x^2
I	168	103	15.65
You	33	58	6.955
It	35	25	1.666
One/anyone	5	7	0.333

6. Discussion

the results of the present research revealed that the overall move schemata in the two corpora were almost alike. The small differences could be due to disciplinary variability and they were associated to the concept of transfer, from either the first language or previously learned related texts. The P-messages (Physics messages) were affected by the conventionality of traditional pen letters. This issue is observed in the choice of different strategies and moves. The P-messages were completed in the E-messages (in the case of opening and closing salutation, and expression of thanks). *Opening salutation* seems to be optional in the E-group's writing while it is an obligatory move in P-group. In this part of the e-mail, the sender uses the surname of the receiver added to a title. The form of the name indicates the relationship being implied between the person using the name and the person referred

to (Eggins & Slade, 1997, p.148). Using the surname of the person suggests a greater formality in their relationship.

Addressing the first research question, the results were more different at the level of strategies in the two corpora. In fact, in the case of *initiation* move, the E-group was more descriptive than the P-group. They were more detailed in providing a background of them and giving information about their situation while the senders in the P-group provided brief information to their audience. They wrote briefly in description of the situation but in some cases they appreciated the requested article and the receiver's work. In general, the the P-group's messages were shorter than those of the E-group that could be due to their different level of English language proficiency. One important reason for the desire of p-group in writing shorter messages may be the phenomenon of *avoidance* as a result of their lower level of language proficiency. The P-messages tried to express the communicative purpose as short as possible while the E-group, providing longer messages, was more detailed and descriptive.

Concerning the second research question, the lexico-grammatical features of the corpora were analyzed. The data analysis revealed that in the case of verb tense, both groups (Physics and EFL) used the present tense more frequently than the past tense. This can be attributed to the spontaneous nature of on-line discourse. Another reason could be the force that the present tense gives to writing. In the case of verb voice, both corpora showed significant tendency to active rather than passive voice. This may be related to the sender's intention to make clear and straight request and the nature of reprint request genre that is usually a short text with the communicative purpose of requesting a paper or article. So the writer prefers to use an active voice to be clearer in expressing the request. Higher frequency of passive voice in the E-group could be related to their higher proficiency in using English language since the students of other fields usually have problems using English effectively; as a result, they usually try to deploy easy grammar. Higher frequency of modals in the P-group (Table 5) might be due to their dependence on the conventions of traditional pen and paper letters and

hence their reliance on formulaic expressions for presenting a polite request (Jalilifar & Nezami, 2011).

Regarding the use of personal pronouns, recurrent use of first-person singular in the EFL e-mails and second-person in the Physics e-mails can be related to the disciplinary differences. It can be due to the subjective nature of EFL in which the e-mails are more personal and descriptive in their writing while the P-group pays more attention to their audience and they are reader-oriented in their writing. Higher frequency of *I* in the E-group's writing can also be related to the higher English proficiency (Table 6). They feel more free in communicating via English and expressing themselves while the Physics students mostly intend to put their communicative goal as brief as possible. That is possibly why the P-group in the present study used the second person pronoun much more than the senders in the E-group.

7. Conclusion

The results of the present study showed that the move schemata of the two corpora were much alike and the messages were much more different at the level of strategies and microstructures. The P-group was more reader-oriented, indirect and brief in writing. They were more affected by the conventions of letter writing in Persian (their native language) and the previous learned texts. The present study provides the model of a specific occluded genre (reprint request) across two disciplines. As Jalilifar & Nezami (2011) put it, awareness of the characteristics of e-mail genre in different disciplines is needed since members of different discourse communities share various sets of specified schemata sticking to which is required to become an insider into a particular discourse community. In the same way, Vassileva (2001) believes that members of different discourse communities should be made aware of the differences between other different sub-cultures and learn to be tolerant of their specificities. Therefore, instructors are expected to raise ESP students' awareness of schematic move structure, the choice of steps, and formal features across different disciplines, since the conscious recognition of texts structure is a requirement for their efficient and effective reproduction.

7.1 Theoretical implications of the study

Genre analysis as a unique resource which provides the learners with rich linguistic and cultural knowledge has been developed as the recent approach to teaching writing especially in ESP courses. As Bhatia (1993) believes, the most important function of learning is not simply to be able to read and produce a piece of text as a computer does, but to become sensitive to its conventions in order to ensure the pragmatic success of the text in its academic or professional context. The influential characters of this approach (Swales 1990, Bhatia 1993) attempted to analyze different genres in order to provide the language learners with explicit models of particular communicative activities. Therefore, a model or an explicit structural pattern provides a framework for guided practice in the genre. This allows the students to concentrate on particular stages in order to polish strategies for organizing information and evolving realizations (Hyland 1992, p. 14). Genre-based approaches can liberate the students from fears of writing by giving them security (something to fall back on) and offering them models of particular text types (Kay & Dudley- Evans 1998, p. 311).

In the same vein, analyzing electronic messages from the perspective of genre attempts to identify their communicative functions and regularities of form and content with the purpose of providing the language learners with a tentative model of communication in this genre. This model, easing the learners' minds of concerning about the main framework of the genre, attempts to enhance the learners' creativity and flexibility in using the existing strategies by making them aware of the schematic structure within which they should work.

7.2 Pedagogical implications

The results of this study have pedagogical implications for teaching writing to EFL students, teaching writing to EAP students, and increasing the learners' language awareness. Writing has usually been a formidable task for EFL students; however, it seems that writing conventions in e-mail genre are easier for learners to follow than the conventions of traditional pen and paper composition. Considering this point, the present study attempted to identify the most typical generic and lexico-

grammatical features which the learners employ to fulfill their immediate communicative needs. These seemingly more accessible and effective generic and formal features can then be offered as the points of departure in teaching writing to EFL students.

As mentioned earlier, e-mail is growing as the most effective and favorite means of communication, and EAP students as the prospective practitioners of different academic or professional communities should be able to communicate effectively via e-mail. On the other hand, effective communication is not possible until the learners are aware of the specific regularities and conventions of each genre (Swales, 1990; Bhatia, 1993).

This study provided the model of reprint request electronic letters in order to show how writers sequence materials to achieve their communicative purposes and determine how these communicative functions are realized linguistically. The model not only provides e-mail senders with effective frameworks or models of communication, but also activates the e-mail receivers' formal schemata and consequently facilitates electronic correspondence.

Genre analysis is a unique resource which provides the learners with rich linguistic and cultural knowledge, and enhances their language awareness. In the same vein, the findings of this study can increase the students' awareness of the language of e-mail through providing its schematic patterns of communication and typical generic and lexico-grammatical features. Therefore, enhancing the students' knowledge of e-mail language increases their abilities to employ different strategies and lexico-grammatical features in consonance with different situational contexts and consequently enables them to make effective communication.

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Appendix

Example 1 (P-message):

Dear Zshi	Opening salutation
This is to bring to your kind information that I am also a Coherens user. I have already published two modeling papers with Coherens.	Establishing the background
I tried to find out your English paper about "changiian river plume" but unfortunately I couldn't find it.	Reasoning
I will be highly appreciated if you kindly send me an electronic version of your mentioned paper.	Polite request
Best regards	Closing salutation
(P-27)	

Example 2 (P-message):

Dear Sir	Opening salutation
As I am an MA student at Isfahan University,	Establishing the background
working on my thesis I found your paper titled…, of extreme help.	Setting the scene, reasoning
I would appreciate it if you be kind enough to send me your paper.	Request
Truly yours Closing	
(P-7)	

Example 3 (E-message):

Dear professor Opening	
A short while back I read the abstract to your article entitled…, which is a topic I have recently become acquainted with and interested in.	Setting the scene

to expand my understandings of the topic and to benefit from your insights,	Reasoning
I was wondering if and how I may obtain a complete copy of your article.	Polite request
Yours sincerely **(E-14)**	Closing

Example 4 (E-message):

Dear Dr Blum-Kulka	Opening
My name is…and I am an MA student of TEFL.	Setting the scene
I am working on my term paper of a course I have on Discourse to the reader The topic is….	Providing information Analysis.
I was wondering if you could send me your 1989 article.	Request
Very cordially **(E-42)**	Closing