

## A LINGUISTIC ANALYSIS OF RHETORICAL MOVES IN WRITING REQUEST EMAILS AMONG UNIVERSITY STUDENTS

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Received: 01/ 2025 / Accepted: 04/ 2025 / Published: 06/ 2025 <https://doi.org/10.26436/hjuoz.2025.13.2.1555>

### ABSTRACT:

This study investigates the linguistic analysis of rhetorical moves of request strategies in writing emails among Kurdish university students engaged in an academic setting at Soran University. That is, how Kurdish university students structure and phrase request emails in English, focusing on the rhetorical moves they use to make their requests polite, clear, and persuasive. In fact, little is known about the specific challenges Kurdish university students face. By analyzing these students' rhetorical patterns, the study aims to improve our understanding of their communication needs and support more effective instruction for writing request emails in academic settings. This study adopts Swales' (1990) theory to analyze the data qualitatively and explore the rhetorical moves of request emails from a linguistic framework. For this purpose, fourteen emails were found in the researchers' workplace emails. For the sake of data analysis, the researchers used a genre-based approach. All the email senders were Kurdish university learners of English as a foreign language. The findings revealed that though students tend to employ rhetorical moves, when communicating in English as a second language—especially when making requests via email. The current study also adds to the existing literature in the field of pure linguistics, offering insights into linguistic awareness that can be found in other scholarly works. It also highlights that Kurdish university students can easily communicate digitally in this technological era as academics once they acquire English language as a second language.

**KEYWORDS:** Request, Emails, Kurdish University Students, Rhetorical Move, Genre-Based Approach.

### 1. Introduction

Emails have become incredibly popular for communication among students, teachers, and administrators. People use it a lot because it has a bunch of advantages over older ways of communication. Sending an email does not cost anything, unlike mailing a letter or making a phone call. You can also send an email right away without worrying about paying for stamps or long-distance charges. Email is also super-fast: you can send a message, and it arrives almost instantly, unlike regular mail, which can take days or even weeks. This quickness is great for getting help from teachers, working on group projects with classmates, or receiving quick feedback on assignments. Another big benefit of email is that it is extremely convenient. You can check your email from pretty much anywhere with internet access, whether it is on your phone, tablet, or computer. This means you can stay connected no matter where you are or what time it is, which is super handy for busy students and teachers who have lots of stuff going on (Hawisher & Selfe, 2000, p. 140). Email has created a convenient channel for students and academic staff to communicate with each other effortlessly.

Students frequently view emails as informal because they often contain casual language, symbols, abbreviations, and shortened grammar. Email communication has fostered a closer connection between instructors and students,

thereby breaking down some traditional barriers those typically separate students from their supervisors (Glater, 2006). This has led to students adopting a vocabulary and tone in their communication with supervisors that aligns more with casual conversations among friends. Students often find themselves using expressions in emails that they would not typically use in formal classroom settings. Supervisors frequently notice breaches in politeness norms when receiving academic requests and inquiries from students via email.

Kurdish students studying at Iraqi Kurdistan universities may have difficulties writing in English due to their limited proficiency in the language and their unfamiliarity with academic settings. Consequently, they use their Kurdish writing style while conversing in English. Hazidi (2002) argues that "it is true that we are human beings and therefore, share the same senses however we are also thinking human beings which have similar mental faculties, particularly the ability to perceive, interpret and categorize independently thereby giving us the ability to ascribe different values and/or meaning to similar even identical stimuli." (p.2).

Overall, despite the increasing focus on effective communication in both academic and professional environments, Kurdish university students face challenges in writing request emails that adhere to the rhetorical expectations of formal English. Rhetorical moves—

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distinct linguistic patterns used to achieve specific communicative purposes—play a crucial role in making these requests clear, polite, and persuasive. However, a gap is left in understanding how Kurdish students navigate these linguistic nuances.

This study seeks to explore the linguistic characteristics and rhetorical strategies employed by Kurdish students in writing request emails. By identifying patterns in how they structure and phrase requests, this research aims to shed light on both the challenges and strengths these students encounter. This understanding is essential for developing tailored instructional resources that enhance the effectiveness of Kurdish students' email communication in academic contexts. The current study tries to answer the following research questions:

**Research Question One:** What rhetorical moves do Kurdish students commonly use in writing request emails in English?

**Research Question Two:** How do Kurdish students structure their request emails to achieve clarity, politeness, and persuasiveness?

## 2. Theoretical Background

### 2.1 The Speech Act of Request

Requesting requires a significant degree of cultural and linguistic proficiency, because it involves navigating potentially confrontational interactions. This complexity often leads many language learners astray, resulting in the misuse of established norms. Brown and Levinson (1987) highlight three essential factors to bear in mind when making a request: the degree of imposition, the respective authority of the communicators, and the social distance separating them.

The impact of a request can be adjusted by placing optional modification tools either before or after the central request act, also known as the "utterance that acts as the request" (Sifianou, 1999). These modification devices come in two forms: internal and external modifiers. Internal modifiers are inherent components of the request itself, whereas external modifiers are elements within the broader linguistic context surrounding the request. This distinction emphasizes the versatility inherent in crafting requests to match the nuances of different communication situations, highlighting the intricate nature of linguistic pragmatics.

Researchers have made numerous attempts to develop taxonomies for classifying request strategies. Schauer (2009) proposed categorizing requests into three main types: direct, conventionally indirect, and non-conventionally indirect. Direct requests encompass demands that are overt and easily discernible. Within this category, subsets include imperatives, performatives, wish expressions, and locution derivables. The requester communicates their intention directly in the same language as spoken, allowing the requestee to promptly grasp the request's intended meaning. Conventional indirect requests involve formulas that imply availability, prediction, permission, willingness, or competence. In this approach, the requester utilizes standard linguistic structures to soften the force of the request, aiming to make it more polite or socially acceptable. On the other hand, non-conventional indirect requests rely on hints or less

explicit language, placing the burden of interpretation on the listener. These requests may not be immediately apparent, requiring the listener to infer the requester's intention.

### 2.2 Rhetorical Moves through the Lens of the Genre Analysis Approach

Genre analysis is regarded as an approach to studying and examining language in a very specific setting of language. Genre analysis as an approach seeks to understand different types of texts and communicative norms within specific context. It is regarded as a branch of discourse analysis which helps to make a link between language and text or communicative types (Swales, 1990).

Move analysis was first proposed by Swales (1981, 1990) when presenting the introduction of the dissertation as an example of an academic genre. Genres could be classified as academic, professional, and homely genres. Our focus of the current study is on academic genres and homely genres in terms of emails among Kurdish learners of the English language in cooperation with their teachers. Examples of academic genres can be found in dissertation abstracts, sections of journal articles, participating in conferences with submitting abstracts of papers, and academic research papers.

The genre-based approach has emerged as a significant method for investigating language within specific contexts. Scholars have widely utilized this approach to examine how language relates to personal life events, particularly in countries where English is a foreign language, such as Iraq (Al-Zubaidi, 2017).

Emails have become one of the most vital tools for communication in the workplace. According to Qasim et al. (2015), senders of emails employ specific genre features when interacting with others. Common polite phrases, standardized expressions, and the needs of recipients are the primary linguistic characteristics they encounter. The extensive use of email platforms has captured the interest of many linguists in studying email structure. In this context, Cheung (2008) found that persuasive messages play a crucial role in convincing readers to take specific actions.

For the purpose of gaining the vital communicative goal, John Swales states that a text should be structured in units which are called 'moves', and each move relies on a special purpose that it serves. In fact, these moves are obligatory in the text and known as "establishing a territory" (Move 1), "establishing a niche" (Move 2), and "occupying the niche" (Move 3) (1990: 137-166).

That is, a move is determined as a rhetorical element that accomplishes a logical communicative purpose in a written or spoken discourse (Swales, 2004: 228). Likewise, Bawarshi and Reiff (2010: 48) define moves as "bounded communicative acts designed to achieve one main communicative objective within the larger communicative objective of the genre". All in all, as Grzegorz (2016: 37-40) asserts genre analysis is concerned with the organization of the functional role played by each move in a text.

## 3. Methodology

### 3.1 Research Design

In the quest for understanding how Soran University students formulate requests in their email interactions with lecturers within an academic framework, this study draws upon a corpus comprising fourteen emails in our workplace emails. The emails were sent during the academic year 2024. Undergraduate students enrolled in English majors at Soran University authored these messages.

### 3.2 Research Data Sampling

The data comprises 14 emails sent by students in the morning classes of the English Department at the Faculty of Arts, Soran University, featuring various request emails written during the 2024 academic year (see Appendix 1: Request Emails). It is important to note that all emails analyzed in this study were composed in English by Kurdish speakers.

### 3.3 Research Method

A genre-based approach is employed to qualitatively analyze the data, specifically examining and identifying rhetorical moves using Swales' (1990) model. To maintain ethical standards, the names of teachers and students have been omitted, with each email labeled as Example one, Example two, Example three, and so forth.

### 3.4 Data Analysis

After collecting the emails by Kurdish senders in English language, the emails will be purely analyzed qualitatively using a specific approach so as to maintain the most effective rhetorical moves while composing emails from the side of students to the side of their teachers once they have got a kind of request from different views.

## 4. Findings of the Study

Based on the collected emails from an academic affiliation of three instructors, the majority of emails contain three main components of Swales' (1990) model namely establishing a territory, establishing a niche, and occupying the niche. The researchers classified and analyzed these emails in accordance with the framework that was discussed earlier. The classification and analysis were based on the data that was acquired from the emails that the students sent to their teachers.

#### Example 1:

##### 1. Establishing a Territory

The email begins with a polite greeting, "*Hi teacher, I hope you are healthy and well.*" While this introduces the writer's purpose informally, it does not set up the academic importance of the topic. This first sentence does not contribute to establishing a territory in the Swales sense. It could be improved by providing context on why learning English as a second language is a relevant topic.

##### 2. Establishing a Niche

The student directly mentions her research interest "*I want to do research on this topic challenges of learning English as a second language*". This statement introduces a topic of research, but it does not clearly establish a niche by explaining any gap, problem, or specific challenge that the student intends to address. Adding a sentence about why this topic is significant or under-explored would better fulfill this move.

##### 3. Occupying the Niche

The student expresses his hope that the teacher will accept his research topic "*I hope you accept it*", which could be seen as a move to secure approval for his project. However, it does not explicitly detail how the student plans to approach the topic or what aspect he might focus on. More specifics about their angle or methodology would strengthen this move.

#### Example 2:

##### 1. Establishing a Territory

The email does not clearly establish a territory in terms of providing general context or objective importance behind the student's request. The student begins by addressing dissatisfaction with his grade "*I am not happy with the score of 60 that I received on my work*", which is a direct statement but lacks contextual framing about the importance or impact of the grade. To align with Swales' model, the student could introduce why this grade review matters in terms of his academic progress or goals.

##### 2. Establishing a Niche

The student does establish a niche by identifying an area of concern—the perceived discrepancy between his efforts and the received grade. By stating, "*I believe that my work warrants a higher grade*", he signals a perceived gap between his performance and assessment. This move, however, could be stronger with a more specific explanation of what aspects of his work he feels justify a higher grade, such as particular assignments or contributions.

##### 3. Occupying the Niche

In the final part of the email, the student attempts to occupy the niche by formally requesting a grade review and politely acknowledging the teacher's authority in grading "*I understand that you make the final judgment, but I wanted to express my feeling that this grade does not reflect my work*". This move is aligned with Swales' model, as the student respectfully presents a request that addresses the identified issue. He also thanks the teacher for considering the review, and reinforcing his request professionally.

#### Example 3:

##### 1. Establishing a Territory

The email begins with a polite greeting and well wishes "*I hope this email finds you well*", which serves as a courteous opening. However, it does not establish any broader academic or contextual importance regarding why the grade update is significant for the student. A clearer establishment of territory would involve briefly explaining why the update is important to the student's academic progress, similar to providing general background or context in an introduction.

##### 2. Establishing a Niche

The student does establish a niche by identifying a gap or area of concern, specifically the lack of recent updates on her grades. By stating, "*It has been a few days since we last discussed it*". The student indirectly points to the delay as a reason for following up. However, the niche would be clearer if the student further explained why the update is essential to her or specified any time-sensitive reason for needing the grade.

### 3. Occupying the Niche

In the final part of the email, the student occupies the niche by making a polite, direct request for an update. She reinforces the request by mentioning her hard work and dedication toward achieving good grades, which adds a sense of justification for the update request. The closing sentence, *"Thank you very much for your consideration,"* also reinforces the request politely, which aligns well with Swales' model.

#### Example 4:

##### 1. Establishing a Territory

The email opens with a greeting *"Dear Dr. X" and "Greetings!"*, which serves as a polite introductory phrase but does not provide any context or rationale for the request. To establish territory more effectively, the student could mention the importance of accessing lecture materials, such as keeping up with the course or reviewing important concepts. This would clarify the relevance of the request.

##### 2. Establishing a Niche

The student's request for the lecture to be uploaded is stated directly *"Could you plz upload today's lecture on LMS?"* which implies that the lecture is currently unavailable on the LMS and that the student needs access. However, the email does not provide any explanation as to why this request is necessary or urgent. To better establish a niche, the student could briefly explain the significance of accessing the lecture, such as needing it for review or to catch up on missed material.

##### 3. Occupying the Niche

The student occupies the niche by making a straightforward request for the upload, but the informal tone (*"plz"* instead of *"please"*) may come across as too casual for an academic setting. Additionally, a closing that thanks the recipient or acknowledges his efforts in maintaining LMS resources would reinforce the request professionally and politely.

#### Example 5:

##### 1. Establishing a Territory

The email begins with a casual greeting (*"Hello teacher I hope u doing well"*), which shows a polite intention but lacks academic context. Establishing territory in Swales' sense would involve explaining the purpose of the presentation or why the topic of *"The Great Vowel Shift and Modern English"* is relevant to the student's studies. This would clarify the academic importance of the request, adding weight to the need for assistance.

##### 2. Establishing a Niche

The student states his need for help with his presentation *"I really need ur help about my presentation"* and mentions the topic. This identifies the area of concern, but it lacks specifics that would explain why help is needed. To better establish a niche, the student could clarify what kind of help he needs—whether it's finding sources, understanding key concepts, or organizing the presentation.

##### 3. Occupying the Niche

The student makes a direct request for assistance by asking, *"Could u send me some of materials."* While the

request is clear, the informal tone (*"u"* instead of *"you"*) and lack of specificity in the type of materials needed make it less professional and less informative. Occupying the niche effectively would involve a more detailed, polite request, perhaps asking for recommended readings, articles, or lecture notes that are relevant to the topic. A closing expression of gratitude would also add to the formality and politeness of the request.

#### Example 6:

##### 1. Establishing a Territory

The email opens with a polite greeting *"I hope this email finds you well"*, which shows courtesy but does not establish the academic context or relevance of the email's main points. To establish territory more effectively, the student could briefly mention why they are asking about the project start date, such as preparing for upcoming work or ensuring they meet department requirements. This additional context would emphasize the academic importance of the inquiry.

##### 2. Establishing a Niche

The student establishes a niche by identifying two specific needs:

- The start date of their research project
- Confirmation of the project title's acceptance by the department

This effectively highlights areas where they require information. However, the request for the professor's personal contact information in the second paragraph is vague and unclear about its purpose. If the student clarified why additional contact options would be helpful for his research, this would better establish the need and strengthen this niche.

##### 3. Occupying the Niche

The student occupies the niche by making polite, clear requests. The request for an update is phrased professionally *"Could you please provide an update on these matters at your earliest convenience?"* aligning well with Swales' model. However, the second request for the professor's phone number or social media contact is informal and lacks justification. A more appropriate approach would be to request regular contact through established academic channels, such as email or office hours, which would be more in line with academic norms and Swales' model. A final expression of gratitude (*"Thank you for your time and guidance"*) is courteous and closes the email politely.

#### Example 7:

##### 1. Establishing a Territory

The email begins with a polite greeting (*"Hello Doctor, Hope you're doing well"*), which provides a courteous start but lacks academic context. The student then introduces himself as *"one of the selected students to do research,"* which helps to establish some background but does not clarify the relevance or importance of the chosen topic, *"fake news during COVID-19."* To more effectively establish territory, the email could explain briefly why this topic is significant or relevant to his research goals or coursework.

##### 2. Establishing a Niche

The student establishes a niche by identifying a specific area of research—"fake news during COVID-19." He mentions that he would like the professor's "point of view" on his topic, which suggests he is seeking guidance, but the phrase is somewhat vague. Additionally, the student states that he will submit the title if the professor approves it. While these statements show a need for the professor's input, they do not clearly specify the type of guidance needed. To better establish the niche, the student could clarify specific areas where he needs advice, such as refining the research question, focusing on certain aspects of fake news, or identifying relevant sources.

### 3. Occupying the Niche

The student occupies the niche by asking if the professor is "happy with our title," indicating that he and his team are seeking approval before moving forward. They also request additional feedback with "if there's any additional things tell us to add them as soon as possible." However, the informal tone ("If your happy" instead of "If you're happy") and general language make the request less formal than would typically be expected in academic communication. A more formal approach, such as asking for specific recommendations or offering to meet for further discussion, would make this request more effective and professional.

## Example 8:

### 1. Establishing a Territory

The email briefly establishes context by mentioning that it is part of a "graduation" research project and that the topic is "factors behind language diversity." This partially establishes territory by indicating that the research is significant for the sender's academic progress. However, the email could benefit from a clearer introduction explaining why language diversity is an important topic, or why this survey could contribute meaningfully to the study. Adding a sentence on the academic relevance or goals of the study would more fully establish the territory.

### 2. Establishing a Niche

The email identifies a specific need—the recipients' participation in the survey—to fill a gap in their research process. The sentence, "Your participation in filling out this questionnaire would be greatly appreciated," highlights the students' reliance on survey responses for their project. However, the niche would be more clearly established if the student included a reason why participants' views and experiences are essential to the research. Explaining how these responses will contribute to understanding language diversity would make the niche more specific and compelling.

### 3. Occupying the Niche

The student occupies the niche by formally requesting survey participation. The email includes assurances of confidentiality "Rest assured, all responses are confidential and will be used solely for academic purposes" and instructions on how to approach the questions, which shows consideration for the participants and aligns with academic norms. The closing sentence, "Thank you for dedicating your time and providing valuable input," provides a polite and professional end to the request, effectively occupying the niche.

## Example 9:

### 1. Establishing a Territory

The email opens with a polite greeting "Hello dear dr. X, I hope this email finds you well", which shows courtesy but does not fully establish the academic context. The student mentions that he is conducting a research project for a bachelor's degree, which provides some background. However, a stronger establishment of territory would include a brief statement on the purpose or focus of the research. Explaining why this research is important or how testing the questionnaire will contribute to his academic goals would make the context clearer and emphasize the importance of the request.

### 2. Establishing a Niche

The student establishes a niche by requesting help in testing his research questionnaires, highlighting a specific need for assistance before publication. He specifies that he needs the professor to "judge the items" on both the teachers' and students' questionnaires, which indicates that he is seeking feedback on content quality or clarity. This is a clear establishment of a niche, as it identifies a gap where the professor's expertise would be valuable. However, the niche could be strengthened by explaining why testing is necessary (e.g., to ensure validity, clarity, or relevance of questions), making the purpose of the request more compelling.

### 3. Occupying the Niche

The student occupies the niche by directly requesting that the professor read and judge both sets of questionnaires. He includes the phrase "we would be so grateful if you could please help us," which is polite, but the overall tone could benefit from more formal language ("we would be very grateful" instead of "we would be so grateful," and "please find the attached questionnaires" rather than "find the attached questionnaires below"). The request itself is clear, but a more formal expression of gratitude and an offer to clarify any questions would reinforce professionalism. Ending with "Best regards" is polite, though the lack of capitalization in the greeting and closing slightly detracts from the formality.

## Example 10:

### 1. Establishing a Territory

The email opens with a casual greeting "hello dear doctor, I hope you are doing well", which is polite but lacks academic context. To establish territory more effectively, the student could add a brief sentence on the purpose of the visit or meeting, such as discussing a project or receiving feedback on an assignment. This would clarify the relevance and importance of the meeting and create a stronger context for the request.

### 2. Establishing a Niche

The student partially establishes a niche by indicating that he would like to meet with the professor and by asking about the professor's available time. However, the purpose of the meeting is unclear, leaving the professor without an understanding of the specific reason for the visit. Establishing a niche more clearly would involve specifying the meeting's objective, which would help the professor understand why his time is needed.

### 3. Occupying the Niche

The student occupies the niche by asking, “Which time do you prefer in order to come to you,” which directly requests the professor’s preferred meeting time. However, the tone is informal, and the language could be more precise. A more professional phrasing, such as “Could you please let us know a convenient time for us to meet with you tomorrow?”, would make the request clearer and more polite. Additionally, offering a time range (e.g., “We are available between 10 am and 2 pm”) would make the request more efficient and considerate, allowing the professor to select a convenient time without needing to propose options.

#### **Example 11:**

##### **1. Establishing a Territory**

The email begins with a polite greeting, “Hello dear doctor, I hope you are doing very well,” but it does not establish a clear academic context. It jumps directly into discussing the research without first giving a clear introduction or background. In Swales’ model, the territory would include a brief statement on the research topic or its importance. For instance, the sender could explain what the research is about, why it is significant, or how it relates to the professor’s previous guidance. This would provide the necessary context for the request. Thus, the email could benefit from a sentence briefly summarizing the research topic and its relevance to the academic context.

##### **2. Establishing a Niche**

The email tries to establish a niche by referring to the actions the students have taken “we did those things which you told us”. This implies that the students are waiting for feedback or comments from the professor on their work. While this establishes a need for the professor’s input, the niche could be clarified further. The students do not specify what aspects of their research they need feedback on or why the professor’s input is essential. Thus, the students could state more clearly what kind of comments they are awaiting (e.g., comments on the methodology, analysis, or overall structure of the research).

##### **3. Occupying the Niche**

The students occupy the niche by politely stating that they are waiting for the professor’s comments. However, the phrasing “we will wait for your comment” is vague and somewhat passive. A more proactive and formal phrasing would demonstrate a stronger request for feedback. Instead of simply waiting, they could ask for specific feedback by a certain date, or request a meeting if further clarification is needed. In fact, the email could be more formal and specific by asking when they can expect the professor’s feedback, or offering to meet to discuss any questions the professor might have.

#### **Example 12:**

##### **1. Establishing a Territory**

The email starts with a polite greeting “Hope this email finds you very well”, but it does not establish a clear academic context. While the sender acknowledges a “request,” the nature of this request is not explicitly mentioned or described, which would help establish the context of the academic inquiry. According to Swales’ model, this move would typically involve briefly

explaining the topic, providing background, or identifying the research area or question being addressed.

The email could benefit from a clearer introduction, such as a sentence explaining what the request is about (e.g., “I’m following up on your question regarding the relationship between semantics and linguistics.”) This would establish a more robust academic territory.

##### **2. Establishing a Niche**

The email attempts to establish a niche by offering two specific questions:

- “In what sense semantics and linguistics related?”
- “Where do we locate semantics inside linguistics?”

These questions indicate the areas where the sender is providing input or clarification. However, the questions are phrased in an informal and unclear way. To better establish the niche, the sender should clarify whether these are suggestions for the recipient to consider or whether they are responses to an earlier inquiry. Additionally, a more formal or structured approach would enhance the academic tone. Thus, the questions could be more formally and clearly phrased. For example, “Could you clarify the relationship between semantics and linguistics, and where semantics fits within the broader field of linguistics?” This would make the niche more explicit and professional.

##### **3. Occupying the Niche**

The email occupies the niche by offering these two questions as a suggestion or response to the recipient’s request. However, the phrasing “it is better to find...” is informal and somewhat vague. It does not clearly indicate whether the sender is offering these questions as part of his input or merely suggesting a direction for further research. A more assertive or polite request for feedback would make the move stronger.

Instead of “it is better to find,” a clearer, more formal request such as “I suggest you consider...” or “I believe it would be helpful to explore...” would better occupy the niche and make the message more professional.

#### **Example 13:**

##### **1. Establishing a Territory**

The email starts with a polite expression of gratitude, “I would like to express our thankfulness to you,” but it lacks a clear academic context that establishes the research or academic territory. The phrase “We couldn’t done it intensely without your information” is somewhat vague and informal. To better establish territory, the email should briefly introduce the topic of the presentation or explain why the professor’s help was essential. This would contextualize the request and show its relevance to the academic work.

Thus, the email could establish territory by adding a brief statement about the purpose of the presentation or the research. For example: “As part of our research on semantics and linguistics, we are preparing a presentation, and we are grateful for your guidance so far.”

##### **2. Establishing a Niche**

The email partially establishes a niche by sharing the outline for the presentation and asking for further feedback if necessary: “if it needs any additional information, it will

*be better to update us."* However, the request is not clear or specific about what kind of feedback is being sought. The niche could be better established by explicitly stating that the professor's expertise is needed to refine the presentation or to confirm the direction of the research.

It could be stated that the niche would be clearer if the email explicitly stated the areas where the professor's input is needed. For example: *"We would appreciate your feedback on the structure of our presentation, particularly on how we have framed the relationship between semantics and linguistics."*

### 3. Occupying the Niche

The email occupies the niche by presenting the outline for the presentation. However, the list of points (questions) is quite general and lacks detail, which can make it harder for the recipient to understand what specific feedback is needed. The phrase *"it will be better to update us"* is informal and does not clearly communicate the request for feedback. A more formal and specific phrase would better occupy the niche and make the request clearer.

All in all, a more formal and precise request for feedback would strengthen the move. For example: *"Could you please let us know if the outline covers all the necessary points, or if there are any additional areas we should address?"* This would make the request more specific and actionable.

#### Example 14:

##### 1. Establishing a Territory

The email starts with a greeting, "Dear [Mr. X]," but there is no explicit explanation of the academic context. The email jumps directly into the request regarding the presentation on *"meaning and form in semantics."* It could benefit from a brief introduction or background that sets the academic stage for the inquiry.

In Swales' model, 'establishing territory' involves providing some context for the communication, often by briefly mentioning the academic task, research topic, or area of study. Here, the sender could introduce the presentation as part of a larger course or project.

The email could be strengthened by adding a sentence like, "As part of our upcoming presentation for [Course Name], we are focusing on the topic of 'meaning and form in semantics', and I would appreciate your guidance on key areas to emphasize."

##### 2. Establishing a Niche

The niche is somewhat established in this email by the request for feedback on key areas to focus on. The student is asking for direction in terms of the content for the presentation, particularly regarding the books the professor has posted on the LMS (Learning Management System). However, the niche could be clearer if the student was more specific about what he is unsure about or what areas he feels need clarification. For example, he could ask about specific themes or topics within "meaning and form" that he should prioritize.

The email would be more effective if the sender included a sentence that highlights the specific areas of uncertainty, like: *"Could you please let me know if there are any key chapters or concepts that I should focus on in the books you uploaded to the LMS?"*

### 3. Occupying the Niche

The email occupies the niche by directly asking for feedback on the areas to focus on for the presentation. However, the phrasing is somewhat informal and could be more precise. Phrases like *"could you please let me know"* and *"any key areas"* are polite but can be more specific in terms of the request. Moreover, "the books that you putted in LMS" is a grammatical error ("putted" should be "put"), and the overall tone could be more formal.

Thus, a clearer, more formal phrasing would be: *"Could you please advise on which key areas or topics I should focus on from the books you uploaded to the LMS?"*

### 5. Discussions

After analyzing the data, the results show that all collected emails partially follow Swales's model of moves. That is, regarding 'Establishing a Territory', in the first example, there is no clear academic relevance or context for the topic. Concerning Establishing a Niche', the email lacks a mention of any specific problem or gap, and 'Occupying the Niche'; there is a request for approval but no detailed statement of intent or purpose. To improve the email according to Swales' model, the student could add information on why learning English as a second language is challenging, specify a unique angle he is interested in exploring, and clarify his research purpose. This would make the email more persuasive and aligned with the formal academic moves Swales describes.

Focusing on second example, the email partially follows Swales' moves but could be strengthened as follows—Establishing a Territory: the student could add why this grade matters to him beyond dissatisfaction—perhaps its relevance to his academic standing or motivation. While he mentions that the grade does not reflect his efforts, explaining specific reasons (e.g., specific achievements or hard work on projects) would provide a clearer rationale. Occupying the Niche: the student's polite and respectful request is well-expressed but could be improved by briefly stating what specific actions he would like the teacher to take (e.g., re-evaluate a particular assignment). Thus, the email conveys the main points but would benefit from more detail to fully align with Swales' model, particularly in establishing the territory and providing specific examples in the niche statement. The third example could be improved as the student could add context explaining why receiving an update is important, which would clarify the relevance of the email. Establishing a Niche; while the delay in receiving an update is mentioned, specifying any urgency or reason for a prompt response (e.g., upcoming deadlines or academic planning) would strengthen the niche. Occupying the Niche; this move is well-handled, with a polite request and supporting rationale that reflect a sense of professionalism and respect. In summary, the email effectively makes a follow-up request but could benefit from a stronger introduction of context and a more explicit statement about why the update is important. This would create a clearer, more persuasive alignment with Swales' moves.

The fourth example could be improved by adding context on why accessing the lecture is important for the student's studies, as this would clarify the relevance of the request. Establishing a Niche; the student could provide a brief



reason for needing access, which would make the request more persuasive. Occupying the Niche; while the request is clear, using more formal language (e.g., "please" instead of "plz") and adding a note of thanks would improve professionalism. All in all, the email makes a clear request but lacks the formal tone, contextual information, and polite phrasing that would make it more effective. By providing a bit more context and using formal language, the email would better align with Swales' model and be more persuasive and respectful.

The fifth one lacks clarity, formality, and specificity in each move the student could add a sentence on why this topic is significant to his studies, helping to frame the relevance of the request. Establishing a Niche; explaining why he needs assistance (e.g., trouble understanding specific aspects of the topic) would clarify the gap. Occupying the Niche; a more formal, specific request with polite language and closing thanks would make the email more respectful and persuasive. Finally, while the email conveys the main request, it could benefit from additional context, a clearer explanation of the help needed, and a more formal tone to align more closely with Swales' moves.

The sixth example could be improved adding a brief sentence about the purpose or relevance of the research project would clarify the importance of the inquiry. Establishing a Niche; the student could clarify why he needs additional ways to contact the professor, or consider if this is necessary within academic boundaries. Occupying the Niche; the request for updates on the project is well-phrased, but the request for personal contact information is informal and might not align with academic expectations. In summary, the email communicates the main points effectively but could benefit from clearer academic context, a more formal request for contact, and justification for the additional communication channels to align better with Swales' moves.

Example number seven lacks clarity, formality, and specificity in which the sender could benefit from a brief sentence on why the topic of fake news during COVID-19 is relevant or important to the student's research, which would clarify the academic purpose of the email. Establishing a Niche; the student could clarify what kind of feedback he is seeking from the professor. Specific requests for guidance, such as on narrowing the focus or finding sources, would strengthen the niche. Occupying the Niche; while he asks for feedback, the informal tone ("If your happy") and general request for additional comments make the email appear less professional. A more formal phrasing and specific questions would improve the effectiveness of this move. Thus, the email makes a polite request but could be improved by adding context, asking specific questions, and using a more formal tone to better align with Swales' model and create a clear, professional request.

The eighth email could be enhanced as follows: Establishing a Territory, adding a brief explanation of the research's importance or goals would clarify the academic relevance of the survey request. Establishing a Niche; the request would be stronger with a brief statement on why participants' insights are valuable to the research, enhancing the need for survey responses. Occupying the

Niche; the request for participation is polite, and the confidentiality assurance adds professionalism. The email ends with a courteous thank-you, aligning well with academic communication norms. It could be stated that the email conveys its main points and makes a polite, professional request for participation. However, it could provide additional context on the study's purpose and explicitly explain the value of participants' input, making the email more persuasive and complete.

Example nine could be enhanced as adding context on the purpose or significance of the research which would strengthen the relevance of the request. Establishing a Niche; the niche could be clearer with a brief explanation of why testing the questionnaires is important for the research's success. Occupying the Niche; a more formal tone and specific expressions of gratitude would enhance professionalism. For instance, providing a closing sentence that thanks the professor in advance or offers to answer any questions about the task would make the request more considerate and complete. In summary, the email conveys the main request but would benefit from a more formal tone, additional academic context, and a clearer explanation of why testing the questionnaires is important. Moreover, example10 could be enriched as adding a sentence about the meeting's purpose would clarify the reason for the request and create an academic context. Establishing a Niche; stating the specific reason for the meeting would help the professor understand the need for his time and expertise. Occupying the Niche; a more formal tone and precise language would make the request more professional, and suggesting a time range would make scheduling easier for the professor. It is to be said that while the email is polite, it could be improved by adding academic context, clarifying the purpose of the meeting, and using formal language.

The eleventh example could be developed as follows: Establishing a Territory; it lacks a clear introduction or explanation of the research context. Providing a brief background would give the request more relevance. Establishing a Niche; while the students mention that they have followed the professor's instructions, they don't specify what aspects of their research they need feedback on. Occupying the Niche; the request for feedback is too vague and could be more formal and proactive. In its current form, the email is polite, but it could be improved by providing a clearer introduction to the research context, specifying the type of feedback the students are seeking, and using more formal and specific language when requesting feedback from the professor.

The twelfth example could be improved in the following areas: Establishing a Territory; the academic context could be made clearer by explaining the nature of the request or inquiry. Establishing a Niche; the questions are relevant but need to be more clearly phrased and formalized. The niche would also be stronger if the sender explicitly linked the questions to the recipient's request or stated why these questions are relevant. Occupying the Niche; the sender's offer of questions is somewhat vague and informal. It could be more clearly stated as a suggestion, and the tone could be more professional. Example thirteen could be improved in the following areas: Establishing a Territory; the academic context is not clearly established. A brief



explanation of the presentation's purpose or research topic would improve the email. Establishing a Niche; the niche is not fully clear. The request for feedback could be more specific and explain exactly what kind of input is needed. Occupying the Niche; the outline is provided, but the request for feedback is vague and informal. A more formal and specific request would make it clearer what the students are asking for. The email does make a polite and professional request but could benefit from greater clarity and formality. To better align with Swales' model, the email should:

The last email (Example 14) is polite and clear, but it could be improved in the following ways: Establishing a Territory; add a brief academic context for the presentation to give the email more structure. Establishing a Niche; the request for feedback is somewhat vague. The sender could specify areas of uncertainty or particular aspects of the topic that need clarification. Occupying the Niche; while the request for feedback is clear, the phrasing could be more formal and precise. The email would be more effective if it provided more contexts regarding the presentation's academic background. The niche was more explicitly framed by identifying specific aspects of the topic that require feedback. The request was more formally and precisely phrased, aligning with academic communication standards.

Ultimately, based on these findings, it is worth noting that the purpose of an email is to ensure clarity, enabling the recipient to understand the context, request, and expectations. This style enhances the likelihood that emails will be well-received, effective, persuasive, as they provide essential information in a logical and organized manner—particularly important in formal or professional communications, where precision and clarity are vital. Students frequently face challenges when writing formal request emails due to language proficiency limitations, cultural differences, and unfamiliar academic conventions. Many students lack the advanced vocabulary and grammar necessary for formal writing. Additionally, students struggle with the norms of formality and politeness in English, as their native communication styles may be more direct or casual. This can lead to overly informal language, absence of respectful salutations, or tone misunderstandings. Many students are untrained in academic writing or English for Specific Purposes (ESP), and programs often focus on conversational or basic language skills rather than formal email writing. Consequently, students may lack exposure to authentic examples and miss learning the nuances of formal tone and structure. Furthermore, students often fear making mistakes, particularly when addressing authority figures, which can lead them to write overly simple emails or avoid formal emails altogether. This hesitation may prevent them from effectively using crafting clear messages.

## 6. Conclusion

This study has explored the linguistic analysis of rhetorical moves in request emails written by Kurdish students at Soran University, shedding light on how they form their emails to convey politeness, clarity, and persuasion in an academic context. Using Swales' (1990) genre-based framework, the findings revealed that while Kurdish learners employ various rhetorical moves to achieve

effective communication, they face notable challenges in structuring request emails in English as a foreign language. These challenges often stem from cultural and linguistic differences that influence their ability to meet the expectations of English academic email conventions. The insights from this study contribute to a deeper understanding of the communication strategies and difficulties faced by Kurdish students. This understanding can update educators and curriculum developers in designing targeted instructional approaches to enhance email writing skills. By addressing these challenges, educators can equip students with the tools to communicate more effectively in academic and professional contexts. Future research could expand the scope of the study to include a larger sample size and examine the impact of specific instructional interventions on students' email-writing proficiency.

## 7. Recommendations

The following recommendations can be taken into account to enhance instructional methods in academic settings while writing emails in such academic contexts, in particular universities and faculties. The recommendations are listed below:

1. Running workshops to address the most significant challenges Kurdish university students face when writing emails is highly recommended, especially for instructors and faculty members. Teachers should teach their students how to write emails in a clear, courteous manner and how to organize them.
2. Providing students with a specific template or a framework for their writing their request emails. These will keep them able to identify rhetorical devices when writing emails in general and their request emails in particular.
3. Peer review sessions are important for collaborative learning because they allow for email exchanges and the provision of detailed feedback on how to write in an efficient and clear manner.
4. In order to better understand the conventions and appropriateness of writing emails in English-speaking contexts, students should be aware of social and cultural quirks.

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#### Appendix 1 (Request Emails)

<b>Ex.1</b>	Hi teacher, I hope you are healthy and well. I want to do research on this topic challenges of learning English as a second language, I hope you accept it
<b>EX.2</b>	Dear [Teacher] Hello Teacher , I want to tell you tha I am not happy with the score of 60 that I received on my works I believe that my work warrants a higher grade and I would like to request a review of my grades. I have been studying hard and working diligently in your class this semester, so please consider reviewing my grades before they are finalized. I understand that you make the final judgment, but I wanted to express my feeling that this grade does not reflect my work. I appreciate your time and consideration in this matter. Sincerely,
<b>EX.3</b>	Hello Dr. I hope this email finds you well. I wanted to follow up on the status of my grades and request an update. It has been a few days since we last discussed it and I am eager to know if there have been any changes or updates in regards to my marks. I would really appreciate your consideration on this matter as it is important for me that the results reflect all of my hard work and dedication towards achieving good grades. Thank you very much for your consideration in this matter and looking forward to hearing from you soon with an update regarding my marks. Sincerely,
<b>EX.4</b>	Dear Dr. Greetings! Could you plz upload today's lecture on LMS? Regards,
<b>EX.5</b>	Hello teacher I hope u doing well I really need ur help about my presentation if u could please help me the title the great shift vowel and modern english! Could u send me some of materials
<b>EX.6</b>	Dear Dr. I hope this email finds you well. I am writing to inquire about the commencement date for our research project and to confirm whether the title has been accepted by the department. Could you please provide an update on these matters at your earliest convenience? Additionally, I hope you accept my request, if you can give me your number or an application in social media through this way I can contact you much esear . Thank you for your time and guidance. Best regards,
<b>EX.7</b>	Hello Doctor Hope you're doing well. I'm Naz and one of the selected students to do research .

	<p>Suraya and I decided to do research about fake news during Covid 19, and we want your Point of view, what should we do. If your happy with our title we will send it. And if there's any additional things tell us to add them as soon as possible.</p> <p>Have a lovely day.</p>
<b>EX.8</b>	<p>Thanks dear doctor. And also this is our survey:</p> <p>Dears we are conducting a research project for our graduation about factors behind language diversity. Your participation in filling out this questionnaire would be greatly appreciated. Rest assured, all responses are confidential and will be used solely for academic purposes. Please read each question and select the answer that aligns best with your views and experiences.</p> <p>Thank you for dedicating your time and providing valuable input."</p>
<b>EX.9</b>	<p>Hello dear dr. I hope this email finds you well, we are conducting a research for the bachelor degree, we would be so grateful if you could please help us to test the research questionnaires before publication. Please read both sets of questionnaires, teachers' and students', then judge the items, and find the attached questionnaires below.</p> <p>best regards.</p>
<b>EX.10</b>	<p>hello dear doctor, I hope you are doing well, tomorrow if you have time we will see you.</p> <p>Which time do you prefer in order to come to you</p>
<b>EX.11</b>	<p>Hello dear doctor I hope you are doing very well, about our research we did that things which you told us, so we will wait for your comment.</p> <p>thanks</p>
<b>EX.12</b>	<p>Hope this email finds you very well. Regarding your request, it is better to find " in what sense semantics and linguistics related ? And " where do we locate semantics inside linguistics?</p> <p>Regards and more power to you,</p> <p>CH.</p>
<b>EX.13</b>	<p>Dear Doctor</p> <p>I would like to express our thankfulness to you. We couldn't done it intensely without your information. In here, we prepared an outline for our presentation, if it needs any additional information, it will be better to update us.</p> <ul style="list-style-type: none"> <li>- What is semantic?</li> <li>- How semantics and linguistics are related?</li> <li>- Semantics at different levels of linguistics.</li> <li>- Challenge in semantic analysis.</li> <li>- Conclusion.</li> </ul> <p>Best regards</p>
<b>EX.14</b>	<p>Dear</p> <p>For our presentation on meaning and form in semantics, could you please let me know any key areas I should focus on according to this books that you putted in LMS?</p> <p>Thank you,</p>

## به‌واداچوونی شیکاریی زمانه‌وانی جولە ره‌وانیژییه‌کان له نووسینی نیمه‌لی داواکاری له‌نیو خویندکارانی زانکودا

پوخته:

ئهم توێژینه‌ویه هه‌ولی لێکۆڵینه‌وه‌ی زمانه‌وانی جولە ره‌وانیژییه‌ ستراتیجیه‌کانی داواکاری له نووسینی نیمه‌لدا دعات له‌ نیو خویندکارانی کورد که له ژینگه‌ی ئەکادیمی له زانکۆی سۆران دمخوین. واته‌ چۆن خویندکارانی کورد ئینگلیزی نیمه‌لکانیان به ئینگلیزی دادمین و جهخت ده‌کهنه‌ سه‌ر ئهم جولە ره‌وانیژییه‌ی به‌کاری ده‌هێنن بۆ ئه‌وه‌ی داواکارییه‌کانیان به ئەدمه‌ب و روون و قایلکهر بن. له راستیدا، زۆر که‌م ده‌رباره‌ی ئهم ئاسته‌نگانه‌ی رووبه‌رووی خویندکارانی کورد له به‌شی ئینگلیزی ده‌بنه‌وه‌ ده‌زانرێت. به‌شیکردنه‌وه‌ی شتوایه‌کانی به‌کارهێنانی ره‌وانیژی له‌لایه‌ن ئهم خویندکارانه‌، له‌م توێژینه‌ویه دا، تێگه‌شتنه‌مان له پێداویستییه‌کانی په‌یوه‌ندیکردنیان و پالێشتیکردنی رێنمایی کاریگه‌رتر بۆ نووسینی نیمه‌لی داواکاری، له‌ چوارچۆیه‌ی ئەکادیمی، باشترده‌کات. ئهم توێژینه‌ویه سوود له‌ تیۆری سه‌هیلز (1990) وه‌رده‌گرێت بۆ شیکردنه‌وه‌ی چۆنایه‌تی داتاكان و گه‌ران به‌دوای جولە ره‌وانیژی نیمه‌لکانی داواکاری له‌ چوارچۆیه‌یه‌کی زمانه‌وانییه‌وه‌ . بۆ ئهم مه‌سه‌له‌، 14 نیمه‌ل له نیمه‌لکانی شوینی کارماندا کۆکردۆته‌وه‌ که به ئینگلیزی نوسرا بوون وه‌ ک زمانیکی بیانی. بۆ شیکردنه‌وه‌ی داتاكان، توێژمه‌ران شیوازی بنه‌مای ژانریان به‌کارهێنا. ، ده‌رنجامه‌کان ئه‌وه‌ ده‌رمه‌خن که هه‌رچه‌نده خویندکارانی کورد ده‌یان‌ه‌وێت جولە ره‌وانیژی به‌کار به‌هێنن، به‌لام کاتیک به ئینگلیزی وه‌ک زمانیکی بیانی قسه‌ ده‌کهن، به‌تایبه‌تی کاتیک له‌ رێگه‌ی نیمه‌ل‌ه‌وه‌ داواکاری پێشکesh ده‌کهن، رووبه‌رووی ئاسته‌نگ ده‌بنه‌وه‌.

**وشه‌ کلێله‌کان:** داواکاری، نیمه‌ل، قه‌رخوازی کورد، جولە ره‌وانیژی، بۆچوون له‌سه‌ر بنه‌مای ژانرا.

## استكشاف التحليل اللغوي للحركات البلاغية في كتابة طلب رسائل البريد الإلكتروني عند طلاب جامعة

الملخص:

تهدف هذه الدراسة إلى البحث عن التحليل اللغوي للحركات البلاغية لاستراتيجيات الطلب في كتابة رسائل البريد الإلكتروني بين الطلاب الأكراد في وسط الأكاديمي بجامعة سوران. وبالأخص تركز الدراسة في كيفية صياغة وترتيب الطلاب الأكراد الذين يتعلمون اللغة الإنجليزية كلغة أجنبية في وضع الرسائل البريد الإلكتروني الخاصة بالطلبات باللغة الإنجليزية، مع التركيز على الحركات البلاغية التي يستخدمونها لجعل طلباتهم مهذبة وواضحة ومقتعة. في الواقع، لا يمكن ذكر التحديات الخاصة التي يواجهها هؤلاء الطلاب الأكراد في قسم اللغة الانجليزية. ومن خلال تحليل الاستراتيجيات البلاغية لدى الطلاب، تهدف الدراسة إلى تعزيز فهمنا لاحتياجاتهم التواصلية ودعم تقديم تعليم أكثر فعالية لكتابة رسائل الطلاب في السياقات الأكاديمية. ستستخدم هذه الدراسة نظرية سويلز (1990) لتحليل البيانات نوعيًا واستكشاف الحركات البلاغية لرسائل الطلب من الإطار اللغوي. ولتحقيق هذا الغرض، تم استخدام 14 رسالة بريد إلكتروني في بيئة الجامعة لدينا. ولأغراض تحليل البيانات، استخدم الباحثون نهجًا قائمًا على النوع الأدبي. كان جميع مرسلتي الرسائل الإلكترونية من طلاب جامعيين أكراد يتعلمون الإنجليزية كلغة أجنبية. تكشف النتائج أنه على الرغم من أن الطلاب الأكراد يميلون إلى استخدام الحركات البلاغية عند التواصل باللغة الإنجليزية كلغة أجنبية—وخاصة عند تقديم الطلبات عبر البريد الإلكتروني—إلا أنهم يواجهون تحديات في القيام بذلك.

**الكلمات المفتاحية:** طلب، البريد الإلكتروني، متعلم كردي، حركة بلاغية، نهج قائم على النوع الأدبي.