

## **EFL Learners' Invitation Speech Act via Electronic Mail**

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**Abstract:** The aim of this paper is to investigate Iranian email invitations production considering the gender, the distance between the inviter and the invitee, and the representation as independent variables. To this end, 30 EFL learners including 15 males and 15 females at intermediate level were designated to write email invitations in two different situations. Totally, 60 invitation emails were collected and analyzed. The findings, regarding the length of speech prior to the invitation sentence (s), showed that Iranian EFL learners produced words before the main invitation sentence specifically when they know the invitee. For information sequencing, the frequency of [supportive+ invitation] was high among males and females; that is Iranians put their invitation after the supportive sentences to enhance their positive face and the invitee's. With regard to verb usage in email invitations, Iranian EFL learners used 'want', 'invite' and 'would like to invite', mostly the last two (invite/would like to invite).

**Keywords:** Invitation speech act, email, gender, EFL learners.

Invitation is a universal speech act which is nominated and categorized in dual commissives-directives "illocutionary acts whose point is to commit the speaker (again in varying degrees) to some future course of action" (Searle, 1979, p.14). We can declare that invitations are 'social actions' (Margutti, et.al., 2018) or action types in which the speaker advocates for a joint activity in the future for the benefit of the recipient and Self, and at a cost of the Self/initiator (Taleghani-Nikazm, 2018). It could be a successful occasion if the hearer is inclined to participate in the recommended act and on the

'speaker's honoring the commitment made' (Mirzaei & R. Eslami, 2013). Pragmatic laid an umbrella over the invitation paradigm since it plays a dual role as directive and commissive. Accordingly, Bella (2009) submitted that this seems to be the main distinctive feature between invitations and requests, since the latter do not entail any obvious benefit for the addressee. The other distinction is; their being designed and understood as free from obligation, urgency or need; a condition described as relevantly applying to requests (Drew and Couper-Kuhlen, 2014, cited in Margutti, et.la., 2018).

Invitations are essential means for enhancing 'social solidarity', sustaining 'interpersonal relationships' and constructing social cohesion (Margutti, et. al., 2018). Invitations may arise in diverse forms and settings; such as invitation cards, face to face, phone, social and or official occasions. However, by the advent of technology a newly-formed medium like Computer Mediated Communication (CMC) as a convenient way of interaction has appeared and enticed people from different walks of life. In this regard, over the last century, 'developments in telecommunications have made possible new communicative modalities that blend the presuppositions of spoken and written language such as telephone, fax, and Voice mail' (Baron, 1998). However, technology variations specifically in the communication realm introduced other devices too, to assist humans in order to have convenient interactions in a fast-paced world. Based on this, scholars and theorists in academic disciplines work persistently to define and analyze mediated communication particularly, the emergence of CMC such as email, bulletin boards, user groups, chat rooms, Web-pages as a running and striking domain of study for a group of researchers (Soukup, 2000). The unique characteristics of CMC may inspire people to create unprecedented forms of communication and novel epistemology, since the world of CMC 'filled with motion, unconventionality, dynamism and three dimensional imagery' (Lanham, 1993; Nelson, 1992; Soukup, 2000), which makes communication in the digital world more playful, stylistic, rhetorical and postmodern than previous forms of communication (Soukup, 2000). Most CMC currently in use is "text-based" (Herring, 2001), among various forms 'Email' can

be labelled; the well-known and popular net-medium, “Internet communication tools” (ICT) (Belz, 2007). Email as an asynchronous medium has been broadly, as well as its popularity, spread out for hyper-personal communication (Duthler, 2006), institutional communication (Economidou-Kogetsidis, 2011; Baron, 1998; Biesenbach-Lucas, 2007; Soler, 2013; Chen, 2015), and as a common fixture in business (Baron, 1998). Email (Booher, 2001) is an informal method of communicating. However, people cannot label it as ‘spoken messages’ since neither of them see nor hear each other” (Collot & Belmore, 1996, p.14). Chen (2001) argues that email acts midway between phone call and formal letter which makes it receives conversational, and also written language features. As a matter of fact, it is a unique ‘hybrid’ text permitting the users to represent diverse discourse styles in their electronic mails while writing for different people for differing communicative aims. Moreover, during ‘asynchronous interactions’, they are capable of planning, composing, editing and reviewing the content of the message (Herring, 2002, Duthler, 2006; Walther, 1996).

Since people may write e-mails to their friends in a way they like (Chen, 2006), their ‘ambivalence and uncertainty about how to encode communicative intent in this text-only medium tend to surface especially in hierarchical relationships, such as between students and faculty, and in situations involving impositions on the addressee’. It may be the case that students are simply uncertain about email etiquette due to lack of experience and because typically it is not explicitly taught (Biesenbach-Lucas, 2007, p.60). Biesenbach-Lucas (2007) believed that Linguistic competence alone is not sufficient for communicative competence. Speakers of a language must also master sociopragmatic and sociolinguistic norms to achieve communicative purposes appropriately (Zhu, 2012). Therefore, an investigation which focuses on Iranian invitation speech act considering social factors is commanding in the current study.

## **Literature Review**

A myriad of studies has been done regarding invitation as a speech act in the area of intercultural and cross-cultural pragmatics; to name just a few, Mirzaei and R. Eslami (2005) focused on Iranian wedding invitations. The study probed discourse and social variability evident in wedding invitation texts. The findings showed that, besides religion, other socioculturally emerging factors such as (tertiary) education, feminism, socioeconomic status, profession, and age have massively impacted the young couples' preference for a certain type of still prefabricated though modern discourse.

The other study was carried out by Eslami (2005) on ostensible and genuine invitation in Iranian community. The findings revealed that the structure of ostensible invitations in Persian was more complex than in English. Invitations that met the criteria for being genuine invitations in English could be classified as ostensible by Persian speakers. Moreover, Persian speakers used a considerable number of ostensible invitations in their daily activities as a manifestation of ritual politeness (*ta'arof*).

Bella (2009) investigated invitations and invitation refusals in Greek and their relationship to politeness within Brown and Levinson's (1987) framework. As age was the independent variable, the results indicated that the younger age group conceptualized invitations as face enhancing acts for the addressee; thus, they insisted more and preferred positive politeness strategies. By contrast, the older age group conceptualized invitations as addressee face-threatening acts, so they hardly ever insisted and appeared to favour negative politeness strategies through three stages: making an invitation, insistence-response, and wrap-up. However, there is only one study explored by Chen. et.al (2013) comparing metaphor variations in email invitations (in four hypothetical situations) from Chinese speakers of English and native speakers of English. They found out that "Giving invitation is borrowing money" for the Chinese English corpus, while "Giving invitation is delivering messages" for the non-Chinese English corpus.

Thus, as far as I know the paucity of research studies on email invitation speech act paradigm has been observed in the literature. The current study aims to provide some insights into the realization of invitation speech act through implementing a prominent medium like E-mail among Iranian English learners. It is critical to note that native English speakers' data studied by Chen, et.al (2013) were regarded as the baseline ones. Thus, the following research questions are explored:

1. Is there any difference in the length of speech produced prior to the invitation sentence(s) between male and female participants?
2. Is there any difference in the information sequencing invitation (supportive + invitation) emails sentences between Iranians and English?
3. Is there any difference in the information sequencing invitation (invitation+ supportive) emails sentences between Iranians and English?
4. Is there any difference in the use of verbs in the main invitation sentences between Iranian male and female regarding the following factors: gender, distance, and representation?

## **Methodology**

### **Participants**

The participants of the current study consisted of 30 male and female Iranian English learners who were studying in Iran air English language department in Tehran, Iran. That is, 15 males and 15 females, respectively. Their English proficiency was classified at intermediate level. The study was fulfilled during their English course period. In one of the sessions, the researcher and the students had a discussion regarding e-mail introduction, and production phase. Then they were assigned to email two invitations; one email to their teacher and the second one to the Head of English Department.

## **Instrument**

To carry out the study, a Discourse Completion Task (DCT) according to two variables D+, D- (Distance) and R+, R-(Representation) in two different, but true life, authentic contexts was designed.

(D+): there is a distance between the email sender and the receiver (they do not know each other).

(D-): there is no distance between the email sender and the receiver (they know each other).

(R+): the email sender is the representative of a group.

(R-): the email sender is not the representative of a group.

The situations are represented in the following words:

1. You are going to travel to a foreign country for study. Before that, you will arrange a farewell party. You would like to invite your English course teacher as a guest speaker. How would you write the invitation by email?
2. As the representative of your English class, you are asked to invite the Head of English Education to give a speech on English course graduation celebration. Considering you have never visited the Head in person. How would you write the invitation by email?

## **Data analysis**

To analyze the data qualitatively and quantitatively, the informants' emails invitations were received via email. Therefore, there were 60 emails from informants of the study and also 56 internet downloads analyzed by (Chen, et.al., 2013). The researcher distinguished the main invitation sentences received from informants and also identified the invitation verb in each sentence. Afterwards, the researcher searched the sentences prior to the main invitation sentence (s) to examine the information sequencing and the number of words. Finally, the Chi-Square Test was implemented to compare the data among male and female informants. The following table shows the

frequency and percentages of length of speech produced prior to the invitation sentence (s). The analysis of the length of speech produced prior to the invitation sentence(s) (Table 4.1) revealed that in the position [R+D+] both male (39.8 %) and female (47.0 %) participants produced fewer words than in the position [R-D-]; (60.2 %) for male and (53.0 %) for female, as Zhang (1995) held that: “the degree of indirectness is determined by the length of supportive moves which do not contain explicitly the intended proposition” (p. 82).

**Table 1.** Frequencies, Percentages and Std. Residual of Length of Speech Produced prior to the Invitation Sentence(s) by Gender.

			Type		Total
			R+D+	R-D-	
Gender	Male	Count	305	462	767
		% within Gender	39.8%	60.2%	100.0%
		Standardized Residual	-1.5	1.3	
	Female	Count	341	384	725
		% within Gender	47.0%	53.0%	100.0%
		Standardized Residual	1.5	-1.3	
Total	Count	646	846	1492	
	% within Gender	43.3%	56.7%	100.0%	

Accordingly, the results of analysis of chi-square ( $\chi^2 (1) = 7.28, p = .005$ , Cramer’s V = .073 representing a weak effect size) (Table 4.2) indicated that there were significant but weak differences between the male and female participants’ length of speech produced prior to the invitation sentence(s). Thus the first null hypothesis was rejected.

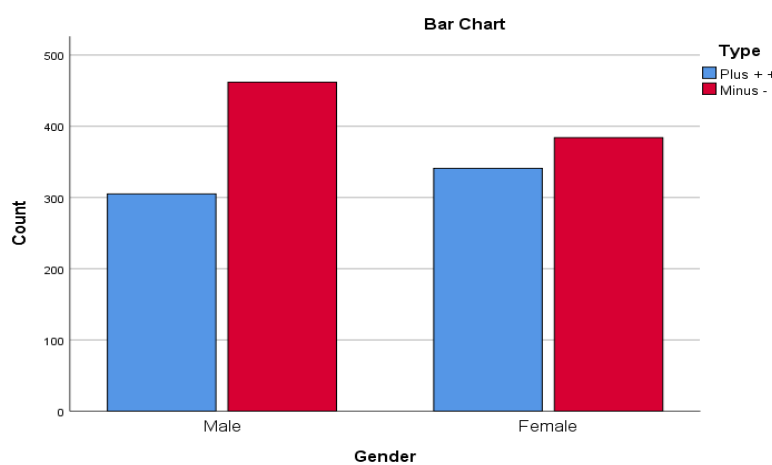
**Table 2.** Chi-Square Tests; Length of Speech Produced prior to the Invitation Sentence(s) by Gender.

	Value	Df	Asymptotic Significance (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	8.022 <sup>a</sup>	1	.005		
Continuity Correction <sup>b</sup>	7.728	1	.005		
Likelihood Ratio	8.026	1	.005		

Fisher's Exact Test			.005	.003
Linear-by-Linear Association	8.016	1	.005	
N of Valid Cases	1492			
Cramer's V	.073		.005	

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 313.91.

b. Computed only for a 2x2 table



**Figure 1.** Length of speech produced prior to the invitation sentence(s) by gender.

Considering the second research question: the analysis of the information sequencing invitation (supportive + invitation) emails sentences (Table 4.3) showed the higher frequency in the position [R-D-] (with a small difference); male (55%) and (54.5 %) for female informants than in the position [R+D+]; (45%) for male and (45.5 %) for female. Interestingly, it is shown that Iranian English learners tended to praise and gratitude (supportive moves) an invitee, either familiar or unfamiliar, to enhance their face and their interlocutors' (face) before the main invitation sentence. In fact, these sentences act as preambles to pave the way for bringing out the main invitation sentence. It could be expressed that complement (praising others) is one of the cultural norms in interpersonal relationships in Iranian community, while in internet corpus data, the inviters tended to make invitations right after their self-introduction (Chen, et.al., 2013). There were 45 cases (80.36 %) of corpus invitations using this strategy. Thus, for the



inviters of the corpus data, invitation is like delivering a message in a direct way. Some examples of Iranian email invitations are represented in (1) and (2):

Dear Mr. Hajimoradi,

**You showed us, an outstanding and solid performance to manage and holding our class during this two months. I must appreciate of yourself about training which you had done perfectly about myself and I'd never forget your struggle in our course.** I have decided to go abroad to continue my training and maybe I won't come to Iran in near future and I want to arrange a farewell party. It's great pleasure that I will be hosting a farewell party on 25<sup>th</sup> June, at 8.p.m and I would like to invite you to be guest speaker, because I know you're outstanding to manage and preside my party. I will send you exact location to celebrate our party with next two days. I'm grateful for your assistance

Best regard

Dear Sir,

**As we finished our English lesson successfully we appreciate for all of things that you did for us.** We organized graduation celebration. And I as the representative of everyone invite you and request you to give us your valuable speech there. I look forward to hearing from you.

Sincerely yours,

There were emails containing *reasons* (supportive moves) the inviters used to convey their intention before the main invitation sentence, though. This finding is in line with Chen et.al (2013), who contended that Chinese students tended to provide many reasons and small talks before starting the main topic: invitation, Such as the following email (3):

Dear Mr Hajimoradi,

Recently **I have been chosen to get scholarship of .....university in Canada and I am going to move there for study.** So I am planning a farewell party on next Friday at 8 pm. I would be delighted to invite you for party.

Many thanks

**Table 3.** Frequencies, Percentages and Std. Residual of Information Sequencing Invitation (Supportive + Invitation) Emails Sentences by Gender.

			Type		Total
			R+D+	R-D-	
Gender	Male	Count	9	11	20
		% within Gender	45.0%	55.0%	100.0%
		Standardized Residual	.0	.0	
	Female	Count	10	12	22
		% within Gender	45.5%	54.5%	100.0%
		Standardized Residual	.0	.0	
Total	Count	19	23	42	
	% within Gender	45.2%	54.8%	100.0%	

Accordingly, the results of analysis of chi-square ( $\chi^2 (1) = .001, p = 1.00, \text{Cramer's } V = .005$  representing a weak effect size) (Table 4.4) indicated that there were not any significant differences between the male and female informants' information sequencing invitation (supportive + invitation) emails sentences. Thus the second null-hypothesis was supported.

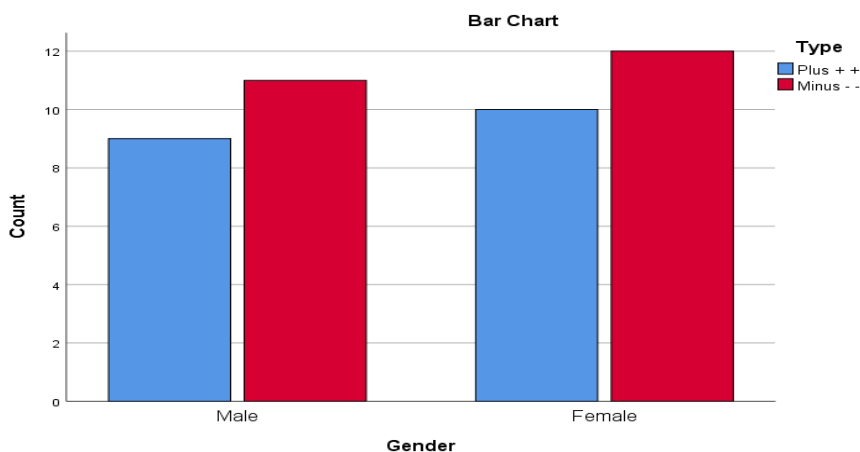
**Table 4.** Chi-Square Tests; Information Sequencing Invitation (Supportive + Invitation) Emails Sentences by Gender.

	Value	Df	Asymptotic Significance (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	.001 <sup>a</sup>	1	.976		
Continuity Correction <sup>b</sup>	.001	1	1.000		
Likelihood Ratio	.001	1	.976		
Fisher's Exact Test				1.000	.610

Linear-by-Linear Association	.001	1	.977
N of Valid Cases	42		
Cramer's V	.005		.976

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 9.05.

b. Computed only for a 2x2 table



**Figure 2.** Information sequencing invitation (supportive + invitation) emails sentences by gender.

However, the analysis of information sequencing invitation (invitation + supportive) emails sentences (Table 4.5) showed a weak difference between male (40 %) and female (37.5 %) informants in the position [R-D-], as well as in the position [R+ D+]; (60 %) males and (62.5 %) females who tended to provide the main invitation sentence at the beginning of the email invitation with(out) introducing themselves (the inviter's name, and the group they represent). However, with respect to the previous finding (supportive +invitation), it is shown that a small number of Iranian English learners delivered information without any preambles when they do not know the person. As shown in (4), and (5).

Dear Mr. Feizizadeh,

**I am Mahmoud Darbandi, the representative of English class (Grade 9).** We are respectfully going to invite you to give speech on course graduation celebration if it is possible for you. I am waiting for your response.

Respectfully yours,

Dear Sir,

**I would like to invite you for graduation celebration as the representative of our English class.** I hope you can make it. If possible, arrive at about 6:00 in the evening on the 20<sup>th</sup>. Considering I have never visited you, I look forward to meeting you.

Sincerely,

**Table 5.** Frequencies, Percentages and Std. Residual of Information Sequencing Invitation (Invitation + supportive) Emails Sentences by Gender.

			Type		Total
			R+D+	R-D-	
Gender	Male	Count	6	4	10
		% within Gender	60.0%	40.0%	100.0%
		Standardized Residual	.0	.1	
	Female	Count	5	3	8
		% within Gender	62.5%	37.5%	100.0%
		Standardized Residual	.1	-.1	
Total	Count	11	7	18	
	% within Gender	61.1%	38.9%	100.0%	

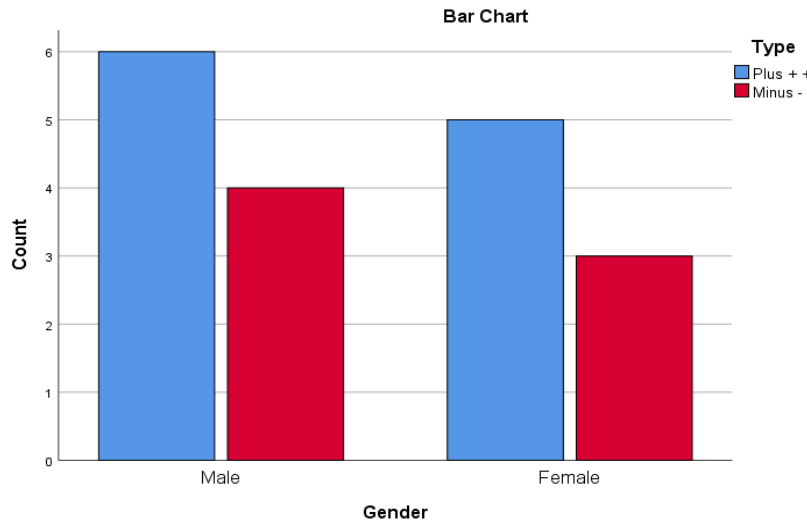
**Table 6.** Chi-Square Tests; Information Sequencing Invitation (Invitation + supportive) Emails Sentences by Gender.

	Value	Df	Asymptotic Significance (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	.012 <sup>a</sup>	1	.914		
Continuity Correction <sup>b</sup>	.001	1	1.000		
Likelihood Ratio	.012	1	.914		
Fisher's Exact Test				1.000	.648

Linear-by-Linear Association	.011	1	.916
N of Valid Cases	18		
Cramer's V	.025		.914

a. 3 cells (75.0%) have expected count less than 5. The minimum expected count is 3.11.

b. Computed only for a 2x2 table



**Figure 3.** Information sequencing invitation (invitation + supportive) emails sentences by gender.

Finally, two separate analyses of chi-square (crosstabs) were run to probe any significant difference in the use of verbs in the main invitation sentences (**I want to invite** and **I would like to invite/I invite**) between male and female participants.

**'I want to invite'**

The results (Table 4.7) indicated that male informants in the position [R+D+] used the verb *want* (n = 5, 71.4 %) more than in the position [R-D-] (n = 2, 27.3%), while female respondents used the verb *want* in the position [R-D-], (n = 8, 72.7 %) more than in the position [R+D+] (n = 3, 28.6%). In detailed analysis, it could be realized from the figure 4.4 that male email senders on behalf of themselves, tended to use the invitation the

verb *want* more frequently when they do not know the email receiver. They might tend to divulge their need for the people they do not know rather than they do. In this regard, Howden (1994) and Levant & Kopecky (1995) contended that men by expressing their sentiments, their masculinity may be threatened. Unlike males, females prefer to share their personal needs for people they know. As Howden (1994) argued that girls are inclined to express their sentiments to get the interlocutors' "support" and "sympathy" from their intimate friends. Email (6) written to Head of English department is the example of the verb *want* invitation sentence:

Dear Head of Iran Air English Department,

As a representative of English class, I **want** you attend as a speech on English course graduation celebration. Would you like attend in ceremony?I hopefully hear from you positive answer.

Kind Regards,

Email (7) is the example of *want* invitation sentence of an Iranian female to her English course teacher:

Hi Miss Shahbazi

My name's Zahra. I'm 21. I'm from Tehran in Iran. I'm study accounting. I'm going to travel to Swiss for continue to study, so I **want** you come to my celebration. This is goodbye party. Please write soon and tell me that you come to my party or no.

Best Wishes,

**Table 7.** Frequencies, Percentages and Std. Residual of Verb Use (I Want to Invite) by Gender.

		Type		Total	
		R+D+	R-D-		
Gender	Male	Count	5	2	7
		% within Gender	71.4%	28.6%	100.0%
		Standardized Residual	1.1	-1.0	

	Count	3	8	11
Female	% within Gender	27.3%	72.7%	100.0%
	Standardized Residual	-.9	.8	
Total	Count	8	10	18
	% within Gender	44.4%	55.6%	100.0%

The results of analysis of chi-square ( $\chi^2 (1) = 1.82, p = .177, \text{Cramer's } V = .433$  representing a moderate effect size) (Table 4.8) indicated that there were not any significant differences between the male and female participants' use of "I want to invite" verbs in the main invitation sentences.

**Table 8.** Chi-Square Tests; Verb Use (I Want to Invite) by Gender.

	Value	df	Asymptotic Significance (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	3.378 <sup>a</sup>	1	.066		
Continuity Correction <sup>b</sup>	1.826	1	.177		
Likelihood Ratio	3.464	1	.063		
Fisher's Exact Test				.145	.088
Linear-by-Linear Association	3.190	1	.074		
N of Valid Cases	18				
Cramer's V	.433			.066	

a. 3 cells (75.0%) have expected count less than 5. The minimum expected count is 3.11.

b. Computed only for a 2x2 table

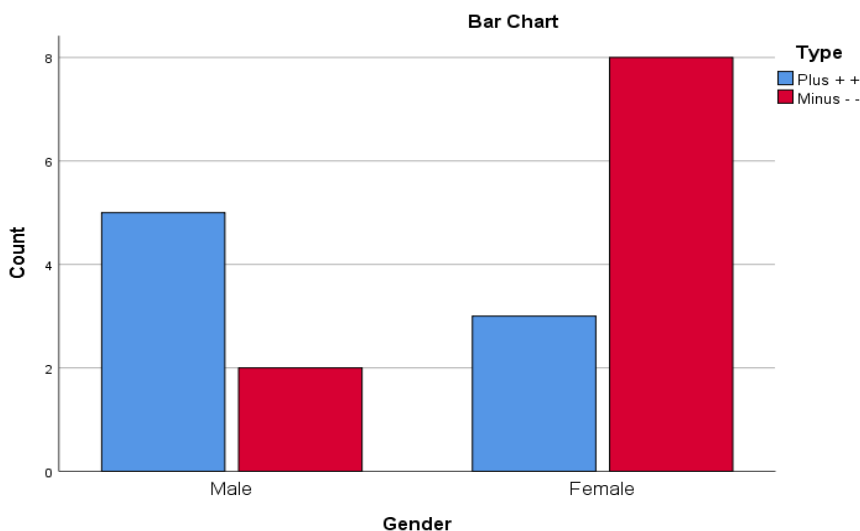


Figure 4. Verb Use “I want to invite” by gender.

**‘I Would Like to Invite/I Invite’**

The results (Table 4.9) indicated that male participants in the position [R-D-] used ‘I would like to invite (I invite)’ sentence (n = 13, 56.5 %) more than in the position [R+D+] (n = 10, 43.5%), while female respondents in the position [R+D+] used ‘I would like to invite (I invite)’ (n = 12, 63.2 %) more than in the position [R-D-] (n = 7, 36.8%). Iranian females believe that ‘I would like to invite’ and ‘I invite’ are more polite and formal phrasal verbs to use than ‘want’ when they write to people they do not know. Similarly, for internet corpus, the emails would use the phrases: “we would like to invite you”, and “the purpose of this letter is to invite you to...” (Chen, et.al. 2013).

Table 9. Frequencies, Percentages and Std. Residual of Verb Use (I Would Like to Invite (I Invite) by Gender.

		Type		Total	
		R+D+	R-D-		
Gender	Male	Count	10	13	23
		% within Gender	43.5%	56.5%	100.0%
		Standardized Residual	-.6	.6	
	Female	Count	12	7	19
		% within Gender	63.2%	36.8%	100.0%
		Standardized Residual	.6	-.7	



Total	Count	22	20	42
	% within Gender	52.4%	47.6%	100.0%

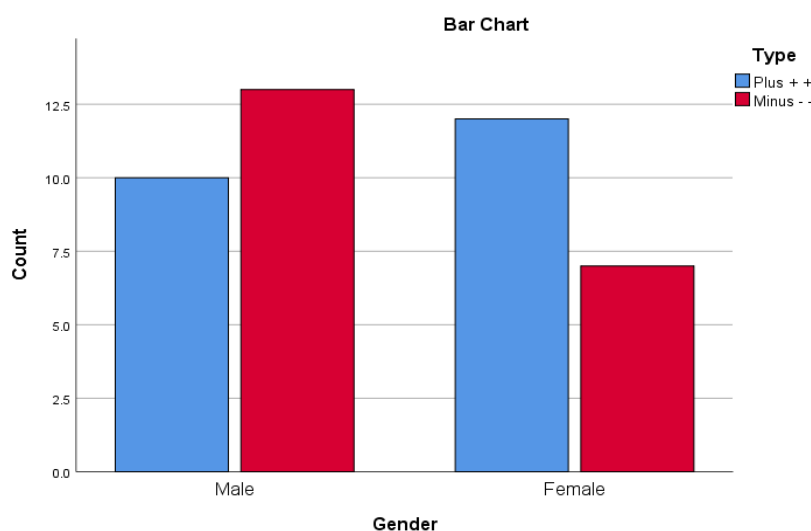
The results of analysis of chi-square ( $\chi^2 (1) = .923, p = .337, \text{Cramer's } V = .196$  representing a weak effect size) (Table 4.10). Based on the results displayed in Table 4.9 and 4.10 it can be concluded that the fourth null-hypothesis was supported.

**Table 10.** Chi-Square Tests; Verb Use ((I Would Like to Invite (I Invite)) by Gender.

	Value	df	Asymptotic Significance (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	1.616 <sup>a</sup>	1	.204		
Continuity Correction <sup>b</sup>	.923	1	.337		
Likelihood Ratio	1.629	1	.202		
Fisher's Exact Test				.232	.169
Linear-by-Linear Association	1.577	1	.209		
N of Valid Cases	42				
Cramer's V	.196			.204	

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 9.05.

b. Computed only for a 2x2 table



**Figure 5.** Verb Use “(I would like to invite (I invite))” by gender.

## **Conclusion**

The findings of the research indicated that Iranian male and female's length of speech prior to the main invitation sentence was longer when they know the invitee, it may show their solidarity. Interestingly, according to the data, regarding the information sequencing, the frequency of [supportive+ invitation] was high among males and females, that is; Iranians put their invitation after the supportive sentences (compliments, reasons) or 'gift-giving' (Nash,1983), to enhance their positive face and the invitee's; while native speakers of English mainly provided the invitation sentence just after the self-introduction. Concerning the main invitation verb, Iranian males used more 'would like to invite' and or 'invite' in the positions of [R+D+] and [R-D-] than 'want' verb. Also, Females used 'would like to invite' and 'invite' mostly in position [R+D+] while in the position [R-D-] they somewhat used more the verb 'want' (to show their sentiments), however, there was not a significant difference in comparison to 'would like' or 'invite'.

## **Limitations and Recommendations**

There were two limitations in the current study. The first and foremost, the size of population was small. Due to this limitation, the findings might not have been generalized to whole community. The second limitation regarding the study could be that the researcher had access only to the intermediate level students.

Regarding recommendation for future research, researchers should put an attempt to provide the treatment with the larger community in diverse language levels such as upper-intermediate, and advanced ones to collect bigger data leading to more conclusive findings.

## **Implications of the Study**

Generally speaking, it is obvious that Iranians as foreign language learners transfer their L1 cultural norms and values into the target language. In order to make aware EFL

learners of the English socio-cultural norms of speech act, it seems that, it is English teachers who are responsible for students' pragmatic conscious-raising in diverse speech acts paradigms. Since, Kasper (1997. P: 9, as cited in Zhu, 2012) viewed that the conscious-raising activities in classrooms could help learners to 'make connections between linguistic forms, pragmatic functions, their occurrence in different social contexts, and their cultural meanings' and to ultimately improve the learners' socio-pragmatic competence. Taguchi (2011) argued that researchers and English teachers may need to 'explore optimal instructional practice and resources for pragmatic development' (p. 289). In this regard, EFL teachers and learners could 'take advantage of web resources to teach and learn the complicated pragmatic aspects (Zhu, 2012, p.233). English language learners and teacher may wish to refer to the following some of the speech acts teaching and learning resources online (Zhu, 2012):

1. <http://www.carla.umn.edu/speechacts/index.html>
2. <http://www.teachit.co.uk/armoore/lang/pragmatics.htm#5>
3. <http://jalt-publications.org/tlt/articles/711-practical-criteria-teaching-speech-acts>
4. [http://www.tesol.org/s\\_tesol/sec\\_document.asp?CID=326&DID=13270](http://www.tesol.org/s_tesol/sec_document.asp?CID=326&DID=13270)
5. [http://www.indiana.edu/~discprag/spch\\_acts.html](http://www.indiana.edu/~discprag/spch_acts.html)

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