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Title

Genre Based Approach to Teaching Complaint Email Writing:

Case study of Students of geology at the Department of Earth Sciences and Universe in KMUO

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Dedication

This work is dedicated

To our parents

To our brothers and sisters

To our friends and colleagues

To our relatives

To all those who care about us

Acknowledgements

We would like to express our gratitude to our parent .We are greatly indebted to our supervisor, Mr. Bencheikh youcef for helping us to finish the dissertation. We are grateful to teacher, Ms Ouarda Bochkima and Geologian students who encourage us to apply the research. We also thank all the teachers and staff of English department.

List of abbreviations

EAP: English for Specific Purposes

EFL: English as a Foreign Language

ESL: English as Second Language

LMD: License Master Doctoral

NRS: New Rhetoric School

SFL: Systemic Functional Linguistics

TS: Target Situation

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Abstract……

General Introduction

1. Background of the study

In the last decades, the notion of genre was applied in language teaching and learning. In ESP, the researchers are advocating genres to English for foreign language students. Additionally, Hyland (2003) argues that EFL students need explicit instruction in genre patterns, features and variation of text types in order to succeed in academic and professional setting. Add to this, learning to write is learning to investigate the genre of text. Thus, students have to learn the structure and content that help them to know the moves and acts of text (Zine,2014). In contrast, most of students encounter difficulties in writing an effective and appropriate text type (genre). Feak and Swales (1994) state that "writing is complex socio-cognitive process involving the construction of records messages on paper". (p34) Hence, teachers try to apply genre based approach to teach writing.

2. Statement of the problem

Students of geology encounter difficulties in writing complaint email not only on its linguistic features, but also on its rhetorical structure, and the use of fixed expressions. Therefore, EFL teachers applied genre based approach to teach writing complaint email.

3. The purpose of the study

The present study aims at investigating the efficiency of genre based approach in teaching second year LMD students of geology at KMUO writing complaint email. This research investigates the relationship between two variables:

Independent variable: genre-based approach

Dependent variable: writing complaint email

4. Research questions

The present study aims to investigate the following main question:

To what extent can genre based approach enhances students of geology writing complaint email ?

Under the main question two sub questions are posed:

1.1 What are the main difficulties that students of geology face while writing, in a particular complaint email?

1.2 What are the attitudes of students of geology toward writing under genre based approach?

5. Research hypotheses

To answer the above mentioned questions the following hypotheses are formulated:

-It is hypothesized that genre based approach enhances students writing complaint email.

-It is believed that students of geology encounter difficulties while writing complaint email.

-It is assumed that students of geology have both positive and negative attitudes toward writing complaint email under genre based approach.

6. The structure of dissertation

The present study consists of three chapters. This research starts with: background of the study, statement of the problem, the purpose of the study, research questions, and research hypotheses. Afterwards, chapter one is devoted to literature review which tackles genre analysis and the genre based approach to teaching writing. It consists of Approaches of teaching writing skill and schools of genre analysis. The second chapter deals with business email and complaint email. Chapter three presents the methodology and the analysis of results. It clarifies the research methods, population of the study, data collection, validity and reliability. Moreover, this chapter discusses the results obtained from pre and post test. It ends with a representation of questionnaire‘s results and the interpretation of the results. This research ends with general conclusion which is divided into three parts: summary of the major findings, limitations and suggestions for further research and the implications of the study.

Chapter one
Genre analysis and the genre based approach to teaching writing

1. Introduction

The present chapter is devoted to genre analysis and the genre based approach to teaching writing it contains: approaches to teaching writing, an overview of genre based approach, its schools and procedures of writing. Add to this, it includes the role of the teacher, students, and materials in genre based approach. Finally, this chapter ends with an evaluation of genre based approach.

2. Approaches to teaching writing

Three approaches appeared in the context of teaching writing which are product approach, process approach and genre based approach.

2.1. The product approach

Norhisham & Shahrina (n.d) state that during the Audiolingualism there was less focus on teaching writing in EFL classroom. At that time the product approach was adopted to develop the learners' linguistics competence and to spot the light toward the syntax and the structure of language. The underlying theory of the product approach is behaviourism. Therefore, in this approach learners learn writing through imitation and repetition of the model text that is given by the teacher.

Badger& White (2000) mention that the product approach emphasizes the use of linguistic knowledge in writing particularly in the appropriate use of vocabulary, cohesive devices, and syntax. Learning writing in the product approach passes through four stages: At the familiarization stage learners' attention is directed toward the lexico-grammar feature of the text. Controlled and guided writing : at these stages learners start to practice writing skill through imitating the given text until they build a linguistics competence that enable them to function in the free writing stage. Finally, learners will be able to write texts without imitating from model texts in the free writing stage.

Badger& White(ibid) state that "the product-based approaches see writing as mainly concerned with knowledge about the structure of language and writing development as mainly

the results of the imitation of input in form of texts provided by the teacher".(p 154) Tuff (1993) assumes that the product approach is an inadequate approach to enable the learners to communicate their ideas in a coherent and cohesive text .Besides, this approach has got some weaknesses: Firstly, the product approach is far away from the learners' real needs of writing. Secondly, the methodology adopted in the product approach is incapable to fit learners' communicative needs. Thirdly, the product approach is a teacher centered approach. Finally, the product approach emphasizes solely the grammatical rules, and it ignores the context of language use. Figure (1) below shows the steps of writing under product approach.

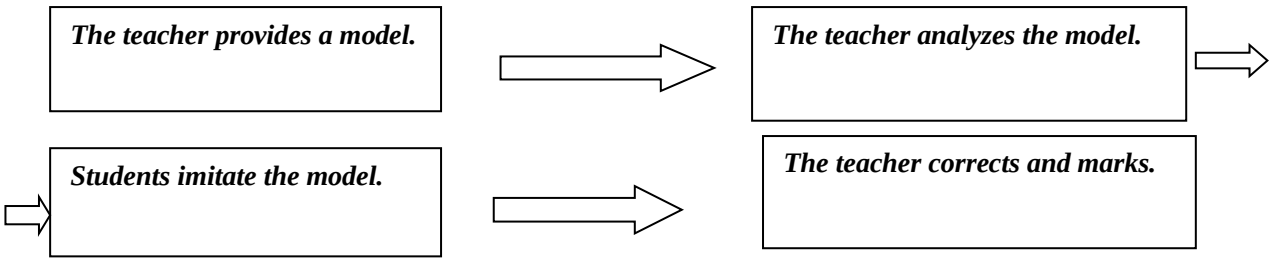


Figure 1: Li's Product model as qtd in(Qian, 2010,p18)

2.2. The process approach

Norhisham & Shahrina (n.d) acknowledge that the process approach comes as a reaction to the product approach. It focuses on the stages that the learners pass through to write texts, and it does not give much importance to the final product. The process approach considers writing as a spinner not linear. Therefore, it highlights the importance of the following stages: prewriting, drafting, evaluating and revising. At the prewriting stage a learners do a kind of brainstorming to recall ideas about the subject. Then, they pass to the stage of revising and drafting in which learners draft and redraft their works depending on the feedback of the reader. Editing is ongoing process generally the first draft aims to generate ideas about the topic. The second and the third or more are concerned with reviewing and writing ideas in an appropriate communicative form. Furthermore, the role of the teacher in the process approach is to facilitate the learning of writing skill by building new knowledge on what they already have .Therefore, the process approach is a learner centered.

Badger and White(2000) maintain that " the process approaches see writing primarily as the exercise of linguistic skill, and writing development as an unconscious process which happen when teacher facilitate the exercise of writing skill".(p154) In spite of its benefits,

Tuff (1993) argues that the process approach has been criticized. The first criticism of this approach is the vagueness of the approach: learners can not decide when to consider that they have finished and they are unable to control the process of editing and revising. The second criticism is that the process approach emphases on the individuality in learning. However, writing is a social behavior to achieve a communicative purpose in a particular discourse community. Thus, one needs to know the convention of writing of his/her audience's community in order to make his/her written text more acceptable and communicative. The figure (2) below shows the process of writing in the process approach.

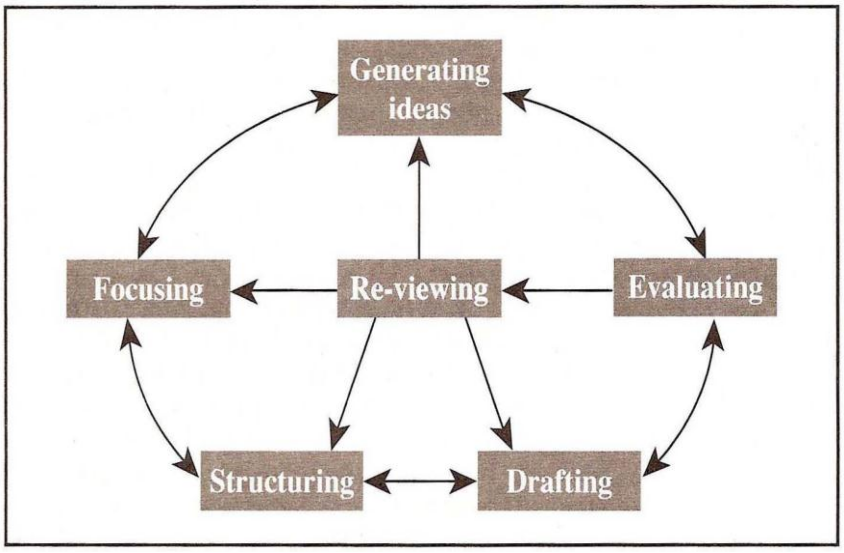


Figure 2: Process approach (White & Andt qt in Jarunthawatchai ,2010,p60)

2.3. Genre based approach

Genre based approach is the outcome of the development of the product approach because they have common features. Both of them consider writing as a linguistic centered, but genre based approach focuses on the socio context variation of text production since writing differ from one socio context to another. For example, sales letter and research articles are different from each other because they have different socio context production Badger & White (2000) highlight that:

> Genre based sees writing as essentially concerned with knowledge of language and as being tied closely with the social purpose, while the development of writing is largely viewed as the analysis and imitation of input in the form of texts provided by teacher. (p156)

Widodo (2006) claims that genre based approach aims at making ESL and EFL learners able to use language patterns to produce a coherent and purposeful text. In addition to this, genre based approach highlights the conventions of writing of the reader s' community in order to

produce an acceptable text for the reader. In other words, learners in genre based approach are taught to write text based on three elements: purpose, organization and audience. Moreover, Lee (2012) states that genre based approach in writing classroom aims to enable learners to write genres which are composed of language forms and appropriate rhetorical structure to a particular community. Furthermore, genre based approach familiarizes learners with different genres related to different socio cultural context and make them able to write appropriately for different contexts according to their purpose of writing.

2.3.1. Definition of Genre

Genre was introduced in the area of English language teaching especially in ESP (Paltridge,1996). Swales (1990) defines genre as "class of communicative events, the members of which share some set of communicative purposes. These purposes are recognized by the experts members of the parent discourse." (p59) Juan & Flor (2006) claim that Swales' definition was based on communicative purpose of the text rather than any linguistic features of the genre. He emphasizes on the moves which reflect functional units within the whole of any type of text. In addition to that, these moves are essential to any practitioners and learners in their learning and teaching of genre. (Ballbagra, 2012)

Moreover, Martin (1984) describes genre as "stages purposeful activity in which speakers engage as a members of our culture." (Paltridge ,1996, p238). Thus, Swales (1990) and Martin (ibid) based their definition of genre on the communicative purpose that provides any type of text into the schematic structure of discourse. It also affects on the choice of content and style of texts (Kay and Evans, 1998). Therefore, the structure of genre and communicative purpose are identified when they are used in writing different types of texts.

Bahtia (1993) states that "the genre are recognizable set of communicative event characterized by set of communicative purposes identified and mutually understood by members of academic community." (p13) So, Swales, Martin and Bhatia (ibid) have the same idea that genre emphasized on communicative purpose of discourse community more than the channel, form, and content of text that influence the structure of genre.

Hyland (2003) argues that "the genre refers to abstract, socially recognized ways of using language for particular purpose." (Hyland, 2007, p149) He states that people use genre

through interaction in the society. Also, Writers follow a certain social convention to convey the purpose of a message to the readers. As a result, Martin and Hyland's definition of genre provided the bases for the framework of systemic functional school of linguistic and Sydney school of genre study.

2.3.2. Schools of genre analysis

In the past, numbers of scholars were interested in genre as a tool for developing the first language and second language instruction. In contrast, genre and genre based pedagogy were applied in different schools: New Rhetoric, Australian theory, and English for Specific Purposes School. These schools analyze genre in different context.

2.3.2.1. New Rhetoric

The New rhetoric school describes the scholarship of North American that is concerned with teaching first language. It involves compositions studies, rhetoric and professional writing. In this school, the researchers were based on the situational context more than the forms of genre. It also focused on the social actions that are achieved by genres within situation. Miller (1984) describes genre as "social action". Hyon (1996) assumes that "a rhetorically sound definition of genre must be centered not on the substance or the form of discourse, but on the action which is used to accomplish." (p 696)

Moreover, number of researchers in NRS applied the ethnographic in analyzing texts more than the linguistic methods. Schryer (1993), for instance, used various ethnographic techniques in discussion of the problem-solving veterinary medical record genre. These techniques include participant observation, interviews, and document collection in order to show the purposes of record within the medical college and the behavior of researchers toward this genre. Additionally, this school emphasized rhetoric study (Hyon, 1996). Crystal (2008) defines rhetoric as "the study of effective or persuasive speaking and writing, especially as practiced in public oratory". (p416)

2.3.2.2. The Australian School

The approaches of genre in Australian school were based on systemic functional linguistics that was developed by Michael Halliday who established the university of Sydney‘s linguistics department in 1975. It has an impact on language theory and education in Australia. This school is centered on the relationship between language and its functions in social context. Besides, the forms of language are identified by key features of social context which is explained by Halliday as field, tenor, and mode. These aspects describe the register of language. (Hyon, 1996)

Hyon (ibid) claims that the work of Halliday focused on register in analyzing language. Add to this, the theories of genre within systemic functional linguistic have been developed by other researchers. Moreover, the definition of genre in this school is” staged, goal oriented social processes”. Martin, Christie and Rothery (1987) suggest that “the structural forms that cultures in certain context to achieve various purposes”. (p 697) Additionally, SFL applied the genre on the primary, secondary schools, and non professional context. Furthermore, Kay & Evans (1998) state that Australian school allows for the use of drafting, peer, teacher response, and revising as well for possible creative exploitation.

2.3.2.3. English for Specific Purposes school

Genre in ESP is used for analyzing and teaching written and spoken language to English language speaker in academic and occupational setting. Besides, researchers of this school have been interested in genre as written and oral text types which are described by communicative purpose and their properties in social setting. Swales (1981, 1986, 1990) develops the methodology of genre analysis into ESP. He defines genres as “communicative events” that are defined by their “communicative purposes” and different patterns of “structure, style, content and intended audience.” (Hyon, 1996, p 695)

Hyon (ibid) argues that researchers in ESP emphasized on the analysis of genre‘s characteristics. They centered on the formal characteristics of genres rather than the functions and social context of text in their analyses of text, for instance, different scholars used the structural move in analysis of texts to identify the structure of genre. Moreover, ESP researchers applied genre in English for academic purpose (EAP) and English for occupational purpose (EOP). Therefore, genre in this school is used by community‘s members

to achieve a communicative purpose. Furthermore, researchers suggest that genre based approach helps non-native speaker of English in describing the meaning and linguistic feature of text.

2.3.3 .Procedures of writing under genre based approach

The application of the genre based approach in teaching writing is based on the teaching learning cycle which passes through three stages: Modeling of the text, joint construction of the text and independent writing of the text. At the modeling stage teacher equips learners with models of written texts .The more teacher exposes his/her students to models, the more learner will be able to determine the significant features of the genre. Additionally, at this stage both teacher and learners investigate the social, the purpose, the text's structure, and the features of language which are register and grammatical choices of models. Moreover, in this stage learners build information that enables them to make differences between different genres. (Lee, 2013)

Lee (ibid) mentions that during the second stage which is joint construction of the text learners begin to prepare themselves to write by gathering information about the target genre which they are going to write. In addition to this, teacher provides learners with support and scaffolding. One of the techniques suggested in this stage by Gus (2011) is that teacher and students start to identify the genre which they are going to write. Then, teacher asks students to do brainstorming and simultaneously write their notes on the board to increase their motivation in order to generate more ideas. In the second step, both teacher and students suggest one sentence to start joint constructing the text. After that, teacher asks direct questions to enable them to deduce the next sentence to build the text. This technique provides students with an opportunity to participate in text construction. Lee (2013) claims that the final stage in teaching learning cycle is independent writing in which students are asked to write their own text. Teacher supports students at this stage because they have a restrict knowledge about their text linguistic options, structure, and purpose. Figure (3) on page 10 shows the procedures of writing in genre based approach.

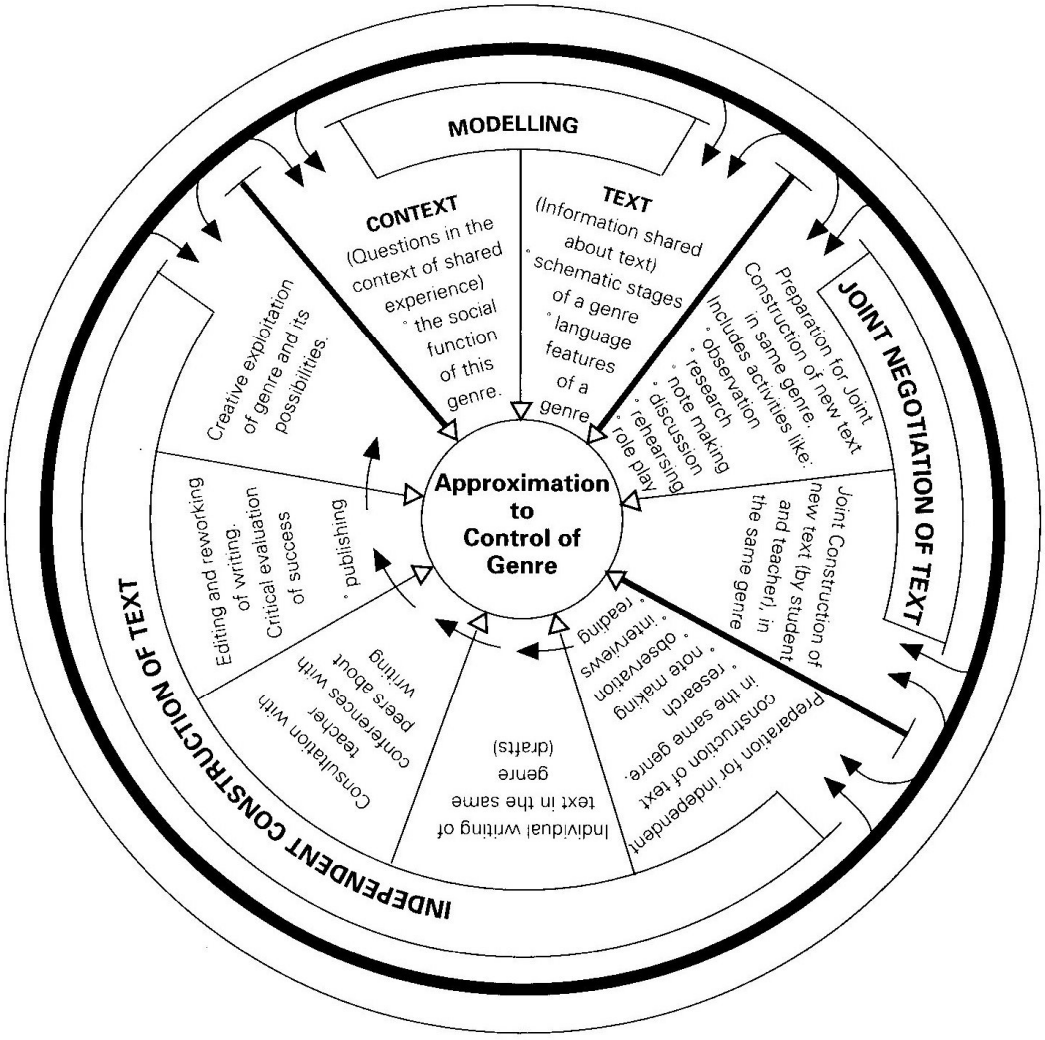


Figure 3: Wheel model of genre literacy pedagogy Macken et al qtd in (Jarunthawatchai, 2010,p83).

2.3.4. The roles of teacher in writing

Teacher has important roles in writing: s/he should be motivator, resource and feedback provider. As motivator, teacher must encourage students in writing tasks because when students are involved in a creative writing, they can generate ideas about subject. Besides, in process of writing teacher have to provide students with information about classroom‘s activities. As feedback provider, teacher must respond positively and encourages learner to write effectively (Harmer, 2007). Additionally, teacher’s roles are audience, assistant, evaluator, and examiner. As an audience, teacher should act as interested reader more than judging whether sentences are right or wrong. As assistant, teacher has to work with learners to make sure that the text has purpose. Teacher’s role also is to make objective assessment of how well learner can write any text type. This assessment is based on explicit

criteria and replicable by another trained examiner. As evaluator, teacher should comment on learner's final product. (Zine,2014)

2.3.5. The roles of students in classroom

Blog (2009) argues that learners have several roles in classroom: They should be an active in their education and engage in the discussion by answering questions that were posed by teacher and their colleagues. In addition to this, they have to be motivated in learning process because it helps them to build new knowledge to their prior knowledge. Kozma & Mcghee (2001) assert that students' role is self-learner. They should choose the content of curriculum to identify possible solutions of learning. They must also act as collaborator or team member in activities to develop the project. Besides, student's role is knowledge management. This role relates to the use of technology in learning such as reports, and multimedia presentation that help them to solve problems. Thus, learners' roles are very important in learning process.

2.3.6. Materials selection

Bahatia (1993) claims that to guarantee the selection of relevant materials to English for specific purpose learners 'needs in their target situation, a rigorous needs analysis is done about their target situation in order to gather an authentic linguistic data and to identify the situational context of learners 'future career as well as the socio-context of the whole community. Authentic materials which have been gathered from learners' target situation are created and analyzed through genre analysis. This analysis includes different levels of language in a sociolinguistic context and cognitive constrain.

Bahatia (ibid) states that materials are based on authentic linguistic data. The description of materials goes beyond language system to the convention and procedures that form the genres. Therefore, materials do not focus only on linguistic form of certain genre, but it also explores the relationship between linguistic form and its specific value in a particular genre. Bahatia (1993) states that:

> The approach to genre analysis and material design is not prescriptive but clarificatory. The idea is that once the conventions and procedures are learnt and adequately understood, the learner can then be encouraged to exploit them creatively to achieve a private ends within the socially recognized communicative purpose. (p182)

2.3.7. Evaluation of genre based approach

2.3.7.1. The benefits of genre based approach

Swales (1990) yields that genre based approach strengthens EFL students' writing skill in a way that make them practice writing through models in which they focus on linguistics tools and structure of text that reflect the socio-cultural context and purpose of the discourse community in which it exists. Swales (ibid) states that "genre centered approach gives a particular attention to the rhetorical organization of text, a relevant set of issues concern the role of schemata". (p83) Additionally, Bahatia (1993) assumes that genre based approach helps students build their schematic knowledge related to their target text's linguistics prosperity and rhetorical patterns because linguistics resources are not sufficient to make learners an effective communicator. Bahatia (ibid) presumes that "choices of tense and articles were not solely dependent on syntactic and semantic consideration, but also involved rhetorical judgment, including the knowledge of the subject matter and its conventions." (p7)

Rahman (2011) suggests that genre based approach provides learners with the ability to figure out the relationship between the context, organization of text and the addressed audience. In addition to this, genre based approach can be very appropriate for beginner or intermediate EFL learners. The positive side of this approach is that "writing takes place in a social situation, and in a reflection of a particular purpose, and understands that learning can happen consciously through imitation and analysis". (Badger &White 2000, p 157)

2.3.7.2. Limitations of genre based approach

Rahman (2011) states that genre based approach has been criticized as it underestimates the skills which are needed to produce content. Besides, learners in genre based approach are more passive and they lack a kind of creativity in writing because teacher spends a long time rising learners awareness about reflecting their purpose through linguistic options and organization which are depending on audience. Bdager &White (2000, p 157) argue that "the negative side of genre based approach is that they undervalue the skills needed to produce a text and see learners as largely passive". The table (01) on the page 13 demonstrates the differences between process and product approach.

Attribute	Process	Genre
Main idea	Writing is a thinking process Concerned with the act of writing	Writing is social activity Concerned with the final product
Teaching focus	Emphasis on creative writer How to produce and link ideas	Emphasis on reader expectations and product How to express social purposes effectively
Advantages	Makes processes of writing transparent Provides basis for teaching	Make textual conventions transparent Contextualizes writing for audience and purpose
Disadvantages	Assumes L1 and L2 writing similar Overlooks L2 language difficulties Insufficient attention to product Assumes all writing uses same Processes	Requires rhetorical understanding of texts can result in prescriptive teaching of texts can lead to overattention to written Products undervalue skills needed to produce text

Table 01: Comparison of process and genre orientation Hyland as qtd in (Jarunthawatchai, 2010,p 94).

3. Conclusion

The present chapter tackled: approaches to teaching writing, an overview of genre based approach, its schools and procedures of writing. Add to this, it includes the role of the teacher, students, and materials in genre based approach. Finally, this chapter ends with an evaluation of genre based approach.

Chapter two
Business email and complaint email

1. Introduction

This chapter represents business email and complaint email. It involves definition of business email. It discusses the structure and moves and acts of business email. Additionally, it includes tips of writing business email. This chapter finishes with definition of complaint email and its moves and acts.

2. Business email

2.1. Definition of business email

Electronic mails are means of communication which are used frequently, especially in the field of business due to its significant features which are: rapidity, reduce cost and the ease of replicating. Since the appearance of emails professionals business reduced the use of traditional business letter in every day professional communication. Additionally, business emails share the content and the structure with the traditional business letter and adopted some features of oral communication. Emails are divided into three groups regarding their level of formality: emails that are used frequently between co workers, emails that are used by professionals who belong to other organization either to make first contact or subsequent messages. The last category refers to emails which are official organizational announcements. (Nutrorescu, 2009)

2.2. Tips of Writing Business Email

(Emmerson, 2004,p5)suggests the following tips of writing business email:

a) -The subject line is supposed to summarize the email message. From it the reader can get a general idea about the email‘s topic.

b) -Avoid writing long and complex sentences because it will be difficult for the reader to read it.

c) -Try to deal with just one subject in one email.

d) -Do not use jokes, irony unless you know the receiver well. This may cause a misunderstanding which refers to cultural difference.

e) -If you are angry wait for 24hour. So, you can think well before writing.

f) -Review what you write before sending the email.

g) -Be careful about your capitalization, punctuation, paragraphs, basic grammar.

h) -Write brief and concise email message.

2.3. The structure of business email

Jovin (2007) suggests the format of business email as follows:

a) To and from fields

To field contains two elements: the recipients' name and email address. Sometimes it includes only the email address, for example, John Smith<john.smith@xyz-inc.com>

From field contains your full name with your email address, for example, Joanna A. Rogers<Joanna.rogers@xyz-inc.com>

b) Subject lines

The subject lines should be brief and descriptive. In order to facilitate reading for the receiver, the sender has to write a concise and precise subject line. Also, it is possible to choose between capitalizing all the words in the subject line or only the first word and proper nouns in the subject line, for example, Subject: Technology Expense Report Q2 2007

c) Body

Body in email refers to all what is included in the freeform box including: the salutation, content of the message and signature.

d) Salutation

Salutation is the starting line of your email in which you address the receiver directly by mentioning his/her name. There are a limited number of phrases that are used in business salutation. Add to these, selecting an appropriate salutation depends on certain factors such as the relationship between the sender and the receiver, the culture of the sender department or company and the content and the context of the message. Furthermore, a single recipient salutation differs from multiple receivers. Moreover, it is possible to delete salutation in ongoing dialogue. However, when you are writing to someone who is senior, you don't delete

salutation until s/he begins doing so. If you are writing salutation to a group of people, you have to determine whether they are your co worker, for instance, Dear colleagues.
Appendix G in the page (50) indicates different salutations in different contexts.

e) Recipients' name

Jovin (2007) states that it is necessarily to spell the recipients 'name correctly and completely. You can shorten the recipients' name if you are certain that s/he prefers the shorten one. In case of unknown gender use the first and last name together without Mr , Ms

f) Message content

Jovin (ibid) claims that the content of the message in email consists of a few numbers of paragraphs which are short and clear. In addition to these, there are spaces after the salutation and between paragraphs and before your closing. Moreover, there is no need to indent your paragraphs.

g) Closing

Jovin (ibid) assumes that there are some phrases which are used to end your email message. See appendix H page (52) that demonstrates different closing.

h) Signature fields

Jovin (ibid) asserts that the signature files make emails appear more professional. It also makes it easy for the recipient to know who you are. Thus, the aim of this file is to make the recipient reach you with less effort. When you don't want people to have your contact information, delete the signature file. There are different ways to organize your contact information. Most of time, it starts with the sender's name, title, department, company name, street address. Your phone number, fax number, email address and website are optional.

2.4.Moves and acts of business email

Swangbonsatic(2006 , p112) suggests a list of a moves and acts of business email:

Moves

1-Addressing
2-Establishing confidence
3-Enquiring about trade
4-Answering a trade inquiring
5-Negotiating trade term (s)
6-Negotiating problem (s)
7-Asking for a purchase order
8-Soliciting cooperation
9-Soliciting confidence
10-Soliciting agreement
11-Soliciting confidence
12-Soliciting response
13-Expressing gratitude/ respect/etc
14-Signature

Acts

1-Asking for trade
2-Offering trade
3-Asking for a price reduction
4-Asking for credit payment
5-Granting a request
6-Declining a request
7-Stating the problem
8-Introducing oneself company
9-Establishing credentials
10-Acknowledging a source of contact
11-Acknowledging receipt message
12-Expressing main intention
13-Expressing interest in trade
14-Expressing appreciating of business
15-Stating the issue of high price
16-Referencing
17-Apologising
18-Complaining
19-Asking for further details of trade inquiring
20-Asking for sample of the product
21-Offering a sample of product
22-Indicating value of the product
23- Using pressure tactics
24- Undertaking action
25-Asking for action
26-Specifying details
27-Providing reasons
28-Offering incentives

Swangbonsatic (ibid) suggested that business emails consists of the following moves:

Name of moves	**Features of moves**
Addressing move	This move takes place at the beginning of the email. It has got two functions in email: is to adopt the socialization practices and conform to the convention of business writing correspondence
Establishing confidence move	This move includes information about the sender of the email which are both positive and creditable and information about business work position. This move aims at making the addressee trust the addresser in order to encourage trade and the relationship. Also, this move follows the enquiring trade move. This move is composed of three acts 1-introducing oneself/ company act 2- establishing credentials act 3-acknowledging source of contact act
Enquiring about trade move	This move includes the core of the email message. It aims to accomplish the main task of trade initiating. That's why it appears in all business email. It includes three acts 1-expressing interest in trade act 2-asking for trade act 3-specifing detail act
Answering a trade enquiring move	This move is supposed to be in the middle of the email. It includes the main idea of the email message. It is realized through description. In addition to this, it aims to achieve the main task of answering trade enquiring.

(Continued)

Negotiating trade term move	The most important message of the email is included in this move. It reflects the purpose of negotiating of reducing prices through requesting. This move consists of two acts : 1- Asking for prices reduction act 2- Asking for credit payment
Negotiating problem move	This move contain the following act: referencing , complaining , stating the problem, specifying details, asking for actions, providing reasons, undertaking actions, referencing, stating the problem, specifying details, providing reasons , undertaking actions.
Asking for purchase order move	This move convinces the receiver of the email to make his/her final decision which supports the achievement of negotiating trade term. In addition to this, this move includes the necessities for trade and it is realized by requesting. This move is placed at the end of the email after the soliciting agreement move.
Soliciting cooperative move	This move consists of request for help or support in commerce. It functions to introducing enquiry. Furthermore, this move is behind the accomplishment of the enquiry.
Soliciting agreement move	This move is usually placed after the negotiating trade term. It functions to summarize the process of negotiating. It is also used as a technique to persuade the receiver to accept the sender‘s favorable trade conditions. Moreover, this move is realized with request.
Soliciting confidence move	This move make the receiver feel confidence in trade because it contains promise for action

(continued)

Projecting positive prospective move	This move aims at making the receiver accept the trade conditions by projecting business benefits. This move functions to support the negotiating trade term move.
Soliciting response move	This move consists of demand for a reply. It is placed at the end of the email.
Expressing respect move and signing move	The expressing respect move comes before the signing move. Both are used to adopt the socialization practices and to conform to the convention of business writing correspondence.

Table (2): Moves of business email

3. Definition of complaint email

Complaint email is letter of dissatisfaction that is made to an organization or company which is related to its products .It informs the company about problem, and it doesn't necessarily call for compensate or actions from company, it should be answered gracefully (Geffner, 2010). Figure (4) in page (22) shows a sample of complaint email.

3.1. The moves and acts of complaint email

This research was based on complaint email. This latter has got different moves and acts:

Move1. ***Negotiation of the problem***: This move consists of different acts such as stating the problem, complaining, explain the reason of complaining in details, and asking for actions.

Act1 ***Referencing:*** This act is made to the product, correspondence or problem, for instance, we have received the shipment (reference to product).

Act2 ***Complaining act:*** This act expresses the dissatisfaction of customer about product or service .It includes different lexico-grammatical structures like the statements of apology, critique, reaction, complaint.

Act3 ***Stating the problem*****:** This act has different realization and position in the move .It can contains one problem and supported with various acts, for example, unfortunately, there have been some problems with order. Firstly, our customer has noted that there are less goods. Secondly, some of products are defective.

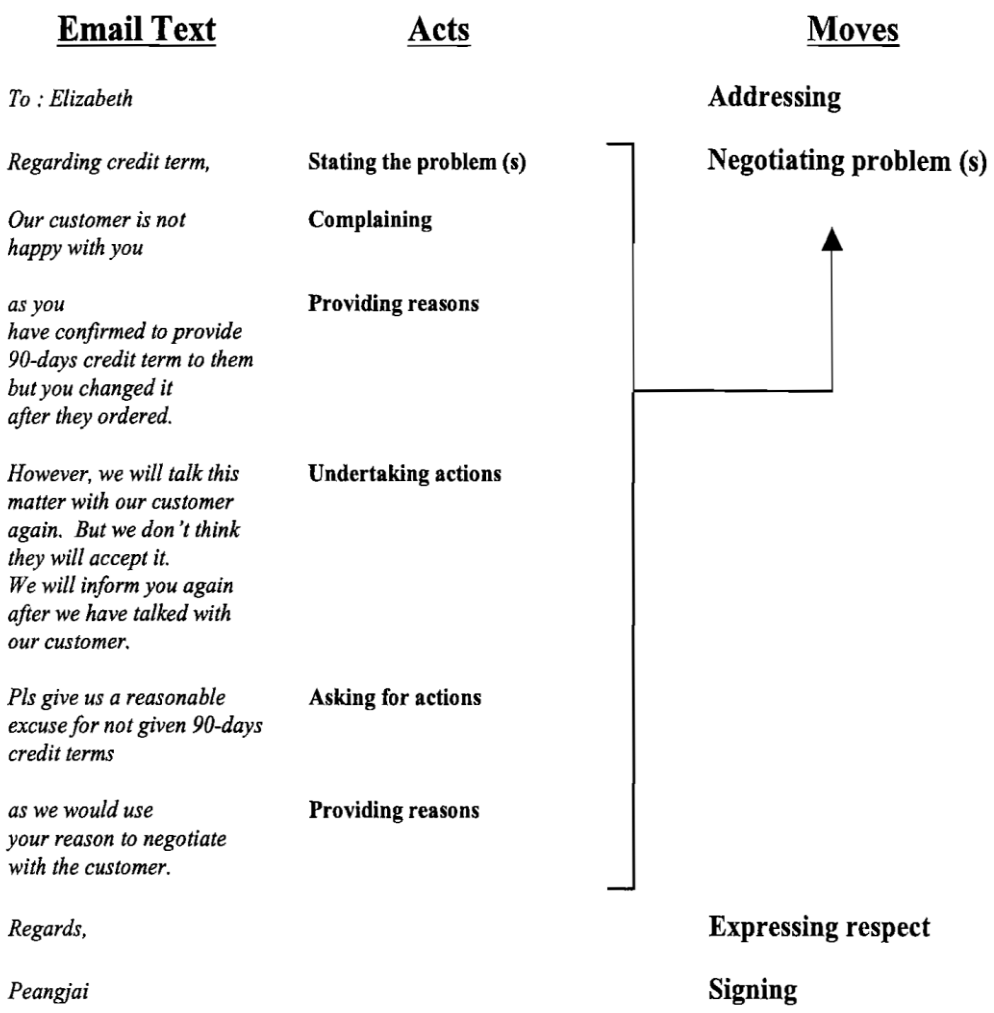
Act4 ***Specifying details:*** This act explains the problem of dissatisfaction in details. It is realized with reference to an email attachment of documents that is used for transaction such as we have itemized them on the enclosed attachment.

Act5 ***Asking for actions:*** This act provides request for solution of the problem .It is realized with some lexico-grammatical features: suggestion, appreciation, persuasion, demand, need and want etc.

Act6 ***Providing reasons:*** This act provides the reasons of complaining.

Act7 ***Undertaking actions:*** The customers take an action in order to solve the problem that is happened to the product .This act is used to urge the company to react to the problem , for example, the product have failed to meet specification and therefore payment will be withheld.

The other moves of complaint email which are *addressing, expressing respect,* and *signature* are mentioned on page 18. (Swangboonsatic,2006)



(Swangboonsatic,2006, p 190)

Figure (4): Sample of complaint email

4. Conclusion

To sum up, the present chapter reviews business email and complaint email. It deals with the structure and moves and acts of business email. Finally, this chapter tackles complaint email and its moves and acts.

Chapter Three

Methodology

1. Introduction

This chapter is divided into two sections: the first section introduces the methodology of research to test the hypotheses that genre based approach enhances students of Geology in writing complaint email. In addition to these, it discusses research methods, population, and data collection. It ends with validity and reliability of research. The second section presents the results obtained from pre test, post test, and questionnaire. In addition to this, it involves the analysis and interpretation of pre and post test results. Moreover, it contains description and interpretation of the questionnaire results.

2. Research methods

The present study adopted a descriptive analytical approach. Kothari (2004) suggests that descriptive approach is used to "describe state of affairs as it exists at present." (p2) a descriptive approach is used to describe students' attitudes toward writing complaint email under genre based approach. The analytical approach is used in this study to analyze students' difficulties in writing before and after the implementation of the genre based approach. Add to this, this study adopted a quasi experimental approach Cohen (2007) argues that it consists of pre test, treatment and post test. A quantitative data was gathered from pre and post test to measure the efficiency of the genre based approach in teaching writing complaint email. Furthermore, a qualitative data was gathered from questionnaire to elicit students' attitudes toward writing complaint email via genre based approach.

3. Population

The population of the present study is 28(25 males and 3females) second year LMD students of geology at the department of Earth Sciences and Universe in KMUO during the academic year 2015/2016. The participants are chosen on convenient because they need business emails in their TS in English (personal communication).

Gender	Number	%
Male	25	89,28%
Female	3	10,71%
Total	28	100%

Table (3): participant‘s profile

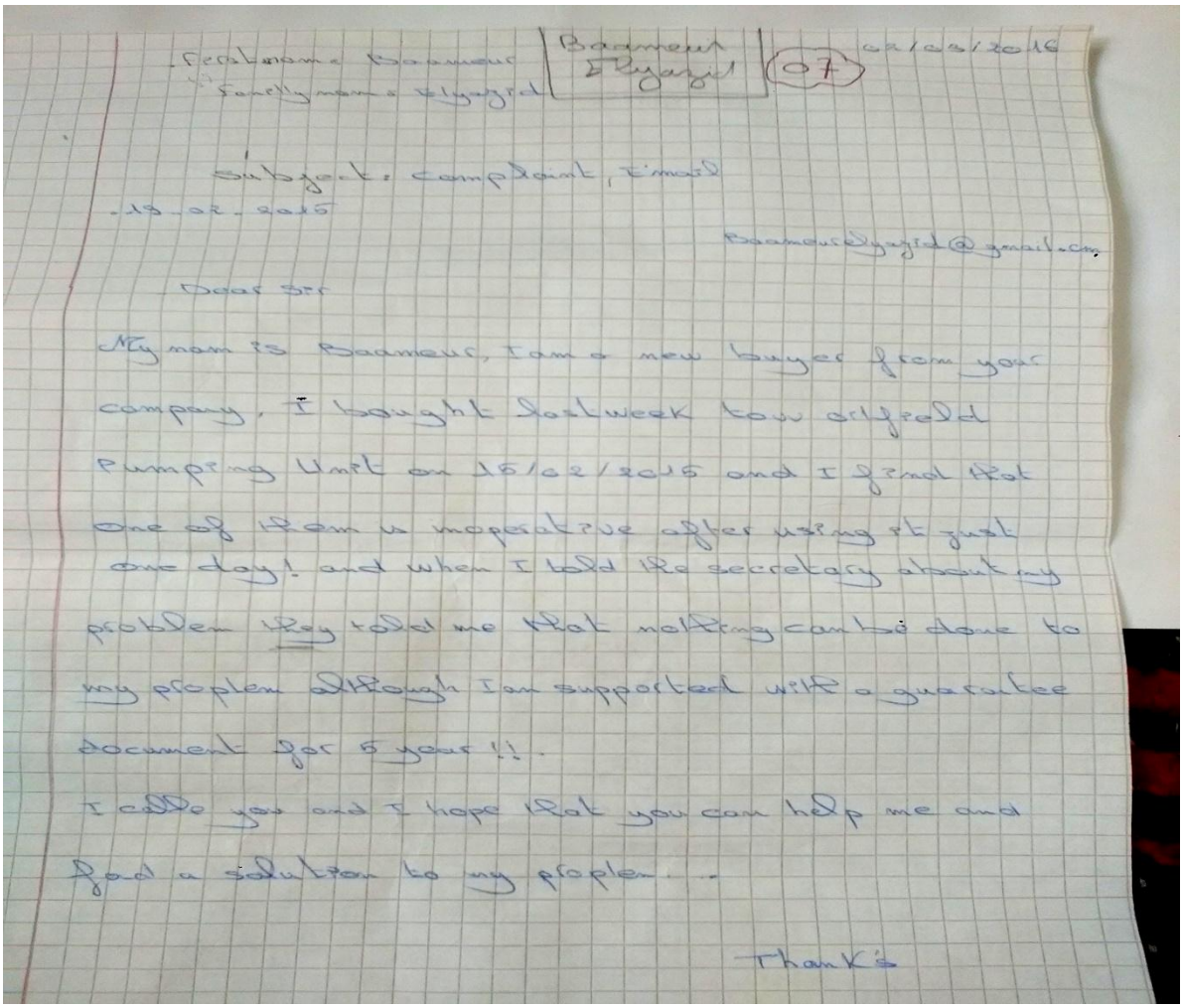
4. Data collection

The data of the research was collected from pre and post test and questionnaire. This research was applied in forth semester to students of Geology at the department of Earth Sciences at KMUO during the academic year 2015/2016.

4.1. Pre test

This test was distributed to 28second year (25 male and 3 females) LMD students of geology at KMUO. It contains situation about oilfield pumping unit. It was explained in English for ten minutes. At the beginning students refuse to write in English: some of them attempt to write in French and others in Arabic. After providing them with translated words, students start to write complaint email about the given situation in one hour and half. This test aims at determining students of geology s’ background knowledge in writing complaint email.

Extract N: 01



4.2. Training sessions

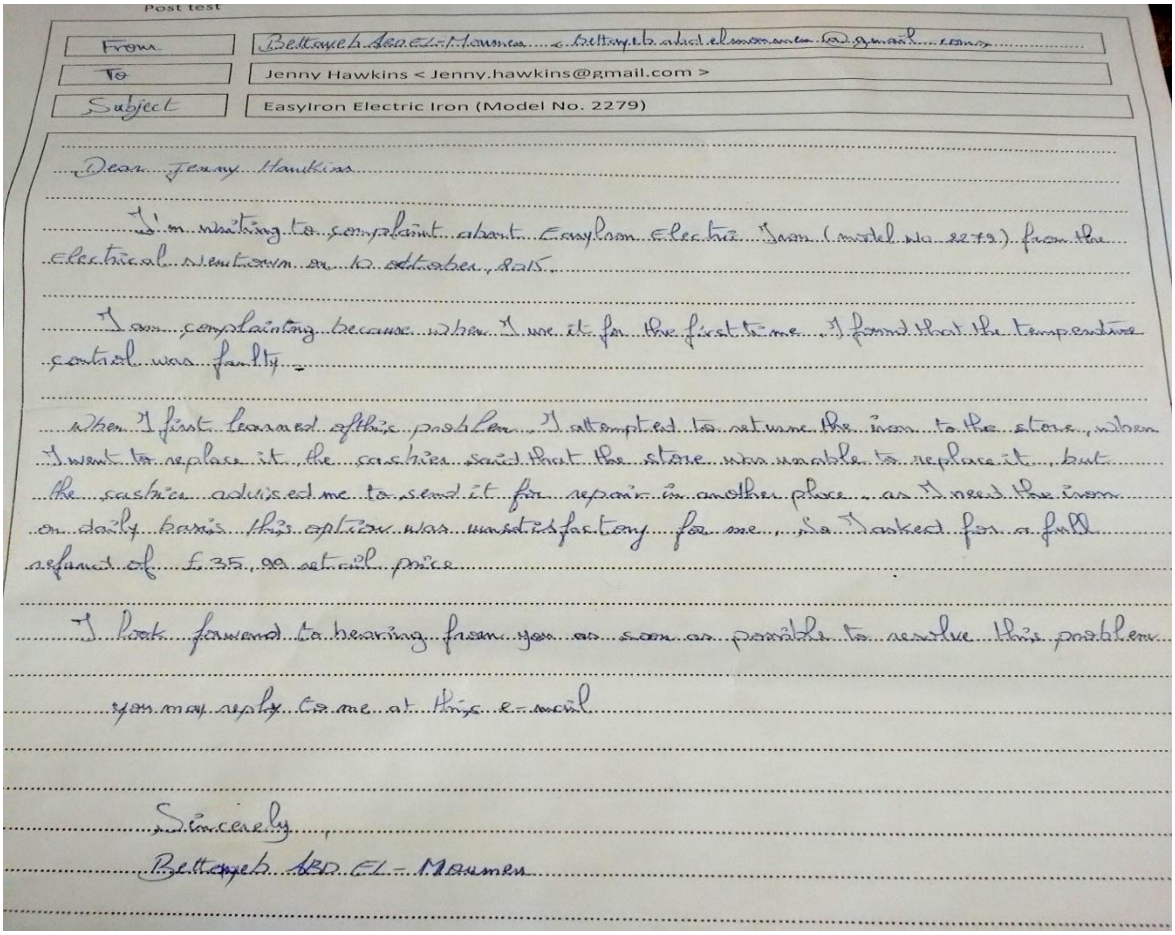
Training sessions involve three lessons about writing a professional complaint email. They started from the 9th March until the 6th April 2016(one hour and half for session per week). Besides, the lessons involve the format, samples, activity about writing formal complaint email. In each session, the students were asked to read handout silently to get the general idea about lesson. After reading, the teacher explains the lesson. Moreover, training sessions aims to improve students' writing complaint email.

4.3. Post test

This test involves situation about EasyIron Electric Iron and scrambled sentences. It was distributed to 28second year students of geology (25male and 3females). Students were asked to order the sentences and write formal complaint email in one hour and half. In addition to

this, the analysis of the post test centered on writing the moves of complaint email. Researchers observe that students react positively toward writing complaint email. This test aims to measure the affect of genre based approach in writing complaint email.

Extract N :02



Post test

From: Bettayeb ABD EL-Moumen <bettayeb.abdelmoumen@gmail.com>

To: Jenny Hawkins < Jenny.hawkins@gmail.com >

Subject: EasyIron Electric Iron (Model No. 2279)

Dear Jenny Hawkins

I'm writing to complaint about EasyIron Electric Iron (model no 2279) from the electrical Newtown on 10 October, 2015.

I am complaining because when I use it for the first time I found that the temperature control was faulty.

When I first learned of this problem I attempted to return the iron to the store, when I went to replace it the cashier said that the store was unable to replace it, but the cashier advised me to send it for repair in another place. as I need the iron on daily basis this option was unsatisfactory for me, so I asked for a full refund of £35.99 retail price

I look forward to hearing from you as soon as possible to resolve this problem

you may reply to me at this e-mail

Sincerely,

Bettayeb ABD EL-Moumen

4.4. Description of questionnaire

This study used a questionnaire that consists of 10 closed ended questions. It includes questions about background of students like gender and level of student in English. It also involves questions about writing business email. It was distributed to 28 second year LMD students of geology at the department of Earth Sciences and Universe in KMUO. This questionnaire aims to elicit the students ‘attitudes and perception toward writing under genre based approach.

5. Validity and reliability

This study discusses validity and reliability of results. Cohen et al (2000) claim that “reliability is essentially synonym for consistency and replicability over time, over instrument and over group and over respondents.” (p117) A quasi experimental method and questionnaire

was conducted to provide validity and reliability of the research. Pre test and post test was implemented to investigate the difficulties of students of geology in writing complaint email whereas questionnaire was used to elicit students ‘ attitudes in writing complaint email under genre based approach. Thus, the results of experimental and questionnaire will be discussed to measure validity and reliability of research.

Participants	Number of moves	Percentage of moves %	Name of the moves
0	1	20%	negotiating the problem
1	1	20%	negotiating the problem
2	1	20%	negotiating the problem
3	3	60%	Negotiating the problem/ complimentary close/ signature
4	1	20%	negotiating the problem
5	2	40%	Salutation/ negotiating the problem
6	1	20%	negotiating the problem
7	1	20%	negotiating the problem
8	1	20%	negotiating the problem
9	1	20%	negotiating the problem
10	1	20%	negotiating the problem
11	2	40%	Negotiating the problem/ complimentary close
12	2	40%	Negotiating the problem / signature
13	2	40%	negotiating the problem / signature
14	1	20%	negotiating the problem
15	1	20%	negotiating the problem
16	1	20%	negotiating the problem

(continued)

17	2	40%	Negotiating the problem / soliciting response
18	2	40%	Salutation/ negotiating the problem
19	3	60%	Negotiating the problem / soliciting response/ signature
20	2	40%	Salutation/ negotiating the problem
21	1	20%	negotiating the problem
22	1	20%	negotiating the problem
23	1	20%	negotiating the problem
24	3	60%	Salutation/ negotiating the problem / soliciting response
25	1	20%	negotiating the problem
26	1	20%	negotiating the problem
27	1	20%	Salutation
Mean	1,46	14,6%	

Table (4): The results of pre test

6. Analysis of results

6.1. Pre test results

The results of pre-test indicate that the mean of pre-test is 1.46 of complaint email's moves. 64.28% of participants achieve only one move of complaint email .This can be interpreted to the difficulties of students in writing complaint email. However, 24.99% of students realize two moves, and 10.71% of participants introduce three moves of email. This may be related to the students' experience in writing business email. Finally, the results show that the majorities of students of geology don't have background knowledge about writing complaint email.

Participants	Number of moves	Percentage of moves %	The name of the moves
0	3	60%	Salutation/ negotiating the problem /signature
1	2	40%	Salutation/ negotiating the problem
2	2	40%	Salutation/ negotiating the problem
3	3	60%	Salutation/ negotiating the problem /expressing respect
4	4	80%	Salutation/ negotiating the problem /expressing respect /signature
5	5	100%	Salutation/ negotiating the problem / soliciting response/ expressing respect /signature
6	4	80%	Salutation/ negotiating the problem /expressing respect /signature
7	4	80%	Salutation/ negotiating the problem /expressing respect /signature
8	2	40%	Salutation/ negotiating the problem
9	4	80%	Salutation/ negotiating the problem /expressing respect /signature
10	4	80%	Salutation/ negotiating the problem /expressing respect /signature
11	5	100%	Salutation/ negotiating the problem / soliciting response/ expressing respect /signature
12	5	100%	Salutation/ negotiating the problem / soliciting response/ expressing respect /signature
13	3	60%	Salutation/ negotiating the problem /signature
14	3	60%	Salutation/ negotiating the problem /signature

(continued)

15	4	80%	Salutation/ negotiating the problem /expressing respect /signature
16	4	80%	Salutation/ negotiating the problem /expressing respect /signature
17	4	80%	Salutation/ negotiating the problem / soliciting response/ expressing respect
18	5	100%	Salutation/ negotiating the problem / soliciting response/ expressing respect /signature
19	4	80%	Salutation/ negotiating the problem /expressing respect /signature
20	3	60%	Salutation/ negotiating the problem /signature
21	2	40%	Salutation/ negotiating the problem
22	1	20%	Signature
23	5	100%	Salutation/ negotiating the problem / soliciting response/ expressing respect /signature
24	5	100%	Salutation/ negotiating the problem / soliciting response/ expressing respect /signature
25	5	100%	Salutation/ negotiating the problem / soliciting response/ expressing respect /signature
26	5	100%	Salutation/ negotiating the problem / soliciting response/ expressing respect /signature
27	5	100%	Salutation/ negotiating the problem / soliciting response/ expressing respect /signature
Mean	3.75	37,5%	

Table (5): The results of post test

6.2. Post test results

The table above demonstrates that the participants' results change. It is noticeable that the mean of the moves reaches 3.57 which is the percentage of 37.5%. The results show that the lowest score actualized by only one participant in one move (20%). However, the highest score achieved by 9 participants is 5 moves; that is, 100%

Pre test results				Post test results			
Number of Moves	Number of text	Name of moves	percentage %	Number of Moves	Number of text	Name of moves	percentage%
1	1	Salutation	3,57%	1	1	Signature	3,57%
1	17	Negotiating of the problem	60,71%	2	4	Salutation +negotiating of the problem	14,28%
2	3	Salutation + negotiating of the problem	10,71%	3	4	Salutation +negotiating of the problem+ signature	14,28%
2	1	Negotiating of the problem + complimentary close	3,57%	3	1	Salutation+ negotiating of the problem+ expressing respect	3,57%
2	2	Negotiating of the problem + signature	7,14%	4	8	Salutation+ negotiating of the problem + expressing respect + signature	28,57%
2	1	Negotiating of the problem + soliciting response	3,57%	4	1	Salutation+ negotiating of the problem + expressing respect + soliciting response	3,57%
3	1	Negotiating of the problem+ complimentary close + signature	3,57%	5	9	Salutation+ negotiating of the problem + expressing respect + signature+ soliciting response	32,14%
3	1	Negotiating of the problem+ soliciting response +signature	3,57%				
3	1	Negotiating of the problem+ soliciting response+ signature	3,57%				

Table (6): Frequency of moves in pre and post test

7. Comparison between pre and post test results

The tables (6) (7) indicate that 18 participants achieve one move (20%): 17 participants realized *negotiating of the problem* move that is a percentage of 60.71%, but only one participant writes *salutation* which gives a percentage of 3.57% . Whereas, in the post test there is only one participant attains one move (20%) which is *signature.* Its percentage is

3.57%. In the pre test, it is noticeable that 7 participants construct two moves (40%). These moves vary between the participants as follow: 10.71% of the participants write *salutation+ negotiating of the problem*. 7.41% of the participants present *negotiating of the problem+ signature*. 3.57% of the participant achieves *negotiating of the problem + complimentary close*. Add to these, 3.57% of participant produces *negotiating of the problem + soliciting response*. However, in the post test results 14.28% of participants present (40%) of moves which are *salutation + negotiating of the problem*.

Moreover, in pre test 3 participants achieve the highest score which is three moves (60%). The first one presents *negotiating of the problem + soliciting response + signature* that is a percentage of 3.57%. The second one introduces *salutation+ negotiating of the problem + soliciting response* which gain the percentage of 3.57%. The third one produces *negotiating of the problem+ complimentary close + signature* that is a percentage of 3.57%. In contrast, 9 participants achieve four moves (80%). 28.57% of participants present *salutation+ negotiating of the problem+ expressing respect + signature*. 3.57% of participant writes *salutation+ negotiating of the problem+ expressing respect + soliciting response*. On the other hand, the highest score in post test is five moves (100%) which is presented by 32.14% of participants. The figure (5) on page 32 shows comparison between pre and post test results.

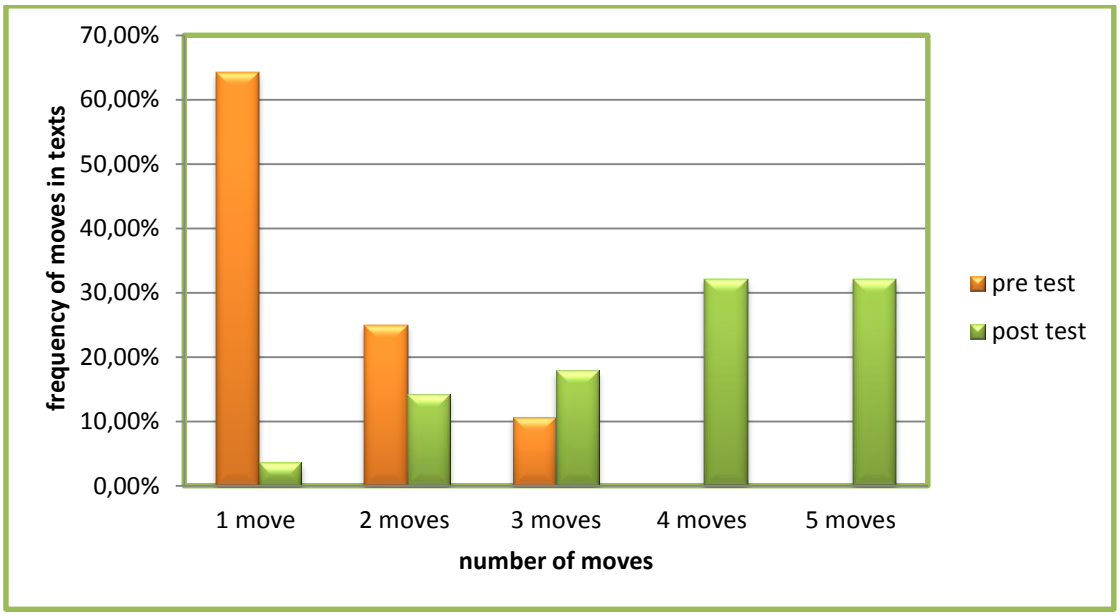


Figure (5): Comparison between pre and post test

8. Description of the questionnaire results

Table 7: Students level in English

	Beginner	Intermediate	Upper intermediate	Advanced
Q2: what is your level in English	25%	42.85%	32.14%	0%

Table (7) demonstrates that 42.85% of students have intermediate level in English. On the one hand, 32.14% of them are upper intermediate. On the other hand, 25% of them are beginner. However, no one of them have advanced level in English.

Table 8: Students' general self-rating to writing proficiency

	Poor	Average	Good	Excellent
Q2: How do you rate your written skill in English	17.75%	46.42%	35.71%	0%

In the second question students were asked to evaluate their proficiency level in writing skill. 46.42% of them have an average level in writing. In contrast, 35.71% of them are good in writing, and 17.75% of them are poor in writing. This question can be related to the Q3 in which students' awareness of the importance of writing may affect positively on their writing skill. Therefore, the majority of students have an average level in writing in English.

Table 9: Students' awareness of the importance of writing skill

	Yes	No
Q3: Are you aware of the importance of writing in your target situation	78.5%	21.42%

The above question was used to determine whether the students are aware of the importance of writing in their target situation. 78.57% of students are aware of the importance of writing in their T.S. However, 21.42% are not aware of the importance of writing in their T.S. These results show that the minority of students are not aware of the importance of writing in their T.S. This may explain Q2 in which 17.75% of students consider their writing proficiency as poor.

Table10: Students' habit of practice writing in English

	01 hour	**02hours**	**03hours**
Q4: How many hours do you practice writing in English per week	82.14%	10.71%	7.14%

From the above table it is noticeable that 82.14% of students practice writing in English only one hour per week. 10.71% of them practice writing two hours per week. Add to this, 7.14% of them practice writing more than three hours per week.

Table 11: The language of students' target situation

	English	**French**	**Arabic**
Q5: In which language you are going to write business letter in your target situation	46.42%	35.71%	17.85%

Table (11) shows that 46.42% of students believe that they need English to write business letter in their T.S. In contrast, 35.71% of them declare that they need French to write business letter in their T.S. 17.85% state that they need Arabic to write business letter in their T.S.

Table12: Students' experience in writing complaint email

	Yes	No
Q10: Do you have an experience in writing complaint email	25%	75%

Students were asked whether they have got any experience in writing complaint email. The results indicate that 75% of them answer by "no" while 25% reply by "yes". This can be interpreted by the results obtained from the pre test in which the majority of students did not know how to write complaint email.

8.1. Students' attitudes toward genre based approach

Table 13: Students' attitudes toward the use of fixed expressions

	Strongly agree	Agree	Neutral	Disagree	strongly disagree
I prefer to use fixed expression in writing complaint email	32.14%	39.28%	21.42%	3.57%	0%

The above mentioned statement aims at diagnosing students' attitudes toward using fixed expressions in writing complaint email. The results demonstrate that the majority of students choose 'agree' which make a percentage of 39.28%. In addition to this, 32.14% of them choose 'strongly agree'. These results can be reflected in the post test's results as the table (5) indicates that 9 participants write 5 moves (100%). This may refer to their positive attitudes toward using fixed expressions in writing complaint email. Add to this, 21.42% of them have neutral position. On the other hand, 3.57% of them choose 'disagree'. As the table (5) shows that 4 participants write two moves (40%) and one participant writes only one move (20%). This may refer to their negative attitudes toward using fixed expressions in writing complaint

email. From these results it is noticeable that the majority of participants have positive attitudes toward using fixed expressions in writing. However, few of them have negative attitudes toward using fixed expressions in writing complaint email.

Table 14: Students' attitudes toward scaffolding

	Yes	**No**
Q7: Do you like learning writing complaint email together with teacher by identifying its structure and fixed expression	82.14%	17.85%

Students were asked whether they like learning writing complaint email together with the teacher by identifying its structure and fixed expressions. This question aims to elicit students' attitudes towards writing under genre based approach. The results indicate that 82.14% of participants answer by 'yes' and 17.85% of them answer by 'no'. As the table(4) shows that the mean of moves in the pre test was 14.6% and after the implementation of genre based approach the mean of moves in the post test increased into 37.5%. This may refer to their positive attitudes towards writing under genre based approach. These results demonstrate that the majority of participants have positive attitudes toward writing complaint email under genre based approach.

Table 15: Students' attitudes towards the features of academic writing

	Purpose	**Audience**	**Organization**	**All the above**
Q8 In writing complaint email you take into consideration	10.71%	0%	67.85%	42%

The results of the above table show that 67.85% of the participants pay attention to the organization of the text while writing. This may refer to the results obtained from the post test in which 9 participants achieve 5 moves (100%). However, 24% of them focus on all the options, and 10.71% of them emphasize on the purpose. These can be interpreted to the

appearance of negotiating the problem move, which includes the act of asking for action, in 27 texts in pre and post test's results.

9. Interpretations of results

The results of the pre test show that 18 participants introduce only one move (20%). This may related to the lack of practice writing and experience. The question5 indicates that *82.14%* of the participants practice writing in English only one hour per week while question 10 demonstrates that *75%* of them don't have experience in writing complaint email. This may relate to their difficulties in writing. Moreover, 7 participants achieve 2 moves (40%) and only 3 participants present 3 moves (60%). This can be transmitted to the question 10 in which *25%* of the participants have an experience in writing complaint email. However, in the post test there is only one participant who produces one move. This can be reflected in the results of question7 which indicates that *3.57%* of the participant doesn't prefer to use fixed expression in writing complaint email.

Furthermore, it is noticeable from the post test's results that 4 participants introduce 2 moves (40%), and 5 participants write 3 moves (60%). This may be associated to the question 8 in which *17.85%* of the participants don't like learning writing complaint email together with the teacher in identifying its structure and fixed expressions. Finally, 9 participants write 4 moves (80%) and 9 participants achieve 5 moves (100%). This can be correlated to the outcomes of question 7 in which *39.18%* of the participants choose "agree" and *32.18%* choose "strongly agree" to use fixed expressions in writing. Back to question 8 its results show that *82.14%* of them choose "yes" to learn writing complaint email with the teacher in identifying its structure and fixed expression. The results of question 9 prove that *67.85%* of them focus on the organization of the email while writing it. These results demonstrate that genre based approach enhances the majority of students of geology writing complaint email.

10. Conclusion

This chapter dealt with methodology of the research. It contains instruments of data collection. Additionally, it tackles validity and reliability of research. Moreover, this chapter represents the results of the present study and its discussion.

General conclusion

1-Introduction

The present chapter is divided into three sections. It tackles the summary of the major finding. It discusses the limitations of the study and suggestions for further research. Finally, it ends with pedagogical implication which is based on the results of the present study.

2. Summary of major finding

The interpretation of results indicate that genre based approach improves second year LMD Geologian students writing complaint email. This may relate to the majorities of students who prefer to use the structure and fixed expressions of complaint email .In contrast, the students who present only one move in post test may refer to their negative attitudes toward writing under genre based approach. Thus, genre based approach enhances the majority of Geologian students writing complaint email.

3. Limitations and suggestions for further research

The researcher encounters a number of obstacles while conducting this research. Firstly, time was not sufficient to measure the efficiency of genre based approach to teach writing complaint email. Therefore, the results of this study can not be generalized. This study recommends future researchers to take a long time in the implementation of genre based approach to teach writing. In addition to this, the present study was based on only one group which is a reason of the unavailability of groups. More than this, the lack of the teacher teaching competences consist an obstacle in the implementation of genre based approach. Moreover, the study was based on only writing skill. That is why; the results cannot be generalized to the other three language skills. Future researchers have to apply this research on speaking, listening and reading skills. Furthermore, students' levels in writing proficiency create a limitation in this study. Hence, this study put forward to future research to apply this approach on intermediate or advanced students because ESP is not for beginners.

4. Implication of research

The implication of this research centered on the results of pre test, post test and questionnaire. The researchers of genre based approach suggest some recommendations: Teaching business email to intermediate and advanced students because ESP is taught for advanced students not beginners. Additionally, the teachers should choose authentic materials in teaching like journal's article. This provides students with real context of language use. Besides, the selection of genre should be based on the learners' needs, for instance, teaching business email for business students. Due to the weaknesses of genre based approach, Badger and White (2000) suggest process-genre approach to teach writing. In addition to this, the researchers recommend teachers to use activities from *Academic writing for Graduate Students* by Swales and Feak (1994), *English for academic purposes* by Jordan(1997) and *Email English* by Emmerson(2004) to enhance students' writing. Moreover, teaching writing via genre based approach takes long time because two sections or three are not sufficient to judge the effectiveness of this approach. Furthermore, the Ministry of Education should make suitable curriculum that improves students' skills. Finally, this study recommends teacher to teach the four skills in laboratory by using means of technology.

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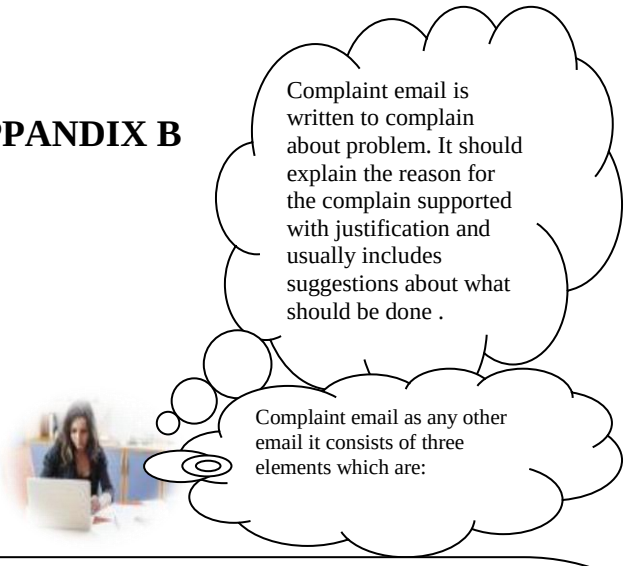
APPANDIX A

Pre test

You bought two Oilfield Pumping Units on 15/02/2015 from a company and you find that one of them is inoperative after using it just one day. Although you are supported with a guarantee document for 5 year the secretary told you that nothing can be done to your problem .So, you decided to write a complaint email to the manager of the company.

APPANDIX B

Lesson 1



1- Introduction: in which you introduce your complaint (what happen where and when) and justification

- **To introduce your complaint use**: I am writing to you in connection with/ I am writing to complaint about (mention the setting and the time) .
- **To justify your complaint use**: I was promised that…..but ……
  I was told it would …..However ……

2-Body paragraphs: explain your problem. Each single problem should be mentioned in one paragraph.

- **To start listing your complaint use:** Firstly, To start with, To begin with
- **To add more complaint use:** What is more, In addition to this, To make matter worse.
- **To link each problem with its justification use** : however, nevertheless, although, but ,despite
  the fact that.

3-Conclusion: explain what you expect to happen (refund, replacement ,

e.g: I hope you will…/ I expect to hear from you as soon as possible.

- **Last lines use:** I look forward to hearing from you at your earliest convenience

APPENDIX C

Model of complaint email

From: My Name and email (myname@myemailprovider.net)

Subject: (short description of your complaint)

Date: Most email programs enter this field automatically

To: (enter the email address of the person you are contacting)

CC: (local consumer group) (appropriate government agencies)

Dear (title) ____:

I wish to complain about ____ (name of product or service, with serial number or account number) that I purchased on ____ (date and location of transaction).

I am complaining because ____ (the reason you are dissatisfied). To resolve this problem I would like you to ____ (what you want the business to do).

When I first learned of this problem, I contacted ____ (name of the person, date of the call) at your company, and was told that nothing could be done about my problem. I believe that this response is unfair because ____ (the reason you feel the company has an obligation to you). I would like a written statement explaining your company's position and what you will do about my complaint.

I look forward to hearing from you as soon as possible to resolve this problem. If I do not hear from you within ____ days I will file complaints with the appropriate consumer agencies and consider my legal alternatives

I am attaching copies of my receipt or _____ (other proof of payment or documentation of complaint).

You may reply to me at this email or call me at (phone number).

Sincerely

Your full name

APPENDIX D

Lesson2

From: My Name and email (myname@myemailprovider.net)

Subject: (short description of your complaint)

Date: Most email programs enter this field automatically

To: (enter the email address of the person you are contacting)

CC: (local consumer group) (appropriate government agencies)

Salutation:

Dear,

- **Name unknown:** Dear Sir /Madam.
- **Name known**: Dear Mr…/Dear Mrs…/Dear Ms … Surname .

Identification of the problem:

- I am writing to complain about…
- I am writing to express my concern about the fact that…
- I must complain in writing about…
- I feel I must complain to you about…
- I wish to complain in the strongest terms about…
- I am writing to inform you ……

The reason of complaining:

- My central complaint is that…
- I would like to express my disappointment
- I am dissatisfied because…..
- I am complaining because…….

Suggest solution to the problem:

- I would be grateful if you would…..
- I feel that your company should……
- I look forward to dealing with…..
- I look forward to hearing from you…..

Complimentary close:

- **If Dear +name** =yours sincerely
- **If Dear Sir/Madam** = yours faithfully

Signature:

Your first name +surname .

APPENDIX E

Classroom activity: 1

1- **Divide the following email into paragraphs and show the purpose of each one :**
2- **indentify the expression which indicate the complaining ?**
3- **extract from the email : salutation , complimentary close and signature**

Dear Sir/Madam,

I am writing following a recent visit to the Newtown Sports Centre. I would like to express my disappointment with the service I received.

Although the staff were generally polite and helpful, they seemed to lack basic sports knowledge. None of them could offer any advice to me on choosing a tennis racket. I suggest that you send your employees on suitable training courses..

Another cause for complaint was that the swimming pool was closed. I understand that repairs and maintenance need to be carried out. However, when I called for information the day before my visit, the receptionist did not mention that the pool was closed. If I had known, I would have visited the sports centre at another time.

Finally, offering lessons in different sports is a good idea, but in my opinion they seem to be very expensive. Considering the membership fee, the prices of lessons should be lower, and more sports should be offered. I was disappointed that neither diving nor windsurfing was available.

I hope you will take these points into consideration. I look forward to hearing from you.

Yours faithfully**,**

Joe Bloggs.

APPENDIX F

Post test

Situation

You purchased **EasyIron Electric Iron** (Model No. 2279) from The Electrical Store in Newtown on 10 October, 2015. When you use it for the first time, you found that the temperature control was faulty. So you decided to send complaint email to Mr. Jenny Hawkins Customer Services Manager

Use the following sentences to write your complaint email

Although you have a guarantee documents, the cashier said that the store was unable to replace it

when / but

As you need an iron on a daily basis this option was unsatisfactory for you

The cashier advised you to send it for repair.

you asked for a full refund of the £35.99 retail price.

You attempted to return the iron to the store

APPENDIX G

Email salutation for single recipient

Salutation	Comments
To whom it may concern	Although this formulation sounds rather old fashion and stuffy, it has long had a place in business letters to unknown recipients. A very formal greeting , it could be appropriate in cases such as an e-mailed enquiry regarding potential vender ‘s services or an emailed complaint
Dear sir/madam	This option is similar to the one above
Dear Mr.Smith	This formal salutation is appropriate when you are sending a person you don’t know well or at all. For example, a prospective client. Depending on your corporate culture, you may also want to use it when writing to someone who is senior to you, particularly if you don’t know the person.
Dear James	Some people find Dear along with a first name to be a strange opining for an e-mail, complaining that it feels either too intimate –like personal letter-or too formal. If you aren’t comfortable using Dear with co-workers, there are certainly other options, but the salutation Dear has a long and happy history in business correspondence. Even if you do not use it much internally at your firm, it has a legitimate place at your email repertoire, particularly for external, international and formal communications
James, James-	Fine in many contexts. Occasionally the name by itself can sound a little abrupt, but it is a solid opening for many types of email messages

(Continued)

Good morning, James.	This salutation can be a useful way to begin email message, as it both businesslike and friendly. Of course at the time you send the message, it should actually be morning in the recipient s' time zone.
Hello, James. Hello, James-	These salutations may be acceptable for use in a business context with someone you know reasonably well. The punctuation in second instance is traditional outside the world of email, but is clear and practical for electronic use.
Hello. James,	This salutation is common but is punctuated untraditionally and is therefore not an ideal way to begin an email(According to standard punctuation rules, the greeting requires a comma between Hello and James, but then the writer would end up with two commas in a two-words salutation, which looks odd.)
Hi, James. Hi, James-	For use in a business context, these salutations are usually too casual. Hi is a word better reserved for correspondence with friends. However, depending on your corporate culture, these salutations may be acceptable for communications with co-workers you know well.
Hi James,	This salutation is very casual and is punctuated untraditionally. A comma is needed between Hi and James, but then the salutation will contain two commas in a row, which looks odd. Although this salutation is common, in business e-mail it may be perceived as unprofessional.

Email salutation for single recipient (Jovin ,2007, p 16)

Appendix H

Email closing

Closing phrases	Comments
Sincerely,	This is a polite professional way to close, but is most appropriate for formal emails such as initial communication with prospective clients. In email with people you already know, sincerely may come across as excessively formal.
Regards,	This is a save, acceptable a closing term in almost all situations, ranging from fairly casual to quite formal.
Thank you	This closing is ideal when you want to show appreciation for something the recipient has done or is going to do for you. (If you want to be very appreciative and say thank you very much, then you can keep that as a separate sentence and perhaps add different closing. For instance: Thank you very much. Regards, Rose
Thanks	Similar to thank you above, but more casual. Most appropriate if you are writing to co-workers you know well and have a good relationship with, or when you are e–mailing, say, vendors or people who are somewhat junior to you. If you have a reason to be really appreciative, thank you is generally a better choice.

(continued)

[None] Best	For a quick , casual e-mails to people with whom you have an established, business relationship, closing with just your first name is a common and acceptable practice. Ending with Best may give an impression that the e-mail writer was simply too busy to bother completing the closing. Best what, after all? It could perhaps be considered the email equivalent of a host s' failing to see a guest all the way to the door at the end of a dinner party.

Email closing (Jovin, 2007,p2)

APPENDIX I

Questionnaire

Student s' questionnaire

Dear students,

Our present study assesses the efficiency of the genre based approach in teaching writing business emails for EFL students at Kasdi Merbah University in Ouargla .This questionnaire aims to elicit your attitudes toward writing under the genre based approach. We will be very glad if you answer the following question honestly.

Please put (+) in the box you select and write the answers if needed

Thank you in advance for your help

1. Your gender:

   Male ☐ Female ☐

2. What is your level in English ?

- Beginner ☐
- Intermediate ☐
- Upper intermediate ☐
- Advanced ☐

3- How do you rate your written skill in English?

- Poor ☐
- Average ☐
- Good ☐
- Excellent ☐

4-Are you aware of the important of writing in your target situation?

Yes ☐ No ☐

5- How many hours do you practice writing in English per week?

- 01 hour ☐
- 02 hours ☐
- Over 3 hours ☐

6-In which language you are going to write business email in your target situation?

- English ☐
- French ☐
- Arabic ☐

7-I prefer to use a fixed expression in writing complaint email

- Strongly agree ☐
- Agree ☐
- Neutral ☐
- Disagree ☐
- Strongly disagree ☐

8-Do you like learning writing complaint email together with the teacher by identifying its structure and fixed expressions?

Yes ☐ No ☐

9-In writing complaint email you take into consideration

- Purpose ☐
- Audience ☐
- Organization ☐
- All the above ☐

10-Do you have an experience in writing complaint email?

Yes ☐ No ☐

Abstract

The present study aims to investigate the extent to which genre based approach enhances Geologian students writing skill, particularly complaint email. The participants of the present study are 28 second year LMD Geologian students at Kasdi Merbah University in Ouargla during the academic year 2015/2016. A quasi experimental method coupled with a questionnaire was used to collect data. In one hand, a quantitative data was gathered by quasi experimental method. On the other hand, a qualitative data was gathered by questionnaire. The results show that genre based approach enhances students writing .However, students attitudes remain an obstacle.

Keywords: Genre based approach, complaint email, genre analysis, ESP, EFL writing.

ملخص البحث

يهدف هذا البحث إلى التحقق من مدى نجاعة المنهج التعليمي بالاعتماد على نوع النص في تحسين كتابة رسالة شكوى باللغة الإنجليزية لطلبة الجيولوجيا. شارك في هذه الدراسة 28 طالبا في السنة الثانية نظام LMD تخصص علوم لأرض و الكون على مستوى جامعة قاصدى مرباح بورقلة للسنة الجامعية 2016/2015. للتحقق من هذه الفرضية تم جمع معلومات كمية بواسطة المنهاج التجريبي, بينما تم جمع معلومات نوعية عن طريق لاستبيان الذي تم توزيعه على طلبة الجيولوجيا. أظهرت النتائج أن هذا المنهج ساهم في تطوير كتابة رسالة شكوى لطلبة الجيولوجيا .

الكلمات المفتاحية : المنهج التعليمي بالاعتماد على نوع النص, رسالة شكوى, التحليل النصي, لإنجليزية لأهداف خاصة , اللغة لإنجليزية كلغة أجنبية ,مهارة الكتابة