**Putting Research Into Action Assignment**

[Name of the Writer]

[Name of the Institution]

**Module 3: Putting Research into Action! Two Texts with Reflection**

**Text 1: Students (Informative)**

**Reflection Text 1:**

 The first piece of text is an informative piece, which is written to create awareness about the important issue of extinction of the languages in the whole world. This piece of writing has chosen the rhetoric for the formation of argument from Logos and Ethos. As this topic is based on knowledge and logical arguments. The ethical aspect of the topic is also very dominating in the piece of text, which makes it appealing and provided a solid base for the arguments to be presented. At a basic level, all the arguments are composed from the logos and ethos rhetoric.

 The text is written to for the wider range of audience, but students are the main focus. It is written in a simple and concise manner that can be understood for a wider range of audience from different backgrounds. It is composed to draw the attention of the readers to an important aspect of our lives, that forms our identity; our language. Generally history is considered as the foundation of an identity of any individual but in reality, language keeps the fundamental position is keeping the diversity associated with any region or culture, alive. A formal tone is maintained while explaining the background of the topic. One can feel concern in tone while reading the initial introductory paragraph.

 Background of the issue is also explained to inform the reader about the intensity of the problem. An argument that globalization has resulted in the dominance of one language over the other languages. Generalized information is not used. All the information provided is based on evidence. For example, Language Wichita is near to become extinct and more than half of the present languages will go extinct by the end of the 21st century. Proper examples are given to add weight in the argument and tone seems worrying and alarming.

 More reasons, supported by examples are given to inform the audience about the intensity of the problem and the causes that are contributing to the death of languages. Overall the text is very informative and maintains smooth transitions from one paragraph to another. Direct addressing method is not used in the text as it is not written for any particular type of audience it is meant to be for a larger number of audience. The tone has stayed formal and educational while transitioning between the alarming tone and anxious tone, to keep the audience’s interest intact in the text reading.

 The text ends with a call for action while rephrasing the thesis statement supported by the consequences that will occur if people won’t stop neglecting their own language. Students are directly addressed in the last paragraph particularly as they are the ones who attend educational institutions and get a chance to interact with the people from other cultures. That instead of getting influenced by the dominating languages they should promote their own language and respect the other languages.

**Text 2: Administration (Formal Letter)**

**Reflection Text 1:**

 The second piece of text is based on the Formal Letter to the administration by the student. The chosen rhetoric is based on Ethos, as it is written from the ethical perspective to draw the attention of the administration of the educational institution to the impact of their linguistic policies on the rights and psyche of the international students in the broader perspective. The topic of concern choose of the formal letter is that students have started to speak the dominating language English even in the non-formal gathering, due to the fear of being ridiculed by the other fellow students.

 The tone of the letter is formal and worrying to draw the attention of the administration towards the intensity of the situation and the long-lasting impacts it will have on the language existence globally. The causes behind this practice and the implications are explained in a formal tone. The position of addresser is mentioned in the letter that he is linguistic students, which has added weight in the arguments. This is a formal letter and information is stated according to the level of priority in a clear and concise manner.

 Unlike the first text, this piece of text has adopted the direct addressing method, as it has direct focus. As the purpose of the letter is to draw attention, the policies of the institution are discussed in the letter, that are resulting in making students feeling uncomfortable about speaking their own language. In relevance to this argument, the counter-argument is presented in the form of long term impact of the policies and the role of the institution in educating and promoting diversity, which requires allowing students to speak their language in informal interactions.

 The letter ends with appeal and call for action, with restating the purpose of the letter. The overall tone of the letter is respectful and formal but critical and informative at the same time. So that audience can understand the acuteness of the matter and take actions regarding the change in their linguistic on-campus policies so that pressure is taken from the students regarding not speaking their native language to the improving their educational experience, which should be the main goal of the educational institutions.