**Benefits of Institutional Email Writing Lessons**

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The presentation explores the short and long-term benefits of formal email writing lessons in Japanese university English language classes. The objective of the lessons was on Japanese university undergraduates noticing and intake of a select number of target sociolinguistic and pragmatic features for effective communication in institutional contexts.

Studies have shown without formal instruction the unlikelihood of learners developing institutional communicative competences even within higher education institutions in the target language communities. While learners studying at US universities have extensive modeling of status-equal and informal language from their native-speaker (NS) peers (classmates and friends). Thought NS peers vary their language register accordingly for email recipients, such varieties including features (e.g., indirectness, politeness markers, etc.) advantageous for high-stakes status-unequal communication contexts are not available for language learner to witness and emulate (Chen, 2006).

Based on repeated incidences of extraordinarily inappropriately emails from students, and with the understanding of both English language and email communication skills being necessary for their future careers, an action research was undertaken in order to explore the value of the lessons. Questions explored included whether appropriate email writing practices based on US standards will also be applicable to the workplaces in Japan and the whether the lessons in the learners’ foreign language will be effective. Follow-up assessment activities and post-lesson prompted and unprompted email communication efforts made by the learners were analyzed to address the questions.

Raising awareness of language choices that can negatively affect learners' academic and professional objectives is crucial for learners facing interactants who are less likely to be patient and understanding of their inappropriate use of the language albeit unintentional.

**Keywords:** email, pragmatics, workplace communication, CMC

**Reference**

Chen, C.-F. E. (2006). The development of e-mail literacy: From writing to peers to writing to authority figures. Language Learning & Technology, 10(2), 35-55. From http://llt.msu.edu/vol10num2/pdf/chen.pdf