



Envoyer



Coller



Vérifier



À :



Cc :

Objet :

Exploring Learners' Pragmatic Competence in L2 Email Writing



Hiroshima JALT

“Second language writers, teachers, identity”

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Why Email Pragmatics?

- More opportunities for college students to compose emails for teacher-student communication.
 - Lack of instruction of email writing in both L1 and L2?
 - Observation: Unstructured emails (no names, no student number, no class names, etc.) can be problematic.
- Studies of L2 pragmatics and emails have investigated the learners' pragmatics competence by focusing on production of speech acts and their mitigation and perception of politeness (Economidou-Kotgetsidis, 2011; 2016; Gonzalez-Lloret, 2019).
- Since email composition in both English and Japanese is ubiquitous and fundamental for college students to communicate with , email composition tasks should be regarded as real-world task.

Awareness-raising in L2 Pragmatics

- **The noticing hypothesis** (Schmidt, 1990; 1993; Schmidt & Frota, 1986).
- Awareness raising has been a **key factor** in developing both teachers' and learners' L2 pragmatic competence (Ishihara & Cohen, 2021; Kasper & Rose, 2002; Taguchi, 2015; Taguchi & Roever, 2017).
- “Under the noticing hypothesis, attention and awareness are the factors that trigger pragmatic input into becoming intake” (Taguchi, 2015, p.40).
 - Refusal of L2 English in an EFL context (Kondo, 2004).
 - Metapragmatic awareness for intercultural communication (McConachy, 2013; 2018).

Participants and Data Source

- Participants

- 105 first-year EFL students

- Proficiency: TOEIC Average Score: 406.01 pts (455-345)

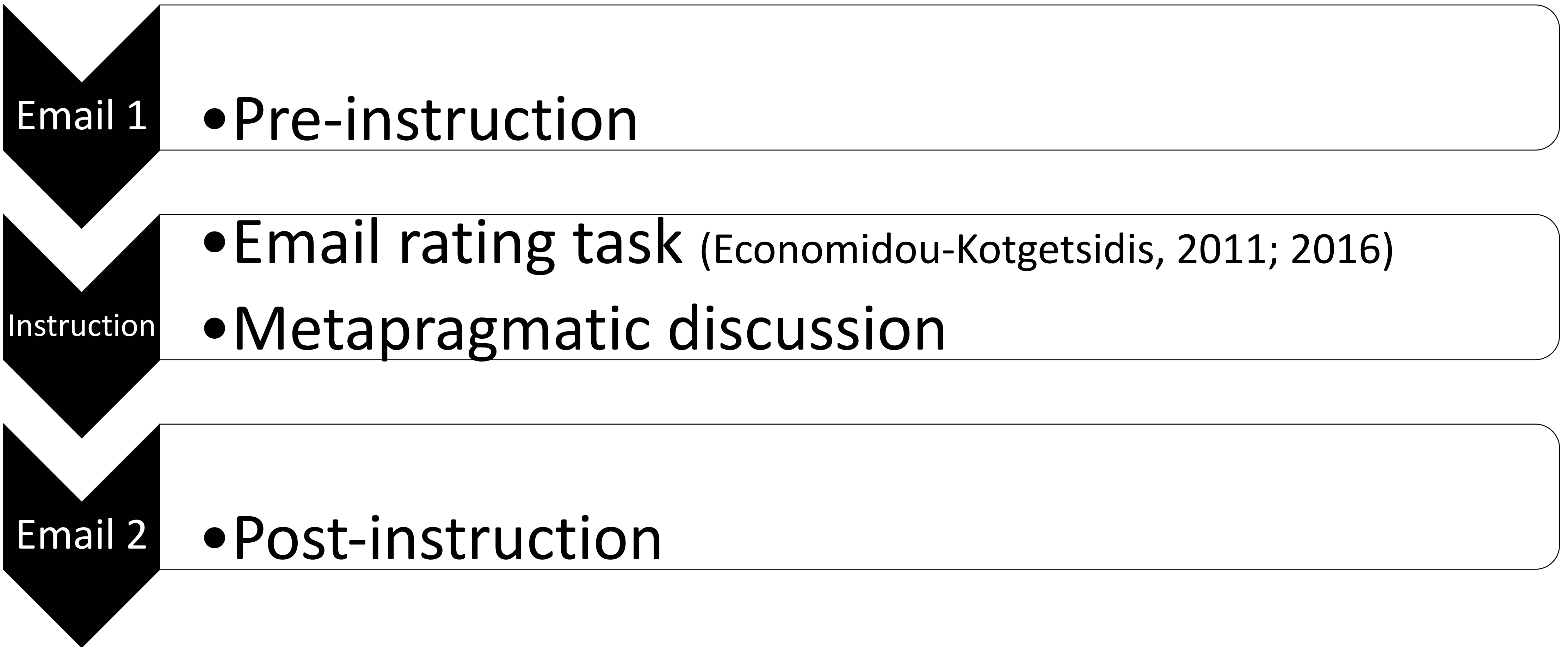
- Non-English majors (Engineering and Agriculture)

- Data Source

- Pre: 108 email composition in English

- Post: 92 email composition in English

Procedure

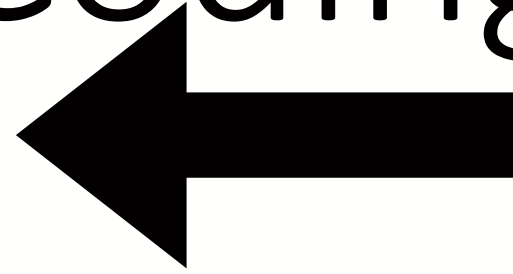


Email Tasks

- Email 1
 - Student – Professor
 - Request: the handout that Professor forgot
 - The student has never talked to this professor.
- Email 2
 - Student– An office worker at the school affair
 - Request: Information about the Learning Management System
 - The student has never talked to this person.

Data Coding

Dear. John,



Forms of address

Nice to meet you. I'm ((name)).

I haven't received login information for T-learning yet.

I am supposed to receive it now.

I have assignment that I have to submit next week, so please
long as you can.



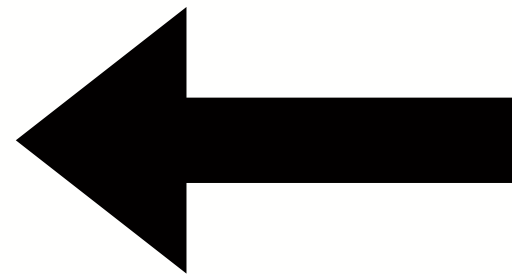
Opening



Request headact

Thank you in advance.

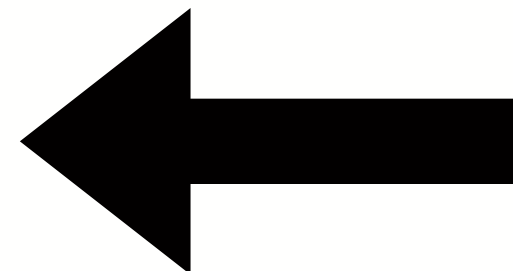
Sincerely



Closing salutation

((Name))

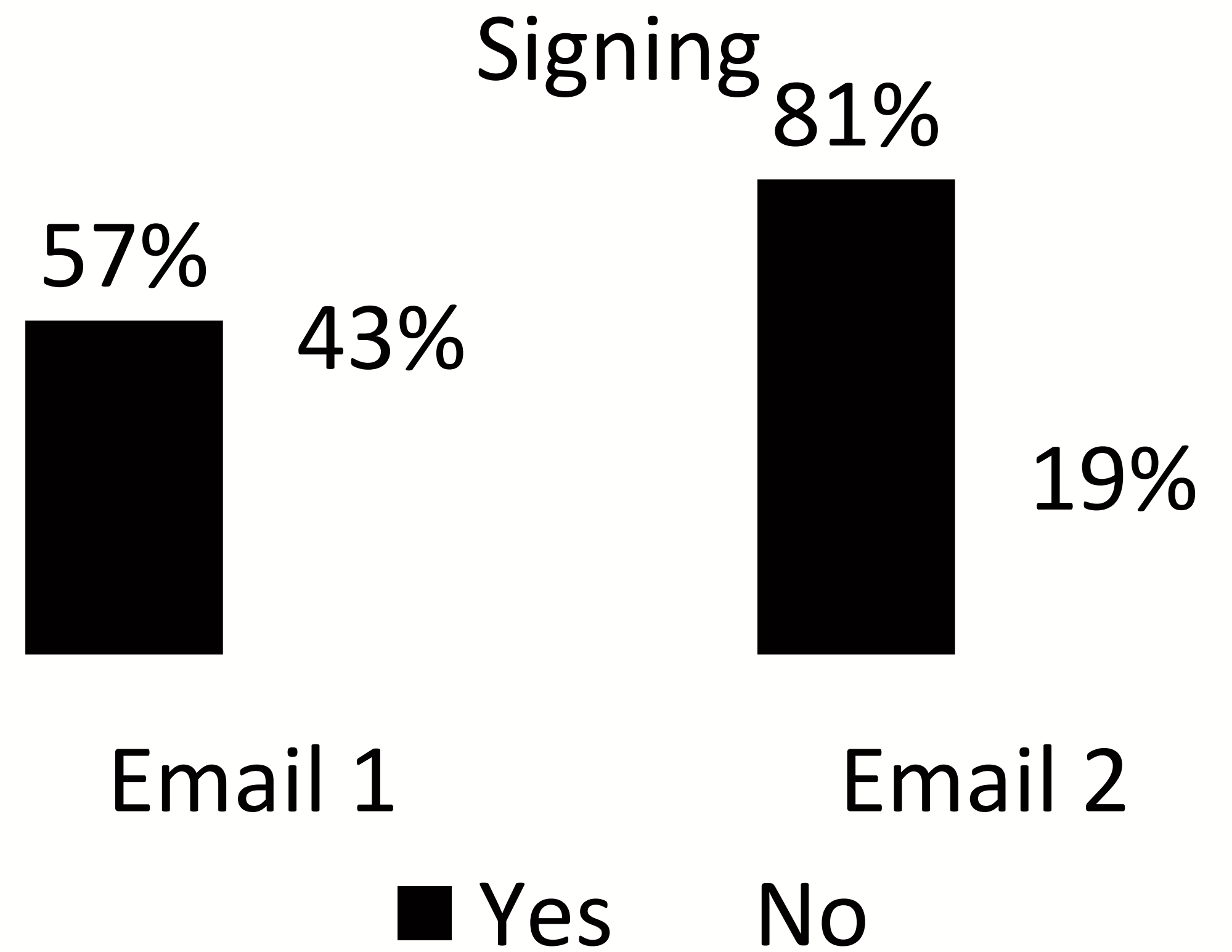
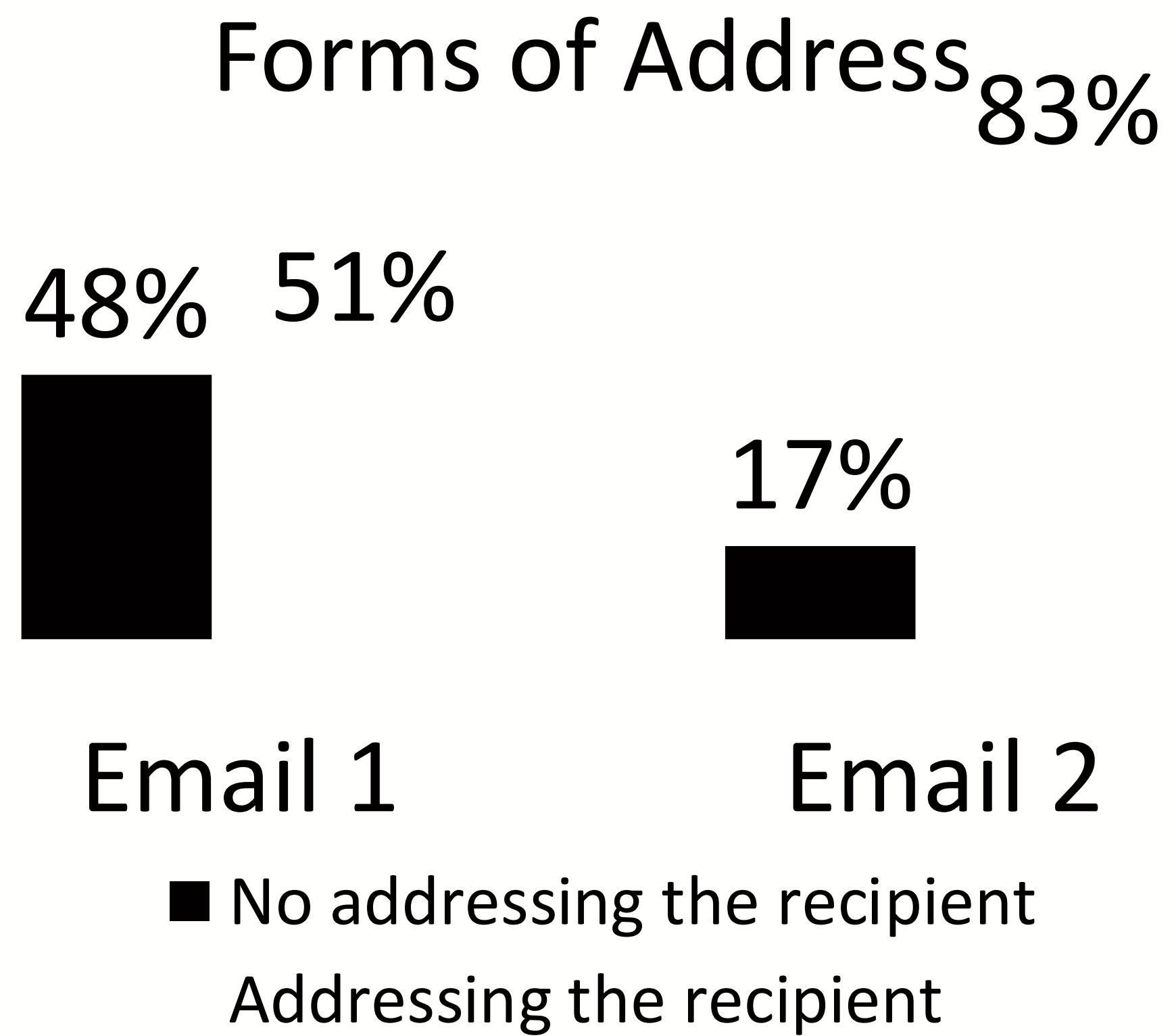
((Student No.))

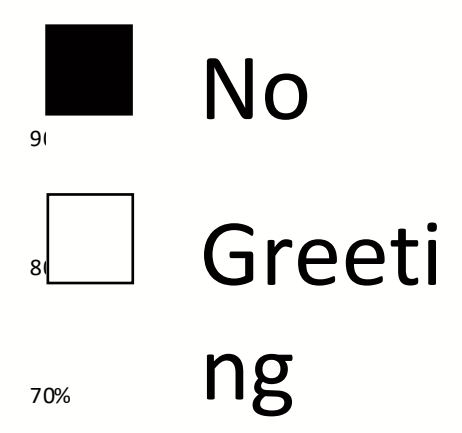


Signing

Findings and Discussion

- Quantitative (Email 1 and Email 2 Comparison)
 - Forms of Address
 - Opening
 - Request headact
 - Closing Salutation
 - Signing
- Quantitative
 - Unique uses of pragmatics routines
 - Towards instruction and educating intercultural user of English





Opening



Email 1



Email 2

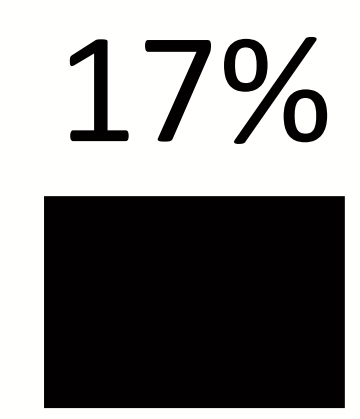
Closing Salutation 83%



Email 1

No closing

51%

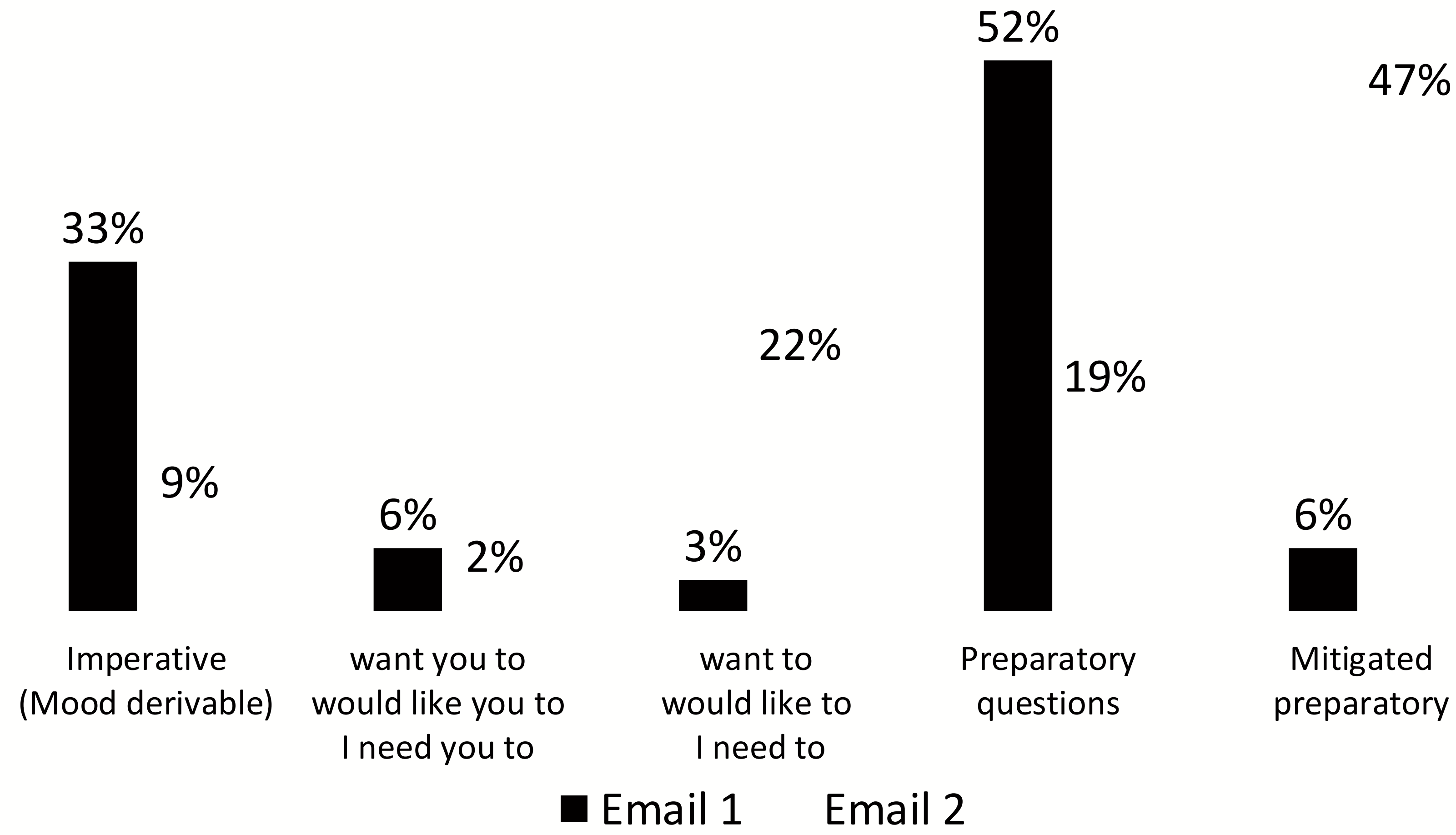


Email 2

Closing

17%

Request Headact



Discourse Structure of Email 1 & 2

- Analyses of Email 1 (Time 1) and Email 2 (Time 2) show learners pragmatic development.

Worth noting that students might possibly copy the model emails.

- After the instruction, students might be more aware of importance of composing formal email composition.
 - Information in the email
 - Zero forms of address (48% → 18%)
 - Existence of signs in the end (57% → 81%)
 - Politeness features
 - More opening and closing salutations in Email 2 (77%, 83%)
 - Less Imperatives in Email 2 (9%)

Findings and Discussion

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- Quantitative
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Towards Intercultural Communication

- Unique Use of Pragmatic Routines
 - Excuse me? (Excerpt 1)
 - Overuse of “sorry” (Excerpt 2)
 - Indirectness (Excerpt 3)
 - Who is responsible and for what?
 - Potential cause of intercultural conflict?
- What can be done in class?: Email task products as potential source for learner reflection towards intercultural communication, combining with email rating tasks.
 - Developing learners’ understanding of interculturality by reflecting (Kramsch, 1993).
 - 1) Learner’s perception when they use these pragmalinguistics
 - 2) awareness of pragmalinguistics by comparing L1-L2 language use
 - 3) Assumed perception by the recipient
 - 4) The recipient’s perception towards the email.

Conclusion

- Awareness-raising tasks using for L2 email writing might be beneficial for L1 email writing.
 - Awareness-raising task → beneficial to reflect upon the common discourse features in email composition (e.g., forms of address; signing, salutation).
 - In-class observation (not in the data)
 - Common discourse features such as signing (name and student no.) in pragmatic discussion. Less focus on the headact of requesting (imperative)
- Translingual approach to instructional/intercultural pragmatics (Ishihara & Cohen, 2021) to reflect on interculturality (Kramsch, 1993)
 - “Whose norm” → Awareness of “diversity” in intercultural language use and perlocutional effects (Kramsch, 2021).
- “*L1 pragmatic transfer*” for intercultural pragmatics?
 - Email communication as a ubiquitous for international business communication
→ intercultural conflict (e.g., “Excuse me”, apologetic, too indirect)
- Limitation and Further Investigation
 - Supportive moves (e.g., assumption towards “as soon as possible” in class observation; Learner subjectivity and agency)
 - Any effects on L1 email practices?

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