

CHAPTER 1

INTRODUCTION

This introductory chapter presents the description of the statement of the problem, rationale of the study, research objectives and questions, significance of the study, scope of the study and the definitions of key terms.

1.1 Statement of the Problem

Today's business communication transcends national boundaries, bringing together individuals from diverse linguistic and cultural backgrounds in multicultural settings where English serves as the primary means of interaction. In such contexts, English functions as a lingua franca (ELF), embodying adaptability and linguistic variation. When employing ELF for business communication, adherence to Standard English norms alone does not guarantee successful interaction. Rather, effectiveness hinges on the ability to compose text that aligns with the expectations of specific discourse communities. This principle resonates with Bhatia's (1993) assertion that effective business communication demands not only linguistic proficiency but also a nuanced understanding of business practices. The former encompasses mastery of language mechanics such as grammar and vocabulary, while the latter entails familiarity with the structured conventions and recurrent linguistic patterns inherent to particular text types or genres.

The significance of genre knowledge in business communication is evident. Planken (2005) observed that experienced professionals often communicate more effectively in the workplace compared to novice students, even when possessing similar levels of English proficiency. This advantage stems from experienced individuals' deeper understanding of genre conventions and their adeptness in navigating specific business genres. Zhang (2013) investigated professionals' evaluations of learners' business email writing and found disparities in genre knowledge between professionals and learners, impacting their effectiveness in business communication. Therefore, it is imperative to provide learners with genre knowledge to enhance their communicative competence in professional environments.

Building on this notion, Yao, Song, and Sheng (2021), as well as Park, Jeon, and Shim (2021), emphasized the necessity of genre awareness for comprehending texts

authored by individuals from diverse lingua-cultural backgrounds. Through comparative analyses of business emails composed by professionals from varied cultural contexts, these studies underscored the importance of genre awareness in fostering a deeper understanding of intercultural communication dynamics.

The demand for genre knowledge in business communication should exert an influence on English language teaching (ELT) practices. Instead of solely focusing on imparting linguistic skills, business-oriented language classrooms should prioritize activities aimed at enhancing genre awareness among learners. Students should be equipped with the ability to recognize and understand the structural organization, prevalent linguistic patterns, and contextual factors (such as the relationships, roles, power dynamics of interlocutors, as well as national and workplace cultures) inherent in specific genres.

Louhiala-Salminen and Kankaanranta (2012), along with Kankaanranta and Louhiala-Salminen (2018), highlighted the impact of contextual elements on business communication, emphasizing its dynamic and context-dependent nature. By fostering genre awareness, learners can better navigate the intricacies of business communication, enabling them to engage effectively within the discourse community of professionals. This approach facilitates students' ability to communicate in a manner consistent with the expectations and norms of their intended professional environments.

In line with Bhatia's assertion (1993), effective business communication necessitates both genre knowledge and linguistic proficiency. On one hand, authentic business communication often tolerates unobtrusive grammatical errors, prioritizing task accomplishment and rapport-building (Kankaanranta & Louhiala-Salminen, 2018). Conversely, excessive linguistic inaccuracies can detrimentally impact a company's reputation, leading to misunderstandings, communication breakdowns, and even corporate failure (Puvensesvary, 2003). In traditional English language teaching (ELT), particularly in English as a foreign language (EFL) contexts, significant class time is typically devoted to develop linguistic accuracy. Learners often focus on studying grammatical rules and striving for native-like proficiency under the assumption that it will enhance their effectiveness in business communication. However, the objective of linguistic knowledge for business purposes is not to achieve flawless grammar, but rather to ensure communication is accurate, clear, and appropriate (Kankaanranta & Planken, 2010). The challenge lies in encouraging learners to autonomously produce accurate text with minimal time investment, thereby allowing class time to be allocated to other valuable aspects of effective business communication.

In addition to genre knowledge and language accuracy, the widespread use of ELF in contemporary business communication is a crucial consideration. As previously mentioned, ELF serves as the primary medium of communication in today's business environment, with its practices widely accepted among business professionals. Scholars such as Cogo and Dewey (2012) and Galloway (2017) advocate for the integration of this shift in business perspective into English language teaching (ELT) classroom practices to adequately prepare learners for the realities of the modern business community.

Aligned with this perspective, Bhatia (1993) and Galloway (2017) emphasize the importance of increased exposure to authentic communication in ELT. Exposure to authentic texts helps learners develop sensitivity to ELF communication, enhances their confidence in navigating language variations, and enables them to practice strategies for real-life business communication scenarios (Alber, Vences & Nickerson, 2020; Nickerson, 2005; Planken, 2005). Controlled exposure to native speakers' model may offer counterproductive results (Bhatia, 1993).

However, the notion of integrating authentic business communication into the classroom setting poses new challenges in practice. One of the primary challenges is the stark disparities between traditional English as a Foreign Language (EFL) pedagogy and the perspectives of ELF. Kankaanranta and Louhiala-Salminen (2013, p. 29) delineated the differences between EFL and Business English as a Lingua Franca (BELF) communicative approaches, as outlined in Table 1.1. It is noteworthy that Kankaanranta and Louhiala-Salminen (2013; 2018) utilize the term BELF to denote the utilization of ELF in the realm of business communication.

Table 1.1 Comparison between EFL and BELF approaches

Criterion	EFL	BELF
Successful interactions require	NS-like language skills	business communication skills and strategic skills
The speaker/writer aims to	emulate NS discourse	get the job done & create rapport
NNSs are seen as	learners, "sources of trouble"	communicators in their own right
Main source of problems	inadequate language skills	inadequate business communication skills
"Culture"	national cultures of NSs	business community cultures and individual cultural backgrounds
English is "owned" by	its native speakers	nobody – and everybody

Note. Retrieved from "What language does global business speak? - The concept and development of BELF" by A. Kankaanranta and L. Louhiala-Salminen, 2013, *Iberica*, 26, 17-34.

According to Table 1.1, it is apparent that EFL communication, which predominates traditional teaching methodologies, adheres closely to native speakers' norms. In EFL instruction, learners are typically exposed to native speakers' discourse, expected to conform to their linguistic standards, and evaluated based on their ability to follow native-like proficiency. In contrast, BELF communication exhibits a more adaptable approach, escaping from a rigid adherence to native speaker models in favor of embracing agreed-upon norms within specific discourse communities, with the overarching goals of task completion and rapport maintenance.

In theory, English Language Teaching (ELT) should create pedagogical space for incorporating new perspectives on ELF communication, thereby ensuring that learners are adequately prepared for their future careers. However, in practice, learners from traditional EFL classrooms often lack exposure to familiarize themselves to contemporary business communication. This deficiency in exposure may ultimately hinder their ability to effectively engage in workplace communication in the future (Bhatia, 1993; Bhatia & Stephen, 2014).

Another challenge to successfully integrating ELF perspectives into the classroom is the scarcity of coursebooks specifically tailored to ELF. Galloway (2017) highlighted this deficiency, noting that

Course books should also provide opportunities to encourage learners to critically engage with the content, raise their awareness of the flexibility of ELF communication and that certain examples of the target language may only be one way of saying something or communicating a point.

Nevertheless, Dudley-Evans (2002) and Szymańska-Tworek (2016; 2021) have pointed out that ELF characteristics are often neglected in commercial coursebooks, which remain the primary resource for classroom instruction. Consequently, activities and tasks within these coursebooks tend to lack authenticity, often relying on authors' intuition or favoring native speaker norms (Rose & Galloway, 2019). This deficiency restricts learners from experiencing globalized communication and practicing adaptation to variations in language use.

Speaking in a specific context, Thailand is experiencing an increase in the number of transnational and multicultural companies. This growth necessitates that professionals communicate in English, particularly via email. Consequently, Thai students may face challenges in email communication in their future workplaces. In Thailand, English is taught as a foreign language. Thai students typically begin learning English during primary education and continue studying it at the university level, taking English courses required by their respective disciplines. However, students who only

fulfill mandatory English course requirements often lack exposure to authentic English usage beyond the classroom. Additionally, the Ministry of Education's emphasis on fostering communication mainly with native speakers in the early phases of English language development (Ministry of Education, 2017) hinders the appropriate preparation of students for multicultural communication scenarios. While university-level curricula offer more flexibility, foundational education has already shaped Thai students' perceptions toward native speaker favoritism.

Accordingly, Thai students have limited opportunities to master effective business communication for their future careers, as they tend to lack the necessary language skills and strategies to handle business correspondence in multicultural settings. The inability to communicate effectively in business contexts poses challenges for Thai students in competing in the global business arena.

Similar to other places where English is taught as a foreign language, Thailand needs more opportunities for learners to engage in real-life business communication experiences and develop strategies to navigate such interactions effectively. However, contemporary ELT often adheres to the traditional EFL paradigm, emphasizing native speaker norms and neglecting alternatives that accommodate real business communication. Students have limited opportunities to experience authentic communication where English is used as a lingua franca among people from different linguistic and cultural backgrounds, and to practice strategies for navigating such interactions effectively.

In response to the evolving demands of the business landscape, this study sought to address these challenges by integrating genre knowledge, promoting linguistic accuracy, and providing authentic business communication experiences, with a particular focus on business email writing. It focused on business email writing because email is a requisite, not an alternative, form of today's business communication. To the best of my knowledge, previous studies have never integrated these three aspects in business email writing instruction, so the integration would empower learners to achieve effective business email communication in their future endeavors.

1.2 Rationale of the Study

Among all forms of business communication, email is one of the most commonly used. Email composition is perceived as a critical and impactful task not only for the communicators themselves but also the entire organization (Lee & Schmidgall, 2020). Effective business email writing depends largely on the ability to fulfill communicative purposes and create business rapport (Kankaanranta & Louhiala-Salminen, 2018).

Accordingly, it is necessary for email writers to pay attention not only to the intended message but also the contextual dynamics of business interactions. Teaching business email writing, therefore, differs from teaching general English as it needs to equip learners with genre knowledge of business emails and foster their intercultural awareness to position themselves as successful communicators in today's business world.

According to Hyland (2003), to equip students with genre knowledge in writing, instruction should look beyond subject content and view writing as attempts to communicate with readers to achieve specific purposes. This way, genre theory plays an important role in second language writing instruction, and the approach used for teaching genre is called 'genre-based approach'.

The Genre-based Approach (GBA) represents a practical instructional approach aimed at fostering learners' genre knowledge. Grounded in the interrelation between genre and context, GBA enhances learners' genre awareness concerning text production to effectively achieve communicative purpose (Hyland, 2003; Luu, 2011). Through GBA, learners are exposed to multiple examples of a specific genre and are engaged in various awareness-raising tasks designed to elucidate the regularities of layout, structure, and linguistic patterns within the context of that genre (Paltridge, 2012; Phichiensathien, 2018).

Previous studies have utilized the GBA for business writing instruction and have reported positive outcomes. For instance, Foz-Gil and González-Pueyo (2009) applied GBA to train staff in small and medium enterprises (SMEs) in Spain in writing business correspondence. The findings indicated that the staff responded positively to the instructional approach. Similarly, Zare-ee (2009) implemented GBA in teaching Iranian university students how to write application letters, with the experimental group demonstrating superior performance compared to the control group. Yang (2012) investigated Taiwanese students' perceptions of GBA in writing hospitality and tourism brochures, revealing that the majority of students found GBA beneficial for their writing skills and increased their confidence in producing written texts. Additionally, Alber, Vences, and Nickerson (2020) utilized GBA to enhance Business students' awareness of the collaborative and contextualized nature of business email writing, emphasizing aspects beyond grammatical accuracy. While this study did not include statistical analysis, it presented a genre-based instructional model for business writing. Collectively, these studies demonstrate the efficacy of GBA in business writing instruction, illustrating its process and confirming its effectiveness.

To enhance linguistic comprehensibility, Data-Driven Learning (DDL) has been shown to be effective (McCarthy & O’Keefe, 2010; Crosthwaite, Storch & Schweinberger, 2020; Dolgova & Mueller, 2019; Sripichan, 2010; Yoon & Jo, 2014). DDL provides users with direct access to authentic examples of language use from corpora, allowing them to make linguistic inferences independently. Consequently, this approach promotes both linguistic accuracy and learner autonomy (Boulton, 2016; Pérez-Paredes, 2019; Yilmaz, 2017). DDL receives increasing attention as more than 200 DDL-related experiments were conducted from mid-2014 to 2017, and most of those papers confirmed the effectiveness of the approach for pedagogical purposes (Boulton & Cobb, 2017). However, despite its growing popularity, DDL for business writing instruction remains relatively scarce (Tsai, 2018).

Amongst the limited availability, Someya (2000) developed the Business Letter Corpus (BLC) online KWIC concordancer and utilized it to train 40 business professionals in Japan in writing business letters in English. The BLC comprises a one-million-word corpus of business letters gathered from various English for Business purposes textbooks and related documents spanning from 1980 to 2000. Throughout the intervention, participants had direct access to the data collected in the BLC and employed a DDL technique to rectify article and preposition errors in their own business letter writing. As the study specifically focused on the accurate usage of articles and prepositions, statistical significance was observed solely in these two aspects.

Similarly, Flowerdew (2012) employed DDL facilitated by the BLC online KWIC concordancer in teaching business letter writing in Hong Kong. However, Flowerdew’s study extended beyond mere grammatical correction, encompassing broader linguistic dimensions such as identifying collocates and rationalizing form-function aspects to empower learners in constructing their own sentences. Flowerdew (2012) concluded from this initial classroom practice that corpus consultation, guided by teachers, enhances business letter writing. Nonetheless, it was noted that utilizing accurate language patterns alone is insufficient for successful business communication; additional support is necessary to enhance students’ contextual awareness and enable them to utilize language patterns appropriately.

Furthermore, Tsai (2018) investigated the effects of DDL on students’ writing performance, lexical complexity, and syntactic complexity in business writing. Like the above studies, BLC online KWIC concordancer was used. The findings indicated that the experimental group surpassed the controlled group in writing performance, utilized

a greater variety of words, and produced more complex sentences, echoing the positive outcomes observed in previous studies.

One of the crucial factors contributing to the success of DDL is the selection of the corpus. Learners engaging with a corpus may experience frustration due to the overwhelming amount of data, but this can be mitigated by selecting a corpus that is relevant and specialized to the research objectives (Boulton, 2016; Dolgova & Mueller, 2019). In the studies conducted by Someya (2000), Flowerdew (2012), and Tsai (2018), the BLC was chosen precisely because of its relevance and specialization to the research objectives.

Raising awareness of ELF communication is essential to prepare learners for real-life business interactions in the contemporary world. Sifakis (2017) introduced the concept of ELF-aware teaching as a method to incorporate authentic language use from current communication practices into the classroom. By integrating ELF awareness into teaching practices, learners develop sensitivity to how ELF users effectively communicate in multicultural settings, thereby boosting their confidence in navigating linguistic variations. Moreover, ELF-aware teaching provides learners with opportunities to practice adapting to the diverse language production styles of other ELF users in the context of globalized business communication.

Scholars such as Jenkins (2006), Kirkpatrick (2010), and Seidlhofer (2011) emphasize the importance of ELF in ELT. They suggest that teachers need to embrace the flexible and adaptive nature of English used in multicultural settings. This calls for proper teacher education. Speaking of which in the Thai context, ELF has become a key medium of business communication due to increasing global economic exchanges. Therefore, educators should receive proper training to understand the ELF paradigm and receive guidelines for integrating it into classroom practices. ELF-aware teachers can employ pedagogical strategies that emphasize intelligibility and communication effectiveness, thereby reducing student anxiety and boosting confidence in English usage. Such an approach better prepares students for effective communication in diverse multicultural contexts.

In conclusion, effective business email writing in multicultural settings is influenced by three key considerations: GBA, DDL and ELF-aware teaching. GBA has been demonstrated as effective in raising learners' awareness of the business email genre, emphasizing the importance of producing written texts that align with readers' expectations for communicative success (Bhatia, 1993). DDL plays a crucial role in enhancing language comprehensibility by enabling learners to identify and rectify linguistic errors, while also promoting learning autonomy as learners become adept at

self-monitoring their language production. Additionally, the integration of ELF-aware teaching creates space for globalized communication and enhances learners' confidence in navigating linguistic variations. Given their respective contributions, these three approaches were implemented in the present study to equip learners with the necessary skills for effective communication in globalized business contexts.

1.3 Research Objectives and Questions

This study integrated GBA, DDL and ELF-aware teaching in email writing instruction. The purpose of this study was to examine the effects of GBA, DDL and ELF-aware teaching on students' proficiency in business email writing. This study sought to address the following research questions:

1. What are the effects of the teaching approach integrating GBA, DDL and ELF-aware teaching on EFL students' business email writing ability?
2. How can GBA affect students' business email writing ability?
3. How can DDL affect students' business email writing ability?
4. How can ELF-aware teaching affect students' business email writing ability?

1.4 Significance of the study

This study offered significant contributions to three primary stakeholders: learners, educators, materials developers, and policy makers and the field. Firstly, learners benefited from enhanced preparation for multicultural business communication. Through awareness-raising activities, learners developed sensitivity to common practices among businesspeople, gained insight into contextual factors influencing language use, and acquired strategies for effective communication. Additionally, learners received training in utilizing corpus tools, empowering them to autonomously access valuable data to improve language accuracy. Furthermore, learners had opportunities to engage with authentic business emails written by ELF users, participating in various activities aimed at supporting their own email writing skills.

Secondly, this study presented an alternative pedagogical approach for educators, English for Specific Purposes (ESP) teachers in particular. Unlike traditional instruction that adheres rigidly to native speakers' norms, this study advocated for authentic communication in multicultural workplace settings. ESP teachers might find the instructional model proposed in this study particularly beneficial as it aligns with the demands of real-world business communication.

Thirdly, the positive effects of GBA and DDL for business writing instruction underscored the importance for material designers and policy makers to embrace

alternative pedagogies that accurately reflect how businesspeople communicate. This study's findings highlighted the efficacy of incorporating GBA and DDL into language teaching practices, urging materials designers and policymakers to endorse instructional approaches that better prepare learners for the realities of the business world.

Fourthly, this empirical study provided further evidence supporting the findings of previous research on the effectiveness of a genre-based approach in enhancing students' writing abilities. It underscored the crucial role of explicit instruction and the adapted teaching-learning cycle framework, tailored to the study's specific objectives and context. Additionally, the findings confirmed the practicality of data-driven learning (DDL) as a resource for writing and fostering learner autonomy, consistent with earlier studies. The study also demonstrated a practical method for integrating authentic texts into business writing instruction, thereby increasing students' exposure to real-world contexts. Furthermore, it highlighted an effective approach to raising students' ELF awareness in business communication.

1.5 Scope of the Study

This study aimed to investigate the effects of GBA, DDL and ELF-aware teaching on students' proficiency in business email writing. Specifically, it focused on learners' ability to compose effective business emails across four subgenres: inquiry email, complaint email, meeting request email, and invitation email, which were identified through preliminary surveys and literature reviews as commonly utilized in business communication.

The intervention was not discipline-specific, meaning that most activities within the instructional materials will exclude technical terms typically used by professionals within specific fields when communicating with one another.

In terms of research design, this study employed a one-group pretest and posttest design to investigate the effects of the integration of three teaching approaches in business email writing. There was no control group for comparison. Additionally, participants were recruited from A2 and B1 English proficiency levels based on the CEFR framework, but both groups were treated identically. The study did not measure the differential effects of the intervention between these two proficiency levels. Furthermore, the study focused on immediate post-test results to examine the immediate effects of the teaching approaches, without assessing potential delayed effects.

1.6 Definitions of Key Terms

1. Genre-based approach (GBA)

Genre-based approach (GBA) in this study is defined as an instructional approach to raise learners' genre awareness of business email. This study relies on the teaching-learning cycle proposed by Feez and Joyce (1998) comprising 5 stages: building the context, modelling and deconstructing the text, joint construction of the text, independent construction of the text, and linking related texts.

2. Data-driven learning (DDL)

Data-driven learning (DDL) is a direct application of corpus data to facilitate language production. Through DDL, students explore concordance lines comprising a target word and infer linguistic patterns as well as their practical use from co-text. This approach provides students with linguistic resources for their business email writing and checking their language use. The corpus tool applied in this study was the BLC online KWIC Concordancer (<http://www.someya-net.com/concordancer/>).

3. ELF-aware teaching

ELF-aware teaching refers to a teaching approach which aims to raise learners' awareness of business emails written by ELF users. In this study, it was implemented by exposing students to target emails and encouraging them to analyze the cultural identities reflected in the emails and the strategies used to achieve successful communication through classroom discussion.

4. Second language writing

Second language writing encompasses both writing in a second language and a foreign language. Theoretical perspectives on second language writing are generally applied in writing instruction, based on specific learning objectives and environments. Since this study specifically focuses on enhancing EFL learners' business communication abilities via email, the relevant theoretical perspective is the genre perspective. This perspective emphasizes the rhetorical structure of texts and their conventional language use, which influence communicative success.

5. Business email writing

Business email writing is a complex genre of workplace communication. Its effectiveness is strongly tied to the ability to conform to the norms accepted by business professionals and to maintain business rapport. This means that producing comprehensible language is more important than linguistic elegance.

CHAPTER 2

LITERATURE REVIEW

This chapter presents a review of relevant literature to this study. It covers second language writing, genre, data-driven learning, ELF-aware teaching, and relevant studies.

2.1 Second Language Writing

Second language (L2) writing, which encompasses both English as a Second Language (ESL) and English as a Foreign Language (EFL) writing, emerged as a significant area of research during the 1950s and 1960s, coinciding with the rise in international student enrollment in English-speaking countries (Hinkel, 2010). This field gained recognition as a distinct domain within applied linguistics, delving into the complex processes and outcomes associated with individuals acquiring and utilizing a language other than their native one for written communication.

Scholars have proposed various classifications of theoretical perspectives influencing teaching practices, although some overlap may exist. Hyland (2003) classified L2 writing into six perspectives: structures, functions, expressivist, processes, content, and genre, each with its specific focus.

1. The structural perspective emphasizes language form, aiming to develop grammatical and vocabulary knowledge to enhance overall linguistic proficiency. Writing is perceived as a product derived from the writer's proficiency in accurately using grammar and vocabulary within a composition. Teaching practices associated with this perspective typically involve four stages of writing: familiarization, control writing, guided writing, and freewriting. These stages scaffold students' ability to write with grammatical accuracy, beginning with the explicit teaching of grammar and vocabulary through text familiarization, followed by the manipulation of fixed patterns in control writing. Subsequently, learners are encouraged to imitate model texts in guided writing and then apply these patterns in their own compositions during freewriting.

2. The functional perspective examines how paragraphs are organized within a text. It argues that paragraphs are constructed using specific language forms to fulfill distinct communicative functions, suggesting that achieving these functions is equivalent to meeting communicative goals.

3. The expressivist perspective revolves around individual writing creativity, drawing from the personal experiences and opinions of the writers themselves.

4. The process-focused perspective proposes a cognitive writing process that tentatively outlines the stages involved in composing a piece of writing. Students are trained to write through a structured model of the writing process.

5. Content-based writing relies on constructing content within specific subject matters. This approach not only involves writing but also extensive reading in content areas. Learners are expected to possess suitable schemata of topics and vocabulary for specific writing subjects.

6. Genre-focused perspective emphasizes both text and context by controlling the rhetorical structure of specific text types. Its activities aim to awareness regarding texts and their contexts, moving beyond content writing to emphasize the mastery of rhetorical structures inherent in various text types.

This diverse range of perspectives provides a comprehensive understanding of the multifaceted nature of L2 writing, allowing educators to adopt various approaches depending on the specific learning objectives and contexts.

Previous studies in L2 writing offer valuable insights that can significantly impact teaching methodologies. For instance, contrastive studies have shed light on disparities between L1 and L2 writing compositions due to varying cultural backgrounds (Atkinson, 2018; Hinkel, 2010). Such research underscores the necessity for thorough training of L2 writers to proficiently compose in English. Recent investigations have further emphasized the role of cultural and identity dimensions in L2 writing, recognizing them as influential factors in the writing process (Kubota, 2016). Moreover, the integration of digital tools and technology has been explored to enhance L2 writing skills. Digital platforms offer collaborative writing opportunities, immediate feedback mechanisms, and the development of multimodal compositions, thus contributing to improved L2 writing proficiency (Warschauer & Grimes, 2007). Within the realm of professional communication, genre-based approaches to writing instruction have gained traction. Research indicates that teaching writing through genres, with a specific focus on rhetorical awareness, significantly enhances students' capacity to navigate diverse writing tasks in professional environments (Hyland, 2003).

This study specifically concentrated on enhancing L2 learners' workplace communication abilities via email. Consequently, the theoretical perspective aligned with this study is the genre perspective, which is further elaborated in the subsequent section.

2.2 Genre

2.2.1 Definitions of Genre

Swales (1981) defined genre as a structured and relatively standardized communicative event in which its form and function are understood by a specific discourse community. He also noted that discourse structure and linguistic choice of a genre is shaped by a specific communicative purpose (Swales, 1990). Hyland (2003) further elaborated that genre is socially constructed as members of a particular discourse community repeatedly adhere conventional ways of text organization and language use to achieve communicative purposes. Accordingly, it can be inferred that genre represents communicative success through recurring structure and language patterns (Bhatia, 1991).

The definitions above highlight key characteristics of genre. Firstly, genre is goal-oriented because each genre serves a specific communicative purpose (Bhatia, 1993; Luu, 2011). Secondly, genre exhibits typical structures and recurring linguistic patterns (Hammond & Derewianka, 2001; Johns, 2002). Thirdly, each genre is specific to a particular discourse community, with its form and function being instantly recognizable to its members (Swales, 1990).

2.2.2 Genre Analysis

Genre analysis is a form of discourse analysis deeply rooted in socio-cultural and psycholinguistic aspects of texts (Bhatia, 1993, Yang, 2012). It involves two levels of analysis: surface analysis and deep analysis. Surface analysis concentrates on form and offers descriptions of a specific genre production within a particular discourse community (Dudley-Evans & St. John, 1998; Hyland, 2004; Hyland & Tse, 2007; Paltridge & Starfield, 2011). Studies focusing on surface analysis of genre typically explore the rhetorical moves within texts, shedding light on how these moves are conventionally arranged in a sequence and examining the linguistic features frequently employed within a specific discourse community (Hyland, 2003; Osman, 2004).

Deep analysis transcends mere language description by delving into the form-function correlation. It encompasses the situational context in which the genre occurs and aims to comprehend the underlying reasons for the production of a particular genre in its specific manner (Bhatia, 1993; 2004; 2013). Consequently, the insights gained from genre analysis can inform English Language Teaching (ELT) pedagogy (Bhatia, 1993; Hyland, 2004).

2.2.3 Genre-based approach (GBA)

2.2.3.1 Genre-based approach for teaching writing

The Genre-based Approach (GBA) utilizes genre analysis in language teaching, emphasizing both form and function in genre production. Its implementation underscores the explicit teaching of form to provide learners with reference points (Rezvani, Aqdam & Saeidi, 2014). Learners are trained to recognize and be aware of the conventionalized structure and linguistic patterns of a particular genre, practicing writing accordingly. It is expected that through this awareness, learners can produce writing that aligns with the expectations of a specific discourse community. This is particularly relevant in specialist discourses, such as professional or academic discourse, where understanding text organization and language patterns, rather than mere linguistic proficiency, contributes to communicative success (Osman, 2004).

Moreover, GBA incorporates language functions within the socio-cultural context into teaching activities (Hyon, 1996; Luu, 2011). According to Hyland (2003), socio-cultural reality shapes language production and perception, resulting in effective communication varying from one context to another. By prompting contextual analysis for effective writing, GBA enables learners to transcend beyond content writing.

To fully leverage the potential of GBA for teaching writing, classroom practice should prioritize providing students with real-world experiences of target genres. This provision for authenticity may include utilizing authentic input, authentic assessment, and, if feasible, specific texts and tasks (Bhatia, 1993). According to Osman (2004) and Yang (2012), text authenticity grants students access to real-life writing experiences, fostering motivation and confidence in dealing with a particular genre because the text is relevant to students' future needs. Substantial modification of text that compromises its generic integrity can significantly impact genre teaching, especially if the text fails to represent its original structure and linguistic conventions (Bhatia, 1993). Thus, maintaining text authenticity helps mitigate potential adverse consequences.

Furthermore, GBA should prioritize authentic scenario-based assessment (Bhatia, 1993). The emphasis lies in assessing students' ability to achieve effective communication within a particular communicative discourse, rather than solely focusing on their language proficiency. Authentic assessment ensures that students' performance accurately reflects their competence in real-world communicative contexts.

Lastly, the specificity of texts and tasks is crucial. Communicative purposes in GBA activities should be clearly defined and aligned with learners' future career needs, enabling them to recognize the relevance of these activities to their professional aspirations (Bhatia, 1993).

In conclusion, GBA is a teaching approach that relies extensively on genre analysis. This approach considers form-function language use as fundamental to effective text production, emphasizing salient text structures, language patterns, and contextual elements in genre teaching. One of the most important key to success is engaging learners in real-life communication. The application of GBA can vary, as evidenced by studies such as Haerazi (2017), Hyland (2003, 2018), Kuteeva (2013), and Lin (2006). In the following section, teaching-learning cycle, a teaching framework frequently used in GBA is elaborated.

2.2.3.2 Teaching-learning cycle

The teaching-learning cycle (TLC) is commonly employed as a framework for teaching genre-specific writing. It is a text-based teaching process that has been adapted into several versions. The one that is proposed by Feez and Joyce (1998) as depicted in Figure 2.1, was selected for this study due to its widespread application in previous research. This selection enables the activities during the intervention in this study to be compared with those in other studies. The cycle comprises five stages: building the context, modeling and deconstructing the text, joint construction of the text, independent construction of the text, and linking related texts.

In the initial stage, building the context, teachers immerse learners in the target genre and encourage them to identify specific features of the genre. This process enables learners to develop their understanding of the communicative purpose, roles and relationships of the interactants, as well as the cultural and situational context in which the target genre is used.

During the stage of modeling and deconstructing the text, teachers assist in building learners' knowledge about salient text structures, common linguistic patterns, and other particular elements of the genre.

In the joint construction of the text stage, learners collaborate with peers to reflect on what they have learned through teacher-guided writing practices. Activities in this stage serve to strengthen learners' ability to write for a specific function.

The fourth stage, independent construction of the text, involves learners engaging in independent writing, applying the knowledge and skills acquired from the earlier stages to construct their own genre-specific writing.

Finally, in the last stage of linking related texts, learners establish connections between the studied genre and other genres, enhancing their understanding of genre conventions and their applicability across different contexts.

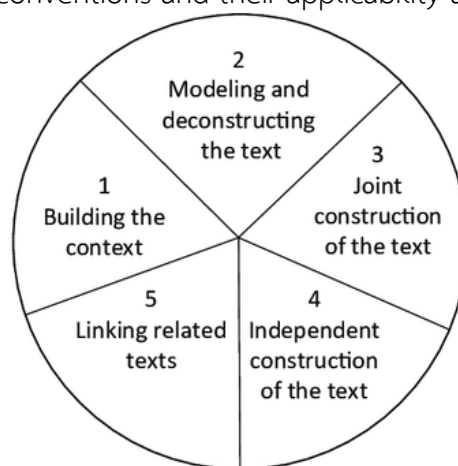


Figure 2.1 The Teaching-Learning Cycle (Feez & Joyce, 1998)

2.2.3.3 Previous studies on genre-based approach

Previous studies have delved into the implementation of GBA and examined its effects on various writing genres. For instance, Changpueng (2013) utilized a one-group pretest-posttest design to assess the impact of GBA on recount writing among Thai engineering students. The study employed the teaching-learning cycle proposed by Feez and Joyce (1998) as a framework for teaching genre-specific writing, consisting of five stages: building the context, modeling and deconstructing the text, joint construction of the text, independent construction of the text, and linking related texts. Results indicated that students exhibited improved performance following the intervention, and they held positive attitudes toward GBA, as revealed through surveys and semi-structured interviews.

Similarly, Irawansyah (2016) integrated GBA with the grammar translation method to teach recount writing to English major students in Indonesia. The study employed the teaching-learning cycle (Feez & Joyce, 1998) and the presentation-practice-production (PPP) framework for GBA and the grammar translation method, respectively. In addition to evaluating content and organization of the recount text, the study also assessed grammar, vocabulary, and mechanics. Findings demonstrated improvements in students' recount writing skills, encompassing both genre-related aspects and grammatical proficiency.

The effectiveness of GBA extends to descriptive and narrative writing as well. Rezvani, Aqdam, and Saeidi (2014) conducted a quasi-experimental study to examine the impact of GBA on teaching descriptive and narrative writing to Iranian

university students. In this study, the researchers developed their own instructional materials to maintain control over the content and teaching process. The instructional process commenced with learners being presented with model examples of descriptive and narrative compositions, specifically written by native speakers for pedagogical purposes. Subsequently, learners were tasked with identifying the move structure and sequences within the compositions before the teacher provided explanations for each move and linguistic patterns. Learners then engaged in activities where they practiced identifying moves and subsequently independently composed their own descriptive and narrative texts. The results of t-test analysis revealed statistically significant differences within the experimental group and between groups, indicating the effectiveness of GBA in enhancing descriptive and narrative writing skills.

Regarding business-related writing, Osman (2004) implemented GBA to teach business brochure writing. In this study, learners were exposed to authentic business brochures and engaged in analyzing their structural patterns. This aimed to enhance learners' awareness of the specific genre conventions and expand their repertoire of specialized genres. Subsequently, learners practiced writing business brochures and eventually composed them independently.

Zare-ee (2009) investigated the effects of GBA on application letter writing among EFL learners with varying proficiency levels. Utilizing in-house teaching materials and engaging in GBA activities akin to those in Rezvani, Aqdam, and Saeidi's (2014) study, participants demonstrated enhanced application letter writing skills following the intervention. Additionally, advanced learners exhibited greater improvement compared to their intermediate counterparts. Consequently, Zare-ee (2009) concluded that the efficacy of GBA is contingent upon various factors including proficiency levels, contextual influences, genre repertoire, individual differences, and social disparities.

Yang (2012) conducted a study investigating learners' perceptions of GBA in hotel brochure writing. In this research, Yang (2012) developed in-house teaching materials with the aim of enhancing learners' awareness of genre and context through authentic examples. The findings revealed that participants exhibited positive attitudes towards this teaching approach, citing increased motivation and expanded writing choices as key benefits. Yang's (2012) recommendations from the study can be summarized into three main points: firstly, authentic texts provided learners with relevant experiences beneficial for content writing; secondly, explicit teaching facilitated the development of genre awareness; and thirdly, teachers may employ pre-set questions to enhance learners' contextual awareness.

Aligned with Yang (2012), Basori (2012) asserted that cultural awareness significantly contributes to specific genre writing, including business letter writing. Additionally, Kuipe, Smit, Wachter, and Elen (2017) applied GBA in teaching event planning writing and affirmed that having adequate resources for writing, such as work experience or authentic input, could positively impact writing quality. In a more recent study, Albers, Vences, and Nickerson (2020) discussed the effects of GBA in teaching business email writing to learners lacking work experience. They recommended that teaching practices should emphasize raising learners' awareness of genre conventions and cultural aspects, as these factors strongly influence task accomplishment and rapport maintenance.

Given the effectiveness of GBA in teaching various writing genres, it is anticipated to yield favorable results for business email writing as well. While Albers, Vences, and Nickerson (2020) highlighted the efficacy of GBA for email writing, their study primarily delved into the experiences of teachers and learners with the approach, lacking a statistical analysis of learners' performance. To address this gap, the present study investigated the impact of GBA on business email writing both quantitatively and qualitatively. Moreover, recognizing the dynamic and intricate nature of contemporary business communication, this study integrated GBA with other approaches to provide a comprehensive response to the challenges posed by the evolving landscape of business communication.

It can be seen from previous studies that the investigation of GBA on learners' writing production commonly employed either a one-group or two-group design with pre-test and post-test data collection. Descriptive statistics and t-tests were typically utilized for quantitative analysis, determining whether learners' performance significantly improved. In addition to quantitative analysis, some studies conducted detailed analyses of learners' text production, focusing on genre structure, linguistic patterns, and cultural influences. Given the multifaceted nature of this study's objectives, both quantitative and qualitative analyses will be employed to gain a comprehensive understanding of learners' text production. Furthermore, semi-structured interviews will be conducted to explore the effects of the approach on learners' perceptions and experiences.

Based on the previous studies, it is evident that the teaching-learning cycle has been widely utilized as a framework for implementing GBA in previous studies (e.g., Changpueng, 2013; Irawansyah, 2016). Although some studies (e.g., Osman, 2004; Rezvani, Aqdam & Saeidi, 2014; Zare-ee, 2009) proposed their own variations of implementing GBA in classroom teaching, these approaches were found to be

comparable to the teaching-learning cycle. In essence, they all involve exposing learners to the target genre, facilitating analysis of its structural and linguistic conventions, engaging in discussions about these conventions between teachers and learners, and providing opportunities for learners to write independently. Accordingly, this study adopted the teaching-learning cycle as a framework for teaching genre-specific writing.

2.2.4 Business Email

The growth of global business has led to a demand for timely, borderless communication. As a result, email - particularly those written in English - has become one of the most important means of business communication. Hiranburana (2017) found in a survey conducted with Thai professionals that email was the most common and frequently used channel for business communication. Similarly, Kim (2019) discovered that Korean professionals working in multicultural companies found writing emails in English to be the most demanding skill for business writing. Al-Malki et al. (2022) also noted that business professionals across various sectors rated the understanding and ability to write business emails as highly important. Additionally, Suraprajit, Chanted, and Pomat (2024) revealed that undergraduate students in the logistics field recognized the importance of business writing in English, rating it highly important for the logistics business.

Given that business communication now occurs globally with people from diverse cultural and linguistic backgrounds, email discourse is complex, with contextual elements influencing it. Writing an effective email is, therefore, challenging as it involves the ability to join the global business community, produce a comprehensible message to accomplish tasks, and create business rapport (Lee & Schmidgall, 2020).

For second language (L2) writers, business email writing can be particularly challenging (Lee & Schmidgall, 2020). L2 writers need sufficient language proficiency to convey a purposeful message to get a job done, and they must control pragmatic use in business communication to ensure their emails are appropriate for business operations. Business email, like other written genres, has its tentative genre conventions; however, writers still need to consider other contextual elements influencing effective communication, such as audience, specific culture, or organization. As Kankaanranta and Louhiala-Salminen (2018) claim, successful business email communication does not rely on perfect grammar and polished language but rather on the ability to accomplish tasks and maintain rapport. There are cases where messages with grammatical and lexical performed better in achieving business goals than perfectly accurate messages.

When it comes to teaching business writing, the requirement to write effective emails makes teaching business email writing different from traditional English language teaching (ELT). Caleffi and Poppi (2019) summarize key points of the mismatch between what is taught and what is required in real business email writing. First, teaching materials often present inauthentic texts to students rather than exposing them to real business communication, leaving students inexperienced in how business professionals actually communicate. Furthermore, as business is conducted in multicultural settings, failing to present students with emails written by individuals from diverse cultures may limit their ability to collaborate multiculturally and handle complexity. Another point is that teaching business email writing may not provide students with enough opportunities to manage relational levels and accommodate each particular interlocutor, leaving them unprepared to handle sophisticated business email contexts. Lastly, classroom instruction may not cover the complexity of email communication, particularly the fact that email is a chain of purposeful communication rather than a one-off interaction. This aligns with Nickerson (2018), who noted that students may fail to understand email as a form of intertextuality and interdiscursivity. Therefore, teaching business email writing needs to extend its focus to cover the complexity of authentic business emails in multicultural settings, beyond the scope of traditional ELT.

2.3 Data-driven learning (DDL)

2.3.1 Definitions of DDL

Data-driven learning (DDL) is a direct application of corpus in language learning, originating from the pioneering work of Tim Johns (1990). Its primary goal is to provide learners with direct access to language data, enabling them to explore linguistic patterns independently. Johns (1990) described DDL as an attempt to eliminate intermediaries and empower learners to engage in linguistic research themselves, emphasizing the effectiveness of this approach for language acquisition. In classroom contexts, DDL involves utilizing computer-generated concordances to help students identify regularities in language patterns and develop activities based on concordance output (Johns, 1991). While the fundamental principles of DDL, such as direct exposure to corpus data and learner-centeredness, have remained consistent, advancements in technology have expanded its applicability beyond traditional classroom settings. Sah (2015) argued that DDL can occur outside the classroom, underscoring its focus on learner exposure to data themselves rather than teacher intervention. Pérez-Paredes (2019) similarly emphasized the learner-focused nature of

DDL, highlighting its role in facilitating learners' discovery of linguistic patterns through extensive examination of authentic language usage samples.

During its formative period, the concept of Data-driven learning (DDL) was defined in broad terms, allowing for various interpretations and applications depending on the contexts where it is applied. Boulton (2015) observed that DDL has expanded to encompass lexicogrammatical studies, discourse-oriented research, and the development of learning tools and reference sources. Yilmaz (2017) characterized DDL as the teaching of corpus data with teacher guidance, a definition that diverges from earlier conceptions that emphasized learner independence. These evolving interpretations reflect the increasing diversity of DDL studies and applications, yet the core principle of empowering learners through direct engagement with language data remains fundamental.

2.3.2 DDL in English language teaching

Data-driven learning (DDL) for ELT is growing in popularity. Boulton and Cobb's (2017) meta-analysis of published papers on DDL uncovered a significant trend, with over 200 DDL-related experiments conducted between mid-2014 and 2017. The majority of these studies confirmed the effectiveness of the DDL approach in various pedagogical contexts. Moreover, additional papers, both those not included in the meta-analysis and those published after 2017, continue to highlight the advantages of DDL for language teaching and learning.

One of the significant contributions of DDL to ELT is its provision of concrete evidence of language usage for both teachers and learners, allowing them to validate or refute their language intuitions (Pérez-Paredes, 2019). According to Crosthwaite, Storch, and Schweinberger (2020), learners can formulate linguistic hypotheses such as the use of phrasal verbs, lexicogrammar, and collocations from corpus data presented to them, using statistical information to test their hypotheses. Previous studies have demonstrated that DDL facilitates error correction and revision (Crosthwaite, Storch & Schweinberger, 2020; Dolgova & Mueller, 2019), enhances understanding of collocation (Chen, Flowerdew & Anthony, 2019), and improves writing accuracy (Yilmaz, 2017).

DDL represents a significant shift in ELT methodology by providing direct access to corpus data and encouraging linguistic discovery. Unlike traditional teacher-led learning approaches, DDL promotes learner-centered learning and autonomy (Boulton, 2016; Pérez-Paredes, 2019; Yilmaz, 2017). This transformative approach alters the role of teachers from knowledge providers to facilitators who support learners in taking responsibility for their own learning. Consequently, learners are encouraged to

become active participants in constructing their linguistic knowledge, with guidance from teachers (Boettger, 2016; Boulton, 2016; Luo, 2016; Mussetta & Vertaliatis, 2018; Yilmaz, 2017).

While DDL offers numerous advantages for modern pedagogical practices, it also presents several challenges. Firstly, due to its inductive nature, DDL requires a significant time investment compared to traditional deductive learning approaches (Boulton, 2016; Dolgova & Mueller, 2019; Luo, 2016; Olga & Olga, 2018). This is because learners must sift through extensive corpus data to infer linguistic patterns, leading to potential input overload (Boulton, 2016; Dolgova & Mueller, 2019). Secondly, effective implementation of DDL necessitates substantial training in both cognitive skills for linguistic knowledge construction and technological skills for utilizing corpus tools (Boulton, 2015, 2016; Boulton & Cobb, 2017). Dolgova and Mueller (2019) highlight that adequate training significantly enhances DDL outcomes, while insufficient training can impede productivity. Thirdly, the success of DDL can be hindered by teachers' and learners' perceptions, particularly when unfamiliar with new tools and techniques for language learning (Mizumoto & Chujo, 2016). Thus, Gatto (2020) suggests the importance of building confidence among both teachers and learners in addressing these challenges. Lastly, the limited availability of DDL teaching materials may obstruct its widespread implementation. Meunier (2019) noted that current corpus-based teaching materials often fail to meet the diverse needs of end users in contemporary communication contexts.

The implementation of DDL to ELT is adaptable. Several factors are involved in designing DDL-based activities, each potentially influencing learning outcomes. Luo (2016) identified key factors that affect the design and effects of DDL as follows:

1. Target ability

Luo (2016) stated that DDL can enhance various language skills to varying degrees. For instance, DDL has been found effective in improving collocation (e.g. Chen, Flowerdew & Anthony, 2019) and writing accuracy (e.g. Yilmaz, 2017), but it may not significantly impact writing complexity (e.g. Yilmaz, 2017).

2. Methodology

Mizumoto and Chujo (2016, p. 56) provided a summary of DDL implementations in prior studies, categorizing them based on Gabrielatos' (2005) concept of 'soft' and 'hard' DDL, as depicted in Table 2.1. The variation along different dimensions within these continua is tailored to accommodate diverse learning contexts and learner profiles, inevitably impacting learning outcomes.

Table 2.1 DDL variations from research

Viewpoint	Possible dimensions and continuums		
	Hard DDL	↔	Soft DDL
Corpus data	Authentic	↔	Simplified
Corpus size	Large	↔	Small
Concordancer	Web/Local Computer	↔	Paper-based
Language	Monolingual	↔	Bilingual
Task	Divergent	↔	Convergent
Activity	Student-centered	↔	Teacher-led
Instruction	Inductive (Implicit)	↔	Deductive (Explicit)
Situation	Outside classroom	↔	In classroom
Grouping	Individual	↔	Pair/Group

Note: From *Who is data-driven learning for? Challenging the monolithic view of its relationship with learning styles*, by A. Mizumoto and K. Chujo, 2016, p. 56. Copyright 2016 by Elsevier Ltd.

3. Language proficiency and training

Previous studies demonstrate that DDL is effective not only for advanced learners but also for those with limited proficiency. However, the effectiveness of DDL hinges on the appropriateness of the training designed for the learners (Luo, 2016; Boulton, 2016). One key issue worth considering in DDL training is its use of implicit instruction. Implicit instruction refers to an instructional approach where learning occurs through non-conscious processes (Richards & Schmidt, 2002). Unlike explicit instruction, which involves direct explanations and discussions about language norms and rules, implicit instruction exposes students to examples of target language use, encouraging them to notice and deduce linguistic patterns on their own (Johns, 1991; Boginskaya, 2024). Additionally, through implicit instruction, students can learn how each linguistic pattern functions within specific contexts.

4. Reference resources

The selection of corpus significantly influences the effectiveness of DDL. When learners engage with DDL, they may become overwhelmed by the corpus data (Boulton, 2016; Dolgova & Mueller, 2019). Utilizing small, specialized corpora can alleviate learners' frustration by minimizing input flooding and providing access to data that is directly relevant to their learning needs.

2.3.3 Previous studies on DDL for pedagogy

DDL has been applied to achieve diverse pedagogical objectives, as evident from prior research. However, its implementation varies in design due to several factors, including learners' profiles (such as language proficiency levels and educational backgrounds), contexts, and specific study objectives. Nevertheless, the majority of previous studies affirm the effectiveness of DDL in language learning applications.

Yilmaz (2017) conducted a study to investigate the efficacy of DDL in facilitating learners' lexicogrammatical learning and cultivating positive attitudes towards the approach. The study involved 30 university preparatory school students, who were divided into a control group and an experimental group. While the control group consulted dictionaries, the experimental group had access to data from a newly compiled corpus of graded readers. This corpus comprised 40 graded readers covering various topics and genres, totaling 604,074 tokens, tailored to the participants' English proficiency level to prevent them from being overwhelmed by unfamiliar words. AntConc version 3.4 was employed for corpus analysis. The experiment consisted of three sessions. In the first session, participants underwent a pretest to assess the accuracy and complexity of their lexicogrammatical patterns. Accuracy was evaluated based on error-free ratio, while complexity was assessed by analyzing learners' production of syntactic variation and grammatical complexity. Each participant's writing was manually rated by two trained non-native English-speaking teachers with high interrater reliability. In the second session, participants received feedback on the pretest, with grammatical errors underlined. The control group used dictionaries to correct errors, whereas the experimental group received training on using AntConc. In the final session, all participants completed a posttest, and the experimental group also completed a questionnaire assessing their perceptions of DDL. The study found that there was no significant difference in the pretest scores for writing accuracy between the control and experimental groups, with error-free ratios reaching 54 percent and 56 percent for the control and experimental groups, respectively. However, in the posttest, the error-free ratios increased to 63 percent for the control group and 85 percent for the experimental group, indicating a notable improvement in the experimental group. Regarding writing complexity, the results revealed that 90 percent of the target lexicons in the experimental group were used in a greater variety of syntactic structures. These clearly confirmed the effectiveness of DDL in enhancing EFL learners' lexicogrammatical patterns in writing. Additionally, the questionnaire

results indicated that learners held positive attitudes towards the use of DDL for lexicogrammatical learning.

Mussetta and Vertaliatis (2018) conducted a study where they provided DDL training to two groups of students: second-year students in a language course and fourth-year students in a literature course. The former had a B1 English proficiency level, while the latter had a C1 level. In the language course, learners were taught how to access corpus data using Compleat Lexical Tutor (CLT) and to explore lexicogrammatical patterns and syntactic structures of target reporting verbs. For the literature course, learners were trained to compile a corpus from digital textbooks and to query a target expression in the corpus. The effects of DDL implementation, as observed by the researchers, showed that the approach increased learners' awareness of lexicogrammatical patterns and enhanced their confidence in using technology for learning.

Chen and Flowerdew (2018) organized DDL workshops for 473 postgraduate students in Hong Kong to introduce the use of DDL for academic writing. Each workshop lasted 3.5 hours and took place in a computer lab. The workshops covered various aspects, including the compilation of corpora, the use of AntConc software, and techniques for creating queries in an online corpus analysis tool (i.e., BNC-web). Since the participants were engaged in writing research papers, they were first trained to compile a corpus of research articles from eight disciplines and to classify the corpus data into sub-corpora based on rhetorical moves. Subsequently, they were instructed on how to use AntConc for corpus analysis. Additionally, participants were given the option to use BNC-web search to facilitate academic writing. Due to time constraints, data collection for the workshops was limited to a questionnaire and semi-structured interviews with some participants. The questionnaire revealed highly positive attitudes towards DDL in various aspects, such as accessing new and helpful writing resources, experiencing practical expressions for writing, and understanding conventional ways of writing research articles. Participants also suggested the need for more exercises and the inclusion of authentic examples from students' writing. Follow-up interviews conducted a month after the intervention showed that some participants continued to use DDL for their own benefit, while others stopped due to difficulties encountered when dealing with corpus analysis.

Chen, Flowerdew, and Anthony (2019) conducted a similar workshop for 59 in-service university lecturers in Hong Kong, who had varying years of teaching experience. The participants' perceptions of DDL application were investigated using a questionnaire containing both closed-ended and open-ended questions. The results

revealed that, overall, participants had positive perceptions of DDL, viewing it as a method that encouraged discovery learning and improved academic writing. However, the degree of agreement on the usefulness of DDL varied depending on the participants' teaching experience. Specifically, teachers with less than 5 years of experience generally agreed on the benefits of DDL, while only half of those with 6–10 years of experience agreed, and most of those with more than 10 years of experience expressed doubts. Participants also noted that more time was needed to become familiar with corpus tools, and they highlighted the importance of having a sufficient supply of DDL-based learning materials to encourage the application of DDL in classroom contexts in the long run.

In Dolgova and Mueller's study (2019), 175 graduate students in Computer Science and Engineering, with upper-intermediate and advanced English proficiency levels, participated in a 6-week supplementary training on DDL for writing accuracy. The study employed a pre-test and post-test design to measure the extent to which DDL could support error correction. Additionally, an online questionnaire was administered to examine participants' attitudes towards the approach. During the training, participants explored online concordance lines from the Corpus of Contemporary American English (COCA), extracted lexicogrammatical patterns independently, and utilized their constructed knowledge of lexicogrammar to revise errors in their writing. The analysis revealed a significant difference between pre-test and post-test scores, indicating that DDL effectively enhanced writing accuracy. Furthermore, participants expressed a positive attitude towards DDL and suggested its integration into conventional classroom instruction.

In Boettger's study (2016), DDL was combined with genre-based writing to investigate its effects on academic writing across disciplines. The participants were 14 editors, including 13 native English speakers and 1 native Spanish speaker, enrolled in a certificate program in teaching technical writing. These editors were responsible for proofreading clients' papers, which were written by EFL graduate students in science, technology, engineering, and mathematics (STEM) majors. The study utilized three corpora: the Corpus of Contemporary American English (COCA), the STEM Student Writing Corpus, and the Editorial Comments Corpus. The STEM Student Writing Corpus consisted of 50,000 words of student writing structured according to the Introduction-Methods-Results-Discussion (IMRD) format across various STEM disciplines. This corpus provided insights into common language use among STEM students, aiding the participants in editing their clients' papers. The Editorial Comments Corpus comprised 28,000 words of feedback given to students on their assignments, serving as a valuable

resource for understanding how editors provide constructive feedback. Before the DDL intervention, participants were introduced to various aspects including corpus use, genre variation, semantic prosody, communicative strategies (such as hedges and boosters), citation signals, and metadiscourse. The DDL training followed four steps proposed by Chujo, Anthony, and Oghigian (2009): (1) familiarization with corpus tools through practice exercises, (2) inference of linguistic patterns from corpus data, (3) peer discussion and teacher explanation, and (4) additional practice activities and feedback. Reflections from participants upon submitting the final edited drafts revealed that the training program helped validate their native-speaking intuitions, boosted their confidence in editing papers with concrete examples, enhanced their sense of professionalism, and facilitated communication with clients. However, some participants found the corpus data complicated. Subsequent survey results indicated that most participants strongly agreed on understanding the objectives of the corpus-based approach, enjoying its techniques, and desiring to work with corpus for further courses. They also somewhat agreed that corpus provided significant value for their job as professional editors, and they intended to continue using corpus in their work, consulting it for approximately 30 percent of their tasks. The researcher emphasized the importance of disciplinary-specific corpora, familiarity with corpus tools, and the availability of relevant teaching materials for the effective use of corpus across disciplines.

Flowerdew (2015) organized a two-part workshop integrating DDL to aid in genre-based writing and move analysis, aimed at assisting postgraduate students in effectively composing the discussion section of their theses. In the first part of the workshop, learners engaged in analyzing common rhetorical move structures extracted from excerpts of thesis discussions. They practiced identifying lexicogrammatical patterns using concordance lines derived from the corpus data. The second part of the workshop introduced learners to various move structures commonly found in thesis discussion sections. Concordance lines were presented to help learners develop problem-solving strategies for writing their own discussions. The Corpus of Research Articles (CRA), consisting of 78 empirical research papers in Engineering and Applied Science as well as Humanities and Social Sciences, served as the reference source for this workshop. Concordance Gram (ConcGram) software was employed for corpus analysis. Although specific results were not provided, the workshop's process was clearly outlined along with helpful suggestions. It was emphasized that having a corpus tailored to the specific purposes of the workshop was crucial. Additionally, it was

suggested that the workshop could be further enhanced by utilizing a corpus specifically focused on thesis discussion sections, rather than the broader CRA corpus.

Similarly, Eak-in (2015) conducted a study to investigate the potential impact of corpus-based learning on learners' proficiency in genre-based writing. Employing purposive sampling, 100 undergraduate Engineering students representing beginner, elementary, and lower intermediate proficiency levels were selected to participate in a corpus writing course. This experimental study utilized a pre-test and post-test design to collect quantitative data and supplemented it with qualitative data gathered through questionnaires, semi-structured interviews, and observations. The course was designed to fulfill the requirement of writing abstracts for their graduation projects. To facilitate this, the researcher compiled a corpus consisting of 350 abstracts published in 5 academic journals dated from 2000 to 2012. AntConc was employed as the corpus analysis tool. Throughout the course, learners were instructed in rhetorical move analysis and techniques for creating corpus queries. The results indicated that while the participants' scores were initially low, the majority demonstrated significantly higher post-test scores, suggesting an improvement in abstract writing proficiency. The researcher also highlighted several factors that may have contributed to some participants' failure to achieve higher scores in the post-test. These included a preference for traditional learning approaches, lack of attention, inexperience with corpus-based methods, and the complexity of dealing with corpus data. Regarding learners' attitudes towards direct access to corpus data and tools, most agreed on the ease of use and the facilitation of corpus tools in promoting learning autonomy, self-discovery, and active learning. However, a third of the participants expressed doubts about their ability to formulate linguistic hypotheses independently.

Cotos, Link, and Huffman (2017) implemented a DDL approach through an automated writing evaluation program called Research Writing Tutor (RWT). RWT is designed for manuscript evaluation and aims to strengthen learners' awareness of rhetorical move structure, thereby contributing to the development of strong disciplinary-specific arguments for successful research article writing. The study involved a group of 23 graduate students, comprising 7 native English speakers and 16 non-native English speakers, all with limited experience in writing research articles. Initially, the researchers evaluated learners' genre awareness based on the first drafts of their papers using the RWT program. The analysis revealed no distinction between native and non-native English speakers regarding genre awareness, suggesting that neither group possessed prior knowledge of genre-based lexicogrammatical patterns. Subsequently, learners engaged in DDL activities, exploring concordance lines

presenting disciplinary-specific rhetorical moves provided in the RWT to improve subsequent drafts. A comparison of the participants' first and final drafts enabled the researchers to measure the improvement in learners' genre-based writing. The results indicated a statistically significant difference between the first and last drafts of non-native English speakers, confirming the effectiveness of DDL in enhancing their writing performance.

The aforementioned studies demonstrated various implementations of DDL in ELT classrooms, each with distinct designs. These differences stem from varying research purposes, available time, tasks, selected corpora, and corpus tools, all of which must be considered in designing the present study. For instance, studies like those of Chen and Flowerdew (2018) and Chen, Flowerdew, and Anthony (2019), which focused on participants' perceptions of the approach, allocated only 3-3.5 hours for introducing corpus compilation processes and DDL for academic writing. In contrast, studies like those of Dolgova and Mueller (2019) and Eak-in (2015), which investigated DDL effects on learners' writing performance, provided training in corpus tool usage and writing techniques over 6 weeks and a semester, respectively. This highlights the relationship between research objectives and intervention duration.

Another factor to consider is corpus selection. While some studies frequently used the Corpus of Contemporary American English (COCA) via BNC-Web as a reference corpus to illustrate general authentic language use, others compiled new corpora (e.g., a corpus of graded readers, a STEM corpus, and a corpus of research articles) tailored to their specific purposes, offering relevant examples to meet learners' needs and mitigate data overload. Once again, research goals influence corpus selection.

Therefore, it is essential to allocate sufficient time for DDL training to avoid potential counterproductive outcomes resulting from information overload. Additionally, designing tasks and activities that facilitate learners' engagement in real-life communication is crucial for preparing them for future careers. Furthermore, careful consideration of corpus selection and corpus tools is necessary, as relevant corpora and appropriate tools are pivotal for the success of the DDL approach.

2.4 English as a lingua franca

2.4.1 Definitions of ELF

The term *lingua franca* originates in the fifteenth century to describe the hybridity of languages used in the South-Eastern Mediterranean countries (Cogo & Dewey, 2012). It conceptualizes how interactions occur among people with sociolinguistic diversity which becomes the core nature of *lingua franca* afterwards. English as a *lingua franca* (ELF) is shaped from such conceptualization plus the growing number of English speakers, both native and non-native worldwide.

Cogo and Dewey (2012) proposed three levels of consideration to clearly define the contemporary use of ELF. The first level involves the settings in which English is the major form of communication. This positions ELF according to Kachru's concentric circles which explain how the English language spreads globally in three circles. Defining ELF this way, from its settings, overlaps with the notion of World Englishes, however, it, at least, offers a reasonable explanation for the inclusion of English speakers from all of the circle boundaries. In the second level, ELF is defined regarding its functions as a preferred language for communication among people with different linguistic backgrounds. In the third level, ELF is viewed as a new discipline in sociolinguistics as research seeks to understand the how *lingua franca* interactions go, and multilingual settings become the main research contexts.

In line with the first two levels, Seidlhofer (2005) defined ELF as the communicative events occurring among people with different mother tongues. Jenkins, Cogo and Dewey's (2012) definition of ELF corresponds to the previous one, emphasizing that English is a contact language chosen as a means of communication among people from different linguistic and cultural backgrounds. In this case, native speakers are also counted. Mauranen (2012) also viewed ELF as the situation-based language use between people with diverse linguistic backgrounds. Similarly, Hynninen and Solin (2018) referred ELF as context-related communication driven by functions. In a nutshell, the aforementioned definitions depict the salient characteristic of ELF, indicating that ELF is the use of English language as a means of communication between interlocutors whose first linguistic backgrounds vary, in a variety of situations and function.

2.4.2 Characteristics of ELF

Generally, based on its definitions, ELF occurs naturally in a context in which participants engaging in a communicative discourse do not share their native languages. This way of communication, as Winford (2003) stated, reflects the dynamic nature of language phenomenon and results in language variation. In other words, ELF users do

not always conform to native speakers' standard but show some flexible use of the English language for communication and adapts strategies to achieve effective communication. Their language may be modified and, sometimes, contains errors. The modification and errors which do not hinder communication are considered different rather than deficient and get accepted in ELF discourse (Cogo & Dewey, 2012).

Hynninen and Solin (2018) also stated that successful ELF communication depends on whether interlocutors can achieve the intended communicative purpose. This is due to the fact that ELF is primarily used between non-native speakers whose ultimate goal is to communicate effectively with other non-native speakers rather than perfectly conforming native speakers' standards (Cogo & Dewey, 2012; Jenkins, 2006).

2.4.3 ELF-oriented pedagogy

The growing interactions in multicultural settings contribute to the widespread of ELF. Those interactions demonstrate the variation and flexibility of today's language use instead of native speakers' standards. On that account, ELT should reconsider its key concepts in response to the changing trends of communication (Rzonca, 2021) and allow students to experience alternative ways of successful language communication (Galloway & Rose, 2018). Therefore, in addition to teaching a language, ELT is obligated to promote cultural awareness together with useful strategies to achieve communicative purposes in various cultural contexts (Rzonca, 2021; Szymanska-Tworek, 2017). Supporting the integration of ELF notion into ELT practices, Rzonca (2021) claimed that the approach meets the needs of learners in present-day communication, and, once learners are aware of diversity, they tend to be more confident in their English language production. Supposedly, through this way, ELF users are well prepared to communicate and negotiate meaning effectively in authentic intercultural settings.

Galloway and Rose (2018) and Rose and Galloway (2019) stated that although ELF paradigm has received more attention in ELT recently, its implementation in classroom practices struggle. The two key factors include the absence of ELF-oriented teaching materials and teachers' perceptions towards multicultural communication. Because ELT courses rely heavily on ready-made coursebooks, it is expected that their content supports students to become effective communicators in today's multicultural communication (Vettorel & Lopriore, 2013). Describing the changing trends of ELT teaching materials from early one-size-fit-all coursebooks to English for Specific Purposes (ESP) during 1960s and Communicative Language Teaching (CLT) during 1990s, Rose and Galloway (2019) pointed that, throughout the series of improvement, ELT coursebooks end up with conformity to native speakers' standards,

leaving linguistic variation in real-life communication inapplicable to ELT classroom. She also mentioned that even corpus-driven coursebooks which claim to promote language authenticity cast doubt on the representation of real language use because all instances presented in them are taken from native speakers' corpora. In line with this, Cogo and Dewey (2012) claimed that cultural, social and political aspects related to ELT are given little attention in coursebooks. As a result, the only variation in language accepted in ELT coursebooks is British English and American English, excluding other varieties of language use (Matsuda, 2012).

Teachers' perceptions towards multicultural communication is another key barrier. A study conducted by Szymanska-Tworek (2017) examined pre-service teachers' attitudes towards ELF-oriented pedagogy. The key findings revealed that, based on those teachers' perception, cultural diversity is worthwhile for ELT while linguistic diversity apart from British English and American English is not essential. Rzonca (2020) and Sifakis (2017) stressed the importance of teachers' awareness of ELF in contemporary communication and the combination of learners' context in their language teaching.

In the context of Asia, where ELF is commonly used, previous studies highlight the enduring influence of the native speaker paradigm on ELT practices. Despite the global spread of English, resulting in communication among speakers from diverse cultural and linguistic backgrounds, the perception of native speaker English as the standard persists.

For example, Rajani Na Ayuthaya and Sitthikul (2016) exposed students to various English dialects and studied their perceptions of these varieties. The results showed that students developed more positive attitudes towards the different forms of English produced by ELF users and gained confidence in their own language production. However, students found conforming to native speakers' standard more desirable. In Luo's (2018) study of EFL students' attitudes towards ELF in Taiwan, students demonstrated a heightened awareness of the communicative value of ELF and recognized the importance of exposure to ELF in participating in a multicultural world. Lai (2021) conducted a study in Hong Kong to examine English teachers' attitudes towards English varieties produced by native speakers and other ELF users. The findings revealed that while participants displayed positive attitudes towards both native and non-native English varieties, they still showed a strong preference for Standard English.

These examples suggest that exposure to various forms of English can raise awareness of ELF communication. However, this exposure does not always diminish the strong preference for the native speaker paradigm in ELT.

To successfully implement ELF-oriented pedagogy into ELT classroom practice, scholars propose some practical ways. Firstly, classroom practices should give learners more exposure to language variation (e.g., Dewey, 2012; Jenkins, 2006), so that learners can develop their understanding of various language productions in real life. Teachers may include instances of successful ELF communication in classroom activities in order that students learn how people, regardless of their first linguistic backgrounds, achieve communicative purposes without strict control of nativespeakerism (Galloway, 2018). Secondly, classroom activities should encourage learners to practice communicative skills and strategies to deal with language variation in ELF communication. For example, learners should be trained to be aware of several aspects related to language production such as backgrounds of the interlocutors and contextual elements (Galloway & Rose, 2018; Kiczowski, 2020). Thirdly, ELT should accept language variation and not penalize learners from innovative forms that are intelligible (Dewey, 2012).

In conclusion, this chapter presents key approaches practically used for writing instruction. GBA is suitable for genre-specific writing as it enhances learners' production of conventionalized text structure and common linguistic patterns. DDL helps with language accuracy and supports learner autonomy. It provides learners with useful resources for writing. ELF-aware teaching offers opportunities to experience authentic language use in contemporary communication. Some previous studies integrated GBA with DDL in writing instruction and found that the integrated approach worked well. However, to the best of my knowledge, ELF-aware teaching has never been combined with the two approaches. This study will integrate GBA, DDL and ELF-aware teaching to email writing instruction so that learners are well prepared for today's business community. The next chapter will elaborate the combination of the three approaches in details.

CHAPTER 3

METHODOLOGY

This chapter outlines the methods employed to address the research questions. It delineates the research population and participants, elaborates on research instruments used in the present study and presents the procedure for data collection, data analysis, conceptual framework used in the study, and ethical considerations.

3.1 Research Design

The study employed mixed methods, combining quantitative and qualitative analyses, to investigate the effects of integrating GBA, DDL, and ELF-aware teaching, as well as the impact of each approach on students' business email writing proficiency. This comprehensive research method enabled a nuanced understanding of the findings through the examination of both quantitative and qualitative data (Creswell & Creswell, 2018). The study followed a one-group pretest and posttest design, with an 18-hour intervention period. Data were collected from students' pretest and posttest and analyzed both quantitatively and qualitatively. Additionally, the study collected semi-structured interview data to supplement the main findings from students' tests. Figure 3.1 outlines the procedures utilized to address the research questions. The process began with the identification of research objectives, formulation of research questions, data collection, data analysis, interpretation of findings, and discussion of results.

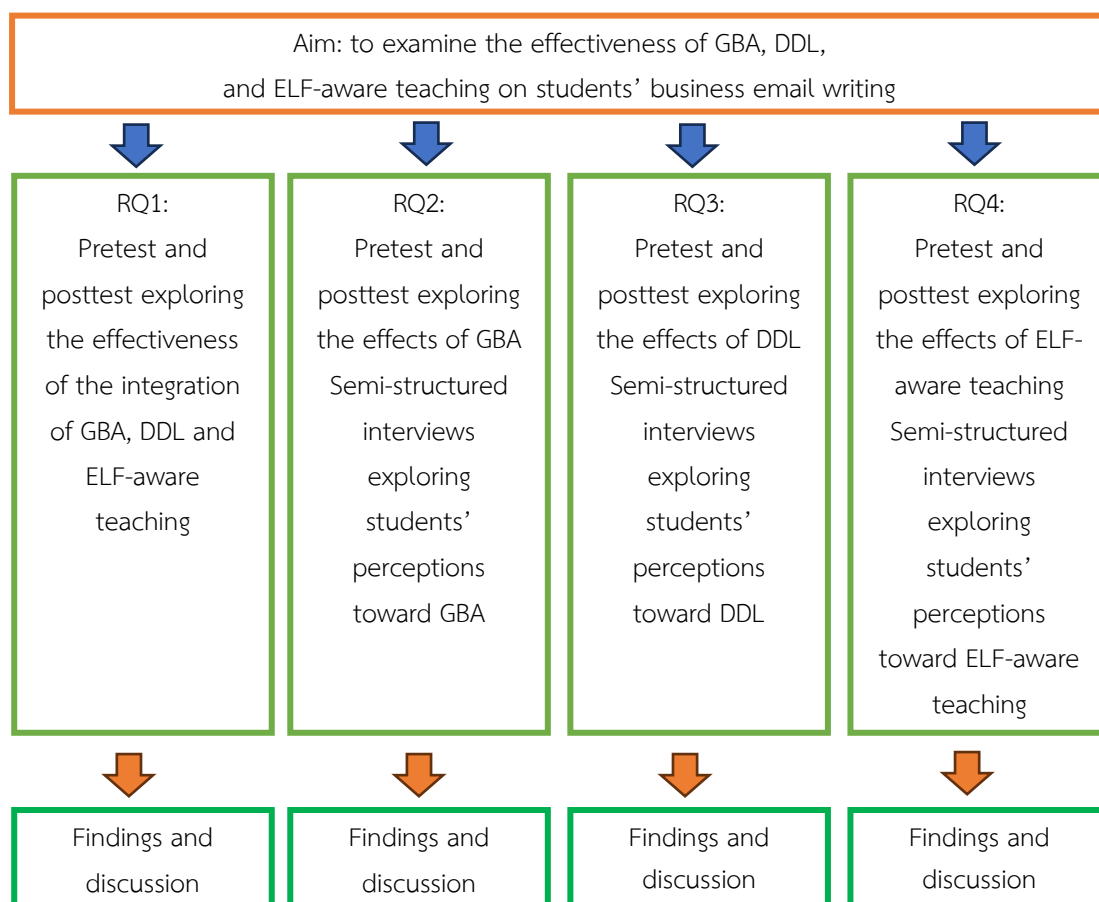


Figure 3.1 Flow chart of research procedures

3.1.1 Population and Sample

Research population is a group of people who share the same characteristics that can be generalized by research findings (Creswell & Creswell, 2018). In this study, the population was Thai learners who had undergone the EFL curriculum in Thailand and were classified as being at level A2 or B1 according to Common European Framework of Reference for Languages (CEFR). They had no working experience in a real business setting, and hardly wrote an email for business purposes.

A sample is a subset selected from the population, sharing similar characteristics. In this study, 30 EFL undergraduate students from Suranaree University of Technology (SUT) were recruited through volunteer sampling. The researcher announced the opportunity for participation in an online email writing course at the Foreign Language Resource Unit (FLRU) of the university. Since the training was open to all eligible students aligning with the identified population characteristics, participants varied in age, years of study, and academic disciplines.

During the intervention, 6 students dropped out of the study due to their busy schedule. Therefore, the total number of the participants was 24, with 19 female and 5 male participants. The disciplines included Engineering, Medicine, Science, Public Health, Social Technology, and Agriculture Technology. Participants were distributed across various years of study, ranging from first to fourth year: 9 first-year, 3 second-year, 8 third-year, and 4 fourth-year. The English proficiency levels of the participants were A2 (11 students) and B1 (13 students) based on CEFR level. The majority of the participants hardly used English for business communication before the training, and all of the email correspondence was written in Thai. All of the participants were Thai, with no experience in writing business email writing in English and no full-time working experience.

Some of the participants possessed a certain extent of genre knowledge of business email communication through implicit experience. They reported that before the training, they had not fully realized the conventional format of email writing, even though they knew that email have salutations, content, and sign-offs. The concept of these three elements had influenced their email writing in their first language, as their emails incorporated salutations and sign-off and focused mainly on the content. Only one student had experience writing a semi-formal email to her teacher, while others used other platform for communication. All participants had no multicultural and multilingual backgrounds before the training. Table 3.1 summarizes the demographic characteristics of the participants.

Table 3.1 Demographic profile of research participants (n = 24)

Items	n	%
<i>1. Gender</i>		
Male	5	20.8
Female	19	79.2
<i>2. Discipline</i>		
Engineering	16	66.7
Medicine	4	16.7
Science	1	4.2
Public Health	1	4.2
Agriculture Technology	1	4.2
Social Technology	1	4.2
<i>3. Year of study</i>		
1 st year	9	37.5
2 nd year	3	12.5
3 rd year	8	33.3
4 th year	4	16.7
<i>4. English proficiency level</i>		
A2	11	45.8
B1	13	54.2

3.1.2 Research Instruments

The research instruments in this study comprised teaching materials, Business Letter Corpus Online KWIC Concordancer, assessment of intervention and semi-structured interview.

3.1.2.1 Teaching Materials

To design teaching materials, the researcher followed the four steps: selecting email subgenres, collecting authentic business emails, designing activities and tasks, and checking language accuracy, as presented in Figure 3.2.

In the first step, to select the business email subgenres for this study, the researcher conducted an online survey asking businesspeople about the types of emails they typically used for communication at work. The results from the survey, supported by a review of the literature, revealed that inquiry emails, complaint emails, meeting request emails, and invitation emails were common in business email communication. Therefore, these four email subgenres were selected for the study.

In the second step, the researcher sent request letters and data collection forms (see Appendix A) to several informants from various business sectors, including finance, education, shipping, gems and jewelry, construction consulting, and petroleum, to gather authentic business emails written in English. All informants were ELF businesspeople (both native and non-native English speakers) working in multicultural companies with diverse cultural and linguistic backgrounds, regularly using business emails in English for communication. These informants came from different work levels, ranging from operational staff to business owners.

The collected emails could cover any topic, and the correspondence could originate from the informants themselves or from other parties. In other words, the informants could either initiate the conversation or be the recipients of the emails. The informants were instructed to remove any personally identifying information but were asked to provide details related to the socio-cultural aspects of the interlocutors. This was important because social and cultural factors influence genre conventions (Nickerson, 2005; Paltridge, 2012; Phichiensathien, 2018; Yao, Song & Sheng, 2021), and learners needed to be aware of these factors when writing emails.

A total of 65 emails were collected from the informants, covering various topics. These emails were classified based on their subgenres. Among them, 29 emails were selected for this study since they fell into four specific subgenres: 11 inquiry emails, 3 complaint emails, 8 meeting request emails, and 7 invitation emails. To determine which emails to include in the teaching materials, the researcher read through all the emails and selected those that represented successful communication

without requiring any modifications, did not need in-depth references, and were not too discipline specific.

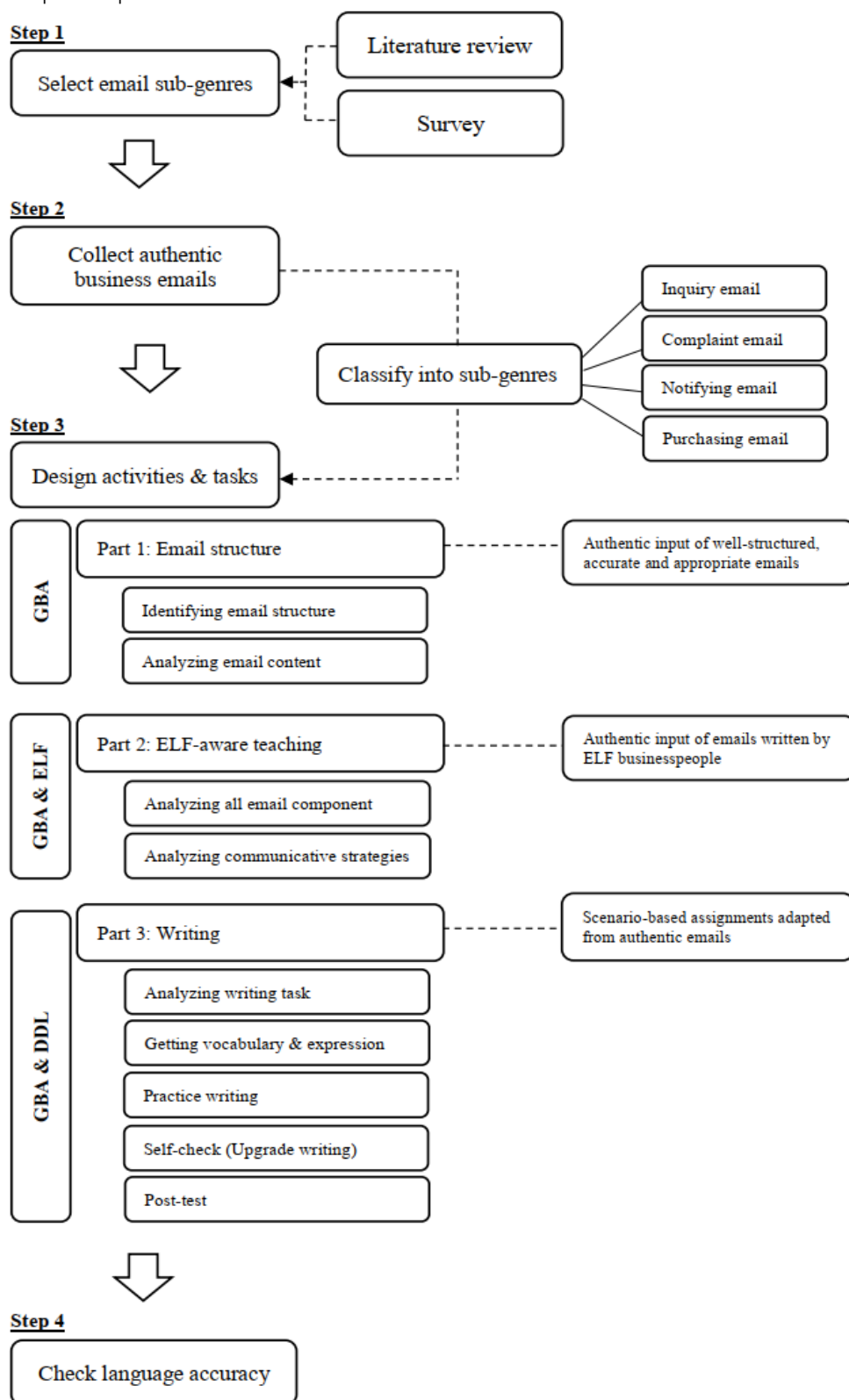


Figure 3.2 Flow chart of teaching materials design

The next step involved the development of activities and tasks. In this study, the design of activities and tasks was divided into two main sections, presented in 5 units. The first section (Unit 1) focused on the introduction of DDL and the remaining units (Units 2 – 5) focused on 4 types of business email subgenres. In the final step, the entire set of teaching materials was reviewed and revised for language accuracy. However, all email samples remained unchanged.

3.1.2.1.1 Unit 1: Data-driven learning (DDL)

In the first unit, learners were introduced to DDL approach. The ultimate goal of this unit was to develop necessary skills to successfully infer language patterns and use co-text to guide language appropriateness.

To design activities, the researcher followed John's (1997) steps in implementing DDL in language learning. The steps included identification, classification and generalization, which Sah (2015) connects to Present, Practice and Produce (PPP) method. Figure 3.3 illustrates Sah's (2015) framework and Table 3.2 provides a summary of classroom activities as proposed by Sah (2015) and outlines the individuals responsible for each step in the DDL with PPP instruction process. The researcher adhered to the steps detailed in the table to teach students the DDL technique. According to the table, DDL training commences when the teacher presents learners with the target context without explaining linguistic rules or patterns. The teacher then identifies linguistic problems and guides learners on how to address them using corpus data (Identification). Subsequently, learners attempt to extract underlying patterns from the given data (Classification). During the practice stage, learners engage in discussions about the patterns they infer with the teacher, who assists in confirming or modifying the patterns (Generalization). Following this, learners practice applying the patterns through tasks. Finally, in the last stage, produce, learners utilize the linguistic patterns inferred from the data correctly.

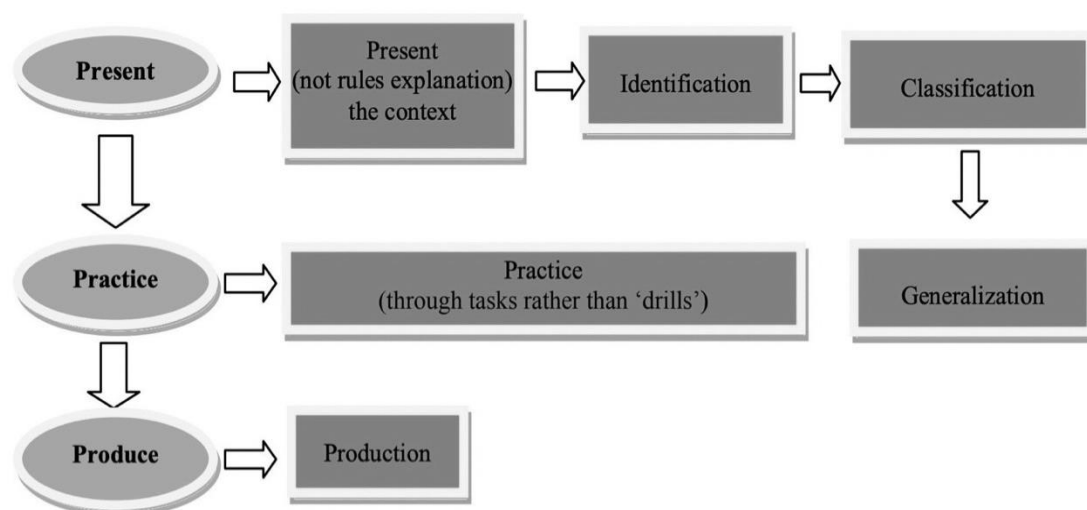


Figure 3.3 Sah's (2015) framework of DDL integrated with PPP method

Table 3.2: Summary of classroom activities for DDL integrated with PPP

PPP	DDL	Description	In charge
Present	Identification	1) Present learners with the target context	Teacher
		2) Identify the target linguistic problem	Teacher
		3) Present student with corpus data that can be used to address the target linguistic problem	Teacher
	Classification	4) Extract underlying patterns from the given data	Student
Practice	Generalization	5) Infer the linguistic patterns	Student
		6) Discuss the patterns between teacher and student/ Confirm or modify the generated patterns	Teacher and student
		7) Practice using the patterns through tasks	Student
Produce		8) Use the patterns in their own writing	Student

This unit started with hands-off activities to to introduce the concept of DDL to the students. These hands-off helped reduce students' cognitive load and anxiety when dealing with corpus data. Students were presented with language problems they might encounter during their business email writing such as grammar (e.g., prepositions for the phrase 'thank you'), useful patterns (e.g., how the word 'quotation' is used in a sentence requesting a quotation), comparing the usage of different words (e.g., the differences between 'quotation' and 'price'), and collocations (e.g., words frequently appearing with 'delivery'). Next, they were exposed to concordance lines that could help them solve the problems.

After students had gained sufficient understanding of DDL and its techniques, the researcher used hands-on activities to introduce students to the Someya (2000) Business Letter Corpus (BLC) online KWIC concordancer. Following this introduction, students practiced using the corpus tool with the teacher's guidance. The researcher adhered to the DDL implementation steps integrated with the PPP model (Sah, 2015) as mentioned earlier. To start, students were presented with a linguistic problem, queried the BLC data for relevant patterns, and extracted these patterns to address their linguistic problem. They then made linguistic inferences and discussed their findings with peers and the teacher. The teacher played a crucial role in helping students confirm or modify their inferred patterns. This process was repeated with various linguistic problems to ensure students became familiar with the corpus tool. Figure 3.4 presents an example of a hands-off activity in the teaching materials.

4 Getting collocations	
1. delivery	
Items	Examples
1.	If you can guarantee prompt delivery and can quote <u>really competitive</u> prices...
2.	...it will affect the timely delivery and quality of the whole project...
3.	Please investigate the cause of delay in delivery and remedy it properly as early as possible, as we...
4.	...possible is being done to ensure that you receive delivery ASAP
5.	...and we would ask you to arrange delivery at the earliest, as we expect a quick response to...
6.	The prices include delivery at your works.
7.	For the record, I guarantee meeting your delivery date.
Words that come with 'delivery'	

Figure 3.4 An example of a hands-off activity

3.1.2.1.2 Unit 2 – Unit 5: Business email writing

The overall construction of each unit relied on the teaching-learning cycle (Feez & Joyce, 1998), which consists of 5 key stages: building the context, modeling and deconstructing the text, joint construction of the text,

independent construction of the text, and linking related texts. Each unit was divided into three major parts.

In part 1, learners were provided with examples of well-written, authentic business emails collected from real businesspeople and practiced analyzing them (modeling). This aimed to develop learners' genre awareness of a particular email subgenre. To achieve this, Paltridge (2012) suggests identifying, for example, the roles of the writer and reader, their relationship, communicative purpose, and conventional text structure. Afterward, learners discussed their observations from the emails with peers and the teacher (joint construction). To ensure that students understood the overall concept of each email subgenre, a tentative conventional structure of each email subgenre was presented in each unit. This approach provided explicit instruction on email conventions. However, students were informed that the structure was tentative and not overly rigid, allowing for adjustments to meet the specific requirements of a communication situation. Informing students to this flexibility was an important step to prevent misunderstandings about the adaptable nature of genre conventions.

Part 2 focused on ELF awareness in business emails. It presented authentic business emails written by ELF users, but this time, most of the selected email samples were written by non-native English speakers. These emails typically showcased variation in real-world language use. Therefore, learners could observe how business professionals from different parts of the world communicated effectively despite the flexibility in text structure and language use. During the intervention, students engaged in activities similar to those in part 1, but with additional scaffolding to raise their awareness of ELF communication in a business context. They analyzed the structure, language use, rhetorical context, and contextual elements of the emails. Then, they compared these elements with the tentative structure of the particular email subgenre and discussed their observations with peers and the teacher. Since the emails in this part were from non-native English speakers, classroom discussions also covered L1 influence, cultural identity, and strategies for achieving communicative success. During the discussion, students might exhibit differing attitudes toward several aspects of the emails. However, the primary goal was to raise students' awareness, so in some cases, a consensus was not reached. This was to prepare students for dealing with multicultural communication independently in the future.

Part 3 involved language production, integrating GBA, DDL, and ELF-aware teaching for business email writing. Learners engaged in a scenario-based writing test where they applied their genre knowledge, DDL techniques, and ELF awareness to their writing (independent construction). The writing test was based on authentic business email situations that students would likely encounter, as mentioned in 3.1.2.3.1. In this part, students were encouraged to use the BLC online KWIC concordancer to find useful patterns and make language corrections. In earlier units, queries were derived from brainstorming, and the retrieved patterns were shaped through classroom discussion. These discussions covered both the form and function of the patterns, illustrating the contexts where the retrieved patterns can be applied. This approach emphasized the use of corpus tool as a linguistic resource rather than for language correction. However, students were guided to use the tool to check their language production once they finished writing their emails. A checklist form was provided for learners to autonomously review their production before submitting it to the teacher as a post-test. Table 3.3 outlines the overall organization of each unit.

Table 3.3 Overall organization of tasks and activities in the teaching materials

Teaching-learning cycle (Feez & Joyce, 1998)	Activities	Tasks
Building the context (Model emails)	Teacher presents the model examples of emails to learners. Learners practice identifying the communicative purpose, roles and relationship of the interactants and context where the emails are used.	Part 1: Email structure Task 1: Understanding an email
Modelling (Model emails)	Teacher helps build learners' knowledge about salient text structure, common linguistic features and other conventional features of the target genre.	Part 1: Email structure Task 2: Analyzing an email
Joint construction (Model emails)	Learners discuss what they have found from their own analyses with classmates. Teacher gives guidance.	Part 1: Email structure Task 3: Discussing email elements
Building the context (Business ELF emails)	Teacher presents the examples of emails written by ELF writers to learners. Learners practice identifying the communicative purpose, roles and relationship of the interactants and context where the emails are used.	Part 2: ELF awareness Task 4: Analyzing cultural-related aspect

Table 3.3 Overall organization of tasks and activities in the teaching materials (Cont.)

Teaching-learning cycle (Feez & Joyce, 1998)	Activities	Tasks
Modelling (Business ELF emails)	Learners analyze the examples of emails to identify text structure, conventional features and variations.	Part 2: ELF awareness Task 4: Analyzing cultural-related aspect
Joint construction (Business ELF emails)	Learners discuss what they have found from their own analyses with classmates. Teacher gives guidance.	Part 2: ELF awareness Task 5: Discussing email variation
Independent construction of text	Learners relate what they have learned to write email independently with specific communicative purpose.	Part 3: Writing Task 6: Analyzing task Task 7: Getting vocabulary and expressions Task 8: Writing
Linking related texts	Learners make connection between the studied genre and other genres	Unit discussion

3.1.2.2 Business Letter Corpus Online KWIC concordancer

Business Letter Corpus (BLC) Online KWIC concordancer developed by Someya (2000) is a web application that grants users access to data collected in BLC. The BLC is a one-million-word corpus that represents authentic language use in business letters and other business-related documents sourced from anonymous English and American writers between 1980 to 2000. These texts cover various business activities, such as routine correspondence, inquiries, orders, and complaints. The BLC online KWIC concordancer offers examples of how a target word is used in KWIC (Key Word In Context) format through concordance lines. The application has four options of search types. The first option, Contain, allows users to search for a target string as a part of words or sentences. The second option, Equal to, presents the exact form of the target string without its inflected form. The third option, Start with, displays the target string as prefix of words, and the last option, End with, displays the target string as suffix of words. In the present study, the research will explain all functions to the participants, but encourage them to use ‘contain’ when they do activities in class. However, learners can use other functions during independent writing stage.

The BLC online KWIC concordancer is selected to the study for the following reasons. Firstly, BLC represents authentic language use in business letters, so it provides users with business-related written examples. This may prevent learners from being frustrated dealing with irrelevant data if they use general corpora. Secondly, the BLC online KWIC concordancer is easily accessible around-the-clock online without

charge. Lastly, its functions are user-friendly and uncomplicated, thus, it does not need extensive training time. The BLC online KWIC concordancer is available online at <http://www.someya-net.com/concordancer/>. Figure 3.5 presents the website homepage and Figure 3.6 presents the examples of concordance lines of the node 'meeting' from BLC.


Business Letter Corpus
Online KWIC Concordancer
(How to Use Me -- A Quick Reference)
(BLC2000) and returns the search result in the KWIC format. (See INSTRUCTIONS fo

Search String	<input type="text"/>
Search Type	Contain ▾
Line Width	50
Search Corpus	01. Business Letter Corpus (BLC2000) ▾
Sort Type	Right ▾

Click or

► Your search can be rejected when the server is busy (or when you overload the server by submitting a search string whose frequency is extremely high). If it happens, wait a few minutes before you try again. In the meantime, you may want to try your search with a smaller corpus, which is less likely to be rejected.

[Bigram plus](#)
A search program for any two-word combination with *n* intervening words

[Word Level Checker](#)
Produces a graded word-level profile of the vocabulary contained in a given text.

Figure 3.5 Online KWIC Concordancer Homepage

Online BLC KWIC Concordancer Search Result	
Search String: contain "quotation"	
Search Corpus: 01. Business Letter Corpus (BLC2000)	
No. of Hit(s): 120	
1	[BLC2:06:01603] 5.Request for quotation
2	[BLC2:27:01451] Thank you for your quotation (NUMBER) of (DATE) for (AMOUNT) regarding (
3	[BLC2:27:00062] Thank you for your quotation (NUMBER) of (DATE) for (PROJECT) .
4	[BLC2:27:00072] Many thanks indeed for your quotation (NUMBER) of (DATE) for (PROJECT) .
5	you for your January 27, 1999, letter, with your quotation 1234.
6	rt reminder, the terms and prices on the enclosed quotation are only valid until the end of the month.
7	rt reminder, the terms and prices on the enclosed quotation are only valid until the end of the month.
8	86] I'll repeat: the prices shown on the enclosed quotation are stable.
9	[BLC2:13:02170] The prices included with this quotation are valid for 60 days from the time of receipt.

Figure 3.6 Examples concordance lines from BLC

3.1.2.3 Assessment of intervention

3.1.2.3.1 Pre-test and post-test

In this study, pre-test and post-test are written tests designed to examine learners' ability to write emails in response to the given scenarios (Appendix C). The pre-test comprises 4 scenario-based tests from 4 email subgenres frequently used in business context: inquiry email, complaint email, meeting request email and invitation email. The scenarios are developed from authentic business email communication which the researcher received from real ELF businesspeople. The contextual features that govern overall communication will be clearly informed in the tests.

The pre-test was administered before the intervention started. Participants were given 2 hours to complete writing 4 email subgenres. The post-test contained the same content as the pre-test, but each scenario-based test was administered immediately after each unit of intervention. It should be noted that immediate post-tests are not common in English language courses. However, in this study, immediate post-tests were used to allow the researcher to observe students' business email writing ability unit by unit and to control the number of hours of the intervention, which might affect research findings.

3.1.2.3.2 Communicative effectiveness score descriptors

A rubric for assessing communicative effectiveness in business writing was developed by combining the construct of workplace written language and communication (Attan et al., 2012), the criteria for evaluating language ability (Viriya, 2016), the aspects of communication effectiveness (Muszynska, 2018), and the email evaluation criteria (Chen, 2015).

According to Harding and McNamara (2018), an ELF assessment should begin with an ELF construct. Therefore, this study adopts the construct of workplace written communication proposed by Attan et al. (2012). Because it focuses on the ability to communicate effectively in a business ELF context, the proposed construct aligns with the objectives of this study. The construct comprises four clusters of abilities (i.e., content, focus, language, and coherence) classified into two main components. The first component, fulfillment of the task, includes content (the ability to demonstrate knowledge of the topic and its related aspects) and focus (the ability to analyze the task and context). The second component, language and organization, includes language (the ability to use accurate grammar and vocabulary) and coherence (the ability to organize ideas smoothly). To adopt this construct, a slight modification of the clusters is made by shifting coherence

from language and organization to fulfillment of the task. This modification is justified by the fact that coherence relates to the organization of written text in this study.

The criteria for evaluating language ability proposed by Viriya (2016), grounded in Bachman and Palmer's (1996) concept of language ability, were also utilized in this study. These criteria encompass six traits of language ability: syntactic knowledge (generation of accurate and comprehensible sentence structures), vocabulary knowledge (accurate and appropriate use of vocabulary), textual knowledge (understanding genre structure), sociolinguistic knowledge (understanding the relationship between language use and context), functional knowledge (understanding communicative purposes), and content knowledge (production of clear, logical, and complete content). This study adopted Viriya's (2016) score descriptors of language ability with some revisions in the language use component to accommodate the authentic use of language in the business ELF context. The researcher referred to Elder and Davies' (2006) proposal of ways to develop "accommodation" for speaking ELF tests as a guide to revise ELF writing descriptors and score learners' written production in this study. In other words, learners were not penalized for minor errors that did not cause miscommunication (e.g., incorrect use of prepositions, inaccurate pluralization, and word order mistakes), and learners' writing tasks were assessed by ELF-trained non-native speaker raters.

Additionally, to ensure that the assessment criteria target business communication effectively, certain aspects of effective communication identified by Muszynska (2018) were incorporated into the scoring descriptors. These selected aspects include correctness (ensuring accurate information and linguistic precision), specificity (maintaining a well-organized text), simplicity and accuracy (utilizing clear and precise language), purpose clarity (clearly conveying the intended purpose), and personalization (considering the audience's perspective).

Lastly, Chen's (2015) email evaluation criteria were applied to the scoring descriptors. According to Chen (2015), an email is categorized into two major moves: the framing move and the content move, each of which, along with its sub-moves, is evaluated separately. The framing move consists of three sub-moves: the subject, opening, and closing. The subject move is evaluated based on whether it provides a clear and relevant subject to attract the receiver's attention. The opening move concerns the appropriate use of greetings and other relevant information to establish a relationship between the writer and the receiver (e.g., self-identification), and it is assessed based on whether the writer provides complete or incomplete ideas to initiate email interaction. The closing move is assessed based on whether the writer

uses appropriate email closing and maintains good rapport. For the content move, the focus is on the quality of the content, evaluating whether the writer delivers vague or specific ideas. The comprehensive development of the communicative effectiveness score descriptors is demonstrated in Figure 3.7.

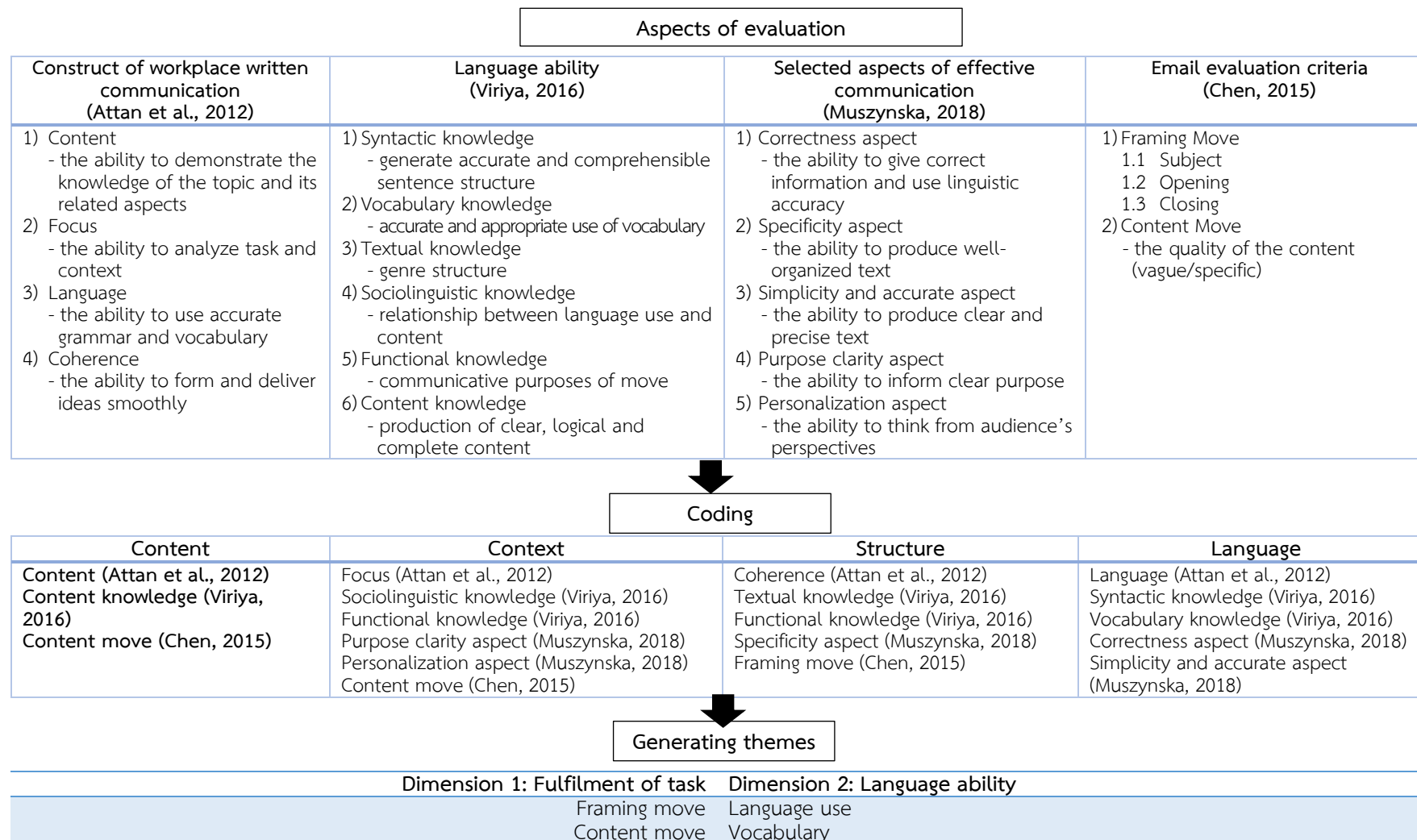


Figure 3.7 Summary of score descriptors development

It is worth mentioning that the generation of the two final dimensions was partly informed by the accurate use of language derived from previous studies. However, in this study, the detailed design of score descriptors under these dimensions focused on comprehensibility and appropriateness. This emphasis aimed to ensure that the rating scales reflect the use of ELF in business email writing to the greatest extent. Therefore, language accuracy did not play a major role in the rating; instead, communicative effectiveness did.

3.1.2.4 Semi-Structured Interview

Semi-structured interviews were undertaken to explore learners' attitudes regarding their email writing skills after the intervention and their perceptions of the instructional approach integrating GBA, DDL, and ELF-aware teaching. A set of three predetermined questions, detailed in Appendix D, guided these interviews. Each interview was conducted individually with all volunteer learners enrolled in the course.

3.2 Data Collection

The primary data on the impact of GBA, DDL, and ELF-aware teaching on business email writing were gathered through an online training course comprising three stages: pre-intervention, intervention, and post-intervention. At the pre-intervention stage, participants were allotted 2 hours to complete a pre-test. They were tasked with composing four business emails based on given scenarios, without access to dictionaries or translation services, to assess their baseline writing skills.

The intervention stage encompassed units 1 to 5, with the goal of instructing learners in DDL techniques and enhancing their proficiency in writing effective business emails. Unit 1, lasting 2 hours, introduced learners to the DDL technique and the BLC online KWIC concordancer. The researcher began with hands-off activities and followed by hands-on activities once students were familiar with DDL. Units 2 to 5 spanned a total of 16 hours, divided into eight sessions of two hours each. It is worth noting that the time allotment was informed by the findings of the pilot study (Appendix G). In the pilot study, each unit was allotted 3 hours and covered in a single session. During interviews, students reported that 3 hours was too long for them to stay focused, and it was challenging to learn and take the test within a single session. Although the pilot study results indicated that students performed better with the 3-hour training sessions, the main study was designed based on their feedback. Consequently, in the main study, the researcher arranged for each unit to be covered in 2 sessions, with each session lasting 2 hours.

The sessions in units 2 to 5 focused on familiarizing learners with the business email genre, analyzing authentic emails authored by both native and non-native English speakers, analyzing email components, understanding rhetorical and contextual elements, fostering awareness of ELF communication, and providing writing practice opportunities. Throughout these sessions, learners were encouraged to utilize the BLC online KWIC concordancers for writing assistance and use the provided checklist to ensure the quality of their emails. At the end of each unit, students took a post-test. Table 3.4 outlines the overall teaching plan.

Table 3.4 Teaching plan

Session	Duration	Activities
1	2 hours	Pre-test
2	2 hours	Unit 1: Introduction to DDL
3	2 hours	Unit 2: Writing an inquiry email
4	2 hours	Unit 2: Writing an inquiry email (Cont.) Unit 2 Post-test
5	2 hours	Unit 3: Writing a complaint email
6	2 hours	Unit 3: Writing a complaint email (Cont.) Unit 3 Post-test
7	2 hours	Unit 4: Writing a meeting request email
8	2 hours	Unit 4: Writing a meeting request email (Cont.) Unit 4 Post-test
9	2 hours	Unit 5: Writing an invitation email
10	2 hours	Unit 5: Writing an invitation email (Cont.) Unit 5 Post-test

Semi-structured interviews were conducted face-to-face with 24 volunteer learners individually by appointment at the end of the course. The interviews were held in the students' first language (Thai) as they preferred, and each interview lasted around 15 minutes. Before starting the interview, the interviewees were informed of their rights and asked for permission to make audio recordings. To ensure clear and accurate understanding, the researcher repeated the students' messages during the interview. The interview data was transcribed using intelligent verbatim. The researcher documented every word but omitted filler words, false starts, and repetitive phrases to make the text more readable while maintaining the original meaning. Figure 3.8 illustrates the summary of the data collection procedure.

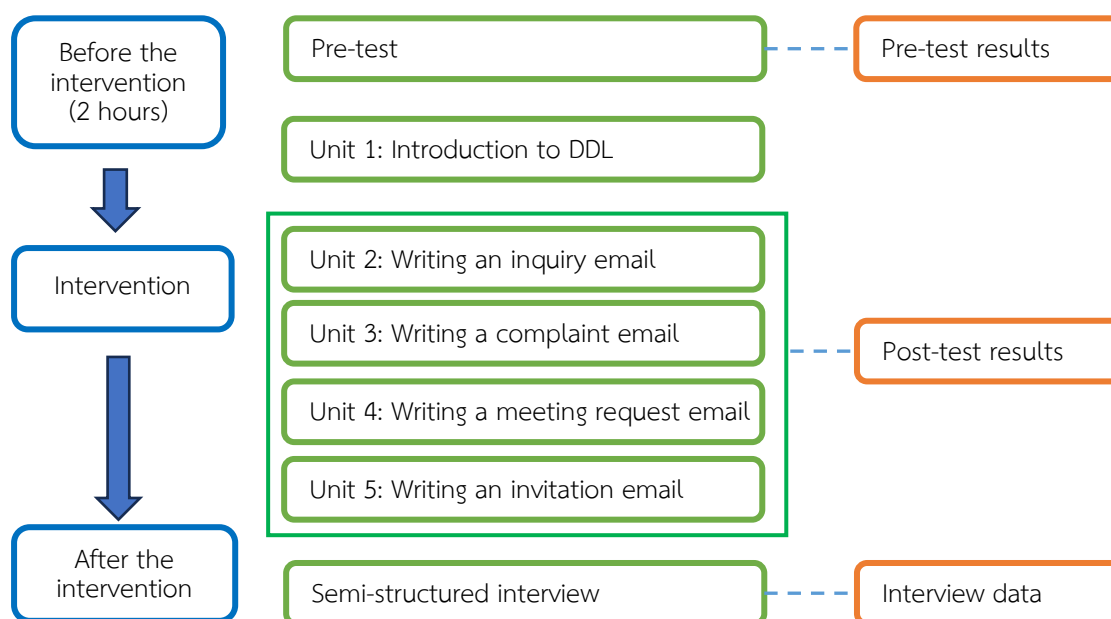


Figure 3.8 Flow chart of data collection procedure

3.3 Data Analysis

Research Question 1 concentrated on assessing the impact of GBA, DDL, and ELF-aware teaching on EFL learners' proficiency in writing business emails. To address this question, a set of communicative effectiveness score descriptors, depicted in Figure 3.8, was employed to evaluate students' pre-test and post-test performances. These descriptors were formulated by integrating criteria from various sources including workplace written language and communication (Attan et al., 2012), language ability evaluation criteria (Viriya, 2016), aspects of communication effectiveness (Muszynska, 2018), and email evaluation criteria (Chen, 2015), as previously mentioned. The communicative effectiveness score descriptors are structured around two main dimensions: fulfillment of the task and language ability.

Fulfillment of the task encompasses two components: framing move and content move. Framing move, accounting for four marks, evaluates students' proficiency in effectively utilizing subjects, openings, closings, and email formats. Content move, worth eight marks, assesses students' ability to fulfill communicative purposes, demonstrate awareness of contextual structure, and logically organize ideas according to the tentative moves.

The second dimension, language ability, comprises two aspects: language use and vocabulary. Language use, worth four marks, evaluates students' capability to produce sentences with comprehensible grammar usage. Minor grammatical errors are not penalized from an ELF perspective, as long as the language remains intelligible.

Vocabulary, also worth four marks, assesses students' aptitude in selecting appropriate vocabulary for effective communication within specific contexts. Figure 3.9 illustrates the communicative effectiveness score descriptors used in the present study.

The communicative effectiveness score descriptors were employed to evaluate students' pre-test and post-test papers. These descriptors offered detailed criteria for both zero and maximum scores, making the rating process easier. For instance, in assessing the framing move, a student would receive no score if there was no such move evident in the emails. This scenario rarely occurred if the student included any relevant framing in their test paper. Conversely, a student could achieve a full score if their email featured an appropriate subject line, salutation, sign-off, signature, and adhered to conventional full-block format. However, the descriptions for scores ranging from 1 to 3 lacked clarity in delineating specific criteria for each score, potentially leading to difficulties in rating and contributing to inconsistent scores. Therefore, it is crucial to train raters and employ various methods to uphold the reliability of the scoring process.

To ensure consistency in rating, the researcher evaluated students' papers twice and monitored any discrepancies that emerged across dimensions. Additionally, inter-rater reliability was established by employing two raters in the study. One rater, an experienced business professional, collaborated with the researcher, who served as the second rater. Prior to scoring, both raters established a consensus on scoring criteria based on communicative effectiveness score descriptors. To ascertain inter-rater reliability, 20 percent of each test was jointly scored by the two raters, while the remaining 80 percent underwent individual scoring. Pearson's correlation coefficient served as the statistical tool to measure the agreement in scoring between the two raters, ensuring reliability. Correlation values, ranging from -1 to +1, signifying the degree of agreement: ≤ 0 indicates no agreement, 0.01–0.20 indicates slight agreement, 0.21–0.40 indicates fair agreement, 0.41–0.60 indicates moderate agreement, 0.61–0.80 indicates substantial agreement, and 0.81–1.00 indicates near-perfect agreement. In cases where significant scoring discrepancies arose in any aspect, thorough review and discussion were undertaken to achieve mutual agreement between the raters.

To analyze the difference between students' pre-test and post-intervention scores, a paired sample t-test was used. A statistically significant difference was set at a significance level of $p < .05$.

	Band/ 20 marks	0	1	2	3	4
Dimension 1 Fulfillment of the task	Framing move (4 marks)	<ul style="list-style-type: none"> - Not include all framing moves - No subject move - No greeting - No opening move - No closing move 	<ul style="list-style-type: none"> - Some moves are missing. - Subject is abstract, vague, lengthy, or inappropriate. - Inappropriate greeting ← - Opening move harms business relationship. → - Closing move harms business relationship. - Include either appropriate sign-off or signature 			<ul style="list-style-type: none"> - Include all framing moves - Use concrete, clear, concise, and appropriate subject that can attract receiver's attention - Use appropriate greeting - Use opening move that helps build or strengthen rapport - Use closing move that helps build or strengthen rapport or emphasize further action in a proper manner - Use appropriate sign-off
	Content move (8 marks in total)	<ul style="list-style-type: none"> - Fail to achieve communicative purpose - Fail to express ideas of the required move - Fail to give correct, clear, complete, logical and concise information based on the prompts provided - Very poor language use based on writers' roles, audiences, and contexts; the use of language may adversely affect business relationship 	<ul style="list-style-type: none"> - Relevant expression for the purpose of each move - Difficult for readers to get the communicative purpose - Some information is incorrect, unclear, incomplete, illogical, and lengthy. ← - Language use is inappropriate regarding writers' roles, audiences, and contexts; the use of language affects business relationship. → 			<ul style="list-style-type: none"> - Successfully achieve communicative purpose - Well express of the required moves - Give correct, clear, complete, logical and concise information based on the prompts provided - Excellent language use based on writers' roles, audiences, and contexts; the use of language strongly helps to maintain good rapport
Dimension 2 Language ability	Language use (4 marks)	<ul style="list-style-type: none"> - Very poor control of language use, hardly produce comprehensible sentences 	<ul style="list-style-type: none"> ← - Contain many sentence structures that cause difficulty to understand → 			<ul style="list-style-type: none"> - Excellent control of language use, no grammatical errors that interfere with the meaning; only unobtrusive errors
	Vocabulary (4 marks)	<ul style="list-style-type: none"> - Very poor, no control of word form and collocation, errors dominate, most obtrusive errors 	<ul style="list-style-type: none"> ← - Vocabulary use makes the content hard to understand. → 			<ul style="list-style-type: none"> - Excellent use of vocabulary, excellent control of word form and collocation, only unobtrusive errors

Figure 3.9 Communicative Effectiveness Score Descriptors

Research questions 2 to 4 sought to explore the changes in learners' business email writing skills before and after the intervention, influenced by GBA, DDL, and ELF-aware teaching, respectively. Qualitative analysis was employed to address these questions.

For research questions 2, students' pre-test and post-test emails underwent inductive coding based on their moves. The researcher independently coded the data twice to ensure consistency. Inter-rater reliability was established to enhance the coding's reliability. Subsequently, the coded data were analyzed using content analysis method. Interview data was used as supplementary data.

To address research question 3, the researcher examined the queries students made, the language patterns they retrieved, and their competency in applying those patterns in their business email writing. The data were coded and recoded to ensure consistency in the analysis. Interview data was used as supplementary data.

To address research question 4, students' papers were coded and recoded by the two coders who worked independently to ensure consistency and reliability. The coded data were analyzed using content analysis. The interview transcripts were examined using thematic content analysis. To maintain the reliability of the coded interview data, inter-coder reliability was used.

3.4 Conceptual framework

Email is a primary mode of business communication, characterized by conventional text structures and linguistic patterns recognized by business professionals. This familiarity allows professionals to easily identify standard business emails. However, email communication is inherently sophisticated. In addition to conventional language patterns, readers must consider contextual elements that influence the communication process.

Previous studies (e.g., Planken, 2005; Zhang, 2013) have shown that experienced business professionals communicate more effectively via email than novice communicators due to their advanced genre knowledge and strategies for navigating the complexities and dynamics of business contexts. Moreover, the rise of multicultural business communication, driven by advancements in communication technology, has made business interactions more dynamic and challenging, as the backgrounds of communicators significantly impact communicative effectiveness.

To write effective business emails, it is essential to equip students with genre knowledge, linguistic resources, and an awareness of multicultural communication. Three approaches are recommended to achieve this goal: genre-based approach (GBA),

data-driven learning (DDL), and ELF-aware teaching. The GBA familiarizes students with genre conventions and enhances their contextual and rhetorical awareness in writing. Through GBA, students analyze the text and linguistic conventions of various business emails, learning that these conventions are flexible rather than rigid. They also examine the contextual and rhetorical elements of email samples to understand their impact on the effectiveness of business email writing.

Data-driven learning (DDL) provides students with resources for writing by granting access to specialized corpora, enabling them to identify and apply patterns used in business communication in their own writing.

ELF-aware teaching focuses on raising students' awareness of real-world business communication, where English as a Lingua Franca (ELF) predominates in global business operations. This approach aligns with the demands of contemporary business communication, which involves communicators from diverse cultural and linguistic backgrounds. Understanding ELF communication and multicultural business contexts enhances communicative effectiveness, and students practice strategies to navigate the complexities of multicultural interactions.

Integrating these three approaches addresses the demands of real-world business communication by preparing students for the complexities of multicultural settings. Figure 3.10 displays the conceptual framework for integrating these approaches. In the figure, it can be seen that the GBA equips students with structural, linguistic, and contextual awareness, enhancing their ability to communicate like business professionals. DDL improves students' ability to use conventional language patterns typical in business communication. ELF-aware teaching enhances their capability to communicate effectively in multicultural settings. By combining the strengths of each approach, this integration significantly contributes to students' overall ability to write business emails suited to today's business communication demands.

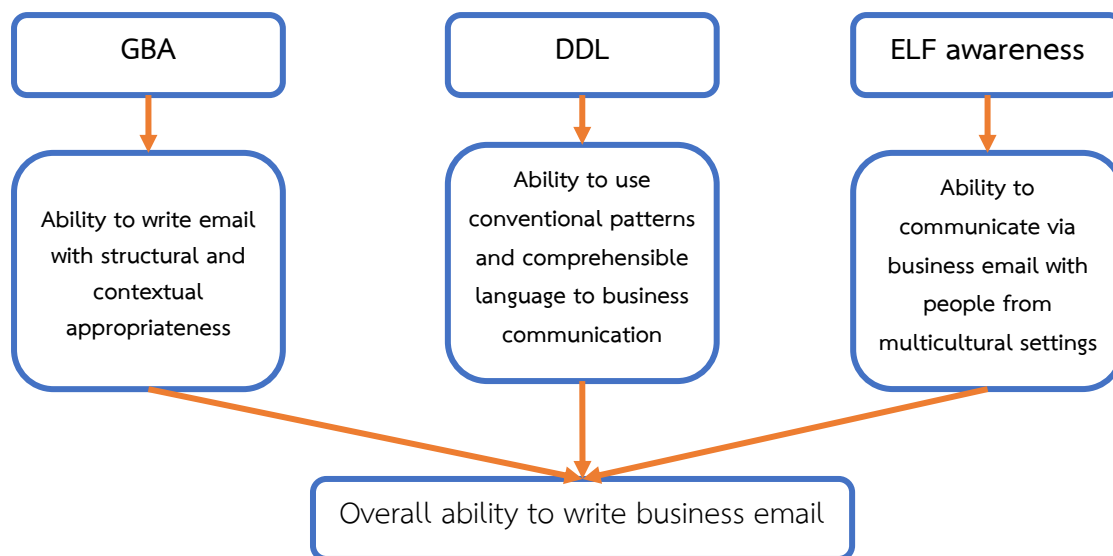


Figure 3.10 Conceptual Framework

3.5 Ethical considerations

This study adhered to ethical standards, with its protocol reviewed and approved by the Ethics Committee of Suranaree University of Technology under approval number COA No. 130/2565, valid from January 21, 2023, to January 20, 2024. The researcher strictly adhered to ethical guidelines for research involving human subjects to safeguard participants' rights and well-being.

Prior to obtaining informed consent from participants, the researcher provided detailed information about the study objectives, research procedures, potential benefits, and participants' right to withdraw at any time without facing negative consequences. Participants were assured that their personal data would be kept confidential, and each participant was assigned a unique code and pseudonym for reporting research findings. Access to participants' information was restricted to the researcher alone. Furthermore, participants were informed that their data would be retained for a period of 3 years as evidence of conducting the research and would be securely destroyed thereafter.

Throughout the study intervention, the researcher continuously monitored their actions to minimize the potential harm to participants, ensuring they were not subjected to physical or psychological risks.

In conclusion, this chapter delineates the research methodology employed in the study. It provides detailed insights into the research design, data collection procedure, and

data analysis methodologies utilized to address the four research questions through both quantitative and qualitative approaches. It also described ethical considerations of the study.

CHAPTER 4

RESULTS AND DISCUSSION I:

EFFECTS OF INTEGRATING GBA, DDL, AND ELF-AWARE TEACHING

This chapter presents the outcomes pertaining to the first research question: “What are the effects of teaching approach integrating genre-based approach, data-driven learning and ELF-aware teaching on EFL students’ business writing ability?” The discussion of the results is also included.

4.1 Overall analysis

To evaluate the enhancement in students’ business email writing proficiency subsequent to the intervention, a paired-sample t-test analysis was conducted, comparing students’ writing score before and after the intervention. The outcomes of this quantitative analysis are summarized in Table 4.1.

Prior to the intervention, students’ mean scores for composing inquiry emails stood at 13.45 (SD = 3.80). In the post-intervention assessment, this mean score exhibited a noteworthy increase to 18.27 (SD = 1.23), demonstrating a statistically significant difference at $p < .001$. Similarly, for complaint emails, the pre-training mean score was 14.68 (SD = 2.06), whereas the post-intervention mean score escalated to 18.52 (SD = 1.05), revealing a significant difference at $p < .001$. In the case of meeting request emails, the pre-intervention mean score measured 11.95 (SD = 4.03). After the intervention, this mean score improved to 18.62 (SD = 1.59), attaining statistical significance at $p < .001$. With respect to invitation email, the pre-intervention mean score was 12.52 (SD = 2.76). Following the intervention, this mean score rose to 18.62 (SD = 1.29), with a statistically significant difference at $p < .001$. As detailed in Table 4.1, the results indicate a statistically significant difference in students’ ability to compose business email across all email subgenres.

The results obtained from the paired-sample t-test analyses of students’ overall business email writing revealed substantial improvements across various subgenres following the intervention. Notably, there was a rise in mean scores for composing inquiry, complaint, meeting request, and invitation emails. The statistically significant differences observed in the analysis ($p < .001$) confirmed the effectiveness of the intervention in enhancing students’ overall business email writing ability.

Upon detailed analysis, two points are worth mentioning. Firstly, the mean score on the pre-test consistently increased from earlier to later tests, indicating that students' performance improved progressively with additional training. Secondly, the standard deviation (SD) value for the pre-test of the meeting request email (SD = 4.03) significantly decreased in the post-test (SD = 1.59). This change may be attributed to the nature of meeting request emails, which require the inclusion of specific information. Initially, some students were aware of these requirements while others were not, resulting in a wide variation in pre-test scores. By the post-test, students had learned the necessary information to include in the email, leading to a reduced standard deviation value (SD = 1.59).

Table 4.1 Pre-test and post-test analysis of overall email composition

	N	Pre-test		Post-test		Sig.
		Mean	SD	Mean	SD	
Inquiry Email	24	13.45	3.80	18.27	1.23	.001**
Complaint Email	24	14.68	2.06	18.52	1.05	.001**
Meeting Request Email	24	11.95	4.03	18.62	1.59	.001**
Invitation Email	24	12.52	2.76	18.62	1.29	.001**

** p < .01

The results from the analysis of overall email composition in the main study were consistent with those from the pilot study (Appendix G). In the pilot study, two units on writing inquiry emails and complaint emails were taught to 10 EFL students with similar profiles to the participants in the main study. These students were university-level EFL learners with A2 or B1 proficiency levels based on the CEFR, and none had full-time working experience. Each unit took three hours, covering both the unit content and a post-test. The findings indicated that, after the training, students performed significantly better, with a statistically significant difference at $p < .000$ for overall ability in both units. This suggests that the teaching approach, which integrates GBA, DDL and ELF-awareness, effectively improves students' business email writing skills. However, it is important to note that, despite the effective implementation of the approach within a limited number of training hours and sessions in the pilot study, students indicated that the 3-hour sessions were too long. Additionally, they felt that 3 hours per unit were insufficient for adequately processing the material learned and applying it to language production. So, in the main study, time allocation was more extensive.

In order to ascertain the reliability of the results, the agreement between the evaluations conducted by the two raters was examined. Inter-rater correlation was calculated employing Pearson's correlation coefficient as the metric of analysis. The results show a strong positive correlation between the two raters' assessments, yielding a coefficient of $r = 0.692$ for the pre-test evaluations and $r = 0.782$ for the post-test assessments. A strong positive correlation between the evaluations conducted by the two raters both before and after the intervention adds credibility to the observed improvements in students' writing proficiency, affirming the reliability of the study's findings.

4.2 Analysis of task fulfillment

Further analyses of each dimension focused on students' proficiency in fulfilling task and language use. The former dimension involved framing move and content move, and the latter involved the ability to use grammar and vocabulary. In this section, the analysis of task fulfillment is demonstrated.

The first aspect of task fulfillment, framing move, encompassed the use of email subject lines, salutations, sign-offs, signatures, and the overall format of the emails, with a total allocated score of 4. The second aspect, content move, covered the use of opening, main move, and closing, with a total allocated score of 8.

Table 4.2 presents the results of a paired-sample t-test analysis of task fulfillment. The study revealed that prior to training, the mean score among students for employing framing moves in inquiry emails was 2.45 (SD = .88), which significantly increased to 3.77 (SD = .36) after training, demonstrating a statistically significant difference at $p < .001$. Similarly, the mean score for framing moves in composing complaint emails was 2.16 (SD = 1.04) before intervention, which notably rose to 3.75 (SD = .39) post-training, indicating a significant difference at $p < .001$. When writing meeting request emails, students' mean score for framing moves was 1.89 (SD = .95) pre-training, and it significantly improved to 3.72 (SD = .38) post-intervention, showing a statistically significant difference at $p < .001$. Likewise, the pre-test score for employing framing moves in invitation emails stood at 2.31 (SD = .94) before training, and it increased significantly to 3.89 (SD = .25) after the intervention, demonstrating a statistically significant difference at $p < .001$.

When comparing students' scores on framing move between the main study and the pilot study, the results were consistent (Appendix G). The post-test analysis of inquiry email and complaint email in the pilot study showed statistically significant

difference at $p < .000$, indicating that students' ability to use email subjects, salutations, sign-offs and signatures, and email format improved after the intervention.

Regarding the content move in the main study, it was observed that students' mean score in composing inquiry emails was 4.85 (SD = 1.77) before the intervention, which significantly increased to 7.12 (SD = .59) post-intervention, displaying a significant difference at $p < .001$. Similarly, for composing complaint emails, the students' mean score in the pre-test was 5.97 (SD = .94) and rose to 7.27 (SD = .65) after training, exhibiting statistical significance at $p < .001$. In the case of composing meeting request emails, the results indicated that students' mean score was 3.87 (SD = 2.36) before training, significantly rising to 7.37 (SD = 1.00) after training, revealing a statistically significant difference at $p < .001$. Regarding composing intervention emails, students' mean score in content writing was 4.45 (SD = 1.27) before the intervention and increased to 7.29 (SD = .76) post-intervention, indicating a statistically significant difference at $p < .001$.

The results from the content move analysis of the main study agreed with those of the pilot study in terms of vocabulary use (Appendix G). In the pilot study, a statistically significant improvement at $p < .05$ was found in vocabulary use for both inquiry and complaint emails. However, regarding language use, a statistically significant difference at $p < .05$ was observed only for inquiry emails, while for complaint emails, $p = .082$ showed no statistically significant difference.

This inconsistency of the findings may stem from the nature of the task. Writing a complaint email required students to create the narrative themselves, as no detailed story was provided in the prompt. The BLC online KWIC concordancer, which represents language use for business communication, might not have offered practical resources for constructing such narratives. Consequently, students' language use depended largely on their proficiency in English rather than the effectiveness of the teaching approach.

Table 4.2 Pre-test and post-test analysis of task fulfillment

Framing Move						
	N	Pre-test		Post-test		Sig.
		Mean	SD	Mean	SD	
Inquiry Email	24	2.45	.88	3.77	.36	.001**
Complaint Email	24	2.16	1.04	3.75	.39	.001**
Meeting Request Email	24	1.89	.95	3.72	.38	.001**
Invitation Email	24	2.31	.94	3.89	.25	.001**
Content Move						
	N	Pre-test		Post-test		Sig.
		Mean	SD	Mean	SD	
Inquiry Email	24	4.85	1.77	7.12	.59	.001**
Complaint Email	24	5.97	.94	7.27	.65	.001**
Meeting Request Email	24	3.87	2.36	7.37	1.00	.001**
Invitation Email	24	4.45	1.27	7.29	.76	.001**

** $p < .01$

The evaluation of task fulfillment dimensions, including framing moves and content moves, revealed the impact of the intervention on students' proficiency in structuring and organizing business emails. The notable improvement in framing moves indicated that students adhered to business email writing conventions and demonstrated an increased level of contextual awareness. They showcased an ability to write clearer and more concise email subjects, utilized salutations and sign-offs tailored to specific recipients, concluded their emails with appropriate signatures, and employed a full-block format.

Similarly, the significant enhancement observed in content moves signified considerable progress among students in effectively employing the opening, main move, and closing. They exhibited a tendency to compose emails that encompassed purposeful openings, such as introducing themselves when necessary and maintaining rapport. Their emails were well-structured and comprehensive, thereby facilitating recipients' comprehension and reducing the need for multiple subsequent correspondences. Additionally, they demonstrated improved proficiency in writing email closings that aligned with given prompts, such as employing call-to-action closings and maintaining relational closings.

4.3 Analysis of language ability

In the dimension of language ability, Tables 4.3 presented the evaluations of language use and vocabulary use, with each aspect being allotted a full score of 4. According to Table 4.3, when composing inquiry emails, students' mean score in using grammar was 2.93 (SD = .95) before the intervention, which increased to 3.47 (SD = .49) post-intervention, indicating a statistically significant difference at $p < .025$. Similarly, for writing complaint emails, the mean score before the intervention was 3.12 (SD = .49) and surged to 3.64 (SD = .37) after the intervention, displaying statistical significance at $p < 0.001$. Moreover, the mean score for students' language use in meeting request emails was 3.04 (SD = .91) before intervention and rose to 3.68 (SD = .35) after intervention, revealing a statistically significant difference at $p < .001$. Lastly, regarding composing invitation emails, students' mean score in language was 2.72 (SD = .64) before the treatment and notably increased to 3.79 (SD = .29) post-treatment, demonstrating statistical significance at $p < .001$.

The results from vocabulary aspect indicated that before the intervention, students' vocabulary score in composing inquiry emails was at 3.20 (SD = .84) and increased to 3.89 (SD = .25) after training, revealing a statistically significant difference at $p < .001$. Similarly, for writing complaint emails, the students' mean score was 3.41 (SD = .50) before training and rose to 3.85 (SD = .23) after training, demonstrating a significant difference at $p < .001$. Moreover, in composing meeting request emails, students' use of vocabulary was rated at 3.14 (SD = 1.05) before training and improved to 3.83 (SD = .31) after training, showing a statistically significant difference at $p < .004$. Additionally, the use of vocabulary in invitation emails, as reflected in students' mean pre-test score of 3.02 (SD = .74), notably increased to 3.64 (SD = .42) after training, indicating a statistically significant difference at $p < .004$.

Table 4.3 Pre-test and post-test analysis of language use

	N	Language Use				Sig.
		Pre-test		Post-test		
		Mean	SD	Mean	SD	
Inquiry Email	24	2.93	.95	3.47	.49	.025*
Complaint Email	24	3.12	.49	3.64	.37	.001**
Meeting Request Email	24	3.04	.91	3.68	.35	.001**
Invitation Email	24	2.72	.64	3.79	.29	.001**

Table 4.3 Pre-test and post-test analysis of language use (Cont.)

Vocabulary						
	N	Pre-test		Post-test		Sig.
		Mean	SD	Mean	SD	
Inquiry Email	24	3.20	.84	3.89	.25	.001**
Complaint Email	24	3.41	.50	3.85	.23	.001**
Meeting Request Email	24	3.14	1.05	3.83	.31	.004*
Invitation Email	24	3.02	.74	3.64	.42	.004*

* $p < .05$, ** $p < .01$

The examination of language ability dimension revealed considerable advancements in students' linguistic ability subsequent to the intervention. However, a cautious interpretation of the outcomes pertaining to both aspects is necessary. This caution is warranted as higher scores in language or vocabulary use might stem from students directly copying the provided prompt into their compositions, the impact of explicit instruction on relevant language patterns for genre-specific writing, or the influence of data-driven learning. For example, the findings showed that standard deviation (SD) value for the pre-test meeting request email (SD = 1.05) was higher than those of other emails. This variation can be attributed to the fact that some students copied the vocabulary used in the given writing task, while others did not, leading to a significant difference in their scores. Hence, to gain deeper insights into the research findings in this dimension, employing qualitative analysis can offer valuable clarity and understanding.

CHAPTER 5

RESULTS AND DISCUSSION II: EFFECTS OF GENRE-BASED APPROACH

This chapter presents the results from qualitative analysis of genre-based approach (GBA) on students' email composition across four email subgenres: inquiry email, complaint email, meeting request email and invitation email. The findings from the analysis addressed the second research question: "How can GBA affect students' business email writing ability?" The analysis focused on framing move and content move. Within the framing move, attention was given to the use of subject line, salutation, and sign-off and signature. Meanwhile, the analysis of the content move centered on the opening, main content, supportive details and closing within the email composition. The discussion of the findings is also included.

5.1 Inquiry Email

In the inquiry email, students were tasked with requesting a product quotation and include supplementary details such as the desired delivery date, delivery location, and terms and conditions within the email.

5.1.1 Framing Move

5.1.1.1 Subject

Subject is a brief and concise description of the main topic or purpose of the email. It gives recipients a quick understanding of what the email is about. Table 5.1 demonstrates students' use of email subjects in inquiry emails. It should be noted that 'S' as a code assigned for each participant refers to 'student'.

Table 5.1 Email subjects in inquiry emails

Participant Pre-test		Post-test
S1	Quotation Request	Request for concrete quotation
S2	Asking for quotations and order products	The quotation for ready-mixed concrete
S3	Request for Ready-mixed Concrete Quotation	Quotation for Ready-Mixed concrete
S4	Ask for quotation	Get a concrete quotation
S5	Request a quotation	Request for quotation for 2000 cubic yards of M5

Table 5.1 Email subjects in inquiry emails (Cont.)

Participant	Pre-test	Post-test
S1	Quotation Request	Request for concrete quotation
S2	Asking for quotations and order products	The quotation for ready-mixed concrete
S3	Request for Ready-mixed Concrete Quotation	Quotation for Ready-Mixed concrete
S4	Ask for quotation	Get a concrete quotation
S5	Request a quotation	Request for quotation for 2000 cubic yards of M5
S6	Quotation for M5 ready-mixed concrete	Quotation request for M5 ready-mixed concrete
S7	The quotation for ready-mixed concrete 2000 cubic yards	The quotation for ready-mixed concrete
S8	request a quotation	Request quotation from DDP Kiatisak
S9	Inquiry for a quotation and order product	Request for Quotation
S10	request quotation	request quotation
S11	Apply for get a quotation and order products	Request for quotation
S12	Request a quotation for 2000 cubic yards of M5 ready-mixed concrete	Quotation request from DDP Kiatisak construction site
S13	I want to get a quotation for 2000 cubic yards of M5 ready-mixed concrete.	Request for quotation
S14	quotation needed	Quotation Needed
S15	Ask for quotation and order products M5 ready-mixed concrete.	Ask for quotation and order products
S16	quotation	Request for quotation
S17	Purchase orders from ABC construction company	Ask for quotation of orders
S18	quotation	Quotation request
S19	Request for a quote	Request for quotation
S20	Quotation for 2000 cubic yards.	Request quotation for 2000 cubic yards
S21	purchase order concrete	Purchase M5 concrete
S22	Quotation for 2022	Quotation for 2000 cubic yards of construction company
S23	quotation for 2000 cubic yards of M5	quotation for 2000 cubic yards of M5
S24	Ask for 2000 cubic yards	Need a quotation for 2000 cubic yards of M5 ready-mixed concrete

Prior to the intervention, students' choice of email subjects displayed considerable variability. Some subjects were overly concise, making it

challenging for recipients to discern the email's purpose, despite the presence of specific keywords as exemplified in (1a). Conversely, certain subjects were excessively detailed, incorporating information better suited for the email's content rather than the subject line, as illustrated in (1b). It was also observed that some subject lines were crafted as full sentences, rather than concise phrases, as seen in (1c). These led to subject lines being unnecessarily lengthy.

Notably, students occasionally included information unrelated to the given task. For instance, their emails conveyed an intention to purchase goods, which deviated from the original prompt's requirements. Insights gleaned from interviews indicated that students lacked a clear understanding of the real-world working process. They mistakenly believed that requesting a quotation implied a commitment to purchase the product, hence expressions such as "order product" appearing in (1d). This insufficient knowledge of working process could potentially confuse recipients, lead to misunderstandings, and inadvertently result in unwarranted payments.

Despite the noted deficiencies in the pre-test subject lines, a few students did employ practical email subjects like "Quotation Request" and "Request for a Quotation" although such instances were relatively infrequent.

- (1) a. *quotation* (S16)
- b. *Request a quotation for 2000 cubic yards of M5 ready-mixed concrete* (S12)
- c. *I want to get a quotation for 2000 cubic yards of M5 ready-mixed concrete.* (S13)
- d. *Asking for quotations and order products* (S2)

The post-test outcomes revealed significant improvement in students' ability to compose email subject lines. Students began incorporating keyword 'quotation' with 'request' or 'needed' to email subjects, making them clearer and more concise, as demonstrated in (2a – 2b). In certain instances, students added specificity to their subjects, offering recipients more contextual clues, as illustrated in (2c – 2d).

While the majority of post-intervention subject lines exhibited grater practicality compared to the pre-intervention period, it was observed that some subject lines still lacked clarity, leading to confusion or misunderstanding, as evident in (2e – 2f).

- (2) a. *Request for quotation* (S11)
- b. *Quotation Needed* (S14)
- c. *Quotation request for M5 ready-mixed concrete* (S6)

- d. Request quotation from DDP Kiatisak (S8)*
- e. Quotation for 2000 cubic yards of construction company (S22)*
- f. Get a concrete quotation (S4)*

5.1.1.2 Salutation

Salutation is used at the beginning of an email to address the recipients. Table 5.2 demonstrates students' use of salutation in inquiry emails.

Table 5.2 Salutations in inquiry emails

Participant	Pre-test	Post-test
S1	Hi, Mananya	Dear K. Mananya
S2	Dear Mananya	Sawasdee ka,
S3	Hello Mananya,	Hello Mananya,
S4	To Mananya, a sales representative from Wiboon cement	Dear K. Mananya
S5	Dear Mananya, a sales representative from Wibooncement	Dear Khun Mananya,
S6	Dear Ms.Mananya,	Dear Khun Mananya,
S7	Dear: Mananya	Hi Mananya
S8	Hello miss Mananya,	Dear Khun Mananya
S9	Dear Mananya, a sales representative of Wibooncement	Dear Khun Mananya
S10	Dear Mananya, sales representative of Wibooncement	Dear Mananya
S11	Dear Mananya, Sale, Wibooncement	Dear K. Mananya,
S12	Dear Mx-Doe:	Dear K. Mananya,
S13	Dear Ms. Mananya	Dear Ms. Mananya
S14	-	Dear Khun Mananya
S15	Dear Khun Mananya,	Dear Khun Mananya,
S16	Dear Mananya,	Dear Mananya
S17	Hello, Mananya.	Dear Khun Mananya
S18	Dear Mananya	Dear K. Mananya
S19	Dear Ms. Mananya	Dear K. Mananya,
S20	Dear Khun Mananya	Dear Khun Mananya
S21	Dear Mrs.Mananya, Wibooncement company	Dear Mananya
S22	Dear Khun Mananya	Dear Khun Mananya
S23	-	Dear K. Mananya
S24	Dear a sales representative from Wibooncement.	Dear Khun Mananya

In the pre-test, a diverse range of salutations was observed, encompassing both conventional and less conventional forms pertinent to business email communication. Within the customary salutations, students frequently employed 'Dear' as the salutation, followed by various variations. These included

‘Dear + first name’, ‘Dear + Ms. + first name’, and ‘Dear + position’, as illustrated in (3a – 3c). In some instances, students featured the addition of the recipient’s job position, as observed in (3d). For less conventional salutations, ‘Hi + first name’ and ‘Hello + first name’ were used.

A closer analysis revealed that the choice of salutations in the pre-test seemed to be influenced by the cultural backgrounds of the interlocutors. This was particularly manifest within the context of Thai culture, where customary practice entails addressing individuals by their given names rather than their surnames. This cultural practice was reflected in their choice of salutations as illustrated in the provided examples (3a, 3b and 3d).

Another noteworthy characteristic of students’ email salutations prior to the treatment was the prevalence of punctuation errors. For instance, students composed salutations such as “Dear: Mananya” (S18)” or “Hello, Mananya.” (S17). While these errors may not directly impair communicative effectiveness, their presence could potentially cast a less favorable impression and influence the perceptions of both the sender and their company by the recipient.

- (3) a. *Dear Mananya* (S18)
- b. *Dear Ms. Mananya* (S13)
- c. *Dear a sales representative from Wibooncement* (S24)
- d. *Dear Mrs. Mananya, Sales representative of Wibooncement* (S10)

The post-test results revealed distinct alternations in salutatory practices among students. That is, students adopted more conventional salutations plus a cultural nuance. Specifically, post-test salutations predominantly took the form of ‘Dear + Khun/K. + first name’, as illustrated in (4a – 4b). This is in line with the pre-test phase, where students who shared the same cultural background as the recipients, consistently addressed them by their first names instead of their surnames. Additionally, students incorporated the Thai honorific ‘Khun’ or its abbreviated form ‘K.’ before the recipients’ first name, a practice signifying politeness and respect in Thai culture. These discernible shifts underscore the students’ cultivation of heightened genre awareness and the increased cultural sensitivity in selecting customary salutations for business email communication.

- (4) a. *Dear Khun Mananya* (S17)
- b. *Dear K. Mananya* (S18)

Of particular interest, a subset of students incorporated the Thai greeting “Sawasdee ka” (S2) as a salutation, reflecting their cultural identity and promoting a sense of business connection among individuals sharing the same cultures. During interviews, students indicated that they had developed cultural sensitivity over the course and were conscious of the importance of cultural considerations in multicultural context. If they were aware that the recipient did not share the same culture, they would adhere to ‘conventional patterns’, using salutations such as ‘Dear Sir/Madame’ or ‘Dear + Mr./Mrs./Ms. + surname’ when communicating with their business partners. Conversely, if they recognized shared cultural affinities with the recipient, they opted for alternative greeting options that fostered a sense of cultural familiarity.

In addition to the previously mentioned salutations, the analysis revealed that a few students adhered to the pattern of ‘Dear + first name’ as their chosen business salutation. This combination blends the conventional business greeting ‘Dear’ with the Thai custom of addressing individuals by their first names. Importantly, this choice of salutation does not indicate a lack of awareness regarding proper business salutations following the intervention. Insights from subsequent interviews showed that students were indeed aware of the conventional norms. Students explained that they perceived ‘Dear’ to convey a formal tone in email salutations and addressing people by their names felt more familiar to them. However, using ‘Khun’ or ‘K.’ before a person’s name sounded incorrect or unprofessional to them. As a consequence, they continued using the ‘Dear + first name’ pattern.

Furthermore, the analysis uncovered the use of less formal salutations such as ‘Hello’ and ‘Hi’ in email greetings. For instance, Student 3 and Student 7 wrote ‘Hello Mananya,’ and “Hi Mananya,” respectively. In interviews, these students mentioned that opting for more casual greetings helped them create a friendly environment and establish rapport.

Another noteworthy point to highlight is the improvement in students’ use of punctuation in email salutations. In this context, improvement does not imply complete error-free usage, but rather the elimination of glaring errors. While some minor errors may still persist, such as the absence of a comma after the greeting, these do not significantly impact effective communication or create negative perception, as they are often inconspicuous. For instance, instead of “Dear Khun Mananya,” students wrote “Dear Khun Mananya” without the comma.

5.1.1.3 Sign-off and signature

Sign-off and signature appear at the end of the email, normally serving as the farewell. It normally conveys regards, appreciation, and final thought to the recipients. Table 5.3 demonstrates students' use of sign-offs and signatures in inquiry emails.

Table 5.3 Sign-offs and signatures in inquiry emails

Participant	Pre-test	Post-test
S1	-	Best regards Suwanna
S2	Best wishes Minies	Best regards, ML. Minics
S3	Best Regards Thipasawee W.	Best Regards, Thipasawee W.
S4	Sincerely. Wachiraporn	Best regards, Wachiraporn
S5	Tadsakamon purchasing officer	Best regards Tipkamon Promsalee
S6	Your Faithfully Ms.Siwaluk Purchasing officer	Best Regards Siwaluk
S7	Best regards Settaphong Purchasing officer of a APPC construction company 09-7586-9841 Settaphong@APPC.com	Best regards
S8	Sasatamit, Kanda email: kandasatasamit@gmail.com tel: 0926198811	Best Regards Satasamit
S9	Best regards, Thanita Thongnum	Best regards, Thanita
S10	Best regard	Best regards, Kiatisak
S11	Best regards	Best Regards, Sasiyada Promsuban
S12	sincerely Jutamard Wuntong [my position] of company, Inc. 083-464-555	Best regards, W. Jutamard

Table 5.3 Sign-offs and signatures in inquiry emails (Cont.)

Participant	Pre-test	Post-test
S13	Best regards,	Best Regards, Chanapa
S14	-	Regards, Preerada Sukya
S15	Best regards, Jirapat	Best regards Jirapat P.
S16	Best wishes, Korawan	Best regards Korawan
S17	Regards, Airak Noppiboon	Best regards, Airak Noppiboon
S18	Best regard Sompong S.	Best regards, Naminda Namsangklang
S19	Best, Pakhon Namwong	Best regards, Montree Ninthap
S20	Best Regards, Chulaluk Inchana	Kindest regards, C. Inchare
S21	-	Regards, Jeerawat Wongsaree
S22	Regards Supitcha Tampork	Best regard Suphitcha Tamporn
S23	-	Kindest regards Ptichapa
S24	-	Best regards. Chanida

In the pre-test, not all emails included a sign-off and signature, and when they did, they were often incomplete. Some emails features only a sign-off, while others contained only a signature. Various sign-offs were utilized, encompassing phrases like “Best,” “Best regards,” “Sincerely,” “Best wishes,” “Faithfully,” and “Regards,”. In terms of signatures, students’ patterns exhibited diversity. Some students signed with their first names only, while others used their full names. Additionally, a few students included initials, but notably, these initials were typically for their family names, while their first names remained unchanged. In certain cases, the signature was accompanied by the writer’s position or position combined with contact information. Examples (5a, 5b) illustrate how students employed sign-offs and signatures in the pre-test phase of their inquiry emails.

- (5) a. *Best regards,*
Settaphong
Purchasing officer of APPC construction company
09-7586-9841
Settaphong@APPC.com (S7)
- b. *Best,*
Pakhon Namwong (S19)

In the post-test, all emails consistently featured both a sign-off and a signature, reflecting an increased adherence to business email conventions. The predominant sign-off used was “Best regards,” although variations included “Regards,” (S14) and “Kindest regards,” (S23). Regarding signatures, it was observed that students predominantly used either their first name only or their full name, without position or position plus contact information. Examples (6a, 6b) provide insight into the sign-offs and signatures employed by students in the post-test.

- (6) a. *Best regards,*
Tipkamon Promsalee (S5)
- b. *Best regards,*
Suwanna (S1)

5.1.2 Content Move

5.1.2.1 Opening Move

The opening move in email communication constitutes an introductory phase at the outset of the email content. Typically, its purpose is to establish a polite and friendly tone and smoothly transition into the main content of the message. Table 5.4 demonstrates students’ opening moves in inquiry emails.

Table 5.4 Opening move in inquiry emails

Participant	Pre-test	Post-test
S1	I appreciate to contact you, I’m purchasing officer from construction company.	Good morning, I hope you have good time.
S2	-	As we are regular client of your firm and Now we are looking for your product again but we have time limit to decide.
S3	-	-
S4	From my company is a client of your company.	Our company is the client of your company.
S5	I’m Thitima, purchasing officer of a construction company.	-

Table 5.4 Opening move in inquiry emails (Cont.)

Participant	Pre-test	Post-test
S6	We are interested to buying 2000 cubic yards of M5 ready-mixed concrete.	-
S7	I am a purchasing officer of a APPC construction company. I writing to about ask for quotations and order products.	-
S8	My name is Prapada Samita. I am a purchasing of a construction company.	We are purchasing officer of DDP Kiatisak.
S9	My name is Thanita Thongnum. I'm a purchasing officer of a construction company.	My name is Thanita Thongnum. I'm a purchasing officer of a construction company.
S10	-	Hope this email finds you well.
S11	-	We are emailing form DDP Kiatisak construction site...
S12	I'm writing you concerning a purchase officer of a construction company.	I'm a purchasing officer of a construction company. My company is a client of your firm.
S13	I'm a purchasing officer of a construction company.	We have ordered the products of 2000 cubic year of M5 ready mixed-concrete of Wibooncement...
S14	-	-
S15	I'm Jirapat Phongprayoon from DDP Kiatisak.	-
S16	I'm Korawan, purchasing officer of a construction company.	I'm a purchasing officer of a construction company.
S17	I'm Airak, purchasing officer of ABC construction.	I'm Airak, a purchasing officer from DDP Kiatisak construction company.
S18	I'm a purchasing officer of DDP Kiatisak.	-
S19	Hello, my name is Montree Ninthap and I'm the purchasing officer of a construction company.	I hope you are doing well. I'm the purchasing officer of DDP Kiatisak construction site.
S20	-	I'm a purchasing officer of the DDP Kiatisak company.
S21	-	How are you mananya? We are building warehouse construction.
S22	-	I am representative of construction company.
S23	How's going Mrs. Mananya I'm purchasing officer of construction company Your company is one of biggest concrete suppliers in Thailand. We're so glad to colab with you.	I hope this email finds you well. Wibooncement, one of the biggest concrete suppliers in Thailand, Our company needs the quality concrete that your company has, if it's not bother.
S24	My name is Chanida Topakham. I'm a purchasing officer of a construction company.	I'm a purchasing officer of a DDP Kiatisak construction company.

Prior to the intervention, it was observed that not all emails contained an opening move. When present, these openings served diverse functions, encompassing self-introduction, rapport-building, and contextual framing. Self-introduction primarily functioned to establish credibility, particularly in cases where the sender and recipient lacked prior acquaintance. To build rapport, students often incorporated expressions of gratitude, such as ‘Thank you so much...’. Additionally, to provide context, students referred to the situations that prompted their email, furnishing background information to elucidate the purpose of their communication.

In the analysis of inquiry emails, the results revealed that self-introduction was the most frequently employed function. At times, students combined it with other functions, as exemplified in (7b). The way students utilized the opening move in the pre-test phase of their inquiry emails is illustrated in (7a – 7c).

- (7) a. *My name is Prapada Samita. I am a purchasing officer of a construction company* (S8)
 b. *I appreciate to contact you. I’m purchasing officer from construction company* (S1)
 c. *I’m writing you concerning a purchase officer of a construction company.* (S12)

The analysis of students’ pre-test opening move also exposed inconsistency in language formality. This inconsistency hinted at potential limitation of linguistic proficiency or pragmatic knowledge. In example (8), the student seemed to have overlooked the importance of considering the social context, resulting in the juxtaposition of contrasting tones within the email. For example, the sentence “How’s it going, Mananya” conveyed an informal and overly casual tone while incorporating a formal title and Thai cultural identity, “Mrs. Mananya”. This was followed by a subsequent shift towards formality in the sentence, “Your company is one of the biggest concrete suppliers in Thailand.” This disparity underscores the need for awareness regarding appropriate language usage in business email communication.

- (8) *How’s going Mrs. Mananya. I’m purchasing officer of construction company. Your company is one of the biggest concrete suppliers in Thailand. We’re so glad to colab with you.* (S23)

In the post-test phase, the analysis revealed an increased use of opening move in students’ emails although not all emails contained openings. Those emails that did feature openings served three functions: rapport-building, self-introduction, and context formation, mirroring the patterns observed in the pre-test. Furthermore, students demonstrated an enhanced awareness of formality levels, with

no evidence of mixed formality observed after the intervention. These shifts can be attributed to classroom activities that raised students' awareness of the rhetorical context provided in the prompts, prompting them to adjust their openings to align with the given context.

Additionally, a significant trend emerged in the post-test, characterized by the use of rapport-enhancing expressions such as "Hope this email finds you well" (S10) and "I hope you are doing well..." (S19). This highlights the adoption of professional and formal approach to establish strong business relationships. This trend was further supported through insight gathered from interviews conducted with the students. During the interviews, students mentioned their adherence to the instructions provided by the teacher, reflecting a tangible manifestation of increased genre awareness fostered by the explicit instruction they received. Example (9) illustrates students' email opening compositions after training.

(9) a. *I hope you are doing well. I'm the purchasing officer of DDP Kiatisak construction site.* (S19)

b. *I'm Aisika, a purchasing officer from DDP Kiatisak construction company.* (S17)

5.1.2.2 Main Move

The main move in an email states the central communicative purpose. Writing an inquiry email in this study, students were tasked with requesting for a quotation from their business partner. The analysis of the main move revealed variations across different emails. Table 5.5 demonstrates students' main move in inquiry emails.

Table 5.5 Main move in inquiry emails

Participant	Pre-test	Post-test
S1	I want to get a quotation for 200 cubic yards of M5 ready mix concrete.	Our company want the quotation for 2000 cubic yards of M5 ready-mixed concrete.
S2	I'm going to ask you some quotations and order for 2000 cubic yards of M5 ready-mixed concrete.	Please send us the preliminary price quotation for 2000 cubic yards of M5 ready-mixed concrete.
S3	We would like to have your quotation for 2000 cubic yards of M5 ready-mixed concrete.	We would like to have your quotation for 2000 cubic yards of M5 ready-mixed concrete.
S4	We want to get a quotation for 2000 cubic yards of M5 ready-mixed concrete.	Please send us your quotation for this products as soon as possible.
S5	I am writing this email to request a quotation for 2000 cubic yards of M5 ready-mixed concrete and order products.	I would like to have a quotation for 2000 cubic yards of M5 ready-mixed concrete.

Table 5.5 Main move in inquiry emails (Cont.)

Participant	Pre-test	Post-test
S6	Please sent your quotation...	Would you kindly send us your quotation for 2000 cubic yard of M5 ready-mixed concrete,...
S7	I want to get a quotation for 2000 cubic yards of M5 ready-mixed concrete...	I would like to order ready-mixed concrete.
S8	I want to get a quotation for 2000 cubic yards of M5 ready-mixed concrete.	Please send us your quotation for 2000 cubic yards of M5 ready mixed concrete.
S9	I would like to ask you for a quotation and order product.	This is to request the quotation for 2000 cubic yards of M5 ready-mixed concrete.
S10	I would like to have a quotation for 2000 cubic yards of M5 ready-mixed concrete...	Would you kindly send us for 2000 cubic yards of M5 ready-mixed concrete?
S11	I am writing to apply for get quotation for 2000 cubic yards of M5 ready-mixed concrete. I require the quotation.	Could you please quotation for 2000 cubic yards of ready-mixed concrete.
S12	I would like to get a quotation for 2000 cubic yards of M5 ready-mixed concrete.	We would appreciate it if you would send us a quotation for 2000 cubic years of M5 ready-mixed concrete.
S13	I want to get a quotation for 2000 cubic yards of M5 ready-mixed concrete.	I want to get a quotation for 2000 cubic yards of M5 ready-mixed concrete. Could you please send the quotation to my email?
S14	We really want to get a quotation from sale Mananya as soon as possible...	...and we would like to get a quotation first.
S15	I have ordered 2000 cubic yards of M5 ready-mixed concrete and I'm asking for a quotation of the products.	I would like to have a quotation for 2000 cubic yards of M5 ready-mixed concrete and order products.
S16	I want to get a quotation for 2000 cubic yards of 5M ready-mixed concrete.	I would like to request a quotation for 2000 cubic yards of M5 ready mixed concrete.
S17	My company have to ask for quotation as 2,000 cubic yards of M5 ready-mixed concrete.	Could you please send me the quotation before June 15?
S18	I am writing to enquire a quotation for 2000 cubic yards of M5 ready-mixed concrete.	We would like to have a quotation for 2000 cubic yards of M5 ready-mixed concrete.
S19	I'm writing this email to request a quotation for 2000 cubic yards of M5 ready-mixed concrete.	I want to get a quotation for 2000 cubic yard of M5 ready-mixed concrete.
S20	I would like to get a quotation for 2000 cubic yards of M5 ready-mixed concrete.	Would you kindly send us your quotation for 2000 cubic yards of M5 ready-mixed concrete.
S21	Jeerawat construction company need to purchase 2000 cubic yards of M5 ready-mixed concrete.	I require to receive your quotation...
S22	I am writing to enquire to get a quotation for...	I have purchased the product and I need a quotation for 2000 cubic yards of M5 ready-mixed concrete.
S23	-	We would like to have quotation for 2000 cubic yards of M5.
S24	I want to get a planning for 2000 cubic yards of M5 ready-mixed concrete.	I want to get a quotation for 2000 cubic yards of M5 ready-mixed concrete.

In the pre-test, it was evident that students frequently employed direct statements. This choice of direct inquiry statements facilitates recipient's comprehension of the writers' communicative intent. Commonly utilized patterns include phrases such as "I want to get a quotation...", "I would like to have your quotation..." and "Please send me your quotation...", as illustrated in (10a, 10b).

- (10) a. *I want to get a quotation for 2000 cubic yards of M5 ready-mixed concrete...* (S13)
 b. *I would like to get a quotation for 2000 cubic yards of M5 ready-mixed concrete.* (S12)

Significant enhancements in students' formulation of the main move are discernible in the post-test phase. The results indicated that in inquiry emails, students continued to utilize direct statements to articulate their inquiry within the main move. However, these patterns demonstrated greater diversity and more polished level of professionalism. Specifically, these patterns framed polite requests, such as 'Could you please...', 'Would you please...?', and 'We would appreciate it if you would...' as portrayed in (11a – 11c).

- (11) a. *Please send us the preliminary price quotation for 2000 cubic yards of M5 ready-mixed concrete.* (S2)
 b. *We would appreciate it if you would send us a quotation for 2000 cubic yards of M5 ready-mixed concrete.* (S12)
 c. *Would you kindly send us for 2000 cubic yards of M5 ready-mixed concrete?* (S10)

5.1.2.3 Supportive Move

Supportive move provides relevant supplementary information to the main move. This supplementary information aims to improve the clarity and effectiveness of the main move, enabling the successful conveyance of the intended message and the achievement of the communicative purpose. In this study, students were tasked with including the requested date of quotation submission, mentioning the time that the products will be shipped, and pointing to the terms and conditions that are applied in all purchase order. Table 5.6 demonstrates students' supportive move in inquiry emails.

Table 5.6 Supportive move in inquiry emails

Participant	Pre-test	Post-test
S1	Please send me the quotation before 15th June 2022, we will give the answer to purchase it to you before 30th June 2022.	Please send me the quotation before 15th June 2022, hope to hear from you soon and delivery date is 30th June 2022 at the DDP Kiatisak construction site, Bangkok. and the other terms and conditions of purchase order attach below.
S2	However, I would like you to submit my orders before 15 Jun 2022, and the delivery date is 30th June 2022 at the DDP Kiatisak construction site, Bangkok I attached files about terms and conditions, they will be applied to all purchase orders.	...as well as we would kindly like to be submitted from you before 15th June 2022 and you confirmed the requested delivery date of 30th June 2022 at the DDP Kiatisak construction. We enclose a form of agreement setting out the terms and conditions which will be applied to all purchase orders.
S3	The quotation should be submitted by 15th of June 2022, for delivery 30th June 2022 at the DDL Kiatisak construction site, Bangkok. Just to remind you, the terms and conditions on the enclosed quotation are valid for all purchase orders.	Please submit your quotation before 15th of June, 2022 for delivery 30th June, 2022, at the DDP Kiatisak construction site, Bangkok. Just a reminder, the terms and conditions on the enclosed quotation will be valid for all purchase orders.
S4	Can I get that before 10th June 2022? I hope to delivery at the DDL Kiatisak construction site, Bangkok.	We need to submit our products about 2000 cubic yards of M5 ready-mixed concrete before 15th June 2022, and delivery date is 30th June 2022 at the DDP Kiatisak. However, all the terms and conditions for purchase orders are attache.
S5	Please submit it to me before 15th June 2022.	Please submit your quotation before 15th June 2022, and the delivery date is 30th June 2022 at the DDP Kiatisak construction site, Bangkok. Just a reminder, the terms and conditions on the enclosed order will be usable for all purchase order.
S6	Please sent your quotation before 15th June 2022. After we got the quotation, we'll feedback you and we want you to deliver the product before 30th June 2022 at the DDL Kiatisak construction site, Bangkok.	...please send the quotation before 15th June 2022. We would like to know if you can deliver your product before 30th June 2022 at the DDP Kiatisak construction site, Bangkok. We attach the term and conditions to you in this email. This term and conditions will be applied to all purchase orders.

Table 5.6 Supportive move in inquiry emails (Cont.)

Participant	Pre-test	Post-test
S7	I want to get a quotation for 2000 cubic yards of M5 ready-mixed concrete before 15th June 2022, and the delivery date is 30th June 2022 at the DDP Kiatisak construction site, Bangkok.	Are you delivery date before on 30 June 2022. Would you kindly send us your quotation for 2000 cubic yards of M5 ready mixed concrete. Could you submit quotation before 15th June 2022. Please note that all terms and conditions also apply to all purchase orders.
S8	I want to get a quotation for 2000 cubic yards of M5 ready-mixed concrete before 15th June 2022 and the delivery date is 30th June 2022 at the DDP Kiatisak construction site, Bangkok.	We look forward to receiving delivery of this concrete of 30th June 2022 at the DDP Kiatisak construction site, Bangkok.
S9	For a quotation I want to get for 2000 cubic yards of M5 ready-mixed concrete and I want to order more product follow by a list that I attached for you below/ List of products: - sand 50 kilograms - stone 100 kilograms The quotation I need it before 15th June 2022 and The product need to delivery on 30th June 2022 at the DDP Kiatisak construction site, Bangkok.	Please submit the quotation before 15th June 2022. And the delivery date is 30th June 2022 at the DDP Kiatisak construction site. I already attach terms and conditions with the email, the terms and conditions will be applied to all purchase orders.
S10	...and date for delivery is 30th June 2022 at the DDP Kiatisak construction site Bangkok. Please send me a quotation by 15th June 2022 and for term and condition is attach.	Please submitted the quotation by 15th June 2022 and delivery date is 30th June 2022, terms and condition as attach.
S11	It is submitted before 15th June 2022, and delivery date is 30th June 2022 at the DDP Kiatisak construction site, Bangkok.	Please send to me before 15th June 2022, and delivery by 30 June 2022 at the very latest, at the DDP Kiatisak construction site, Bangkok, providing terms and conditions for all purchase orders.
S12	The quotation needs to be submitted before 15th June 2022, and the delivery date is 30th June 2022 at the DDP Kiatisak construction site, Bangkok.	We would kindly like to request quotation submission date before 15th June 2022 at the DDP Kiatisak construction site, Bangkok. We have provided attached terms and conditions which will be applied to all purchase of orders.
S13	The quotation needs to be submitted before 15th June 2022, and the delivery date is 30th June 2022 at the DDP Kiatisak construction site, Bangkok. I attach terms and conditions that will be applied to all purchase orders.	The quotation needs to be submitted before 15th June 2022, and delivery date is 30th June 2022 at DDP Kiatisak construction site, Bangkok. The details of terms and conditions must be applied for all purchase orders.

Table 5.6 Supportive move in inquiry emails (Cont.)

Participant	Pre-test	Post-test
S14	...before 15th June 2022 because it has to be submitted and the delivery date is 30th June 2022 at the DDP Kiatisak constructure site, Bangkok. You can access the term and condition via this email below and the terms and conditions must be applied to all our purchase orders.	Would you mind send us the quotation before 14th June 2022 and the products delivery date will be 30 June 2022. You can access the terms and conditions via this email below and also this terms and condition will be applied to all purchase orders.
S15	I want you to submit a quotation before 15th June 2022, and the delivery date is 30th June 2022 at the DDP Kiatisak construction site, Bangkok. I already attached Terms and conditions which would be applied to all products with this email at the below (Files Terms and conditions (X.X MB))	Could you please submit a quotation before 15th June 2022. And please confirm that the goods will be delivered on 30th June 2022 at the DEP Kiatisak construction site, Bangkok. I have attached terms and conditions, which will be applied to all purchase orders.
S16	My deadline of the quotation have to submitted before 15th June 2022, and the delivery date is 30th June 2022 at the DDL Kiatisak construction site, Bangkok. As usual, you attach term and conditions will be applied to all purchase orders.	Sorry to disturb your time. The quotation needs to submitted before 15th June 2022, and the delivery date is 30th June 2022 at the DDP Kiatisak construction site, Bangkok. Just a reminder attach terms and condition with email and stress on the end of the quotation.
S17	I also attach files that show about terms and conditions. I hope that them will be applied to all purchase orders. If them apply, I hope that the delivery date is 30th June 2022 at DDP Kiatisak construction site, Bangkok.	It is impossible to confirm the delivery date of June 30, at DDP Kiatisak construction site, Bangkok. If it is possible, I will send you purchase order later. I also attach terms and conditions in this email. I wish that them shall be the same as stipulated for all purchase orders.
S18	This quotation needs to be submitted before 15th June 2022, and the delivery date is 30th June 2022 at the DDP Kiatisak construction site, Bangkok.	Please let us have a quotation before June 15th 2022, including delivery date of June 30th 2022 at the DDP Kiatisak construction site, Bangkok.
S19	Could you please send a quota before June 15 and could you please deliver the quotation to the DDP Kiatisak construction site, Bangkok before June 30.	Please send the quotation before 15th June 2022 and delivery date is June 30th at the DDP Kiatisak construction site, Bangkok. I have attached terms and conditions of purchase orders. You'll find the attachment below.

Table 5.6 Supportive move in inquiry emails (Cont.)

Participant	Pre-test	Post-test
S20	The quotation needs to be submitted before 15th June 2022, and the delivery date is 30th June 2022 at the DDP Kiatisak construction site, Bangkok.	...and the delivery date is 30th June 2022 at the DDP Kiatisak. Could you please submitted the quotation before 15th June 2022. For your information, I have attached the terms and conditions will be applied to all purchase orders.
S21	Jeerawat construction company need to purchase 2000 cubic yards of M5 ready-mixed concrete before 15th June 2022, and the delyvery date is 30th June 2022 at the DDP Kiatisak construction site, Bangkok	...and order products for 2000 cubic yards of M5 ready-mixed concrete before 15th June 2022, and the delivery date of 30th June 2022 at the DDP Kiatisak construction site, Bangkok
S22	... and the quotation need to submitted before 15th June 2022 and delivery date is 30th June 2022. For you concern I attach terms and condition to this email.	Would you mind if you could send a quotation before 15th June 2022. I have attached terms and condition in this email.
S23	...I would like you to submitted before 15th June 2022, And the delivery to DDP Kiatisak construction site, Bangkok. before 30th June 2022. respectful You attach terms and conditions with the email. Conditions will be applied to all purchase orders.	Please send me the details of the concrete and the quotation needs to be submitted before 15th June 2022.
S24	I want to get a planning for 2000 cubic yards of M5 ready-mixed concrete. It's needs to be submitted before 15th June 2022, and delivery date is 30th June 2022 at the DDP Kiatisak construction site, Bangkok.	Please send the quotation to be submitted before 15th June 2022, and the delivery date is 30th June 2022 at the DDP Kiatisak construction site, Bangkok.

In the inquiry email, studied here, students were tasked with incorporating essential supplementary details, including the submission deadline for quotations, specifics regarding product delivery, and the terms and conditions related to the potential purchases. Before the intervention, some of these crucial details were omitted from the emails. The analysis of the pre-test data revealed that while students integrated key supportive information, they conspicuously omitted the terms and conditions. Subsequent interviews showed that students doubted the significance of these terms and conditions, leading to their exclusion from the emails. This phenomenon likely stems from the students' limited exposure to professional communication practices, rendering them unfamiliar with the essential components required for effective correspondence. Example (12) illustrates the use of supportive move in the pre-test.

- (12) a. *Can I get that before 10th June 2022? I hope to delivery at the DDP Kiatisak construction site, Bangkok on 30th June 2022 at DDP Kiatisak Construction Site, Bangkok.* (S4)

In the post-test phase, students exhibited improved proficiency in employing supportive moves to facilitate effective email communication. In the context of inquiry email, students adeptly included all necessary information, recognizing the pivotal role of terms and conditions. Additionally, students employed strategies to refine their requests within the supportive move. For instance, they utilized polite language, incorporating “please” and framing queries courteously while soliciting their business partners for the requested quotations within specific deadlines. Another intriguing finding is that some students divided content into multiple paragraphs. This compositional approach entailed presenting the main move and supportive move, complete with specific information or requests together while isolating the terms and conditions into a separate paragraph. Examples (13a – 13b) illustrate the use of supportive move in the post-test.

- (13) a. *Please send the quotation before 15th June 2022 and delivery date is June 30th at the DDP Kiatisak Construction site, Bangkok. I have attached terms and conditions of purchase orders. You’ll find the attachment below.* (S19).

- b. *We would kindly like to request quotation submission date before 15th June 2022 at the DDP Kiatisak construction site, Bangkok.*

We have provided attached terms and conditions which will be applied to all purchase orders. (S12)

5.1.2.4 Closing Move

Closing move in emails serves the purpose of concluding the message and conveying specific intentions or actions related to the recipient. Table 5.7 demonstrates students’ closing move in inquiry emails.

Table 5.7 Closing move in inquiry emails

Participant	Pre-test	Post-test
S1	-	Thank you very much
S2	-	We are looking forward to receiving your quotation.
S3	-	Thank you so much.
S4	If you have some problem please contact in this Email.	We’re all looking forward to working with you.

Table 5.7 Closing move in inquiry emails (Cont.)

Participant	Pre-test	Post-test
S5	Thank you in Advance.	Thank you
S6	We look forward to hearing from you earliest convenience.	We looking forward to hearing from your earliest convenience.
S7	If you have any question about order, location for delivery and etc. please contact me.	-
S8	If you have a question you can sent your question to my email.	-
S9	I will waiting for your reply, if you require more information please feel free to ask me.	If you have any problem or need for information more please contact to me back, Thank you very much.
S10	-	-
S11	If you have problem, you can contract this email.	I am looking forward to hearing from you soon.
S12	-	Thank you for your time in preparing this quotation.
S13	-	I'm looking forward to hearing from you soon. Thank you.
S14	-	Hope you understand.
S15	-	I am looking forward to hearing from you soon.
S16	-	Your immediate response is necessary. I want to thank you for approving my request for a quotation.
S17	Thank you.	-
S18	We are waiting for your response.	Looking forward to receiving your response. Thank you again for air of your help.
S19	I look forward to your reply.	I will be thankful for your early response.
S20	-	Many thanks in advance for your reply.
S21	-	-
S22	-	If you have questions you can contact me with this email. Many thanks in advance for your reply.
S23	Thankfully	If you have any questions, please do not hesitate to contact me. Many thanks in advance for your reply.
S24	You can ask for quotations and order products by my contact is chanida@gmail.com or Tel. 083-3863351. Thank you.	-

In the inquiry emails examined in this study, it was found that not all emails included closing statements. When present, those closing statements served various functions expected in formal business email closings including offering assistance, expressing gratitude, and encouraging specific actions.

To offer assistance, students used expressions that invited recipients to seek further clarification, assistance, or information, emphasizing the sender's willingness to provide support, as exemplified in (14a). Expressions of gratitude were used to convey thanks and appreciation for the recipient's cooperation, as seen in (14b). Additionally, students utilized closing statements to encourage recipients to take specific actions or to prompt immediate responses to the email, as illustrated in (14c).

The findings also revealed that while students used closing statements to serve typical functions found in formal business email closings, some of these statements contained errors, including punctuation, sentence structure, or vocabulary selection errors. Although these errors did not hinder effective communication, they may potentially diminish the professional image of the sender or the sender's organization, especially in cases where formal communication is essential.

- (14) a. *If you have some problem please contact in this Email.* (S4)
 b. *Thank you in Advance.* (S5)
 c. *I look forward to your reply.* (S19)

In post-intervention closing statements exhibited improvement, with only a few emails omitting this move. The analysis revealed that closing statements continued to serve the same functions as observed in the pre-test: offering assistance, expressing gratitude, and encouraging specific actions. However, despite serving the same functions, all closing expressions in the post-test were notably more conventional and aligned with professional email communication. A sample of closing statements identified in the post-test inquiry emails is presented in (15a – 15c). Another characteristic observed after the intervention is that students employed multiple sentences in closing move, as demonstrated in (15a).

- (15) a. *If you have any questions, please do not hesitate to contact me. Many thanks in advance for your reply.* (S23)
 b. *Thank you very much* (S1)
 c. *I am looking forward to hearing from you soon.* (S15)

5.2 Complaint Email

In the complaint email task, students were instructed to compose an email expressing their dissatisfaction with a newly installed printer network system error in the company.

5.2.1 Framing Move

5.2.1.1 Subject

The results from the analysis of students' use of subject lines in complaint emails are demonstrated in Table 5.8.

Table 5.8 Subjects in complaint emails

Participant	Pre-test	Post-test
S1	Problem of Printer	Printing Network Problem
S2	I found a serious problem with the printing network	We found the problem about printing network
S3	Complain About the New System of your Photocopying	Complain About the New Printing Network
S4	My printer has delay to work	Problem with the printing network
S5	Complain and request action about printing network	Complain about problem with the printing network
S6	Problem with the printing network	The photocopying system problem
S7	Problem of APX-370 can't print online in office	The problem of printing network
S8	service provider about photocopying system	Complain about your photocopying
S9	complaint about a photocopying system	A terrible printing network
S10	Request service	Problem printing network
S11	Apply for terrible photocopying system	Problem with printing network
S12	Problem with the printing network	Complaint about printing network
S13	I want your service for repair my new photocopying system.	Faulty of printing network
S14	The photocopying has a problem causing inconvenience	Problem with the printing network
S15	Complaining problem on printing network and requesting an action	Complain and request to repair printing network
S16	problem with a new photocopying system	Complain and request action on the matter

Table 5.8 Subjects in complaint emails (Cont.)

Participant	Pre-test	Post-test
S17	Serious problem with photocopying network	Inoperative printing network
S18	A problem with printing network	Printing network problem
S19	Complain and request action on the printing	To complaint about printing network
S20	A problem with the printing network	Problem with the printing network
S21	problem printing network	problem about printing network
S22	complaint working of printer	Problem with the printing network
S23	Photocopy system	found problem with the printer
S24	Complain about a printing network	A serious problem with a printing network

In the pre-test analysis, it was observed that students' email subjects often included keywords related to the issues that they were complaining about, such as 'problem' and 'complain'. While some subjects effectively provided a brief description as presented in (16a), offering quick insight into the email's content, others remained ambiguous as in (16b). This ambiguity stemmed from the lack of specificity in the subject line, making it difficult for recipients to fully comprehend or infer the email's content. Additionally, some students opted for full sentences in their subject lines, making them overly lengthy, as demonstrated in (16d).

- (16) a. *Complain and request action about printing network* (S5)
 b. *Request service* (S10)
 c. *I found serious problem with the printing network* (S2)

The post-test results revealed a significant improvement in students' formulation of email subjects. Students incorporated keywords related to the task and specific details into their subjects, leading to subject lines that were clearer, more concise, and more concrete. This clarity could greatly assist recipients in understanding the email's content. Nevertheless, it was noted that in some cases, there were minor issues with word organization, causing the subject to sound slightly awkward although it still effectively conveyed the intended ideas. It was also found that the use of full-sentence subject lines disappeared after the intervention. Examples (17a, 17b) illustrate how students utilized subject lines in the post-test.

- (17) a. *Problem with the printing network* (S22)
 b. *Printing Network Problem* (S1)

5.2.1.2 Salutation

Table 5.9 demonstrates the results from the analysis of students' use of salutations in complaint emails.

Table 5.9 Salutations in complaint emails

Participant	Pre-test	Post-test
S1	Dear super printer	Dear Sir,
S2	Dear Sir	Dear Sir,
S3	Dear Customer Service Manager,	Dear whom it may concern
S4	To customer service department	Dear Sir
S5	Dear superprinter	Dear Sir/Madam,
S6	Dear sir,	Dear Sir,
S7	-	Dear Sir
S8	-	Dear. Sir/Madam
S9	Dear service provider	Dear Sir/Madam,
S10	-	Dear Sir
S11	Dear, Service provider	Dear Sir/Madam
S12	Dear Mr. Doe	Dear Sir/Madam,
S13	Dear Superprinter Officer	Dear Sir,
S14	-	Dear Sir/Madam
S15	To Superprinter service provider,	Dear Sir/Madam
S16	Deare Sir,	Dear Sir
S17	Hello,	Dear Sir/Madam,
S18	Dear Service provider	Dear Sir
S19	To Whom It May Concern Hello,...	Dear Sir:
S20	Dear service provider	Dear Sir/Madam
S21	Dear Superprinter	Dear Sir/Madam
S22	Dear Sir/madam	Dear Sir
S23	-	Dear Sir
S24	Dear customer.	Dear Sir/Madam

Prior to the intervention, it was evident that not all emails included salutations and when salutations were used, students employed various formats. While 'Dear' was the most prevalent salutation, it was often supplemented with additional elements, such as 'Dear + Company's name,' 'Dear + Position,' 'Dear + Mr. + Surname,' and 'Dear + Sir/Madam,' as illustrated in (18a – 18d). Additionally, several instances highlighted students' lack of genre knowledge in business email communication. For instance, some students chose salutations like "To + Recipient,"

as evident in phrases like “To customer service department” (S4) and “To Superprinter service provider” (S15). These salutation patterns are atypical in professional email correspondence. One student used “Hello” (S17) as a salutation but placed it within the same line as the email content, indicating a deficiency in genre knowledge related to email composition. An intriguing case was Student 19, who combined “To Whom It May Concern” with “Hello” as salutation, resulting in a blend of a very formal salutation with the more casual “Hello”. This juxtaposition of contrasting styles within the same email further underscored the students’ unfamiliarity with expected genre conventions, highlighting the inadequacy of their genre knowledge.

- (18) a. *Dear Superprinter* (S21)
 b. *Dear Customer Service Manager,* (S3)
 c. *Dear Mr. Doe* (S12)
 d. *Dear Sir* (S2)

In the post-test result, students demonstrated improvement in using business email salutations, as they predominantly employed salutations like “Dear Sir”, or “Dear Sir/Madam,”.

5.2.1.3 Sign-off and Signature

Table 5.10 demonstrates the results from the analysis of students’ use of sign-off and signature in complaint emails.

Table 5.10 Sign-off and signature in complaint emails

Participant	Pre-test	Post-test
S1	-	Sincerely Supaatra
S2	Sincerely yours Minics	Your sincerely Minics
S3	Best Regards, Tippanun	Yours truly Thipasawee W.
S4	Sincerely Wachiraporn	Your truly Wachiraporn
S5	Tadsakamon	Your truly Tadsakamon
S6	Ms. Siwaluk	Sincerely Siwaluk
S7	Best regards Mongkon	Sincerely Sirichai

Table 5.10 Sign-off and signature in complaint emails (Cont.)

Participant	Pre-test	Post-test
S8	Sasatamit, Kanda email: kandasatasamit@gmail.com tel: 0926198811	Kind regards Prapada Samita
S9	Best regards, Thanita Thongnum	Sincerely Wanida
S10	-	Yours sincerely Surapol
S11	Best regards	Yours sincerely Sasirada Premsuban
S12	Sincerely, Jutamard Wongtong (my position) of Company, Inc. 093-456-7891	Kind regards Jutamard
S13	Best regard	Sincerely yours, Chanapa
S14	Best regards	Your Sincerely Preerada
S15	Jirapa XYZ Company	Yours sincerely J. Prayoonphong
S16	Best regards, Korawan	Yours truly Korawan
S17	Regards, Airak Noppiboon	Sincerely. Airak Noppiboon
S18	Regards Wiboon C.	Yours sincerely Naminda
S19	Best Montree Ninthap	Sincerely Montree Ninthap
S20	Best regards Chulaluck Inchana	Best regards Chulaluk
S21	-	Regards Jeerawat
S22	Regards Suphitcha Tamporn	Your sincerely Suphitcha
S23	-	Sincerely Pichapa
S24	-	Chanida

In the pre-test, it was observed that not all emails included sign-offs and signatures. Among those with sign-offs and signatures, there was a variety of forms employed by the students. Prior to the intervention, students' sign-offs included phrases such as 'Sincerely yours', 'Best regards', 'Regards', and 'Best'. Regarding signatures, the results showed that not all email featured signatures, and not all sign-offs were followed by signatures. When signatures were present, students typically used their first names or full names. Some signatures consisted of initials, but these initials pertained to the students' surnames rather than their first names. This pattern reflected the cultural influence on the writers, as Thai people commonly address individuals by their first names. In certain emails, students concluded their messages using only signatures, which included their 'first name', 'Title + first name', 'first name + company name', and 'first name + contact information'. Examples (19a – 19c) displays students' use of sign-offs and signatures in the pre-test.

- (19) a. *Best regards* (S11)
- b. *Best regards,*
Tippanun (S3)
- c. *Jirapa*
XYZ Company (S15)

Following the intervention, there was a significant improvement in the use of sign-offs and signatures by students. They began employing conventional business sign-offs and signatures in various forms. These included phrases like 'Sincerely', 'Your sincerely', 'Kind regards', 'Your truly', and 'Best regards'. The diversity in sign-offs resulted from students' exposure to multiple sign-off options through explicit instruction during the course. This exposure expanded their repertoire of choices for closing their emails, and 'Best regards' was no longer the dominant email sign-off. In terms of signatures, the analysis revealed that students typically used their 'first name' or 'full name + contact information'. Notably, one student opted for an initial, and this initial represented the writer's first name rather than their surname. According to student interview, after the training, the students learned how business professionals typically sign their names in professional emails. She perceived that, in a business context, using initial first name with full last name was more appropriate and professional. Examples (20a – 20c) shows students' use of sign-offs and signatures after training.

- (20) a. *Sincerely,*
Wanida (S9)
- b. *Kind regards*

Prapada Samita (S8)
c. Your sincerely
J. Prayoonphong (S15)

5.2.2 Content Move

5.2.2.1 Opening

Table 5.11 demonstrates the results from the analysis of students' use of opening move in complaint emails.

Table 5.11 Opening move in complaint emails

Participant	Pre-test	Post-test
S1	My company buy the printer from your store last week,	We installed photocopying systems last week.
S2	..., by the way I'm Marketing Assistant.	After we set up a new photocopying system last two weeks,...
S3	Hope this email finds you well.	Hope this email finds you well.
S4	I bought printers from your company for a week. They are new products of the year. They have serial number along attach files.	-
S5	My company set up a new photocopying system.	-
S6	-	Our company set up the photocopying system with you on last week at The S studio,...
S7	I contact from APPC construction company.	-
S8	My name is Kanda Sitipan. I am a student from Suranaree University of Technology. My company buy new photocopying system from your company.	I'm sorry to bother you with this email.
S9	My name is Siwaporn Sukkasem. I'm a employee of Zusu company. On 3 December 2022 our company set up a new photocopying system. It was great and convenience to use.	-
S10	-	According to my company had set up a new photocopying system.
S11	I am writing to apply for terrible photocopying system.	-

Table 5.11 Opening move in complaint emails (Cont.)

Participant	Pre-test	Post-test
S12	-	-
S13	My company just set up a new photocopying system.	I ordered on January 10 and paid by cash from your company.
S14	-	-
S15	I'm Jirapa Prayoonphong from XYZ company. My company was set up a new photocopying system.	I'm Jirapa Prayoonphong from ABC Ltd. Company.
S16	I'm Korawan, I work in Suranaree company. My company have to set up a new photocopying system from your company.	I'm Korawan. I work in Suranaree Company. last week my company have to set up a new photocopying system.
S17	..., I am Airak from ABC company. Last week, my company set up a new photocopying system that from your company.	My company was a customer of your center last week.
S18	I am officer from wiboouncement. last week, we set up a new photocopying system by your company...	-
S19	..., my name is Montree Ninthap. and My company set up a new photocopying,...	-
S20	-	-
S21	-	-
S22	I had purchased the printer a week ago.	-
S23	Thank you so much Superprinter for set up a new photocopying system.	Hope this email finds you well. First of all, I supported to say to your company that we trust the most to work.
S24	My name is Chanapa Thongkhum	-

The analysis of opening move in the pre-test revealed that these moves served various functions, including self-introduction, context formation, and rapport-building. Regarding self-introduction, students utilized it introduced themselves to the recipient, as exemplified in (21a). In terms of context formation, students referred to the initial situation that prompted the email, frequently mentioning the installation of a new photocopying system, as demonstrated in (21b). When it came to rapport-building, students employed strategies aimed at mitigating the tone of dissatisfaction before addressing their complaints. These strategies

included complimenting the products or the company and expressing gratitude, as illustrated in Example (21c). Furthermore, it was found that students combined multiple functions within their email openings, as seen in (21d).

However, upon analysis, it was evident that students' use of language contained errors, which had the potential to adversely affect the company's image and, in many cases, caused comprehension difficulties. These errors encompassed tense usage, active and passive voice, sentence structure, punctuation, word form, and vocabulary selection. For instance, Student 17 composed "I am Aisika from ABC company. Last week, my company set up a new photocopying system that froms your company".

- (21) a. *My name is Chanapa Thongkhum* (S24)
 b. *My company just set up a new photocopying system.* (S13)
 c. *Thank you so much Superprinter for set up a new photocopying system.* (S23)
 d. *My Name is Siwaporn Sukkasem. I am a employee of Zusu company. On 3 December 2022 our company set up a new photocopying system. It was great and convenience to use.* (S9)

The results obtained through post-test analysis indicate that students continued to employ openings in a manner consistent with the pre-test phase, serving the purposes of self-introduction, context formation, and rapport building. In the cases of self-introduction and context formation, students' utilization of these functions closely mirrored what was observed in the pre-test. However, a noteworthy enhancement was evident in the precision and accuracy of their language use, signifying an increased awareness and an elevated level of linguistic competence. Examples (22a, 22b) displayed how students used self-introduction and context formation after the intervention. Upon analysis, this phenomenon was not likely stem from the GBA as no replication of language patterns were found in the content move. Rather, it seemed occur by students' adaptability of language patterns exemplified in concordance lines, which will be elaborated in the next chapter. In the domain of rapport-building, a novel strategy emerged within the openings. Students began to incorporate elements of apology, demonstrating a heightened regard for the recipient's time and attention, as presented in (22c). This approach established a courteous and respectful tone within professional business communication. Additionally, a

conventional email opening such as “Hope this email finds you well.” was frequently employed.

It is worth highlighting that some emails were lacked an opening move. Among those devoid of an opening move, students launched directly into the main move of the message, providing a succinct statement of their complaint. Interviews conducted as part of this study revealed that students often assumed that they possessed an inherent understanding of the context due to prior interaction with the recipient when they purchased their goods and services. Consequently, they chose to expedite their interactions by cutting out opening move. Additionally, they refrained from referencing previous interactions, reserving detailed elaboration for the supportive move of their correspondence.

- (22) a. *I'm Jirapa Prayoonphong from ABC Ltd. Company.* (S15)
 b. *We installed photocopying systems last week.* (S1)
 c. *I'm sorry to bother you with this email.* (S8)

5.2.2.2 Main Move

Table 5.12 demonstrates the results from the analysis of students' use of main move in complaint emails.

Table 5.12 Main move in complaint emails

Participant	Pre-test	Post-test
S1	..., today between set up the photocopy system. I found problem of printing network, this problem delay my work.	We investigated a serious problem with the printing network. This error has caused us considerable inconvenience and delay to our work.
S2	My company has just set up a new photocopying system and it get the problem with the printing network, so we have no clue about the problem, but we have to use them next week.	...it had worked normally. But next week later we found abnormality about printing network. It made us be terribly inconvenience and delay to our works. Therefore, we would like to complain about your product that we ordered last two weeks on PO#1478101984 as attached.
S3	I write to complain to you about errors in the new photocopying system. It causing a great inconvenienced...	I'm writting to complain about the new printing network of your new photocopying system. About a week that we had been using it. We had found errors which caused us both serious inconvenience and valuable time.

Table 5.12 Main move in complaint emails (Cont.)

Participant	Pre-test	Post-test
S4	They has some problem with the printing network, causing terribly inconvenience and delay to our work.	I'm writting to complain about the new photocopying system after a week of using it. As a result, I found the new system can't be connected to any makes and models of products. The delay is causing inconvenience not only to me but also our VIP clients.
S5	After a week of using it, I found a serious problem with printing network, causing terribly inconvenience and delay to my work.	I'm writing to complain about serious problem with the printing network. A new photocopying system that was set up last week was well below the standard expected.
S6	After we use the Photocopying for a week, we found that it couldn't connect with any device. We try anything follow the manual to solve the problem but it doesn't work, and this problem make our work terribly inconvenience and delay.	...we writing to you to complain about the photocopying system, we were unable to connect your system to any device. We tried all the methods according to the instruction manual, but it didn't work, that make inconvenience and delay to our work.
S7	After we set up a new photocopying system, it found problem about printing of superprinter serier APX-370, it can't print online in office and can't scan picture file to PDF file.	I'm writing to complain about serious problem with the printing network. This problem a negative impact on dealy to my work. The delay is causing inconvenience not only to me but also to my customer.
S8	After a week of using it, I found serious problems with the printing network, causing terribly inconvenience and delay to my work.	I'm writing to draw your attention to the new photocopying system as your company set up. After a week of using it, I found a serious problem about network, causing terribly inconvenience and delay to my work.
S9	But after a week of using it, I found a serious problem with it a lots like the problem of printing network, causing terribly inconvenience and delay to my work. I know your company is No.1 about the photocopying system, but It's not this time. If this happen with every people or company that use your system. So, what are your company going to do?	I'm writing this email to complain about problem with the printing network. As you know well, our company was wetting up a new photocopying system last week and everything was great. But the week after that I found a serious problem with it, I was deeply shocked about the terrible inconvenience and super delay has caused. This effected to my work a lot.
S10	From my company set up new photocopying system is had a problem with networking.	After a week of using it I found a problem with printing network.

Table 5.12 Main move in complaint emails (Cont.)

Participant	Pre-test	Post-test
S11	I found a serious problem with the printing network. I need to complain and request action on the matter.	I'm writing to complain about a serious problem with the printing network. As I see it. the problem is cause, which terribly inconvenience and delay to work.
S12	I'm writing you to consider a serious printing network problem. This problem causing terribly inconvenience and delay to my work.	I'm writing to complain about the printing network. Our company has set up a new photocopying system. After a week of use, we encountered serious issues with the printing network, such as unstable connections and sudden printing outages, which caused a lot of inconvenience and delays in the operation and work.
S13	After a week of using it, I found a serious problem with the printing network which causing delay to my work.	I'm writing to complain about a new photocopying system. I ordered on January 10 and paid by cash from your company. After a week of using it, I found a serious problem with the printing network, Causing terribly inconvenience and delay to my work.
S14	I writting to complain about the photocopying from your company. The PDA company has brought it after a week, it has a problem with a network causing terribly inconvenience and delay my work,...	I'm writing to complain about the photocopying system. After a week of using it, I found a serious problem with the printing network, causing terribly inconvenience and delay my work.
S15	After a week of using it, We have founded a serious problem with the printing network, which caused terribly inconvenience and delay to our work.	I'm writing to complain about serious problem of a photocopying system. Our company was set up a new photocopying system. However, after week of using, We have founded some serious problems with the printing network that causes terribly inconvenience and delay to our work.
S16	I writing this to request a problem that I found. Today I have print some document but cannot see the color in the paper. Just the week causing terribly inconvenience and delay to my work.	But after a week of using it, I found a serious problem with the printing network. It cannot connect wifi and USB I already restart but they cannot use causing terribly inconvenience and delay to my work.
S17	At the present, it has some serious problem about printing network.	When we use a new photocopying system, we found a terrible problem in one of the printing network. It is very inconvenient, causing the delay in our work.

Table 5.12 Main move in complaint emails (Cont.)

Participant	Pre-test	Post-test
S18	...but now I found a serious problem with the printing network, causing terribly inconvenience and delay to our work. I'm waiting for your help.	I'm writing to complain about the printing network on a new photocopying system as attached. Your sales representative assured us that a new photocopying system was more effective than our old system. However, after a week of using it, we found a serious problem with the printing network. As a result, we have had too much terribly inconvenience and delay to our work.
S19	..., I'm writing this email to request action on the problem with the printing network.	I am writing to you to complain about the printing network. Our company set up a new photocopying system. After week of using it, we found a serious problem with the printing network, causing terribly inconvenience and delay to work.
S20	After a week of using, I founded a serious problem with the printing network, causing terribly inconvenience and delay to your work.	I'm writing to complain about the photocopying system. After a week of using it, I found a problem with the printing network and I need your help in resolving this matter, causing terribly inconvenience and delay to my work.
S21	Jeerawat Photocoty company found a serious problem with the printing network,...	I'm writing to you to complain about the printing network. After a week of using we encountered serious issues with the printing network.
S22	I found the problem of printing network and it make a delay of my work.	I am writing to complain about the working of printer. My company set up a new photocopying system but after a week we used your product it cause many problems due to inconvenience and delay of my work.
S23	But I found the serious problem on it, The printing network was so terribly and delay to ours company it's ruined ours work so much. respectful.	...I'd like to complain about the printer, The printing network was causing terrible inconvenience and delay. This so much damaged our assignment. Therefore we assume that damage occurred while the consignment was in your care.
S24	Because I found a serious problem with the printing network, causing terribly inconvenience and delay to my work.	I'm writing to complain about the printing network. I ordered on September 27 and paid by check no. 251041 as attached. We want to claim for the printing network because of the all color ink cartridge arrived damaged. I hope this problem will be solved soon because It's terribly inconvenience and delay to my work.

The analysis of main move of complaint email includes necessary details to effectively convey its communicative purpose. It encompasses not only the statement of complaint but the story of what it is complained about. In composing complaint emails, students employed indirect expressions of complaints as exemplified in examples (23a – 23c). This strategic choice may have arisen from an intent to avoid confrontational and aggressive tone commonly associated with direct complaints. By using indirect statements of complaint, students could convey their dissatisfaction without explicitly accusing their business partners. Interestingly, one student incorporated the expression “I’m waiting for your help.” (S18) as part of an indirect complaint. However, the interpretation of this expression varies; it could reflect the student’s impatience and urgency of the situation or convey their hope and expectation that the recipient would provide solution. This highlighted the importance of promoting clear language use, especially for business email communication. Additionally, some students employed direct complaints, but these did not necessarily result in better understanding of the underlying issues. Beyond the statements of complaint, the analysis revealed that grammatical errors were prevalent throughout the main move of their emails. While the sentences remained comprehensible, these errors could pose challenges to comprehension.

- (23) a. *After we use the Photocopying for a week, we found that it couldn't connect with any device. We try anything follow the manual to solve the problem but it doesn't work, and this problem make our work terribly inconvenience and delay.* (S6)
- b. *My company has just set up a new photocopying system and it get the problem with the printing network, so we have no clue about the problem, but we have to use them next week.* (S2)
- c. *Because I found a serious problem with the printing network, causing terribly inconvenience and delay to my work.* (S24)

In post-test emails, students chose to use direct complaint, clearly and specifically expressing their dissatisfaction. This approach facilitated straightforward communication of their grievances and included detailed elaborations. Examples (24a, 24b) illustrate instances of direct complaint usage observed in the post-test. This shift towards direct complaint expressions can be attributed to explicit instruction, which raised students’ awareness of this form of communication. Subsequent interviews revealed that students became more comfortable with direct complaints due to their recognition of their effectiveness in conveying intended messages. Furthermore, a

significant point emerged in a student' composition that has the potential to affect a positive business relationship. She mentioned "Your sales representative assured us that a new photocopying system was more effective than our old system." (S18). This statement conveyed a sense of accusation that could hinder long-term business relationship. An interview aimed at gaining a comprehensive understanding in this case was conducted with the student as she was the one who use the statement "I'm waiting for your help." in the pre-test. During the interview, she explained that her intention was to articulate the situation clearly, without considering the potential consequences. She believed that, based on class discussion, being direct would lead to effective communication.

- (24) a. *I'm writing to complain about serious problem with the printing network. A new photocopying system that was set up last week was well below the standard expected. (S5)*
 b. *I'm writing to draw you attention to the new photocopying system as your company set up. After a week of using it, I found a serious problem about network, causing terribly inconvenience and delay to my work. (S8)*

5.2.2.3 Closing Move

Table 5.13 demonstrates the results from the analysis of students' use of closing move in complaint emails.

Table 5.13 Closing move in complaint emails

Participant	Pre-test	Post-test
S1	Can you send the people to manterance the printing to my company.	We tried to handle and bear in this situation but we can't stress enough the seriousness of this problem and NEED for immediate action. Thank you.
S2	I'll see the problem that will be fixed the problem in time, thank you so much.	Hope this problem will be solved soon, Thank you in advance.
S3	...and we would like you send some technicians to fix this. Hope that you will deal with this problem promptly.	Thank you in advance for your prompt action in this matter and look forward to hearing from you soon.
S4	Please come to check about products at Himalaya company, Bangkok or contact to survice in this Email.	Please investigate the problem and let me know as soon as possible what you can. I hope you can fix this problem fast. Thank you.

Table 5.13 Closing move in complaint emails (Cont.)

Participant	Pre-test	Post-test
S5	So please take action on the matter.	I hope that you will deal with this matter promptly as it is causing me considerable inconvenience. I would like you send some technicians to solve this problem and make it better in the future.
S6	Please send the mechanical at the S studio, Nakhon Ratchasima. Please earliest feedback to our Email.	We look forward to your prompt action in this matter.
S7	Please contact and sent a service team to APPC IT office before 25th September 2022. If you have question about more data about problem serial number of printer, location of office you can contact at IT office.	I would like you to send your technicians to my office within this week. We hope that, you resolve the problem as quickly and effectively as possible.
S8	I want to the service provider from you to complain and request action on the matter.	So I am expecting you will send someone competent to solving the problem for me as soon as possible at building C1 Suranaree University of Technology
S9	I would like you to reply me before 14 December 2022 and I hope you will take a resolution about this one 15 December 2022.	I would like you to solve this problem ASAP. Thank you.
S10	Thank you.	I hope that you will deal with this problem promptly.
S11	-	I hope you understand in this problem with action on the matter.
S12	From such a problem and consequences, I would like to ask customer service to help solve the problem.	Due to the problems, I would like to request the department involved in this selection to help us resolve the problem. Documents for customer information and descriptions identifying product or service has been attached for your convenience of checking customer information.
S13	Could you repair it in my company or tell me to fix it? Thank you for your help Please contact me back.	I would like you to send technicians to repair the printing network at ABC company, Mittapab Road, Mueng Nakhonratchasima. I hope this problem will be solved within this weekend. Thank you so much.

Table 5.13 Closing move in complaint emails (Cont.)

Participant	Pre-test	Post-test
S14	..., so I'd like to request a new one for using instead of this one. Thank you for considering this matter.	Could you please come and fix it before 2 days after? and I will really appreciate it if you can get it done before time. Thank you.
S15	And I request an action for fixing and maintenance a photocopying system at this period of time.	Therefore, I would like you send some technicians to repair the printing network as soon as possible. I hope that you will deal with this matter promptly. Thank you.
S16	Please come to my company and solve the problem as soon as possible.	Therefore, we ask you to please attach importance to punctual to solve the problems. We thank you for your cooperation.
S17	Please the service provider come to fix it as fast as you can because the problems cause inconvenience and work delay. Thank you.	I would like you to send some professionals to resolve this matter amicably and soon. Thank you.
S18	I am writing for your help. I will be very grateful for quick response.	I would like you to send some technicians to solves this problem. I hope that you will deal with this matter promptly. Thank you.
S19	If you receive this email, Could you send an email response immediately. I look forward to your reply.	Therefore, If you receive this email. We hope that you will deal with this matter and our company can work normally as soon as possible. Thank you in advance for your prompt action in this matter.
S20	I look forward to problem solving urgently.	Please contact me ASAP at 097-222-222. Hope that you will be able to solved soon. thank you.
S21	Please tell us the date and time to maintenance before 5 may 2022.	I would like to request to have a sent someone to help repair printing network.
S22	I would be highly grateful if you could come and fix the printer. I would request you to take immediate action.	Please repair or replace the faulty product as soon as possible. I hope that you will fix this problem promptly as it is causing me considerable inconvenience.
S23	I would like you to action on the matter. Thank you.	Hope this problem will be solved soon. Thank you so much.
S24	You can contact to me at chanida@gmail.com . I hope you will contact to me cooking soon. Thank you.	I hope this problem will be solved soon because It's terribly inconvenience and delay to my work. Thank you so much.

In writing a complaint email, students were tasked with making complaints about printing network issue. An important strategy that emerged in the pre-test closing was call-to-action approach, as exemplified in (25a, 25b). This approach involved requesting a response from the recipient, who, in this context, served as the service provider responsible for acknowledging and addressing the issue. In several instances, students incorporate other strategies with call-to-action approach to soften the tone of their complaints in closing statements. These supplementary strategies included expression of gratitude, the use of 'please', and the formation of polite requests through questioning, as demonstrated in (25c, 25d). Additionally, some students used the expression 'look forward to' to convey expectation for a resolution, as demonstrated in (25e).

- (25) a. *Please come to check about products at Himalaya company, Bangkok or contact to service in this Email.* (S4)
- b. *Please come to my company and solve the problem as soon as possible.* (S16)
- c. *I would be highly grateful if you could come and fix the printer. I would request you to take immediate action.* (S22)
- d. *I would like you to action on the matter. Thank you.* (S23)
- e. *I look forward to problem solving urgently.* (S20)

In the post-test phase of email closing, a notable shift was observed in the way students closed their emails. Following the intervention, it became evident that students increasingly expressed their expectation for the resolution of the problem, with the word 'hope' being frequently used in closing statements, as demonstrated in (26a). Moreover, gratitude was a common strategy combined with other closing expressions. Students employed phrases such as "Thank you" and "Thank you in advance for your prompt action in this matter" to incorporate with other closing statements, as in (26b). This use of gratitude in the closing statements appeared to be an effort to soften the dissatisfaction expressed in the email content earlier. Additionally, students often combined a call-to-action strategy in their email closings, making their intentions clearer, as presented in (26c). The overall picture of closing statements also exhibited an increased sense of politeness and courtesy, reflecting a deliberate intention to seek a solution rather than simply convey frustration.

- (26) a. *I hope that you will deal with this problem promptly.* (S10)
- b. *Hope this problem will be solved soon. Thank you so much.* (S23)

c. *I would like you to send some technicians to solve this problem. I hope that you will deal with this matter promptly. Thank you.* (S18)

5.3 Meeting Request Email

In the meeting request email, students were assigned the role of a project coordinator, tasked with composing an email to schedule a meeting with their company's staff and staff from other companies to report the progress of a project. Students were also instructed to include other necessary information in the email.

5.3.1 Framing Move

5.3.1.1 Subject

Table 5.14 demonstrates the results from the analysis of students' use of subjects in meeting request emails.

Table 5.14 Subject in meeting request emails

Participant	Pre-test	Post-test
S1	Report Working Progress in The First Half	Project Meeting
S2	The meeting in the first half of the project	The first half of the project meeting
S3	Report of the working progress	Schedule the meeting to update the progression
S4	Arrange a meeting	working progress meeting
S5	Following up progress in the first half of the project	Progress of the project meeting
S6	Invite to the meeting report working progress	Meeting schedule
S7	Report of Alpha project (First draft)	Project meeting (first half)
S8	Update working progress of DCHE system	Progress report on "DCHE" project
S9	Meeting request for BB project	Meeting schedule
S10	Meeting progress	Progress meeting
S11	Apply for Meeting	Meeting the first half of the project
S12	Scheduling a meeting to report on the progress of the first half of the project.	The project progress report meeting
S13	Announcement for meeting company's staff	Progress meeting
S14	Meeting Arranging	Upcoming meeting
S15	Arrange meeting to report working progress on the first half of the project.	First half of the project meeting

Table 5.14 Subject in meeting request emails (Cont.)

Participant	Pre-test	Post-test
S16	Report working progress	report working progress
S17	Meeting of first half project report	Project meeting
S18	Project coordinator's meeting	Report working progress - Project Meeting
S19	arrange a meeting	report working meeting
S20	Working progress in the first half of the project	-
S21	Meeting	Progress report meeting
S22	arrangement of meeting	Meeting of the progression of project
S23	Report project	project group B
S24	Report working progress in the first half of the De project	To report working progress of the Chani project

In the analysis of students' utilization of subjects in the pre-test, it was observed that all emails contained subjects, with notable variations. A predominant inclusion in students' subjects was the term 'meeting', functioning as a key identifier for the meeting request. Nevertheless, not all of these subjects effectively facilitated the recipients' anticipation of the email content; in certain instances, they even posed the potential for misunderstanding. Examples (27a, 27b) serve as illustrations of subject lines aiding the recipients in comprehending the general intention of the email content. Conversely, Example (27c) depicts subjects that failed to guide the recipient successfully regarding the email content. Some students opted to omit the keyword 'meeting' and instead articulated the agenda of the meeting, as evidenced in Examples (27d, 27e). This employment of subjects in (27c – 27e) introduced ambiguity, rendering comprehension challenging for the recipients. Additionally, the analysis underscored variations in subjects' length, with some being excessively detailed and lengthy, while others that consisted of only a word or two were too concise, failing to effectively convey the writer's intention.

- 27 (a) *Invite to the meeting report working progress* (S6)
- (b) *Meeting request for BB project* (S9)
- (c) *Announcement for meeting company's staff* (S13)
- (d) *Report Working Progress in The First Half* (S1)
- (e) *Following up progress in the first half of the project* (S5)

The post-test results indicated a notable enhancement in students' proficiency in using email subjects. Students' subjects, characterized by reasonable

length, predominantly succeeded in conveying the email's intention. These subjects often incorporated the terms 'schedule' and 'meeting', thereby aiding recipients in anticipating the email content. Examples (28a, 28b) exemplify instances of adept email subjects in response to this specific prompt. However, a minority of email subjects still posed challenges for recipients in prompting grasping the email's purpose, as evidenced in Examples (28c, 28d).

28 (a) *Meeting schedule* (S6)

(b) *Schedule the meeting to update the progression* (S3)

(c) *report working progress* (S16)

(d) *To report working progress of the Chani project* (S24)

5.3.1.2 Salutations

Table 5.15 demonstrates the results from the analysis of students' use of salutations in meeting request emails.

Table 5.15 Salutations in meeting request emails

Participant	Pre-test	Post-test
S1	Dear my team	Dear All,
S2	dear project coordinator	Dear all,
S3	Hello,	Dear Maila,
S4	To staff company	Dear all,
S5	Dear companies' staff	Dear all
S6	Dear sir and miss,	Dear sir,
S7	Dear Sompong and Sunisa	Dear all.
S8	dear all,	Dear all,
S9	Dear All staffs of BB project	Dear all
S10	Dear Coordinator	Dear all,
S11	Dear Other companies' staff,	Dear all,
S12	all companies' staff	Dear Sir,
S13	Dear staff	Dear all,
S14	-	Dear all,
S15	Dear colleagues,	Dear all,
S16	Dear Sirin companies' staff	Dear all
S17	Hello,	Dear all,
S18	Dear all	Dear all,
S19	To Whom It May Concern	Dear all,
S20	To whom it may concern,	Dear all,
S21	Dear every one	Dear Sir/Madam
S22	To whom with may concern	Dear all
S23	-	dear workmates
S24	-	Dear all,

In the pre-test analysis, salutations were not uniformly presented in all emails. ‘Dear’ emerged as the predominantly salutation, accompanied by a range of alternatives, such as nouns or noun phrases denoting collective groups, including ‘my team’ (S1), ‘All staffs of BB project’ (S9), ‘colleagues’ (S15), and ‘all’ (S18). While these salutations adhered to established business conventions, concerns arose about their appropriateness, particularly when emails were destined for multiple recipients across diverse organizations. In such scenario, students, as senders, may need to exercise grater consideration in utilizing salutations for individuals they lacked close familiarity. Examples (29a, 29b) illustrate instances where students employed salutations with ‘Dear’, as previously mentioned. Additionally, the use of “To Whom It May Concern” (S19, S20) was used. Given its failure to specify recipients, this phrase could lead to an unsuccessful communication since the email might be ignored from the intended audience. Further variations included informal salutations such as “Hello” (S3, S17) and “To staff company” (S4). It is also found that some salutations were not capitalized. While not constituting serious grammatical errors, such lapses could be perceived as unprofessional by recipients, potentially influencing the company’s image and brand perception.

29 (a) *Dear companies’ staff* (S5)

(b) *Dear All staffs of BB project* (S9)

After the intervention, students adopted conventional business email salutations, such as “Dear all”, and “Dear Sir/Madam”. Capitalization was no longer an issue in this post-intervention phase. This suggests an improvement in students’ use of business salutations in email composition.

5.3.1.3 Sign-off and Signature

Table 5.16 demonstrates the results from the analysis of students’ use of sign-offs and signatures in meeting request emails.

Table 5.16 Sign-offs and signatures in meeting request emails

Participant	Pre-test	Post-test
S1	-	Regards, Supattra
S2	Sincerely yours Minics	Best Regards, Minigham Minic
S3	Thipasawee W.	Best wishes, Thipasawee W.
S4	Sincerely Wachiraporn	Best regards, Wachiraporn Raksa-in

Table 5.16 Sign-offs and signatures in meeting request emails (Cont.)

Participant	Pre-test	Post-test
S5	Tipkamon Promsalee Project coordinator	Sincerely Tadsakamon Loima Project Coordinator
S6	Your Faithfully Ms. Siwaluk Project coordinator	Regards Siwaluk
S7	Best regards Settaphong Project manager of a APPC construction company 08-3005-6075 waree@APPC.com	Best regards Sirichai
S8	Sasatamit, Kanda email: kandasatasamit@gmail.com tel: 0926198811	Best regards, Kanda Satamit
S9	Sincerely, Thanita Thongnum	Best regards, Thanita Thongnum
S10	-	Best regards P. Surapol
S11	Best regards	Sincerely Sasiyada Promsuban
S12	Sincerely, Jutamard Wongtong Project coordinator (My position) of company, Inc. 083-464-5555	Best regards, Jutamard Wun
S13	Best regards,	Best regards, Chanapa Thepsena
S14	Best regards	Sincerely Peerada
S15	Best regards, Jirapat P. Project Coordinator	Best Regards, Jirapat Phongprayoon Project Coordinator
S16	Sincerely Korawan	Best regards Korawan Meechokchai
S17	Regards, Airak Noppiboon	Best regards, Airak Noppiboon
S18	Sincerely Warisara Project Manager	Best regards, Naminda namsangklang
S19	Best Montree Ninthap	Best regards, Montree Ninthap
S20	Yours sincerely, Chulaluk	Best Regards, Chulaluk

Table 5.16 Sign-offs and signatures in meeting request emails (Cont.)

Participant	Pre-test	Post-test
S21	-	Best regard Jeerawat
S22	Regards Suphitcha Tamporn	Sincerely Suphitcha Tamporn
S23	-	sincerely Pitchapa
S24	-	Best regrads, Chanida

Before the intervention, sign-offs and signatures exhibited various patterns. While not all emails included a sign-off, those that did displayed a range, including ‘Sincerely’, ‘Best regards’, ‘Regards’, and ‘Best’. The analysis also revealed that emails with sign-offs were not consistently followed by signatures; instead, they featured diverse formats such as ‘sign-off + signature’, ‘sign-off + signature + position’, and ‘sign-off + signature + position + contact information’. In terms of signatures, there was diversity as well, with students using their first name, full name, and ‘name + initial surname’. Examples (30a - 30c) illustrate the varied use of sign-offs and signatures in the pre-test. In some instances, only a sign-off or a signature appeared in the emails, as depicted in Example (30d).

- 30 (a) *Regards,*
Aisika Leepaiboon (S17)
- (b) *Sincerely*
Warisara
Project Manager (S18)
- (c) *Best regards,*
Settaphong
Project manager of APPC construction company
08-3005-6075
waree@APPC.com (S7)
- (d) *Tipkamon Promsalee*
Project coordinator (S5)

In the post-test, the results indicated a significant improvement in students’ use of sign-offs and signatures. Their emails now featured conventional sign-offs such as ‘Regards,’ ‘Best Regards,’ ‘Best wishes,’ and ‘Sincerely.’ These sign-offs were followed by either students’ first name or full name. This conformity agreed with patterns found in other email subgenres previously analyzed, suggesting a cultural influence on the choice of signature. Specifically, the preference for using the first

name aligns with Thai cultural norms. Additionally, the post-intervention analysis revealed a shift, marked by the absence of position and contact information in signatures, elements previously present in pre-test phase. This shift was an outcome of explicit instruction during class activities, wherein the instructor guided that students could set position and contact information as automatic signatures in their emails. Despite this, students were still instructed to include their typed signature at the end of the email.

5.3.2 Content Move

5.3.2.1 Opening

Table 5.17 demonstrates the results from the analysis of students' use of opening move in meeting request emails.

Table 5.17 Opening move in meeting request emails

Participant	Pre-test	Post-test
S1	The project already finish over in the first half.	-
S2	That's very good to see everyone, after we are in the same team of web development. It's time to report working progress for consulting some problem and checking progress.	-
S3	This is Thipanun. As we are currently finish up in the first half of the project.	-
S4	From my company has an appointment for meeting with your company on Monday 9th January 2023 about Valentine project.	-
S5	-	-
S6	We are happy to announce that ours project have in the first half.	-
S7	I'm project manager of Alpha project. I'm writing about ask for advancement of project...	-
S8	My name is Kanda Satasamit. I'm a project coordinator for DCHE system.	I am a project coordinator of Suranaree company.
S9	My name is Thanita Thongnum. I'm one of a project coordinator at bing company. I will make schedule for meeting to report working progress in the first half of our project.	-
S10	-	-
S11	-	-

Table 5.17 Opening move in meeting request emails (Cont.)

Participant	Pre-test	Post-test
S12	I'm writing to you all on the subject of meeting arrangement to report to the progress of the first half of the project.	I am the project coordinator for the construction of green park project from ABC Company.
S13	-	-
S14	-	-
S15	I'm Jirapat Phongprayoon, The project coordinator.	-
S16	I'm Marisa, I'm a project coordinator of Suranaree company (main office).	-
S17	I am Airak, a project coordinator of ...project..., from Suranaree University of Technology.	My name is Aisika, a project coordinator at Blood B company.
S18	-	-
S19	..., my name is Montree Ninthap and I'm the project coordinator.	Hello, my name is Montree Ninthap and I'm the project coordinator.
S20	I'm project coordinator,...	I'm a project coordinator of SCHP project.
S21	-	Currently, The Arena project have operate at the first half.
S22	-	-
S23	I'm project coordinator, The project was working in the first half. I would like you to listen report working progress in the first half on the project.	I suggest we have a meeting in the nearby.
S24	The first half of the De project want to design parts and casing for machine so we have to sketching and drawing is done. you can check about this model with XR PDF.	Hope this email finds you well.

Preceding the intervention, the opening moves within emails exhibited a diverse range of forms. However, they could be broadly categorized into two main functions: self-introduction and context formation. In the case of self-introduction, students introduced themselves in various ways, with some stating both their names and positions in the project, while others focused solely on their positions in the email opening. Example (32a) illustrates students' self-introduction in the opening section of their emails. On the other hand, context formation involved students' explanation of the reasons for composing the emails. Example (32b) provides

an illustration of students using the opening move to establish context. The analysis also revealed that in many emails, students combined both functions in the opening, as seen in Example (32c).

- 32 (a) *I'm Marisa, I'm a project coordinator of Suranaree company (main office)* (S16)
 (b) *The project already finish over the first half.* (S1)
 (c) *I'm project coordinator, The project was working in the first half. I would like you to listen report working progress in the first half on the project.* (S23).

The examination of post-test openings yielded intriguing results, deviating from the patterns observed in previously analyzed emails. Notably, a majority of the emails exhibited an absence of formal openings. This absence signifies a flexibility in genre structure, potentially influenced by explicit instruction. It implies an adept understanding of genre knowledge and its adaptability to specific contextual requirements. Among the subset of emails that incorporated an opening, the predominant function was self-introduction. These introductions typically encompassed individual's name and position or the position and company affiliation. Examples (33a, 33b) elucidate instances where students utilized self-introduction as a prevalent feature in the post-intervention openings. It was also found that one email opening was devoted to context formation, explicitly stating, "Currently, The Arena project has operated in the first half" (S21).

- 33 (a) *My name is Aisika, a project coordinator at Blood B company.* (S17)
 (b) *I am the project coordinator for the construction of green park project from ABC Company.* (S12)

5.3.2.2 Main Move

Table 5.18 demonstrates the results from the analysis of students' use of main move in meeting request emails.

Table 5.18 Main move in meeting request emails

Participant	Pre-test	Post-test
S1	<p>I have two choice for meeting time</p> <ol style="list-style-type: none"> 1. 19 December 22 at 01.00 pm - 01.30 pm 2. 20 December 22 at 08.00 am - 08.30 am 	<p>I would like to meet to see working progress in the first half our project. (online)</p> <p>Application Zoom</p> <p>Date 2 February 2023</p> <p>Time 09.00-10.00</p> <p>For Zoom ID and password not later than the end of this month.</p>
S2	<p>Well, I have the meeting in the first half of the project on May 19, 2023 at Dev conference room on second floor, ABC company</p>	<p>I'm writing to ask you to attend a meeting of Machine Learning project in the first half of the project.</p> <p>I will hold a meeting in Software conference room, ML company.</p> <p>Date: 21 March 2023</p> <p>Time 09.00-12.00</p>
S3	<p>We would like you to get up the date for update our progress.</p>	<p>Would it be possible to schedule a meeting soon?</p> <p>I wanted to show you another quick update of the project's progress.</p> <p>I think it would be appropriate to set up our meeting around 25th-28th January at F9 building.</p>
S4	<p>I want to arrange a meeting with you to report working progress in the first half of the project at 9.00 AM in 9th January 2023.</p>	<p>I would like to arrange a meeting with all companies' staff to report working progress in the first half of the project. If you are available. let's meet at 2 p.m. on Wednesday, January 25 in our office.</p>
S5	<p>I want to arrange a meeting with companies' staff to report working progress in the first half of the project in 27 December 2022 1.00 PM.</p>	<p>I'm writing to hold a meeting to report progress in the first half of the project. I would like to set up a meeting in my office at 9.00 in the morning on Tuesday, the 24th of January.</p>
S6	<p>Therefore, I would like to invite you to join and listen to the progress of the project on December 26, 2022 at the A company, Phuket.</p>	<p>I am writing to you to schedule a meeting to report working progress in the first half of the SuperA project. Can you meet at 2 p.m. on monday, september 6 in my office,...</p>

Table 5.18 Main move in meeting request emails (Cont.)

Participant	Pre-test	Post-test
S7	...and I want to meeting about problem and solution for this problem before 30th November 2022.	I would like to invite you all to the project meeting (first half). The meeting will take place on 2 March 2023 at the Flagship hotel, meeting room C from 10.00 a.m. to 2.00 p.m. (10.00-11.50 meeting time, 12.00-1.00 lunch time, 1.00-2.00 meeting time).
S8	I would everybody to meeting about report working progress in first half of the project at 1st January 2023 pm on 10.00 AM.	I would like to arrange a meeting with your staffs to report working progress in the first half of the "DCHE" project. I will hold a online meeting in zoom application. So come to the zoom ID 1234567890 at 10 on Monday 1 September 2023.
S9	I will make schedule for a meeting to report working progress in the first half of our project. It works for all of you, I would like to meet at 09.30 am. on 17 December 2022 at bing conference room.	I'm writing to you all to schedule a meeting to report working progress in the first half of our project. If the time it work for all of you, I would like to meet at 08.30 AM-11.00 AM on Friday, April 2nd Meeting room on the 1st floor: Conference room 1 at Zue hotel C (The map is attached below) Map: http://unsplash.co/maps/bIZJRVBLROM
S10	I would like to invite you to meeting for progress first project. The meeting will be 11th Jun 2022 on 3 PM.	I'm writing to you to hold a meting to progress in the first half of the project. If the time work for you, I would like to meet at 9.00 AM in the morning on friday, the 8th July 2023. I can reserve a room for meeting on 2nd floor.
S11	I am writing to apply for meeting with you to report working progress in the first half of the project.	I would like to schedule a meeting about working progress in the first of the project (online meeting). We will hold a meeting in zoom meeting meeting ID: 296 491 4086 Passcode: Ssyd Date: 1 Dec 2023 Time: 10.00-12.00
S12	-	I would like to invite all staff members for the first half of the project's progress report meeting. The meeting will be held online through Zoom application Date on January 24, 2023 at 1.00-3.00 p.m. via meeting ID provided below. https://us02web.zoom.us/j/20930421 pwd=QOJOe04L1M

Table 5.18 Main move in meeting request emails (Cont.)

Participant	Pre-test	Post-test
S13	On 25th Dec 2022. We have meeting companies' staff to report working progress in the first half of the project. The meeting start 9.00 a.m.	<p>I would like to set up a meeting to report working progress in the first half of the project.</p> <p>If the time works for you, I would like to meet at 9.30 AM in my office, XY company on Tuesday, the 12th of May. We use the meeting room no.3 on the 2nd floor.</p>
S14	I am writing an email to arranging the upcoming meeting that our company going to meet soon. I'd like to arrange the date will be the first period of next week and about 25 attendant including our president of the two company to observe the report working progress in the first half of the project.	We are writing to contact you about our upcoming meeting to report our working progress in the first half of the project. As you know, it was resolved in the meeting held in 15th January at the 1.00 am, in the conference room. Hopefully, we'll meet there in unison.
S15	I invite you for a meeting to report working progress on the first half of the project. This meeting arranged on Wednesday the 4th January 2023.	I'm writing to you all to schedule a meeting in regard to report working progress in the first half of the project. If the time works for you, I would like to set up a meeting at 10.00 in the morning on Wednesday, the 25th of January. I can reserve a meeting room on the 4th floor, B12 Building.
S16	I'm writing to make appointment with all of you for make a report working progress about our project.	<p>Would it be possible to schedule a meeting soon?</p> <p>I writing to let you know we will have a report working progress in the first half of project. I would like to set up a convenience meeting with you. Can I schedule meeting friday afternoon in my office?</p>
S17	I would like to ask companies' staffs about a meeting. It involves the progress in first half of project. It takes approximately 45 minutes. I am convenient in Monday to Friday and in office time. You can make an appointments day and time that you want.	<p>I would like to schedule a meeting with you all to tell you a progress report in the first half on ABC project.</p> <p>The online meeting informations are as below. Date: 25 January 2023 Time: 6-7 PM Zoom ID: 123456789</p>
S18	I am writing to invite you to Project coordinator's meeting.	I am writing to you to schedule a meeting to report working progress in the first half of the coordination project. The meeting place, date and time are as below.

Table 5.18 Main move in meeting request emails (Cont.)

Participant	Pre-test	Post-test
		Location: Wiboon's office (Room 2) Date: 24 Jan 2023 Time: 13.00-17.00
S19	I would like to invite you to attend a meeting about report working progress in the first half of the project.	I would like to invite you all to attend a meeting about report working progress in the first half of the project (online meeting) Date: 3 Feb 2024 Time: 17.00-19.00 Link: https://usoweb.zoon.us/j/28647912?
S20	..., I would to arrange a meeting with all staff to report working progress in the first half of the project. The meeting date is 26th December 2022 on 1.30-2.30 P.M. at Zoom meeting ID: XXXXX	I would like to invite your companies' staff to report working progress in first half of the project. We have a meeting schedule for May 16th at 10.00 a.m. in Meeting room 2, Cher hotel.
S21	The Jeerawat company organize a meeting at zoom id 49523521 password 1234	The Arena company have a meeting for staff Arena company, Sinto company, Saturn company, Satiwat Company to report working progress in the first half of the project at Arena hotel, Sukhumwit21, Bangkok, 12.00-14.00.
S22	I am writing this to arrange a meeting to report of working progress in the first half of the project.	I am writing to you to schedule a meeting to report working progress in the first half of the project. The meeting will held on 13th March 2023 at meeting room seminar 2 from 1.00 pm to 3.00 pm.
S23	-	We would like to invite you all to the meeting regarding the progress of first half project and what would we do in next steps of last half. According, I have scheduled a meeting at 20.00 in the application ZOOM. Perhaps we can reschedule the at a later date in the current position changes.
S24	-	I would like to invite you all to report working progress in the first half of the Chani project (online Meeting: http://teams.com/meet/113825967). I'll be meeting at 11.00 a.m. on November 27.

The main move in this meeting request should clearly convey the invitation to the meeting and provide essential details about the meeting such as date, time, and place, to facilitate successful scheduling and avoid unnecessary back-and-forth correspondence.

In the pre-test, students employed two main strategies to schedule meetings, namely direct meeting invitation and implied meeting invitation. In direct invitations, students explicitly expressed their intent to hold a meeting, addressing specific individuals as recipients. This explicitness allowed recipients to promptly discern their invitation to the meeting. Example (34a) provides an illustration of how direct invitations were employed before the intervention. On the other hand, implied invitations presented challenges in terms of clarity of purpose. Students were less specific about the recipients, often addressing a broader audience, making it difficult for recipients to ascertain whether they were invited or merely acknowledged. In instances where implied invitations were utilized, the main moves often resided in informative statements, necessitating recipients to infer the invitation. This reliance on implicitness could hinder effective communication, as recipients might not fully grasp the invitation, interpreting it as information dissemination and leading to a failure to achieve the intended communicative goal. Examples (34b, 34c) exemplify the use of implied invitations in email communication.

Despite the strategies employed, the analysis revealed that students' invitations often lacked specific and necessary information, such as date, time and place. This absence necessitated recipients to seek further clarification, leading to unnecessary back-and-forth communication. This deficiency in providing comprehensive information in the invitation could negatively impact the professional image of the email senders and result in inefficient use of time. Insights from interviews indicated that students lacked prior experience in arranging business appointments with professionals, resulting in unawareness of including essential information to make meeting invitations complete. Example (34d) illustrates a main move without the necessary information.

- 34 (a) *I would like to invite you to attend a meeting about report working progress in the first half of the project.* (S19)
- (b) *Well, I have the meeting in the first half of the project on May 19, 2023 at Dev conference room on the second floor, ABC company.* (S2)
- (c) *I want to arrange a meeting with companies' staff to report working progress in the first half of the project in 27 December 2022 1.00 PM.* (S5)

(d) *I am writing to make appointment with all of you for make a report working progress about our project.* (S16)

After the intervention, students demonstrated a marked improvement in scheduling business meetings. The analysis underscored the prevalent use of direct invitation as the strategy for meeting arrangements, as exemplified in (35a). This direct invitation was imbued with a sense of politeness and professionalism. Students framed their invitations as questions, employing courteous language such as ‘Would it be possible...?’ (S3, S16). Furthermore, they introduced a period of meeting dates, providing recipients the flexibility to select suitable time, as illustrated by the statement “I think it would be appropriate to set up our meeting around 25th-28th January at F9 building” (S3), as Example (35b). The omission of specific dates and times was considered acceptable from students’ perspectives, as reported from the interview, since it allowed for the recipients’ scheduling flexibility.

Amidst the prevalence of direct invitations in the post-test, a limited number of emails retained the use of implied invitations. This transpired when students refrained from explicitly stating their intention to invite recipients to the meeting. Example (35c) demonstrated the use of implied invitation after the intervention.

The main move for scheduling meeting became more comprehensive in the post-test. Students reported in interviews that explicit instruction and classroom discussions played a crucial role in increasing their awareness of the completeness of information needed to achieve communication goals. As they pointed out, they applied this genre knowledge to modify their invitation emails in the post-test. They employed different patterns of textual structure, with some including all necessary information in a single paragraph, while other presented it as a block of information. This variation in structure could enhance their readability and comprehension of the recipients. Examples (35d, 35d) illustrate the post-test main move in paragraph and block of information format, respectively.

- 35 (a) *I would like to invite you all to the project meeting (first half). The meeting will take place on 2 March 2023 at the Flagship hotel, meeting room C from 10.00 a.m. to 2.00 p.m. (10.00-11.50 meeting time, 12.00-1.00 lunch time, 1.00-2.00 meeting time).* (S7)
- (b) *Would it be possible to schedule a meeting soon? I wanted to show another quick update of the project’s progress. I think it would be appropriate to set up our meeting around 25th-28th January at F9 building.* (S3)

- (c) *I'm writing to hold a meeting to report progress in the first half of the project. I would like to set up a meeting in my office at 9.00 in the morning on Tuesday, the 24th of January. (S5)*
- (d) *I would like to schedule a meeting about working progress in the first half of the project (online meeting)*
We will hold a meeting in zoom meeting
Meeting ID: 296 491 4086
Passcode: Ssyd
Date: 1 Dec 2023
Time: 10.00-12.00 (S11)

5.3.2.3 Supportive Move

Table 5.19 demonstrates the results from the analysis of students' use of supportive move in meeting request emails.

Table 5.19 Supportive move in meeting request emails

Participant	Pre-test	Post-test
S1	-	-
S2	-	Additional & Information::Please found an agenda in the attached file.
S3	-	-
S4	-	Please find an agenda in the attached file.
S5	-	-
S6	-	I have enclosed a map showing the location of my office. location: https://maps.app.goo.gl/ABCD789
S7	-	-
S8	-	-
S9	-	Map: http://unsplash.co/maps/bIZJRVBL
S10	-	-
S11	-	Please find an agenda in the attached file.
S12	-	-
S13	-	Please find an agenda in the attached file.
S14	...and about 25 attendant including our president of the two company to observe the repot working progress in the first half of the project.	-

Table 5.19 Supportive move in meeting request emails (Cont.)

Participant	Pre-test	Post-test
S15	-	-
S16	-	-
S17	It involves the progress in first half of project. It takes approximately 45 minutes.	I have attached copy of some parts of project documents.
S18	-	-
S19	-	-
S20	-	-
S21	-	-
S22	-	-
S23	-	-
S24	-	-

The inclusion of supportive moves in the meeting request email provided the writer with the opportunity to convey additional meeting-related information, while not pivotal to the overall meeting arrangement. This supplementary information included the list of attendees, the anticipated duration of the meeting, and the proposed meeting agenda.

In the pre-test, only two students included additional information in the supportive move, providing different meeting-related details. Student 14, as illustrated in (36a), mentioned the number of participants and key individuals attending the meeting. On the other hand, Student 17 highlighted the agenda and the expected duration of the meeting, as demonstrated in (36b).

36 (a) *...and about 25 attendant including our president of the two company to observe the report working progress in the first half of the project.* (S14)

(b) *It involves the progress in first half of project. It takes approximately 45 minutes.* (S17)

The use of supportive moves in the post-test showed improvement, with more students incorporating them in their emails. Students indicated the attachment of meeting agendas, meeting-related documents, and links to the map location of the meeting venue. In this case, students reported during interviews that they learned the use of supportive moves to attach agendas and locations from sample emails provided during the course. Student 14 and Student 17, who included the number of participants and the duration of the meeting time in the pre-test,

excluded that information in the post-test. Instead, they mentioned the attachment of the document in the supportive move. When asked about this change, they claimed that they learned what information should be included and what was unnecessary from the sample emails. Examples (37a, 37b) illustrate the use of supportive moves after training.

- 37 (a) *Please find an agenda in the attached file.* (S11)
 (b) *I have enclosed a map showing the location of my office.
 location: <http://map.app.goo.gl/ABCD789>* (S6)

5.3.2.4 Closing Move

Table 5.20 demonstrates the results from the analysis of students' use of closing move in meeting request emails.

Table 5.20 Closing move in meeting request emails

Participant	Pre-test	Post-test
S1	Please, reply my email to day before 06.00 pm.	I'll be glad to see you again.
S2	-	I Thank you in advance for your time.
S3	Looking forward to receiving your response.	Please confirm that such a meeting can be arranged on one of those days mentioned.
		I'm looking forward to meeting you.
S4	If you have question you can contact me again.	We believe that such a meeting is the first major step in effectively addressing progress, and we hope you'll attend.
S5	Thank you	If this time is good for you. Please confirm whether that works for you or if another time and place is better.
		I look forward to our meeting.
S6	We hope we hope you will accept our invitation.	I look forward to our meeting.
S7	-	-
S8	Thank you.	Please confirm whether the time works for you. I look forward to our meeting.
S9	If all of you can't come on that time, please reply to me I will arrange it new. I look forward to meet you all.	If all of you can come on this time or you can't. Please confirm to me back ASAP. I look forward to following our project and meeting you all. Thank you.
S10	Please contact from this email address. Thank you	Please Give me a call 088-xxx to confirm.
S11	If you have problem, You can contract this email.	Please give me a reply ASAP to confirm if time is convenient for you.
S12	-	Thank you,

Table 5.20 Closing move in meeting request emails (Cont.)

Participant	Pre-test	Post-test
S13	-	Please confirm by e-mail whether you can come ASAP. I'm looking forward to hearing you. Thank you.
S14	-	We believe the meeting will be beneficial to both parties.
S15	-	Please confirm whether that works for you or if another time and place is better. I look forward to meeting and greeting you myself.
S16	I hope all of you to prepare your work of the position.	If you not available please let me know before Wednesday. I very much hope the meeting will prove mutually benefit. See you soon.
S17	You can make an appointments day and time that you want.	Please confirm by e-mail whether you can meet.
S18	I hope to see your confirmation response. I will be thankful for quick response.	Please contact us to confirm meeting place and time.
S19	Please join the meeting. I look forward to meeting you.	Could you please let me know if this convenient for you, and if you are not available then, please suggest an alternative date and time for our meeting. thank you.
S20	I look forward to meeting.	Thank you for your help and patience in working out a SCHP project between our companies, and I looking forward to our meeting.
S21	-	I look forward to meeting and greeting you myself.
S22	If you get this email, reply to this email and we can schedule to arrange the meeting.	Please let me know if the time works for you. If not you can contact me as soon as possible. I am looking forward to meeting you.
S23	thank you	We would like to see you and hear more about your opinions.
S24	Thak you.	Please confirm that such a meeting can be arranged on one of those day mentioned. Thank you,

In the pre-test, students utilized various strategies to conclude their emails. The most frequently employed closing strategy was expressing gratitude, with the predominant expression “Thank you”. Another strategy observed in email closings was confirmation requests, especially prevalent in meeting request emails where participants needed to confirm their attendance. Students employed different patterns to request confirmation, as depicted in (38a, 38b). The analysis also revealed students’ eagerness to accommodate recipients in the meeting, using common business-ending patterns like ‘look forward to + Ving’, as shown in (38c). Some students offered further assistance using conventional business patterns, even if not perfectly executed. Example (38d) illustrates how students closed their emails by offering additional help. Additionally, students displayed flexibility for recipients to make changes in the date and time of the meeting, indicating an acknowledgment of recipients’ time and attention, as in (38e).

- 38 (a) *If you get this email, reply to this email and we can schedule to arrange the meeting.* (S22)
- (b) *I hope to see your confirmation response. I will be thankful for quick response.* (S18)
- (c) *Please join the meeting. I look forward to meeting you.* (S19)
- (d) *If you have question you can contact me again.* (S4)
- (e) *You can make an appointments day and time that you want.* (S17)

In the post-test, students employed the closing move to explicitly request confirmation from the recipients. The statements for confirmation were straightforward and accompanied by ‘please’ to convey a sense of politeness. Examples (39a, 39b) illustrate the use of confirmation request in the post-test closing move. Students also utilized expressions such as ‘look forward to’ to convey their enthusiasm for the upcoming meeting. This expression was combined with the confirmation request closing, as shown in (39c), signifying the writer’s eagerness in email closure. Another observed strategy in closing move was the expression of gratitude. However, in contrast to the pre-test phase, gratitude expressions did not appear in isolation but rather as an additional expression along with the confirmation request, as presented in (39b).

- 39 (a) *If this time is good for you. Please confirm whether that works for you or if another time and place is better. look forward to our meeting.* (S5)

- (b) *Could you please let me know if this convenient for you, and if you are not available then, please suggest an alternative date and time for our meeting. thank you.* (S19)
- (c) *Please confirm whether the time works for you. I look forward to our meeting.* (S8)

5.4 Invitation Email

In this part, students were assigned to write an invitation email to attend a customer appreciation party hosted by their company. They were instructed to incorporate additional details such as the event date, dress code, and any special event highlights within the email.

5.4.1 Framing Move

5.4.1.1 Subject

Table 5.21 demonstrates the results from the analysis of students' use of subjects in invitation emails.

Table 5.21 Subjects in invitation emails

Participant	Pre-test	Post-test
S1	Appreciation Party, Company	May I invite you to our party?
S2	Invitation to be part of appreciation party	Customer appreciation party
S3	Details on the Appreciation Party	The Appreciation Party
S4	Grand opening invitation Email from Thai-Chi restaurant	Invitation to customer appreciation party
S5	Invited to customer appreciation party	Invitation to appreciation party
S6	Invite to the appreciation party	Customer appreciation party
S7	Organizing a customer appreciation party	The appreciation party for business cooperation
S8	Invite the customer appreciation party	Invite to customer appreciation party
S9	A customer appreciation party invitation	Customer party invitation
S10	invite to party	Invite to party
S11	Invitation to customer appreciation party	Invitation to a appreciation party
S12	-	Invitation to a customer appreciation party
S13	Invitation customer to appreciation party	Customer Appreciation Party
S14	You was invited to our appreciation party at river side phuket	Customer invitation party

Table 5.21 Subjects in invitation emails (Cont.)

Participant	Pre-test	Post-test
S15	An Invitation for a customer appreciation party organized by XYZ company	Invitation to customer appreciation party
S16	customer appreciation party	Customer appreciation party
S17	Party Invitation from ABC company	ABC party invitation
S18	Customer appreciation party invitation	Invitation to appreciation party
S19	Invite to customer appreciation party	Invitation to the customer appreciation party
S20	Customer appreciation party	Invitation to party
S21	Organize customer party	-
S22	Customer appreciation Party	Customer appreciation party
S23	Appreciation party	Appreciation party
S24	Thak you party	Invitation to dinner party

Upon the analysis, it was observed that all emails featured subjects with the keyword ‘appreciation party,’ derived from the given prompt. A majority of students utilized a direct invitation, exemplified in (40a, 40b). However, some students did not explicitly present the invitation within the subject line; instead, their subjects served as a guide directing recipients to the content of the email, as depicted in (40c). An interesting trend noticed in students’ invitation emails was the prevalent use of an infinitive verb, notably ‘invite’, often commencing the email, as illustrated in (40d).

- 40 (a) *Invitation to customer appreciation party* (S11)
- (b) *A customer appreciation party invitation* (S9)
- (c) *Customer appreciation party* (S20)
- (d) *Invite to customer appreciation party* (S19)

The post-intervention results indicated no significant deviation from the pre-test outcomes. Direct invitation remained prevalent in the subject lines of this email subgenre, with an increase in clarity. The most frequently used invitation phrase was ‘Invitation to customer appreciation party’, as demonstrated in (41a). Although some subjects still omitted the term ‘invitation’, many effectively guided recipients to the email content, as in (41b, 41c).

- 41 (a) *Invitation to customer appreciation party* (S4)
- (b) *Customer appreciation party* (S16)
- (c) *Appreciation party* (S23)

5.4.1.2 Salutation

Table 5.22 demonstrates the results from the analysis of students' use of salutations in invitation emails.

Table 5.22 Salutations in invitation emails

Participant	Pre-test	Post-test
S1	Dear customer	Dear sir,
S2	dear madam, sir	Dear Sir,
S3	Dear guests,	Dear our beloved customers,
S4	To my guests	Dear All,
S5	Dear customer	Dear Sir/Madam,
S6	Dear sir and miss,	Dear sir,
S7	Dear. Best customer	Dear All.
S8	dear all,	Dear sir,
S9	Dear All Mulin company guest	Dear Sir/Madam,
S10	Dear customer	Dear All
S11	Dear Customer,	Dear all,
S12	-	Dear Sir or Madam
S13	Dear customer,	Dear All,
S14	-	Dear Sir
S15	Dear Mr. Prayut Chan O-Cha,	Dear Sir/Madam.
S16	Dear madam, sir	Dear Sir/madam
S17	Dear, customer	Dear Sir/Madam,
S18	Dear	Dear Valued Customers,
S19	To Whom It May Concern	Dear Sir,
S20	Dear Customer	Dear Customer,
S21	Dear every one	Dear All,
S22	Dear sir/madam	-
S23	To my guests	dear sir and madam
S24	Dear 50 special guests.	Dear special guests,

In the pre-intervention phase, not all emails included a salutation. Among those that did, 'Dear' was the most utilized salutation. However, following 'Dear', students employed a diverse array of salutations, such as 'customer', 'all', 'every one', 'guests', and 'sir/madam'. Examples illustrating these instances are provided in (42a, 42b). Additionally, it was noted that some students demonstrated inappropriate use of capitalization, using 'dear' with a lowercase initial letter. Besides 'Dear', students employed alternative phrases, including 'To my guests' and 'To Whom It May Concern,' as showcased in (42c).

- 42 (a) *Dear customer*, (S13)
 (b) *Dear madam, sir* (S16)
 (c) *To my guests* (S23)

In the post-test, students displayed a preference for more conventional salutations. ‘Dear’ was frequently employed to construct conventional business salutations, often followed by terms such as ‘Sir/Madam’, ‘All’, ‘Valued Customers’, and ‘special guests’, as illustrated in (43a - 43c). Furthermore, the results indicated an improvement in the use of appropriate capitalization in the post-test.

- 43 (a) *Dear Sir/Madam*, (S5)
 (b) *Dear All*, (S21)
 (c) *Dear Valued Customers*, (S18)

5.4.1.3 Sign-off and Signature

Table 5.23 demonstrates the results from the analysis of students’ use of sign-offs and signatures in invitation emails.

Table 5.23 Sign-offs and signatures in invitation emails

Participant	Pre-test	Post-test
S1	-	Best regards Thailand trending Co., Ltd.
S2	Best wishes minics	Yours Sincerely, Minics
S3	Best Regards Thipasawee	Best wishes, Thipasawee W.
S4	Wachiraporn	Best regards Wachiraporn Raksa-in
S5	Thdsakamon Organizer	Best regards, Tadsakamon
S6	Your Faithfully Ms.Siwaluk Secretary	Yours sincerely, Siwaluk Khumklang
S7	Best regards Somporn General manager of a APPC construction company	Best Regards, Sirichai
S8	Sasatamit, Kanda email: kandasatasamit@gmail.com tel: 0926198811	Best regards, Kanda Satasamil
S9	Best regards, Thanita Thongnum	Best regards, Thanita Thongnum

Table 5.23 Sign-offs and signatures in invitation emails (Cont.)

Participant	Pre-test	Post-test
S10	-	Best regards D. Suraphol
S11	Best regards	Sincerely, Siriya Pransuban
S12	sincerely, Jutamard Wuntong customer service [my position] of company, Inc. 083-465-5555	Sincerely, POT Inc.
S13	Best regards,	Best regards, Chanapa
S14	Sincerely	Sincerely Peerada Sukya
S15	Your sincerely, Jirapat P. Chief executive of XYZ Company	Yours sincerely, Jirapa Prayoonphong
S16	Best wishes, Marisa	Best wishes Korawan meechokchai
S17	Regards, Airak Noppiboon	Best regards, Airak
S18	Your Sincerely Wi boon CEO of WC printing	Best regards, Naminda Namsangklang
S19	Best regards,	Best regards Montree Ninthap
S20	Your sincerely, Chulaluk	Best Regards Chulaluk
S21	-	kanchana prechakul
S22	Regards Supitcha Tamporn	Yours sincerely Suphitcha Tamporn
S23	-	Best regards Pitchapa
S24	-	Regards, Thai la la company

The findings revealed that certain emails did not include a sign-off and signature. Before the intervention, the inclusion of sign-offs and signatures exhibited variability. While some emails comprised both a sign-off and a signature, as in (44b), others contained either a sign-off or a signature, as exemplified in (44a). Some emails additionally included supplementary information such as position and contact details, as in (44c). The utilization of sign-offs varied, encompassing phrases like ‘Best regards’, ‘Sincerely’, ‘Your sincerely’, ‘Best wishes’, and ‘Regards’.

- 44 (a) *Best regards*, (S19)
 (b) *Best wishes*,
Marisa ((S16)
 (c) *Best regards*
Somporn
General manager of APPC construction company (S7)

In the post-test findings, students demonstrated a shift towards employing conventional business patterns for sign-offs and signatures. The utilization of sign-offs encompassed phrases such as ‘Best regards’, ‘Sincerely’, ‘Your sincerely’, and ‘Regards’. These sign-offs were subsequently followed by the writer’s first name, full name, or the name of their company. The use of solely the first name as signature reflected the local cultural norms, as Thai individuals typically address others by their first names. This was as found in their previous email compositions. Examples illustrating the application of sign-offs and signatures after the intervention are depicted in (45a – 45c).

- 45 (a) *Best regards*,
Chanapa (S13)
 (b) *Your sincerely*,
Jirapa Prayoonphong (S15)
 (c) *Best regards*
Thailand trending Co., Ltd. (S1)

5.4.2 Content Move

5.4.2.1 Opening

Table 5.24 demonstrates the results from the analysis of students’ use of opening move in invitation emails.

Table 5.24 Opening move in invitation emails

Participant	Pre-test	Post-test
S1	We appreciate to you to be our customer for long time.	We are Thailand Trading Co, Ltd., take pride in working to accommodate our customer.
S2	I'm a marketing assistant from AI market company. This year our company has reached target and got a lot of profit,...	We would like to thank you that you have been our customer so far. These things from you become to the big present to us, for the Biggest present to you,...
S3	-	-
S4	From my restaurant has an opening new food course with Thai and Chinese food.	-
S5	-	-
S6	-	Thank you so much for all your support and trust in the S company for a long time.
S7	We contact from APPC construction company.	-
S8	-	-
S9	My name is Thanita Thongnum. I'm a organizing of this party.	Our company will set up a customer appreciation party for our special customers.
S10	-	-
S11	-	-
S12	As the company intends to organize a customer appreciation party,...	We would like to take this time to express our sincere appreciation to you for the generous support you have extended to us for many years.
S13	My company has a customer appreciation party.	-
S14	Due to our PDA company organizing a customer appreciation party at Phuket to thank you our appreciate customer	-
S15	I'm Jirapa Prayoonphong, Chief executive of XYZ Company.	I am writing to you on behalf of JP Company Ltd. From that day until today, the success we have achieved because of your supporting for a long time. We want to thank you for everything you have done for us.
S16	-	Hopefully, this news will represent a big thank you.
S17	I am Airak from ABC company. Our company glad to organize a appreciation party for all customers from several countries.	ABC Inc. is planning to organize a customer party. It will be attended by many top executive customers from a lot of countries.

Table 5.24 Opening move in invitation emails (Cont.)

Participant	Pre-test	Post-test
S18	-	We thank you for your support over the years. Will you be available on September 18?
S19	-	-
S20	-	-
S21	The Jeerawat company have a Organizing to appreciation customer at 12 may 2022,	-
S22	-	We would like to thank you all of our customers for your support and trust our company.
S23	-	I hope this email will find you in perfect health and cheerful as usual.
S24	-	-

Before the intervention, only some emails contained an opening move. Among those with an opening move, it was observed that the opening move served three primary functions: expressing gratitude, setting the context, and self-introduction. Regarding the first function, students conveyed appreciation for the recipient's patronage, as demonstrated in (46a). Some students utilized the opening move to provide background information to recipients, elucidating the reason behind organizing the party, as depicted in (46b). Additionally, certain students employed the email opening to introduce themselves to the recipients, as illustrated in (46c). The decision to include or exclude self-introduction depended on how students interpreted the situations outlined in the prompt. Some students might perceive familiarity with the invited customers due to their practical business relations leading to self-introduction less necessary. Conversely, the responsibility of writing an invitation to several customers might imply that the students did not know all customers listed, making self-introduction needed. Therefore, the appropriateness of self-introduction was contingent on students' comprehension of the prompt. An example of self-introduction within the opening move is presented in (46c).

- 46 (a) *We appreciate to you to be our customer for long time.* (S1)
 (b) *Due to our PDA company organizing a customer appreciation party at Phuket to thank you our appreciation customer* (S14)
 (c) *I'm Jirapa Prayoonphong, Chief exercusive of XYZ Company* (S15)
 (d) *I'm a marketing assistant from AI market company. This year our company has reached target and got a lot of profit,....* (S2)

There were observable differences in students' utilization of the opening move in the post-test compared to the pre-test. In the post-test, the majority of openings were devoted to expressing students' gratitude for the continuous support received from their customers, illustrated in (47a, 47b). Additionally, students employed the opening move to provide context by giving background information to the recipients, showcased in (47c, 47d). Moreover, some students opted for common opening patterns found in business correspondence, such as "I hope this email finds you well." or "I hope this email finds you in perfect health and cheerful as usual", as demonstrated in (47e). Insights gathered from interviews revealed that the absence of self-introduction in post-test email compositions was a direct result of classroom discussions. Students expressed that these discussions significantly improved their comprehension of the scenario outlined in the prompt.

- 47 (a) *I'm writing to you on behalf of JP Company Ltd. From that day until today, the success we have achieved because of your supporting for a long time. We want to thank you for everything you have done for us.* (S15)
- (b) *We would like to thank you all of our customers for your support and trust in our company.* (S22)
- (c) *Our company will set up a customer appreciation party for our special customers.* (S9)
- (d) *ABC Inc. is planning to organize a customer party. It will be attended by many top executive customers from a lot of countries.* (S17)
- (e) *I hope this email find you in perfect health and cheerful as usual.* (S23)

5.4.2.2 Main Move

Table 5.25 demonstrates the results from the analysis of students' use of main move in invitation emails.

Table 5.25 Main move in invitation emails

Participant	Pre-test	Post-test
S1	-	We are holding an appreciation party...
S2	-	...We so appreciate to invite you to the Customer Appreciation Party...
S3	We would like to invite you to customer appreciation party.	You are cordially invited to attend the upcoming appreciation party.
S4	We appreciate to invite you to my opening party.	We would like to invite you to join us for a customer appreciation party.

Table 5.25 Main move in invitation emails (Cont.)

Participant	Pre-test	Post-test
S5	Invite you to participate a party.	You are cordially invited to the party so that we can express our sincere appreciation to you for the generous support you have extended to us.
S6	I would like to invite you to come to our party to appreciation you all for your support of our company,...	We are pleased to invite you to join us at our customer appreciation party.
S7	We invite customer to party...	We would like to invite you to join us for a dinner so that we can express our sincere appreciation for our business cooperation.
S8	I would like to invite everybody to customer appreciation party...	I would like to invite you to the customer appreciation party...
S9	-	We would like to invite you to this party.
S10	As we will have a party for customer we would like to invite you to join us.	We would like you to appreciation party.
S11	I am writing to apply for invitation for customer appreciation party.	We would be very pleased to invite you for appreciation party with you and others at your convenience.
S12	..., we have invited customer of honor.	You are cordially invited to a customer appreciation party.
S13	-	I would like to take this time to express thanks to you and invite you to a customer appreciation party of my Goody's Company.
S14	We would like to invite you as our guest to join the party...	I'm writing to invite you to a customer appreciation party.
S15	I'm delighted to invite you a value customer to attend a customer appreciation party.	In this great occasion, we are delighted to invite you as an honored guest to participate a customer appreciation party.
S16	I'm writing to invite you to a customer appreciation party.	We would like to invite you to participate the customer appreciation party.
S17	-	We are pleased to invite you and only one person who can come with you to join our party.
S18	We would like to invite you to a customer appreciation party.	If it's possible, I would like to invite you for appreciation party...
S19	I would like you to join the customer appreciation party.	We would like to invite you to a customer appreciation party...
S20	Regarding customer appreciation party, The company would be invite your to join.	You are cordially invited to customer appreciation party so that we can express our sincere to you.
S21	-	-
S22	We would like to invite you to our party.	We would be pleased to invite you to a customer appreciation party.
S23	Thankful (...company guests...) I would like you to join the appreciation party.	It is pleasure to invite you to our guest in appreciation party for your kind consideration and confidence in our company.
S24	The PD company have a big party for you.	Thai la la company cordially invites you to join us for dinner party...

Prior to the intervention, students employed a direct invitation strategy to invite customer to their party. While various patterns were observed, the most frequently used phrases were ‘I would like to invite you to.....’ and ‘We would like to invite you to...’ as illustrated in (48a, 48b). However, it was discovered that certain emails only furnished information about the party without explicitly extending a direct invitation. This could potentially hinder the effectiveness of the emails, as recipients were left to infer whether or not they were indeed invited. Additionally, it was observed that the patterns used in the pre-test were either grammatically incorrect or exhibited issues with vocabulary selection. This has the potential to affect both the professional image of the senders or their company and communicative effectiveness, as evidenced in (48c, 48d).

- 48 (a) *I’m writing to invite you to a customer appreciation party.* (S16)
- (b) *We would like to invite you to a customer appreciation party.* (S18)
- (c) *Regarding customer appreciation party, The company would be invite your to join.* (S20)
- (d) *I am writing to apply for invitation for customer appreciation party.* (S11)

In the post-test, each email explicitly included statement of invitation. The language use demonstrated more conventional patterns, highlighting an elevated level of professionalism. However, not all observed patterns could be attributed to the impact of GBA, as they were not explicitly taught. Instead, they appeared to be influenced by DDL, which will be further discussed in the next chapter. Examples of post-test invitation emails illustrating these patterns are presented in (49a – 49c).

- 49 (a) *You are cordially invited to attend the upcoming appreciation party.* (S3)
- (b) *In this great occasion, we are delighted to invite you as an honored guest to participate a customer appreciation party.* (S15)
- (c) *We are pleased to invite you to join us at our customer appreciation party.* (S6)

5.4.2.3 Supportive Move

Table 5.26 demonstrates the results from the analysis of students’ use of supportive move in invitation emails.

Table 5.26 Supportive move in invitation emails

Participant	Pre-test	Post-test
S1	<p>In 25 December 2022, we have the appreciation party for 52 guests and 1 guests have 2 seats you can bring 1 person with you. The dress code for the party is business casual.</p> <p>In the party we have cooking show from Chef Nicolas, the menu is Phuket lobster.</p>	<p>...on 14th February (08.00-10.00) at Baiyok sky hotel Thailand.</p> <p>This party we have cooking show by 'Chef Nicolas' (Menu: Phuket lobster) for a very special thank you for your support over the past year to be our customer. We have 100 seats for the 52 guests, that means you can bring one friend to party with you.</p> <p>Our dress for the party is business casual.</p>
S2	<p>So we have arranged appreciation party that have 50 guests from several countries and the special show from Chef Nicolas to perform cooking show (Menu: Phuket lobster)</p> <p>our conditions are two seats for each guest, so everyone can participate with duet and the dress is just a business casual.</p>	<p>the party you're going to meet other associates from several countries. Besides, we have that Chef Nicolas will perform a cooking show (Menu: Phuket lobster)</p> <p>We have the following two points on the condition that you can bring another one with you and wear a business casual.</p>
S3	<p>There are two seats for each guest so you can bring your companion with you. And there will be a cooking performance by chef Nicolas. The dress code should be business casual.</p>	<p>Which have 50 guests from several countries. You are welcome to bring along your friends and family, but if you do so, there are two seats for each guest. And there will be a cooking show (menu: Phuket Lobster) perform by Chef Nicolas.</p> <p>The appreciation party will be held on 1st February, 10.00 pm, at Surasammanakarn Hotel.</p> <p>.....</p> <p>Dress Business Casual</p>
S4	<p>The party is on Saturday 14th January 2023 at 5.00 PM. You will get 2 tickets for party and this party we have chef Nicolas will perform a cooking show (Menu: Phuket lobster). Out theme is business casual.</p>	<p>This is to ask you to be a gust of the company on January 29, at 7 p.m. in the Mandarin Oriental, Bangkok. Two seats have been reserved in party for you and your person. We have cooking show from chef Nicolas (Menu: Phuket lobster) in this party. The theme of this party is business casual.</p>
S5	<p>Chef Nicolas will perform a cooking show (Menu: Phuket lobster) You can bring 2 people with you. Dress code: business casual.</p>	<p>I would like to meet with you at Royal ABC hotel on Monday, 31st January 2023. You can bring 2 people with you. Our special chef, Nicolas, will perform a cooking show (Menu: Phuket lobster)</p> <p>Our dress code: business casual</p>

Table 5.26 Supportive move in invitation emails (Cont.)

Participant	Pre-test	Post-test
S6	..., and we would like to inform you that Chef Nicolas will perform a cooking Phuket lobster show. We have prepared seats for you for two seats. Please dress in business casual.	...at the Imperial Hotel in Bangkok, Thailand on September from 8.00 p.m. to 11.00 p.m., along with other customers. The dress code is business casual. At the party, there will be a cooking show from Chef Nicolas in Phuket lobster menu. We enclose a map showing the location of the Imperial Hotel for you and we would be grateful if you would confirm by email. If you have any questions, please email us by Scompany@s.co.th The Imperial Hotel ; https://maps.app.goo.gl/abcd
S7	...and we have two seats for 1 company. In the company, First we have show about cooking show (Menu: Phuket lobster) by Chef Nicolas. Second magic show by David. Finally we have show about signature of Thailand. In the party team is business casual.	The dinner party will take place on 30th May 2023 and 06.00 pm at the ABC Hotel. In the event, we have arranged a special cooking show on the Phuket lobster from Chef Nicolas. Please note that the dress code of participants is business casual and number of participants is 2 people per company.
S8	...on Baiyok tower on 2nd January 2023 8.00PM. One company can come 2 seats. In this work will have Chef Nicolas to perform a cooking show in menu Phuket lobster. "dress code is business casual"	...on Monday 6 February 2023. You are welcome to bring along your friend to join us. We have some show from chef Nicolas for cooking the Phuket lobster. Part will start on 5 PM. at the Baiyok building, 5th floor. The dress code is business casual.
S9	Our company have a customer appreciation party on 3 December 2022 at Mulin hotel. It will start at 04.30 pm. The dress code is business casual. You can bring someone with you to this party. And we have a perform cooking show by Chef Nicolas (Menu: Phuket lobster).	We have 2 seats for you and someone you can bring with. The informations are attached below: Date: 1st April 2023 Time: 07.00 pm.-11.00 p, Dress code: Business casual Location: Butak Hotel You will meet another guests more than 50 companies from several countries. We also have special cooking show from Chef Nicolas with the popular menu is Phuket lobster.

Table 5.26 Supportive move in invitation emails (Cont.)

Participant	Pre-test	Post-test
S10	At the party you can come with friend or family but just only 2 person and party we will have special cooking show from Chef Nicolas.	You can come with only two person and we have dress code is business casual. In during the party we will have The Chef Nicolas perform a special menu for everyone.
S11	Company offers two seats. You can bring your guest for someone. cooking show (Menu: Phuket lobster) by Chef Nicolas and the dress code is business casual.	We are able to offer two seats to you. You can bring someone. We have cooking show by Chef Nicolas (Menu: Phuket lobster) for you at ABC hotel, The dress code for anyone is business casual. Date and time: From 6.00 p.m. to 10.00 p.m., Feb 10, 2023.
S12	our company arranges seating for participants to be able to bring one accompany person. In the event, there will be a cooking show from Chef Nicolas (Menu: Phuket lobster), and the dress code is business casual.	...on Tuesday, January 31, at five o'clock, Blossom room, The hotel plaza, Yuraku-cho, Phuket. We are pleased to offer two seats for each guest. For the exclusive event at the party, we have invited Chef Nicolas to perform a cooking show (Menu: Phuket lobster). The dress code is business casual.
S13	We offer two seats for each guest, so you can bring someone to our party. Our party guests Chef Nicolas to perform a cooking show. Menu in the party's Phuket lobster, and the dress code is business casual.	If it possible, I would like to meet at 6 p.m. on Friday, February 3, 2023 at the Royal Hotel on the 2nd floor, Meeting Room 1. You can bring one friend to party with you. There is an excellent cooking show from Chef Nicolas. The special menu is Phuket lobster. I expect you to wear business casual for the party.
S14	...at the River Side Phuket, 2 seats for each guest, so you can bring 1 person along with. And especially Chef Nicolas will perform a cooking show in special menu like "Phuket Lobster". Let's come and join us. PS: Dress code is business casual.	The party will be at Centara Phuket and I'd like to set May 23th as the date and invite approximately 50 guests from several country, 2 seats for each guest, so you can bring 1 person along with. You can join all of our courses here in the party especially the main course that Chef Nicolas will perform a cooking show in special menu, Phuket lobster. The dress code is business casual. Before enter the party, please shows you ID card or passports at the registration counter.

Table 5.26 Supportive move in invitation emails (Cont.)

Participant	Pre-test	Post-test
S15	In this great occasion, We have invited Chef Nicolas to perform a cooking in menu “Phuket lobster” Our company offers two seats for Each of a value customer. Thus you can invite another guest to attend this great occasion. The dress code of this even is business casual.	This special event you will accompany with other guests from several countries. The party will be held at The Okura Prestige Hotel, Bangkok. On Saturday, February 4th 5.00-9.00 PM. We offer you two more seats available for each guest. The dress code is business casual. In this great opportunity, you will get an exclusive cooking show from Chef Nicolas in the menu “Phuket lobster” which is to be served for you as an honored guest.
S16	Our company offer two seats for each guest so you can bring someone with you. And in the party we have to invite Chef Nicolas will perform a cooking show (Menu: Phuket lobster), and the dress code is business casual.	We are able to offer you two seat for each guest. So you can bring someone to come with you. The dress code for this party is white color. And the special show we have to invite Chef Nicolas will perform a cooking show (Menu: Phuket lobster).
S17	In the party, it has a performance of cooking show, Phuket lobster by Chef Nicolas. For the special moment, You can bring just only one person with you. See you in the party!!! Dress code is business casual.	The party is on Sunday 5th February 2023, around 5 PM onwards, at BB room, ZZYY hotel. Chef Nicolas also perform cooking that show you how to cook Phuket lobster. The dress code for everyone is business casual.
S18	...and the dress code is business casual we have Chef Nicolas to perform a cooking show with a super special menu, Phuket lobster. You can bring someone with you to the party.	In the party, Chef Nicolas will perform a cooking show (Manu: Phuket lobster) on the 3rd floor. We have two seats for you, so you can bring someone with you. The dress code for this party is business casual.
S19	the party offers two seats for each guest. The party have a chef Nicolas will perform a cooking show (Menu: Phuket lobster) and the dress code is business casual.	...at the Banyan Tree Phuket Hotel on 29 May 2023, beginning at 3.30 pm. You are given two seats by our company. So that you can bring your friend to this party. The party have a chef Nicolas will perform a cooking show (Menu: Phuket lobster). Please wear business casual code to attend this event.

Table 5.26 Supportive move in invitation emails (Cont.)

Participant	Pre-test	Post-test
S20	<p>...company offers two seats for each guest, so he/she can bring someone with him/her. In the party have cooking show for special menu's Phuket lobster by "Chef Nicolas", and the dress code is business casual.</p> <p>The party will start from 8 P.M. onwards on 26th July 2022 (thailand time) at Phuket Hotel.</p>	<p>The party will be held Friday December 2023, beginning at 5.30 P.M. at Simathani hotel, so you can bring someone with him/her. In the party, we have special cooking show by Chef Nicolas for phuket lobster menu, and the dress code is business casual.</p>
S21	<p>..., one card to the two seats, -</p> <p>Ready to meet Chef Nicolas make cooking show Phuket lobster, and the dress code is business casual</p>	
S22	<p>We offer two seats for each guest so you can bring someone with you. We have Chef Nicolas and he will perform cooking show. For dress code is business casual.</p>	<p>You could bring someone with you since we have two seats for each guest and we have a special show which is cooking show by chef Nicolas in Phuket lobster menu. For dress code is business casual.</p> <p>The party will be held at Turtle hotel on 5th May 2023 from 6.00 pm to 10.00 pm.</p>
S23	<p>The party have a Chef Nicolas will perform a cooking show Phuket lobster. You can bring 1 person to come with you with the gentle business casual dress.</p>	<p>With all respect we have two seats you can bring one follower to come with you with business casual.</p> <p>At the party, we have a popular chef from Phuket, Chef Nicolas. He will perform an exclusive cooking show and special menu Phuket Lobster. And if you have food allergies please tell me know that. Hope to see you there.</p> <p>Due 11/06/2099 at 17.00-20.00(Thai time) at the Buri restaurant</p>
S24	<p>You will found Chef Nicolas cooking show (Menu: Phuket lobster). This is free party so you don't have to pay everything. The dress code is business casual.</p>	<p>...and perform a cooking show by Chef Nicolas (Menu: Phuket lobster) at the Royal Orchid Hotel at 7.30 p.m. on Monday, June 4, and the dress code is business casual. you can bring someone for join the party.</p>

In the pre-test emails, students provided details mentioned in the prompt, including specifics about the special event, dress code, and designated seats for each invitation. However, only a few emails incorporated essential details like the date, time, and venue, possibly because these specifics were not explicitly stated in the prompt. This necessitated students to consider including them when composing an invitation email. Furthermore, all the supportive details were typically condensed into a single paragraph, although the information regarding the dress code was occasionally listed separately in some emails. Moreover, there was observable poorly-organized content in the some emails. Examples illustrating these aspects in the pre-test intervention were presented in (50a – 50c). Another noteworthy observation is the lack of control over capitalization and vocabulary selection in pre-intervention email compositions by students. Despite being able to produce comprehensible emails, this lack of attentiveness could potentially impact their professional image.

- 50 (a) *So we have arranged appreciation party that have 50 guests from several countries and the special show from Chef Nicolas to perform cooking show (Menu: Phuket lobster) our conditions are two seats for each guest, so every can participate with duet and the dress is just a business casual. (S2)*
- (b) *...on Biyok tower on 2nd January 2023 8.00PM. One company can come 2 seats. In this work will have Chef Nicolas to perform a cooking show in menu Phuket lobster “dress code is business casual” (S8)*
- (c) *We offer two seats for each guest so you can bring someone with you. We have Chef Nicolas and he will perform cooking show. For dress code is business casual. (S22)*

Post-intervention, students significantly improved in providing comprehensive details about the party, encompassing the date, time, venue, special event, seat reservations for each company, and dress code. This enhancement in information completeness was a result of explicit instruction on invitation email elements. During interviews, students admitted that before the intervention, they lacked awareness regarding the requisite completeness of information. However, after training, their awareness increased, leading them to be more diligent in achieving the communicative goals of their emails. Moreover, all the details within the emails were well-organized, with some emails presenting necessary details individually rather than consolidated into a single paragraph. Examples demonstrating these advancements in the post-test supportive move were outlined in (51a – 51c).

51 (a) *This special event you will accompany with other guests from several countries. The party will be held at The Okura Prestige Hotel, Bangkok. On Saturday, February 4th 5.00-9.00 PM. We offer you two more seats available for each guest. The dress code is business casual.*

In this great opportunity, you will get an exclusive cooking show from Chef Nicolas in the menu “Phuket lobster” which is to be served for you as an honored guest. (S15)

(b) *We have 2 seats for you and someone you can bring with. The informations are as listed below:*

Date: 1st April 2023

Time: 07.00 pm. – 11 pm.

Dress code: Business casual

Location: Butak Hotel

You will meet another guests more than 50 companies from several countries. We also have special cooking show from Chef Nicolas with the popular menu is Phuket lobster. (S9)

(c) *The dinner party will take place on 30th May 2023 at 06.00 pm at the ABC Hotel. In the event, we have arranged a special cooking show on the Phuket lobster from Chef Nicolas. Please note that the dress code of the participants is business casual and number of participants is 2 people per company. (S7)*

5.4.2.4 Closing Move

Table 5.27 demonstrates the results from the analysis of students' use of closing move in invitation emails.

Table 5.27 Closing move in invitation emails

Participant	Pre-test	Post-test
S1	The company hope customer come to party most as possible.	If you interesting for our party. Please reserve the seat in our website (www.thailandtrading-reservation.com). Hope to see you in our party
S2	I look forward seeing you all in my company's party.	We look forward to meeting you.
S3	If you have any questions, please feel free to contact us.	If you have any questions or require any clarifications about our party. Please feel free to call us at 099-850-9144. Look forward to seeing you soon.

Table 5.27 Closing move in invitation emails (Cont.)

Participant	Pre-test	Post-test
S4	We hope to see you in our party. If you have any questions can contact to this email. Thank you for your attention	I hope you will except this invitation and some along. If you have any question please contact me at 012-3456789
S5	I really appreciate your support.	We're looking forward to having you join us.
S6	We look forward accepting our invitation.	...and we would be grateful if you would confirm by email. If you have any questions, please email us by Scompany@s.co.th
S7	-	We are sure you will enjoy the even and look forward to seeing you.
S8	Thank you	I hope you will be able to join us this opportun. Please confirm by email whether you can come.
S9	We hope to see you in the party. Please reply to me if you want to join this party.	Please confirm participants via this email within 4 days. We look forward to having you join us. Thank you so much.
S10	We hope to see you soon. thank you	-
S11	If you have problem. You can contract this email.	Please give me a reply to confirm if time is convenient for you.
S12	-	We are looking forward to seeing you.
S13	Please join with us.	Please confirm by email whether you can come before January 31st. I'm looking forward to your reply.
S14	Let's come and join us.	Please feel free to join us.
S15	We are willing to serve you a great occasion. and this would be our pride and delighted to serve you so.	We are truly grateful to serve you an exceptional night.
S16	-	We are happy indeed to welcome you to our party and will do everything possible.
S17	...See you in the party!!!	Please promptly confirm acceptance of the party by email.
S18	We hope to see you there.	Please let me know if this is convenient and an appropriate location. I'm looking forward to your reply.

Table 5.27 Closing move in invitation emails (Cont.)

Participant	Pre-test	Post-test
S19	Please join with us	Please let me know if this is inconvenient.
S20	-	Inform me whether you have any solicitations for exceptional dinners as well, Please contact me on this email.
S21	-	-
S22	If you have any question feel free to contact us to this email	We looking forward to having you join our party.
S23	Hope to see you in the special party. respectful.	And if you have food allergies please tell me know that. Hope to see you there.
S24	We hope to see you. Thank you.	Please confirm by e-mail whether you can come. We look forward to our party.

In the pre-intervention phase, the closing statements in the invitation emails served various functions. The most prevalent function was to express eagerness and excitement in accommodating the customers at the party. Students employed diverse language patterns to fulfill this purpose, including less formal phrases like “See you at the party!!!” (S17), “Let’s come and join us” (S14), and “We hope to see you there.” (S18). Some students utilized the closing move to convey gratitude, such as “We appreciate your support” (S5) and “Thank you” (S8). Additionally, certain students offered their willingness to address inquiries by providing conventional supportive statements like “If you have any questions, please feel free to contact us.” (S3). Interestingly, the use of call-to-action statements was limited in the invitation emails, despite the importance in reality to know whether the customers would attend the party or not. Moreover, there were instances where the closing move incorporated more than one closing statement and function, as illustrated in (52a, 52b).

- 52 (a) *We hope to see you in our party. If you have any questions can contact to this email. Thank you for your attention.* (S4)
 (b) *We hope to see you in the party. Please reply to me if you want to join this party.* (S9)

In the post-test phase, the closing statements in the invitation emails frequently exhibited eagerness to welcome customers to the party and included call-to-action phrases. This could be attributed to classroom discussions about email elements and the students’ direct exposure to authentic business invitation emails. According to the interviews, students became aware of the significance of demonstrating enthusiasm, particularly in building rapport. Furthermore, as a result of

explicit instruction, students incorporated call-to-action statements in their post-test email compositions, understanding the necessity of seeking confirmation of participation in normal invitation emails. Additionally, some students conveyed willingness to assist and expressed gratitude in their emails. Examples of post-intervention invitation emails were illustrated in (53a – 53c).

- 53 (a) *We are sure that you will enjoy the event and look forward to seeing you.* (S7)
- (b) *Please confirm by email whether you can come before January 31st. I'm looking forward to your reply.* (S13)
- (c) If you have any questions or require any clarifications about our party. Please feel free to call us at 099-885-9411. Look forward to seeing you soon. (S3)

5.5 Discussion

The qualitative analysis of students' email compositions demonstrated a positive impact of GBA on the enhancement of business email writing skills. The post-test intervention emails exhibited improvement in textual structure, common linguistic patterns and contextual appropriateness, indicating an elevated level of professionalism. These positive outcomes can be attributed to explicit instruction on genre conventions and contextual awareness.

These findings align with those from the pilot study (Appendix G), revealing that students' business email writing ability improved in the dimensions of task fulfillment and language ability. Students' emails followed a tentative business email writing structure and used conventional language patterns accepted by business professionals. Additionally, after the training, students demonstrated their cultural identity in their emails.

The findings also agree with the research of Kawinvasin et al. (2021), emphasizing the effectiveness of explicit instruction on moves, steps, and language patterns crucial to email writing. Furthermore, the current study agreed with the findings in Wei's (2017) study, affirming that explicit instruction plays an important role in enhancing students' business email writing ability.

Interview results complement the primary findings derived from the qualitative analysis of students' emails. Prior to the intervention, most students were unaware of business email conventions, primarily focusing on content writing. As a result, pre-test emails were not in proper format and moves. Even those cognizant of business email formats did not consistently adhere to them, as they underestimated the significance of format in reflecting their professional communication skills.

I had never written business email before, so in the pre-test, some elements were missing. The training made me realize that there are many elements to consider, and the importance of the organization. I revisited sample emails during writing process, and now I am more aware of email organization and related context. (Student 1)

[Before training,] I knew that emails have elements like opening and closing, but I tended to get straight to the point. The training helped me understand the importance of other elements apart from the content. And for the content itself, the training helped me aware of specific details needed to make the content complete and clearer. (Student 7)

However, following the intervention, students reported increased awareness of email formats and moves, recognizing substantial differences between their pre-test and post-test emails. The newfound awareness resulted from explicit instruction that emphasized the importance of email structure and conventional language patterns. In essence, the intervention successfully shifted students' attention towards a more comprehensive understanding of effective business email communication.

Another aspect worth considering is the improvement of writing mechanics, specifically punctuation and capitalization. As the findings revealed, pre-test compositions exhibited punctuation errors; many of which did not significantly affect communicative effectiveness. Similar issues were observed with capitalization in the pre-test, reflecting students' lack of careful consideration. This included the absence of capitalized initial letters and proper nouns. Although these capitalization errors did not alter the intended meaning of the messages, they could potentially impact receivers' perceptions, suggesting a lack of attention to details. Following the intervention, it was observed that the mechanical and punctuation errors were addressed. This positive change can be attributed to explicit instruction that emphasized the importance of correct punctuation and capitalization in the context of business communication.

Students also emphasized the value of a step-by-step process in scaffolding their understanding of business email genre. They engaged in activities including experiencing authentic business emails, analyzing them, discussing with teachers and peers, applying their insights to compose their own business emails, and comparing their genre-specific writing with other genres.

I really like how we learned about writing emails. We read email samples, analyzed their structure and context, and discussed things together. The teaching materials provided me with many examples, so I saw different style of writing. I learned a lot from those examples. (Student 24)

The findings supported the recommendations of Hyland (2004) and Luu (2011), who advocate for the use of teaching-learning cycle (TLC) in teaching genre writing. Several previous studies, including those by Changpueng (2013), Irawansyah (2016), Osman (2004), Rezvani, Aqdam and Saeidi (2014), Thongchalerm and Jarunthawatchai (2020), Ueasiriphan and Tangkiengsirisin (2019), Zare-ee (2009) have also reported the successful application of TLC in teaching genre-specific writing. However, it should be noted that the TLC is a flexible framework that can be adjusted to meet the target participants and the study context, ensuring optimal outcomes.

In terms of contextual elements, the GBA significantly raised students' awareness of both rhetorical and cultural aspects in business email writing. During the interviews, students revealed that prior to the intervention, they understood the importance of politeness but were not attuned to the rhetorical context. Specifically, they lacked awareness of the roles and statuses between themselves and their recipients. Some students even perceived themselves as novice business communicators, reflecting this perception in their emails by consciously adopting a humble tone rather than showcasing professionalism. Post-training, however, students demonstrated increased awareness of the roles, statuses, and relationships between communicators. They gained confidence in their communication skills, recognizing themselves as integral contributors who have equal role to play in business communication.

Before training, I had a basic awareness of the role and relationship of the interlocutors in communication. I mean, I know they could influence communication in some way, but I don't know how exactly they could. I had better understanding of these aspects during the training and became more aware of them when writing business emails, as I know how these could have an impact on business things. [Anything from the course that makes you are more aware of them?] I think the questions you asked after reading each email and that we had classroom discussion about the role and relationship of the interlocutors, too.

For cultural awareness, the analysis of students' business email compositions indicated an increased sensitivity to the cultural backgrounds of their interlocutors. This was evident in their post-intervention salutations, where students incorporated honorifics 'Khun' or 'K.' before the recipient's first name. During the interviews, students acknowledged an increased awareness of cultural identity, which they had not considered before the training. They attributed this enhanced cultural awareness to the analysis of authentic emails and classroom discussions during the intervention. These findings substantiated the importance of providing students with sufficient examples of authentic business emails to facilitate learning in cultural-related business

communication. This entails not only incorporating examples from their own culture but also considering other cultures, especially those of regular customers or business partners in the target cultures.

I used to think that language in emails was pretty much the same everywhere. I have never thought that culture could play a role in building good business relationship. At first, I felt a bit awkward using Thai cultural salutations like 'Khun'. However, as I got more familiar with it, I realized the significance of sharing the same cultural norms to make positive impression and creating a sense of belonging to the same group. (Student 4)

The findings from this study contribute to the literature, supplementing Flowerdew's (2015) assertion that, beyond linguistic patterns, students need pragmatic knowledge for effective business correspondence. GBA, as revealed in this study, addresses this need by not only enhancing linguistic competence but also fostering rhetorical and cultural awareness, enabling students to adapt their communication effectively in diverse contexts.

In both pre- and post-intervention compositions, it was observed that certain emails by students contained errors attributed to their limited understanding of the working process. According to Lee and Schmidgall (2020), workplace writing is a complex phenomenon, demanding successful writers to integrate various knowledge and skills, including genre awareness, language proficiency, comprehension of the working process, and expertise in the field. Since students were novice business communicators with limited knowledge of the working process, composing effective business emails posed a challenge for them. Addressing this challenge could involve providing students with field-specific knowledge and tentative understanding of the working process.

CHAPTER 6

RESULTS AND DISCUSSION III: EFFECTS OF DATA-DRIVEN LEARNING

This chapter outlines the findings derived from a qualitative analysis of Data-Driven Learning (DDL) applied to students' email compositions across four email subgenres: inquiry, complaint, meeting request, and invitation emails. The objective is to address the third research question: "How can DDL affect students' business email writing ability?" The analysis focuses on three main aspects: the queries (searched words), the retrieved phraseological units, and students' competence in applying lexicogrammar principles in their business email writing. Furthermore, the chapter includes a discussion of the findings and explores students' perceptions of data-driven learning techniques.

6.1 Effects of DDL on writing an inquiry email

The analysis of students' email compositions unveiled the effective application of DDL techniques in facilitating the writing of business inquiry emails. Upon examining students' list of queries, it became evident that they searched for terms 'Quotation', 'quotation', 'deliver', 'delivery', 'submit', 'terms and conditions', and 'forward'. These words directly pertained to subject, main, supportive and closing moves. The targeted queries led students to discover phraseological units that could be pragmatically applied in business email communication. The overall findings indicated that, with the aid of DDL, students improved their writing proficiency, as they could effectively generate language that meets their communicative needs in inquiry email composition. Table 6.1 depicts students' utilization of DDL in the composition of inquiry emails.

Table 6.1 Corpus searches and examples of students' language use in inquiry email

Query	Move	Patterns	Examples
Quotation	Subject	Quotation	Quotation Needed
		Quotation for [N]	Quotation for Ready-mixed concrete
		Quotation request	Quotation request Quotation request for M5 ready-mixed concrete Quotation request from DDP Kiatisak construction site

Table 6.1 Corpus searches and examples of students' language use in inquiry email (Cont.)

Query	Move	Patterns	Examples
		Quotation request	Quotation request Quotation request for M5 ready-mixed concrete Quotation request from DDP Kiatisak construction site
quotation	Subject	request for quotation quotation of [N]	Request for concrete quotation The quotation of ready-mixed concrete Ask for quotation of orders
	Main	Please send [OBJ] the preliminary price quotation for [N]	Please send us the preliminary price quotation for this product as soon as possible.
		Please send [OBJ] your quotation for [N]	Please send us your quotation for 2000 cubic yards of M5 ready-mixed concrete.
		Would you kindly send [OBJ] your quotation for [N] ?	Would you kindly send us your quotation for 2000 cubic yards of M5 ready-mixed concrete.
		Could you please send [OBJ] the quotation?	Could you please send us the quotation for 2000 cubic yards of M5 ready-mixed concrete.
		[SUB] would appreciate it if you would send [OBJ] a quotation for [N]	We would appreciate it if you would send us a quotation for 2000 cubic yards of M5 ready-mixed concrete.
		[SUB] would like to request a quotation for [N]	I would like to request a quotation for 2000 cubic yards of M5 ready-mixed concrete.
		[SUB] would like to have [a/ your] quotation for [N]	We would like to have a quotation for 2000 cubic yards of M5 ready-mixed concrete.
		[SUB] need a quotation for [N]	I need a quotation for 2000 cubic yards of M5 ready-mixed concrete.
		This is to request the quotation for [N]	This is to request the quotation for 2000 cubic yards of M5 ready-mixed concrete.
deliver	Supportive	[SUB] would like to know if you can deliver your product before date	We would like to know if you can deliver your product before 30 th June 2022.
		Please confirm that the goods will be delivered on date	And please confirm that the goods will be delivered on 30 th June 2022.
delivery	Supportive	delivery of date	Please send us your quotation before June 15 th June 2022, including delivery date of June 30 th 2022 at DDP Kiatisak Construction site, Bangkok.

Table 6.1 Corpus searches and examples of students' language use in inquiry email (Cont.)

Query	Move	Patterns	Examples
		delivery date will be + date	And the product delivery date will be 30 June 2022.
		you confirmed the requested delivery date of + date	...and you confirmed the requested delivery date of 30 th June 2022.
submit	Supportive	Please submit your quotation before + date	Please submit your quotation before 15 th of June 2022.
		The quotation needs to be submitted before + date	The quotation needs to be submitted before 15 th June 2022.
		Could you [please] submit [a/ the] quotation before + date ?	Could you please submit the quotation before 15 th June 2022?
terms and conditions	Supportive	all the terms and conditions for purchase orders are attached	However, all the terms and conditions for purchase orders are attached.
		attached terms and conditions which will be applied to all purchase orders	We have provided attached terms and conditions which will be applied to all purchase orders. I have attached terms and conditions which will be applied to all purchase orders.
		[These/ The] terms and conditions will be applied to all purchase orders.	These terms and conditions will be applied to all purchase orders.
		[SUB] [already/ also] attach terms and conditions [to/ with/ in] this email.	I already attach terms and conditions to this email.
		We enclose a form of agreement setting out the terms and conditions which will be applied to all purchase orders.	
		Please note that all terms and conditions also apply to all purchase orders.	
		The details of terms and conditions must be applied for all purchase orders.	
forward	Closing	[SUB] [V.to be] looking forward to [Ving]	We are looking forward to receiving your quotation. I am looking forward to hearing from you soon.
		Looking forward to [Ving]	Looking forward to receiving your response.

The phraseological units outlined in Table 6.1 represent some of those employed by students in composing inquiry emails. Upon closer examination of these patterns, it became apparent that students utilized longer phraseological units more frequently than shorter ones. These selected phrases closely aligned with their intended messages, often requiring minimal adaptation. For instance, when searching for ‘quotation’, the retrieved concordances consisted of large units of meaning, resembling nearly complete sentences. Consequently, only slight modifications to the subject, object, or other relevant details were necessary to form accurate sentences. This approach appeared to facilitate effective communication, as the resulting sentences were correct and easily understood. The following example illustrates the selected phraseological units that required minimal modification from the searched word ‘quotation’.

Please send [OBJ] your quotation for [N]

Please send us your quotation for this product as soon as possible. (S4)

Please send us your quotation for 2000 cubic yards of M5 ready mixed concrete. (S8)

In the above example, the phraseological pattern ‘Please send [OBJ] your quotation for [N]’ served as the main move in writing an inquiry email, indicating the action the sender desired the recipient to take. This pattern resembled a nearly complete sentence, requiring students to identify the indirect object of the action, which varied depending on the context of the email. Additionally, students specified an item for the quotation request by adding supplementary information. In their language production resulting from this pattern, both Student 4 and Student 2, despite using the same object, incorporated supplementary information based on their individual decisions to fulfill their intentions. This is why Student 4 appended ‘...this product as soon as possible’ after the phrase ‘quotation for’, while Student 2 specified ‘...2000 cubic yards of M4 ready mixed concrete’.

The following example illustrates another instance of a phraseological unit and its application to politely request a quotation.

[SUB] would appreciate it if you would send [OBJ] a quotation for [N]

We would appreciate it if you would send us a quotation for 2000 cubic yards of M5 ready-mixed concrete. (S12)

Similar to the previous example, this phrase represents a pattern carrying a large unit of meaning, requiring slight modification by the student. The student needed to add a subject and object to complete the statement, along with a noun for

supplementary information to specify an item for the quotation. Student 12 employed the subject 'We' and the object 'us', supplementing the phrase with '2000 cubic yards of M5 ready mix-concrete' to form a complete sentence. This pattern exemplifies a formal and courteous approach to making requests in business correspondence. The two phraseological units, provided as examples, not only facilitated communication and conveyed professionalism in business correspondence but also demonstrated the effectiveness of DDL in enhancing students' lexicogrammatical ability. Through DDL, students exhibited proficiency in using vocabulary and grammatical structures to convey meaning effectively.

In this task, students also showcased their adeptness in utilizing shorter phraseological units. These short phrases often functioned as modifiers in sentences that could be used without necessitating modification. For instance, when employing the pattern 'delivery date of + date', students integrated it into a clause to specify dates for goods or service delivery. Student 18 exemplified this by incorporating the phraseological pattern into the following statement.

Please let us have a quotation before June 15th, 2022, including the delivery date of June 30th, 2022, at the DDP Kiatisak Construction site, Bangkok. (S18)

This instance underscores the pivotal role of DDL in providing students with collocates, therefore, enabling them to compose sentences that sound natural and demonstrating their ability to apply a discovered pattern in context.

Another notable effect of DDL was its provision of complete sentences practically used for students' writing. From the compositions, it became evident that students often transferred exact sentences from the corpus to their emails, particularly when those sentences aligned with their communicative purpose. For instance, when searching for 'terms and conditions', students discovered precise concordances that could be seamlessly integrated into their writing, resulting in sentences such as:

We enclose a form of agreement setting out the terms and conditions which will be applied to all purchase orders. (S2)

The details of terms and conditions must be applied for all purchase orders. (S13)

Additionally, there were instances where students stumbled upon practical phraseological patterns by chance. While conducting their queries, students encountered useful phrases that exceeded their initial intentions, thereby contributing to other aspects of their writing. For example, Student 12 shared that she initially input the word 'quotation' with the intention of generating ideas for a subject move.

However, the results yielded numerous concordances suitable for the main move, prompting her to take note for these patterns for future use.

I got this pattern [We would appreciate it if you would send us a quotation for 2000 cubic yards of M5 ready-mixed concrete.] by chance when I searched for the word quotation for the email subject. Actually, I found a lot of patterns that can be used in the main move. (S12)

Despite the practical implications of DDL in facilitating students' inquiry email compositions, it is essential to acknowledge that not all language production resulting from DDL was entirely accurate. The analysis presented evidence supporting the influential role of linguistic knowledge and awareness in determining how effectively students could infer patterns from concordances into their writing. The examples below demonstrate students' language production derived from the searched word 'submit', where they were required to mention the due date of quotation submission.

Please submitted the quotation by 15th June 2022 and delivery date is 30th June 2022, (S10)

Could you please submitted the quotation before 15th June 2022. (S20)

In the interview, Student 10 disclosed that he was unaware of the inaccurate form. During the search, he encountered both 'submit' and 'submitted', both frequently used, but he lacked a full understanding of the difference between the two words. Consequently, he applied whatever patterns seemed correct to him. A similar case was reported by Student 20, who expressed an inability to detect grammatical errors in her writing due to limited grammatical knowledge. These two examples highlighted the importance of grammatical knowledge and awareness in generating accurate patterns. However, it is worth noting that the statements students created did not significantly impede communicative achievement since they remained comprehensible.

Limited vocabulary knowledge was also a factor contributing to the effective utilization of the DDL techniques. The analysis revealed that, despite claims that they only selected statements they understood, some students incorporated phraseological patterns or complete sentences from concordance outputs even when the meaning did not align with the assigned task. This potentially caused ineffective communication. To illustrate, in the given scenario, students needed to state that they attached terms and conditions to the email. However, the examples below showed instances which students used irrelevant statement to their assignment.

Please attach terms and conditions to all purchase order with the email. (S24)
Will you please inform me of the terms and conditions all purchase orders? (S18)

The meaning of the two examples above did not relate to the message students were instructed to convey. Students reported that they obtained these full sentences from querying ‘terms and conditions’. This error stemmed from insufficient vocabulary knowledge, leading to the selection of inappropriate patterns to the compositions.

6.2 Effects of DDL on writing a complaint email

DDL proved beneficial in facilitating students’ composition of complaint emails, as also found in writing an inquiry email. However, there was a noticeable increase in the number of queries made by students, indicating a more extensive corpus search. The majority of students’ queries were pertinent to making complaints, focusing on expressions of dissatisfaction and requests for action. These included ‘problem’, ‘issue’, ‘inconvenience’, ‘faulty’, ‘hope’, ‘impact’, ‘prompt’, and ‘request’. The findings suggested that these relevant queries led students to practical phraseological patterns for writing a complaint email.

Among queries made, some were overly specific or broad. Students tended to encounter difficulty in discovering useful phrases from certain queries that were overly specific, such as ‘printer’ and ‘technicians’. The specificity of these queries stemmed from the given situation, which students were required to describe the situation that rooted dissatisfaction, making it challenging for them to retrieve precise concordances. Conversely, some queries, such as ‘please’ and ‘therefore’, were overly broad, resulting in overwhelming amounts of data and irrelevant patterns. This could impede the retrieval of suitable phraseological patterns. Table 6.2 provides an overview of how students utilized DDL during the composition of complaint emails.

Table 6.2 Corpus searches and examples of students’ language use in complaint email

Query	Move	Patterns	Examples
complain	Subject	complain about [N]	Complain about printing network Complaint about working of printer
		complain and request action	Complain and request action on the matter
	Main	[SUB] would like to complain about [N]	We would like to complain about printing network.
problem	Subject	[N] problem	Printing network problem
		problem with [N]	Problem with printing network

Table 6.2 Corpus searches and examples of students' language use in complaint email (Cont.)

Query	Move	Patterns	Examples
	Main	[SUB] found a (serious) problem with [N]	I found a serious problem with the printing network.
		[SUB] investigated a serious problem with [N]	We investigated a serious problem with the printing network.
	Closing	[SUB] hope this problem will be solved	We hope this problem will be solved soon. Hope this problem will be solved soon.
		[SUB] would like you to send [OBJ] to solve this problem	I would like you to send some technicians to solve this problem.
		[SUB] would like to request [OBJ] involved to help us to resolve the problem	Due to the problem, we would like to request the department involved to help us resolve the problem.
		resolve the problem	We hope that you resolve the problem as quickly and effectively as possible.
		deal with this problem	I hope you will deal with this problem promptly.
inconvenience	Main	...cause [OBJ] (terrible/ serious/ considerable) inconvenience	The error has caused us considerable inconvenience and delay to our work.
		[N] cause (terrible) inconvenience	We have founded some serious problems with the printing network that causes terrible inconvenience and delay to our work.
		...causing (terrible) inconvenience	I found a serious problem with the printing network, causing terrible inconvenience and delay my work.
inconvenient	Main	it's (terribly/ very) inconvenient	I hope this problem will be solved soon because it's terribly inconvenient and delay to my work.
faulty	Subject	faulty of [N]	Faulty of printing network
hope	Closing	[SUB] hope this problem will be solved	I hope this problem will be solved within this weekend.
		[SUB] hope you can fix this problem.	I hope you can fix this problem promptly.

Table 6.2 Corpus searches and examples of students' language use in complaint email (Cont.)

Query	Move	Patterns	Examples
		[SUB] hope that you will deal with [N]	We hope that you will this problem promptly.
impact	Main	[SUB] cause a negative impact on	This problem causes a negative impact on delay to my work.
prompt	Closing	I hope that you will deal with this matter promptly.	
		I hope that you will fix this problem promptly.	
		We look forward to your prompt action in this matter.	
		Thank you in advance for your prompt action in this matter.	
request	Subject	complain and request action	Complain and request action on the matter
	Closing	[SUB] would like to request [N]	Due to the problems, I would like to request the department involved in this selection to help us resolve the problem.
thank you	Closing	Thank you	Thank you. Thank you so much
		Thank you in advance	Thank you in advance. Thank you in advance for your prompt action in this matter.
		[SUB] thank you for [N]	We thank you for your cooperation.
contact	Closing	Please contact [OBJ]	Please contact me ASAP at 097-222-222
ASAP	Closing	I would like you to solve this problem ASAP.	
		Please contact me ASAP	Please contact me ASAP at 097-222-222
action	Closing	We look forward to your prompt action in this matter.	

The application of phraseological units identified in students' complaint email composition closely resembled that observed in their inquiry email. Students tended to prefer longer phraseological units over shorter ones, as they closely matched the assigned tasks and required minimal adaptation. As a result, the adapted patterns were generally correct. The following example illustrates the selected phraseological units that required minimal modification from the searched word 'problem'.

[SUB] found a (serious) problem with [N]

I found a serious problem with the printing network. (S14, S16, S18)

We found a serious problem with the printing network. (S19)

The phraseological pattern '[SUB] found a (serious) problem with [N]' served as the main move in writing a complaint email, expressing an issue in a direct manner. This pattern resembled a nearly complete sentence, requiring students to simply identify the subject and the issue according to the given context. Students' language production, as observed in the examples, was accurate and practical for this type of email writing.

The following examples illustrate the application of another phraseological unit that required minimal adaptation.

[SUB] hope this problem will be solved

I hope this problem will be solved within this weekend. (S13)

I hope this problem will be solved soon because it's terribly inconvenient and delay to my work. (S24)

Hope this problem will be solved soon. (S2)

The above pattern carried a large unit of meaning, conveying an optimistic desire for the issue to be resolved. To use it, students added only a subject along with supplementary information where needed such as the specific timeframe as found in 'within this weekend' or an adverb like 'soon'. It is possible that a subject was omitted to form a comprehensible sentence, as produced by Student 2. The above examples demonstrated the effectiveness of DDL through the selection of longer patterns to facilitate the writing of a complaint email.

While DDL proved effective in providing valuable resources for writing, it does not mean that errors were absent. In fact, errors were occasionally observed due to limited grammatical and lexical knowledge and awareness. For instance, Student 15 queried 'inconvenience' and retrieved the pattern '[SUB] found a (serious) problem with [N]' from concordances. He wrote the following sentence with an error in the modification of 'found' to 'founded'. This error demonstrated the students' limited grammatical knowledge, affecting the accuracy of language production.

We have founded some serious problems with the printing network that causes terribly inconvenience and delay to our work (Student 15)

In another example, Student 1 incorporated phraseological units 'We investigated [N]' with 'a serious problem with [N]' from the corpus outputs into her writing as follows.

We investigated a serious problem with the printing network. (S1)

Although this statement closely mirrored “I found a serious problem with the printing network,...”, which was generally used in this email subgenre, the two statements differed in meaning. While ‘found’ implied the discovery of a problem within the printing network without specifying the manner of discovery, ‘investigate’ suggested a formal examination to determine the nature and extent of the problem, implying a deliberate process of examination. These examples underscore the impact of limited vocabulary knowledge on the effective application of the DDL technique.

Regarding the use of short phraseological units, the results revealed that not all statements produced by students were the direct effects of DDL. Indeed, it was observed that students integrated short phrases into their sentences, but this could result from factors other than DDL. For example, the phraseological expression ‘cause (terrible/serious) inconvenience’ was adapted and utilized in the compositions of Student 15 and Student 13 below. In the former instance, the student incorporated the phrase independently, using their own language skills. In the latter case, the student employed the phrase ‘causing terrible inconvenience’ from the given situation.

We have founded some serious problems with the printing network that causes terribly inconvenience and delay to our work (S15)

After a week of using it, I found a serious problem with the printing network, causing terrible inconvenience and delay to my work. (S13)

Upon further analysis of students’ query list, it was observed that certain queries led to expressions explicitly taught in class. All students reported searching for the word ‘complain’ and could retrieve the phraseological units identical to those previously studied in class. Those included ‘I’m writing to complain about [N]’, ‘I’m writing to draw your attention to [N]’, and ‘I’m writing this email to complain about [N]’. When questioned about why they conducted searches despite having pre-existing patterns for starting their complaints, some students expressed that consulting the specialized corpus could confirm whether their target phraseological patterns were commonly employed in business communication.

A novel searching strategy was observed. Students employed multi-word searches, in addition to single-word searches, as evidenced by the use of ‘problem’ and ‘problem with’. When searching for ‘problem’, students might obtain more phraseological patterns, while using ‘problem with’ could yield a more limited outputs, requiring the presence of the preposition ‘with’ alongside ‘problem’. While the latter technique could prevent data overload with irrelevant patterns, it might also constrain the variety of patterns available for writing. Insights from interviews revealed that students who utilized ‘problem with’ were familiar with the collocates of the two

words but were unaware of potential differences between single-word and multi-word queries. Some students believed that inputting more data would yield closer results, while others admitted to lacking sufficient familiarity with the corpus tool to make proper decisions about queries. This issue suggests that thorough training in corpus-search techniques is essential for maximizing the effectiveness of DDL.

Additionally, it was that employing different queries could result in identical phraseological patterns. For instance, the queries ‘prompt’ and ‘action’ which appeared in students’ query list frequently collocated with each other, so they were often found in the same statement, as exemplified by the statement, “We look forward to your prompt action in this matter” (S3, S6). This instance highlighted the flexibility in query terms that allowed students to explore practical phraseological units for their writing. It could enhance students’ awareness of co-occurrences of words and phrases within a given context.

In terms of non-specific queries such as ‘thank you’, ‘contact’ and ‘ASAP’, it was found that students discovered useful phraseological units containing these words and used them in their writing. The patterns were commonly encountered in business communication, served purposes applicable to general conversation, as exemplified by statements like “Thank you” and “Please contact me ASAP at 097-222-222”

6.3 Effects of DDL on writing a meeting request email

The analysis of DDL technique in meeting request emails demonstrated its value in facilitating for effective business communication. Students extensively and effectively employed DDL in their writing process. Their query lists reflected a focus on meeting arrangements, with terms ‘meeting’, ‘meet’, ‘attend’, ‘invite’, ‘schedule’, ‘attach’, ‘agenda’, ‘location’, ‘confirm’, ‘not available’, ‘Monday’, ‘look forward’, ‘thank you’, and ‘see you’.

However, some queries which were considered overly broad, such as ‘regards’, ‘later’, ‘our companies’, and ‘progress’ were also found in the query lists. As observed in students’ compositions, such overly broad queries potentially led to irrelevant data or data overload, hindering the retrieval of suitable phraseological patterns. Table 6.3 outlines how students utilized DDL in composing meeting requests, providing further insight into their effective utilization of this technique.

Table 6.3 Corpus searches and examples of students' language use in meeting request

Query	Move	Patterns	Examples
meeting	Subject	[N] meeting	Project Meeting Project Meeting (first half) Progress meeting Progress report meeting working progress meeting
		Meeting [N]	Meeting schedule
		[ADJ] meeting	Upcoming meeting
	Opening	I'm writing to ask you to attend a meeting...	I'm writing to ask you to attend a meeting of Machine Learning project in the first half of the project.
		[SUB] will hold a meeting...	I will hold a meeting in Software conference room, ML company. We will hold a meeting in zoom meeting.
		Would it be possible to schedule a meeting soon?	
	Main	arrange a meeting with [OBJ]	I would like to arrange a meeting with all companies' staff to report working progress in the first half of the project. I would like to arrange a meeting with your staffs to report working progress in the first half of the "DCHE" project.
		hold a meeting	I'm writing to hold a meeting to progress in the first half of the project. We will hold a meeting in zoom meeting.
		set up a (convenient) meeting	I would like to set up a convenience meeting in my office at 09.00 in the morning on Tuesday, the 24 th of January. I would like to set up a meeting to report working progress in the first half of the project.
		schedule a meeting	I am writing to you to schedule a meeting to report working progress in the first half of the Super A project. I would like to schedule a meeting about working progress in the first half of the project (online meeting). I'm writing to you all to schedule a meeting in regard to report working progress.

Table 6.3 Corpus searches and examples of students' language use in meeting request (Cont.)

Query	Move	Patterns	Examples
		invite you all to the project	I would like to invite you all to the project meeting (first half). I would like to invite you all to attend a meeting about report working progress in the first half of the project (online meeting).
		meeting will be held	The meeting will be held online through Zoom application. The meeting will be held on 13 th March 2023 at meeting room.
	Closing	Please confirm that such meeting can be arranged on one of those days mentioned.	
		We believe that such meeting is the first major step in effectively addressing progress, and we hope you'll attend.	
		We believe the meeting will be beneficial to both parties.	
		I very much hope the meeting will prove mutually benefit.	
		Please contact us to confirm meeting place and time.	
meet	Main	Let's meet at + time	Let's meet at 2 p.m. on Wednesday, January 25 in our office.
attend	Main	attend a meeting	I'm writing to ask you to attend a meeting of Machine Learning project in the first half of the project. I would like to invite you all to attend a meeting about report working progress in the first half of the project (online meeting).
	Closing	[SUB] hope you'll attend	..., and we hope you'll attend.
invite	Main	[SUB] would like to invite [OBJ] to [N]	I would like to invite you all to the project meeting (first half). We would like to invite you all to the meeting regarding the progress of the first half project and what we do in the next steps of the last half.
		[SUB] would like to invite [OBJ] to [Vinf]	I would like to invite you all to attend a meeting about report working progress. I would like to invite your companies' staff to report working progress.

Table 6.3 Corpus searches and examples of students' language use in meeting request
(Cont.)

Query	Move	Patterns	Examples
schedule	Subject		Meeting schedule
			Schedule the meeting to update the progression
	Main	schedule a meeting	I would like to schedule a meeting with you all to tell you a progress report in the first half on ABC project.
attach/ attached	Supportive	attached file	Please find an agenda in the attached file. Additional Information:: Please found a agenda in the attached file. (The map is attached below)
confirm	Closing	Please confirm that [S+V]	Please confirm that such a meeting can be arranged on one of those days mentioned.
		Please give me (a call/ a reply) to confirm	Please give me a call 088-XXX-XXXX to confirm. Please give me a reply ASAP to confirm it time is convenient for you.
		Please confirm (by email) whether [S+V]	Please confirm by email whether you can come ASAP.
		Please contact us to	confirm meeting place and time.
not available	Closing	If you are not available, please [Vinf]	If you are not available, please let me know before Wednesday. ..., and if you are not available then, please suggest an alternative date and time for our meeting.
Monday	Main		Can you meet at 2 p.m., on monday, september 6 in my office.
look forward	Closing	I look forward to [N]	I look forward to our meeting.
		I look forward to [Vinf]	I look forward to following our project and meeting you all. I look forward to meeting and greeting you myself.
thank you	Closing	[SUB] thank you in advance	I thank you in advance for your time. Thank you.
		Thank you for [N]	Thank you for your help and patience in working out a SCHP project.
see you	Closing	see you	I'll glad to see you again. See you soon. We would like to see you and hear more about your opinions.

A notable improvement in students' search skills was evident in this writing task. While single-word searches were prevalent, students also effectively unitized multi-word searches, which often led to practical concordances. An example of this was the fixed phrase 'look forward', which produced more useful results when searched as a whole, compared to separate searches for 'look' or 'forward', as observed in students' strategies when composing inquiry emails. This shift in searching strategy reflected an enhanced understanding of using DDL techniques to maximize concordance outputs.

Another example of improved searching skill was demonstrated when a student searched for 'not available' instead of 'available'. By incorporating the negative word 'not' into the keyword 'available', the student obtained closer matches in terms of meaning, showcasing a nuanced approach to query formation.

In another case, a student searching for 'Monday' anticipated concordance outputs related to meeting arrangements. While this query did not directly reflect the desired word, it could lead to phraseological units applicable to the given situation.

Regarding DDL application, it was evident that students showed increased proficiency in retrieving and integrating phraseological patterns into their writing. Students adeptly selected specific phraseological units to enhance their communication, often combining multiple phrases to write accurate sentences tailored to their communicative needs.

A clear illustration taken from the query 'meeting'. Through corpus searches, students discovered phrases such as 'arrange a meeting with', 'hold a meeting', 'set up a (convenient) meeting', 'schedule a meeting', and 'invite [OBJ] to the meeting', all pertinent to meeting arrangements. These phraseological patterns were seamlessly integrated with expression like 'I would like to...', 'We would like to...', and 'I'm writing to...' to construct comprehensive sentences to meeting arrangement. Some students also incorporated additional details, as follows.

I'm writing to you all to schedule a meeting to report working progress in the first half of our project. (S9)

I would like to set up a convenient meeting in my office at 9.00 in the morning on Tuesday, the 24th of January. (S13)

We would like to invite you all to the meeting regarding the progress of first half project and what would we do in next step of last half. (S23)

In the first example, Student 9 skillfully integrated the phrase 'I'm writing to you to' with 'schedule a meeting' to clearly express the purpose of the email. Additionally, the student added the phrase 'to report working progress in the first half of our project', providing further context for the meeting. Similarly, Student 13 combined 'I

would like to' with 'set up a convenient meeting', demonstrating a polite and assertive tone. Moreover, the student included specific details about the date, time, and place of the meeting, enhancing clarity and organization. In the third example, Student 23 effectively merged 'We would like to' with 'invite [OBJ] to the meeting' and provided a broad overview of the meeting agenda. These examples illustrate how students combined multiple phraseological units to form long and comprehensible sentences. This not only showcased their proficiency in grammar and cohesion but also highlighted the impact of DDL in enhancing their writing ability.

Similarly, in the case of the query 'confirm', students incorporated the phraseological patterns such as 'please confirm that...', 'please confirm (by email) whether...', and 'please give me (a call/ a reply) to confirm', along with additional details. This demonstrated the students' ability to identify and apply various patterns related to the concept of confirmation. To illustrate, Student 10 combined 'Please give me (a call)....to confirm' with the contact information. This indicated an understanding of practical phrases for requesting the confirmation and providing the method of confirmation (a call) and phone number. Student 13 incorporated 'Please confirm (by email) whether...' with additional details, specifying the mode of confirmation (by email) and the urgency of the request (ASAP). These examples highlighted the students' understanding of requesting confirmation and demonstrate the effectiveness of DDL in providing students with useful phraseological units to convey their intentions in business communication, as demonstrated below.

Please give me a call 088-xxx-xxxx to confirm. (S10)

Please confirm by email whether you can come ASAP. (S13)

Additionally, students reported that they stumbled upon some practical phraseological patterns during corpus searches by chance. When querying 'meeting', for instance, they unexpectedly encountered concordances that could be effectively utilized in their closing statements. Despite these patterns not being explicitly taught in class or provided as samples in the teaching materials, students were confident in their applicability for concluding their email compositions. They believed that these patterns could effectively convey the intended message and help in building rapport with the recipient. The following statements provide examples of expressions that students retrieved by chance.

We believe that such meeting is the first major step in effectively addressing progress and we hope you'll attend. (S4)

We believe the meeting will be beneficial to both parties. (S14)

I very much hope the meeting will prove mutually benefit. (S16)

The analysis also highlighted an improvement in students' proficiency in using DDL for their writing tasks. Apart from the findings stated earlier, It was found that students were able to effectively utilize shorter phraseological units in their writing, contrasting with the previous tasks where longer units were predominantly used. The ability to combine short phrases discovered from the corpus into comprehensible sentences suggests a deeper understanding of the DDL concept to generate accurate and coherent sentences independently.

However, it's important to note that not all patterns utilized in students' compositions were direct results of DDL, despite students' querying the target words. As observed in students' compositions, some expressions were taken directly from the sample emails provided. This suggests that explicit instruction also played an important role in shaping students' writing. For example, students retrieved the phraseological pattern 'if the time works for you' from a sample email, which required them to provide additional details to complete the sentence. As a result, students generated the following statements.

If the time works for you, I would like to meet at 9.30 AM in my office, XY company on Tuesday, the 12th of May. (S13)

If the time works for you, I would like to set up a meeting at 10.00 in the morning on Wednesday, the 25th of January. (S15)

Please let me know if the time works for you. (S22)

6.4 Effects of DDL on writing an invitation

Similar to previous tasks, the analysis of DDL technique in composing an invitation email underscored its significance in facilitating effective business communication. However, noticeable advancements in searching strategies evident in this task indicated students' increased familiarity with the corpus tool. Queries for this email subgenre encompassed the terms 'invite', 'invitation', 'appreciation', 'party', 'appreciation party', 'convenience', 'available', 'join', 'confirm', 'bring', 'hope', 'offer', 'meet at', 'event', 'thank you', and 'pleasure'. These queries led to the discovery of practical phraseological patterns conducive to composing invitation emails. Conversely, queries such as 'condition', 'celebrate', 'participants', 'would', 'floor, date', 'seat', 'theme', 'come', 'map', 'special', 'note', 'show', and 'date' were less fruitful in yielding relevant concordances. Table 6.4 delineates how students employed DDL in writing an invitation email.

Table 6.4 Corpus searches and examples of students' language use in invitation email .

Query	Move	Patterns	Examples
invite	Subject	Invite to [N]	Invite to customer party Invite to party
	Main	You are cordially invited to [V]	You are cordially invited to attend the upcoming appreciation party.
		You are cordially invited to [N]	You are cordially invited to the party. You are cordially invited to customer a customer appreciation party.
		[SUB] would like to invite you to [V] for [N]	We would like to invite you to join us for a customer appreciation party.
		[SUB] would like to invite you to [N]	I would like to invite you to the customer appreciation party.
		We are pleased to invite [OBJ] to [V]	We are pleased to invite you and only one person who can come with you to join our party.
		[SUB] would be (very) pleased to invite you to/ for [N]	We would be very pleased to invite you to a customer appreciation party.
		I'm writing to invite you to [N]	I'm writing to invite you to a customer appreciation party.
		We are delighted to invite you...	We are delighted to invite you as an honored guest
		It is pleasure to invite you to [N]	It is pleasure to invite you to our guest in appreciation party.
		I would like to take this time to express thanks to you and invite you to a customer appreciation party.	
invitation	Subject	Invitation to [N]	Invitation to customer appreciation party Invitation to party
		[N] party invitation	Customer party invitation
		[N] invitation party	Customer invitation party
appreciation/ party	Subject	(customer) appreciation party	Customer appreciation party
		Invitation to [N]	Invitation to customer appreciation party
		(The) appreciation party	The appreciation party
	Opening	We would like to take this time to express our sincere appreciation to you for the generous support you have extended to us for many years.	

Table 6.4 Corpus searches and examples of students' language use in invitation email (Cont.)

Query	Move	Patterns	Examples
	Main	attend the (upcoming) appreciation party	You are cordially invited to invite attend the upcoming appreciation party.
		join [OBJ] for a customer appreciation party	We would like to invite you to join us for a customer appreciation party.
		participate the customer appreciation party	We would like to invite you to participate the customer appreciation party. We are delighted to invite you as an honored guest to participate a customer appreciation party.
appreciation party	Main	(customer) appreciation party	You are cordially invited to a customer appreciation party.
	Supportive	The appreciation party will be held on	The appreciation party will be held on 1 st February, 10.00, at Surasammanakarn Hotel.
convenience	Main	We would be very pleased to invite you for appreciation party with you and others at your convenience.	
available	Opening	Will you be available + date?	Will you be available on September 18?
join	Main	join [OBJ] for [N]	We would like to invite you to join us for a customer appreciation party. Thai la la company cordially invites you to join us for dinner party.
		have you join [OBJ]	We're looking forward to having you join us.
		join [OBJ]	Please feel free to join us. I hope you will be able to join us this opportunity.
confirm	Closing	Please confirm (by email) whether [S+V]	Please confirm by email whether you can come.
		[SUB] would be grateful if you would confirm (by email)	...and we would be grateful if you would confirm by email.
bring	Supportive	[SUB] can bring [OBJ] with you	...you can bring one friend to the party with you.

Table 6.4 Corpus searches and examples of students' language use in invitation email (Cont.)

Query	Move	Patterns	Examples
		You are welcome to bring along [OBJ]	You are welcome to bring along your friends to join us.
hope	Opening	I hope this email will find you in perfect health and cheerful as usual.	
	Closing	Hope to see you.	Hope to see you there.
		[SUB] hope you will [V]	I hope you will be able to join us this opportunity.
offer	Supportive	[SUB] offer [N] for [OBJ]	We offer two seats for each guest, so you can bring someone to our party.
		[SUB] offer [OBJ] [N]	We offer you two more seats available for each guest.
meet at	Main	If possible, I would like to meet at 6 a.m. on Friday, February 3, 2023 at the Royal Hotel on the 2 nd floor, Meeting Room 1.	
event	Supportive	exclusive event	For the exclusive event, we have invited Chef Nicolas to perform a cooking show (Menu: Phuket lobster)
thank you	Opening	[SUB] would like to thank you for [N]	We would like to thank you all of our customer for your support and trust our company.
		[SUB] would like to thank you that [S+V]	We would like to thank you that you have been our customer so far.
		[SUB] want to thank you for [N]	We want to thank you for your support over the years.
		thank you for [N]	We thank you for your support over the years.
		Thank you so much for [N]	Thank you so much for all your support and trust in the S company for a long time.
pleasure	Main	It is pleasure to invite you to [N]	It is pleasure to invite you to our guest in appreciation party.

Clearly, the analysis highlights the role of search queries in the effectiveness of DDL. Queries closely aligned with the communicative purpose tended to yield longer phraseological patterns, encapsulating large units of meaning for writing purposes. However, selecting the right queries posed a challenge to some extent. For instance, some students queried 'invite' solely as a verb, while others extended their queries

to both the verb ‘invite’ and the noun ‘invitation’. Since the program generates outputs based on the exact word from input, variation in the form of ‘invite’ and ‘invitation’ were treated as distinct words. Consequently, the subject lines of students who queried ‘invite’ exclusively resulted in shorter phrases such as ‘invite to [N]’, as evidenced in concordances where ‘invite’ appeared, for example “invite to customer appreciation party” (S8). On the other hand, students whose queries included ‘invitation’ obtained more suitable phraseological units like ‘Invite to [N]’, commonly used in business communication. Thus, their subject lines were “invitation to customer appreciation party” (S4, S11, S15) and “invitation to party” (S20). This pointed to the importance of enhancing students’ awareness of concordance input, taking into account different parts of speech.

As observed in the writing of meeting request emails, various queries could result in identical concordances if they were collocates or commonly appeared together in context. In this study, students discovered that the query ‘join’ could produce some concordances where the word ‘invite’ appeared. While students acknowledge findings the pattern ‘join us for [N]’, the statements they composed extended beyond the mentioned phrase. Below are examples illustrating this scenario.

We would like to invite you to join us for a customer appreciation party. (S4)
We are pleased to invite you and a guest to join us at our customer appreciation party. (S6)

It was also found that students modified their queries with the intention of obtaining more precise results. To illustrate, some students searched for the fixed phrase ‘appreciation party’, hoping it might yield relevant concordances. However, others modified the query, searching for individual words ‘appreciation’ and ‘party’. When searching for ‘party’ alone, students encountered more concordance outputs that the word ‘party’ was collocated with other words. When searching ‘appreciation’, they found various concordances related to appreciation, and some of which were not related to appreciation party. Those concordances, however, could serve other functions in their writing, including the statement below.

We would like to take this time to express our sincere appreciation to you for the generous support you have extended to us for many years. (S12).

The manner in which students adjusted their queries suggests that they had become more adept with the corpus tool, indicating increased proficiency in its usage. This underscores the significance of thorough training to harness the effectiveness of DDL technique and the time investment nature of DDL training.

Despite its usefulness, DDL could yield contrastive results provided that improper queries were made. The two statements below were composed to inquire whether the recipients could attend a customer appreciation party. Student 11 queried ‘convenience’ and retrieved the phraseological unit ‘at your convenience’, while student 18 searched for ‘available’ and obtained the longer phraseological pattern ‘Will you be available on + date?’. These two queries seemed to convey similar intentions; however, they were used in different contexts within an invitation email.

We would be very pleased to invite you for appreciation party with you and others at your convenience. (S11)

Will you be available on September 18? (S18)

The phrase ‘at your convenience’ is employed to suggest flexibility in scheduling. By stating ‘at your convenience’, it implies that the recipient has the freedom to choose a time that best suits them. It emphasizes accommodating their schedule and preferences rather than merely inquiring about the availability at a specific time. Conversely, ‘available’ is utilized to inquire whether the recipients are free to have the opportunity to attend the event at the specified time. It directly addresses their scheduled or availability.

In the scenario, where students were tasked with inviting several people from different companies, using ‘at your convenience’ might not align with the context. The use of ‘at your convenience’ could potentially lead to misunderstanding in this case. Upon closer examination of the selection of query ‘convenience’, it is possible that students resorted to a direct translation of the word ‘convenience’ from their L1 (Thai) with limited contextual awareness. While direct translation may provide the translated word, students must be cautious to ensure the meaning is appropriate within the context.

Furthermore, a novel search strategy emerged when a student reported querying ‘Dear’ to explore potential phrases closely related to the given situation. Typically, salutations and sign-offs were not queried. However, in this situation, students required to invite their company’s customers without name specification to an appreciation party, so the student aimed to gather ideas for suitable salutation. Upon querying ‘Dear’, the student encountered the phrase ‘Dear valued customers’ in the concordance outputs, which she deemed appropriate and opted to use in her email. She also mentioned searching ‘customer’, but found it produced a number of concordances, many of which were irrelevant to her composition. This demonstrated the student’s discernment in selecting relevant phrases from the corpus outputs to enhance the quality of the compositions.

Fixed phrases were queried more frequently with deliberate intent, showcasing an improvement in students' searching skills. Their ability to decide whether to employ single-word or multi-word searches reflected their growing proficiency in obtaining results aligned with their requirements. For instance, a students conducted a search for 'meet at' to specify the location and time of the event, resulting in the composition below.

If possible, I would like to meet at 6 p.m. on Friday, February 3, 2023, at the Royal Hotel on the 2nd floor, Meeting Room 1. (S13)

In the application of phraseological units from corpus searches, it was observed that, similar to previous tasks, students often opted for long phraseological patterns that required minimal or no modification. This was evident in their use of the search term 'invite', which yield phrases such as 'You are cordially invited to [N]/ [V]', resulting in compositions as follows.

You are cordially invited to attend the upcoming appreciation party. (S3)

You are cordially invited to a customer appreciation party. (S12)

In another instance, students retrieved the pattern '[SUB] would like to invite you to [N]'

 and composed as follows.

I would like to invite you to a customer appreciation party. (S8).

In the cases of short phrases, they were also incorporated into students' sentences. The incorporation contributed to the formation of practical and appropriate sentences, even if sometimes not carrying key information. For instance, Student 12 obtained the phrase 'exclusive event' from concordance outputs and integrated it into her email content. Student 15 and Student 23 found 'exclusive show' from concordances and applied that to their writing. The following statements exemplified students' language production that incorporated the short phrases.

For this exclusive event, we have invited Chef Nicolas to perform a cooking show (Menu: Phuket lobster). (S12)

In this great opportunity. You will get an exclusive cooking show from Chef Nicolas in the menu "Phuket lobster" which is to be served for you as an honored guest. (S15)

He will perform an exclusive cooking show and special menu Phuket Lobster. (23)

Similar to previous email compositions, despite the effectiveness of DDL in facilitating email writing, errors still appeared as a result of grammatical and lexical issues. The following statements exemplified the errors found.

We looking forward to having you join our party. (S22)

I hope you will except this invitation and some along. (S4)

Student 22's statement was grammatically inaccurate due to the absence of the verb 'to be' in the present continuous structure. However, this did not significantly impact communicative effectiveness as the statement was clearly comprehensible. On the other hand, Student 4's error in using 'except' instead of 'accept' could hinder communication, diminish professionalism and affect recipients' perception of the invitation.

Lastly, the findings revealed that linguistic accuracy does not always ensure effective communication. For instance, when utilizing the pattern 'bring [OBJ] with you', some students included the object 'one friend', resulting in the sentence "...you can bring one friend to party with you". While grammatically correct, this choice sounded too informal for business communication. This highlights the importance of providing feedback on subtle aspects of communication, including raising their pragmatic awareness as it contributed to how well students made their language choices to suit different contexts.

6.5 Discussion

The findings of the study demonstrate the efficacy of data-driven learning techniques in enhancing students' proficiency in composing business emails, particularly in the context of inquiry, complaint, meeting request, and invitation emails. The discussion of the results reveals several significant insights and implications.

Firstly, the study revealed that DDL empowered students by providing them with a diverse range of linguistic resources for their business email writing. Through corpus searches, students accessed a wide array of sample sentences, expressions, and vocabulary specific to business communication contexts. This exposure to authentic language use enriched students' writing repertoire, enabling them to construct emails that are common in business communication. Post-intervention interviews with the students supported this observation.

I find it [BLC online KWIC concordancer] to be very convenient. Sometimes, I'm composing an email, I initially think in Thai and struggle to express it in English. With this tool, I simply input keywords, and it provides me with numerous examples of sentences that I can use. (S1)

It opens up my world. I never knew that such an application [BLC online KWIC concordancer) existed. When I use it, I find it significantly easier to compose emails. It offers me a lot of sentences, expressions and collocations commonly used in real-word business communication. I learn what businesspeople talk about when they want to schedule a meeting. I simply follow the statements provided by the program. All I need to do is input the right keywords. It's remarkably simple. (S3)

This aligns with the findings from Chen and Flowerdew (2018), which revealed that students found DDL to be valuable as it provided them with useful resources of expressions for writing.

Additionally, the findings are in line with those of Boettger (2016), Cotos, Link, and Huffman (2017), Yilmaz (2017), and Dolgova and Mueller (2019), all of whom highlighted the usefulness of DDL for enhancing lexicogrammatical awareness and writing accuracy. This study provided evidence to support the effectiveness of DDL in facilitating students' language production. The approach gives students direct access to practical phraseological units relevant to the communicative moves required in email writing. Students' language production after DDL training consisted of comprehensible and easily understood sentences, indicating the effectiveness of DDL in improving writing ability. Interviews with students strongly supported these findings.

Just follow the patterns. They were complete, mostly. What we have to do is to adjust the patterns to our own contexts. (S7)

While searching, I discovered practical patterns. In the past, when writing an email, I searched for some examples on the internet. However, even that wasn't easy. Though there were numerous sentences available, finding one that fit perfectly with my intention was challenging. Now, I don't need to rely on internet searches. The patterns provided by the corpus tool are abundant enough. (S13)

I think it's easy to use and helpful for finding useful patterns. It's not complicated at all. It helps me write accurate sentences by showing when to use certain verb forms like 'Ving' or past-tense. [For example,] [i]t showed me how to use 'look forward to + Ving' correctly. (S5)

Even though students could rely on the corpus as a resource for their writing, the practice of copying concordance lines from the corpus without modification raises concerns. As Chambers (2005) and Johns (1991) noted, simply copying concordance lines does not lead to learning; learners need to actively engage with the corpus output by analyzing and making inferences to benefit from the DDL approach. However, the researcher posits that even copying down concordance lines can be a learning process. This activity requires students to exercise judgment about whether the selected statements are appropriate for specific situations. This is particularly relevant in the

EFL context, where students have limited linguistic knowledge and experience with the language.

The study also highlighted the impact of students' linguistic knowledge and awareness on the accuracy of their language production. While DDL provided valuable linguistic resources, errors occasionally occurred due to limited grammatical and lexical knowledge. Instances where students incorrectly modified phrases, such as 'submitted' instead of 'submit' in writing an inquiry email, underscore the importance of explicit instruction in grammar and vocabulary. Students themselves raised concerns about insufficient grammatical and lexical knowledge in selecting phraseological units for their writing.

Because I have limited vocabulary knowledge, it's hard for me to find useful patterns in the sentences [concordances from the corpus]. I only pick patterns from the examples I understand. Even though I know the app can help, my limited vocabulary makes it tough for me to find the right patterns easily. (S19)

Furthermore, the study emphasizes the role of DDL in familiarizing students with pragmatic language usage in business communication. Students utilized phraseological patterns obtained from the corpus to convey politeness, formality, and clarity in their emails. For instance, expressions like "We would appreciate it if you would send us a quotation..." illustrate how students integrated courteous language into their requests, showcasing a nuanced understanding of professional communication norms. Employing appropriate language is widely regarded as crucial in business communication. Flowerdew (2015) highlighted in his study that relying solely on phraseological patterns in DDL training might not suffice for effective communication; students should also be trained in pragmatic skills. Consequently, in this study, researchers enhanced students' pragmatic skills through training in both genre-based writing and data-driven learning. These approaches raised students' awareness of the roles and relationships of interlocutors in language use. Additionally, certain key concordances from corpus searches were discussed in class, focusing not only on phraseological patterns but also on their pragmatic usage.

The study also revealed that the effectiveness of DDL was closely linked to students' familiarity with the corpus tool and their search skills. Initially, single-word searches were predominant, but as students became more proficient with the tool, they started employing multi-word searches to yield more precise and relevant concordances. These findings align with the assertions of Boulton (2016) and Luo (2016), who emphasized the importance of appropriately designed training in maximizing the effectiveness of DDL. Similarly, Chen, Flowerdew, and Anthony (2019)

underscored the need for time investment in DDL training. However, it is important not to interpret these findings negatively. Although students acknowledged the necessity of proper training and the time required to become familiar with the tool, they did not perceive it as overly time-consuming. In fact, they viewed it as a time-saving approach, as it eliminated the need to extensively study grammar to produce appropriate business communication.

It's really good but it took me some time to get used to it. When you introduced the application to me, I couldn't use it and didn't quite understand it. But after practicing for a while, I learned how to use it to find patterns for writing. [Interviewer: Was it time-consuming?] Not at all, it actually saved me time. I didn't have to learn a lot of grammar, but I could still create accurate sentences (S2)

I become proficient with the program when it came to writing task 3. Before that, I didn't fully understand how to use it. I experimented with different searches and observed the results and found that we need some technique to use it effectively. [Interviewer: Don't you find it time-consuming?] It does take time, but it's worth the investment. (S11)

DDL played a pivotal role in enhancing students' autonomy and independence in language learning by providing them with the means to explore linguistic patterns independently. Through corpus searches, students honed their critical thinking skills and actively engaged in the learning process. They gained the ability to assess and choose suitable linguistic resources according to their communicative purposes, thereby nurturing a sense of ownership over their language development. These findings are consistent with the research of Boulton (2016), Pérez-Paredes (2019) and Yilmaz (2017) who asserted that DDL empowers learners to take responsibility for their own learning.

Lastly, the effects of DDL on students' writing ability should be interpreted cautiously. This is because students' language production might not derive solely from DDL, but also from the email samples they encountered during the intervention. In other words, the language production tentatively attributed to implicit instruction through DDL may actually stem from the explicit teaching of patterns in GBA part. In this study, data was collected from students' own lists of queries and the statements they wrote in their emails. It is possible that when writing, students' statements were influenced more by their experience with email samples than by DDL. This is particularly true for statements frequently used to serve specific functions, such as openings (e.g., "Hope this email finds you well") and closings (e.g., "Look forward to + Ving").

CHAPTER 7

RESULTS AND DISCUSSION IV:

EFFECTS OF AWARENESS OF ENGLISH AS A LINGUA FRANCA

This chapter presents the results of a qualitative analysis concerning the awareness of English as a lingua franca (ELF) in students' email compositions across four email subgenres: inquiry, complaint, meeting request, and invitation emails. The objective is to address the fourth research question: "How can ELF-aware teaching affect students' writing ability?" Additionally, the chapter delves into a discussion of the findings.

7.1 ELF communication in writing an inquiry email

In the task of composing inquiry emails, students were instructed to write to a sales representative who shares the same cultural background (Thai) with them, requesting a quotation for ready-mixed concrete.

The analysis of the students' inquiry emails revealed a noticeable adaptation of cultural norms in their writing. This adaptation was particularly evident in the use of first names, both in salutations and signatures. In salutations, students addressed their recipient by her first name, 'Mananya'. Some of them also incorporated their L1 honorific titles 'Khun' or its abbreviated form 'K.', preceding the recipient's first name. As a result, the most frequently used salutation patterns found in this writing task were "Dear Khun Mananya" or "Dear K. Mananya".

However, there was a case that student demonstrated the reluctance to express her cultural identity in the composition. For example, Student 13 attempted to adhere to native English speakers' conventions by combining the title 'Ms.' with the recipient's first name, resulting in "Dear Ms. Mananya". The student reported that she perceived "Dear Ms. Mananya" as more formal and professional compared to the use of 'K.' or 'Khun' with first name. She also argued that the use of 'Ms.' is universally recognized as appropriate for business communication, negating the need for tailoring the salutation to individual preferences.

In addition, some students addressed the recipient solely by their first name, without any accompanying title as exemplified in Examples 1 – 3.

1. *Dear Mananya* (S10)

2. *Hello, Mananya* (S17)

3. *Hi Mananya* (S7)

The absence of honorific titles in business communication potentially created a sense of excessive informality. During the interviews, some students justified this approach by assuming a close business relationship with the recipient, considering it sufficient grounds for addressing them by their first name only.

Another cultural aspect found in students' email salutation was the use of the Thai greeting "Sawasdee ka". While "Sawasdee ka" is a common greeting in the Thai language, it is not typically used in formal Thai correspondence. Student 2, who utilized this greeting, mentioned finding it in authentic email samples provided in the teaching materials. Through classroom discussions, she gained confidence in using this cultural greeting phrase in her emails. She emphasized that the greeting was deemed acceptable due to the shared L1 between the sender and recipient. The acceptance of such L1 greeting fosters rapport and a sense of belonging within the same cultural group.

The cultural aspect in business correspondence was further supported by students' opinions expressed during the interviews. They highlighted the influential role of authentic sample emails as well as classroom discussion in enhancing cultural awareness and confidence in expressing cultural identity within their email compositions.

I wasn't sure about using 'Khun' in my email. It was unfamiliar to me, as I hadn't encountered it previously. It was only when I came across it in the teaching materials that I first became aware of it. However, after discussing its potential to convey a sense of connection, I felt more confident in incorporating it. Nonetheless, we must exercise caution before using it, as individuals who are not familiar with Thai culture may not fully understand our intention to use it. (S23)

Further analysis of students' language use in the inquiry emails revealed errors in sentence structure, many of which were influenced by students' L1 background. Examples 4 – 6 illustrate these mistakes in students' writing.

4. Our company needs the quality concrete that your company has, if it's not bother. (S23)

5. And you delivery date before 30 June 2022 (S7)

6. For your information, I have attached the terms and conditions will be applied to all purchase orders. (S20)

Example 4 lacked both a subject and a verb, resulting in a sentence fragment. Example 5 also constituted a fragment as it lacked a main verb. Example 6, on the other hand, was a run-on sentence, as it joined two independent clauses without appropriate conjunctions or punctuation.

While these errors may partly stem from students' limited English proficiency, they might also originate from differences between their L1 (Thai) and English in terms of sentence formation. Specifically, in English a complete sentence consists of an independent clause containing a subject and a predicate, capable of standing alone. Additional information or supplement ideas can be included through subordinate clauses or phrases, but the independent clause forms the core of the sentence. Thai sentence structures differ, relying on spaces between phrases to indicate pauses and breaks rather than punctuation marks or conjunctions to combine a sentence. Students may be unaware of these differences in sentence structure between the two languages.

Grammatical inaccuracies were common in students' email composition, as evidenced by punctuation error, preposition errors, capitalization issues, article errors, word form discrepancies, and word order mistakes. Closer analysis revealed that these errors could be also linked to differences in linguistic systems between students' L1 and English language, requiring students to be more aware when writing in English. However, it is worth noting that despite these inaccuracies, the messages remained comprehensible enough to create effective communication.

In cases of punctuation use, it was found that commas were absent in dates, salutations, sign-offs, and between two independent clauses as demonstrated below. In Examples 7 – 9, a comma is required before the year, at the end of email salutation and at the end of email sign-off, respectively to adhere to formal English writing conventions. Example 10 demonstrated the misuse of punctuation; rather than using a period, the student should apply a comma at the end of the sign-off. In Example 11, a comma should be placed before 'and' to properly combine two independent clauses. It should be noted that despite punctuation errors as illustrated earlier, the meaning of the statements was not distorted.

7. *15th June 2022* (S2)

8. *Dear Khun Mananya* (S8)

9. *Best regards* (S5)

10. *Best regards.* (S24)

11. *We have ordered the products of 2000 cubic yards of M5 ready-mixed concrete from Wibooncement and would like to request a quotation first.* (S13)

Examples 12 and 13 presented the additional instances of punctuation errors which potentially led to difficulty in achieving communicative purpose or caused confusion. For instance, in Example 12, student used a comma to link two independent clauses, while Example 13 showed the use of a period instead of a question mark to form a question. Although these errors may not be severely problematic in the given cases, similar cases can potentially hinder effective communication, especially in the generation of longer sentences.

12. *I already attach terms and conditions with the email, the terms and condition will be applied to all purchase orders.* (S9)

13. *Would you kindly send us 2000 cubic yard of M5 ready-mixed concrete.* (S20)

Capitalization was another aspect in which students made mistakes. Errors included improper capitalization of words within sentences, failure to capitalize the first letter of a word at the beginning of a sentence, and the use of lowercase letters for proper nouns, as exemplified in Examples 14 – 16, respectively.

14. *As we are regular clients of your firm and **Now** we are looking for your products again but we have a time limit to decide.* (S2)

15. *and the other terms and conditions of purchase orders are attached below.* (S1)

16. *How are you **mananya**?* (S21)

Regarding the use of article, small errors were found in the absence of article in students' sentence such as "[...], and delivery date is 30th June 2022 at the DDP Kiatisak". In this statement, student should apply definite article 'the' before 'delivery date' to make the statement clear and the date specific.

The analysis also clearly pointed out that the sentences constructed by students, not drawn from corpus data, were characterized by simple sentence structures and vocabulary. This simplicity in sentence structure and vocabulary use resulted in direct message delivery and could facilitate understanding, especially when communicating with other ELF users.

7.2 ELF communication in writing a complaint email

In writing a complaint email, students were assigned to make a complaint about the printing network system. The name of the recipient was not provided. Students needed to make their own judgement to whom they were writing.

Similar to writing an inquiry email, students adapted their cultural norms into writing. This was evident in the use of their first names in email signature. In the salutation, students adopted conventional salutation such as “Dear Sir” or “Dear Sir/Madam” instead of addressing the recipient by first name. This is because the task did not provide students with the specific name of the recipient.

The findings also revealed that students’ sentence formation reflected the difference between their L1 and English, leading to sentence fragment and run-on sentences. Sentence fragment, identified by the absence of subject or a verb, could be attributed to students transferring the sentence structure of their L1 to English writing, as illustrated in Examples 17 – 19.

17. *About a week that we had been using it.* (S3)

18. *Causing terribly inconvenience and delay to my work.* (S13)

19. *According to my company had set up a new photocopying system.* (S10)

Run-on sentences were also prevalent in students’ complaint emails. This could be influenced by the concept of sentence formation in students’ L1. In Thai, sentences are often constructed by combining phrases with spaces between them, while in English, punctuations and conjunctions play a role in forming a sentence. This linguistic difference might influence students’ writing as they connected multiple ideas without proper punctuation and conjunction, resulting in run-on sentences. Example 20 shows that two independent clauses were improperly combined using a comma to form a sentence. Example 21 presents that three ideas, including two independent clauses and one dependent clause, were combined together using commas.

20. *Our company set up the photocopying system with you on last week at The S Studio, we writing to you to complain about the photocopying system, we were unable to connect your system to any device.* (S6)

21. *We tried all the methods according to the instruction manual, but it didn’t work, that make inconvenience and delay to work.* (S6)

The analysis of grammatical aspects in students’ complaint emails also reflected the influence of students’ L1, including punctuation errors, preposition errors,

capitalization issues, article errors, and incorrect word forms. However, those errors did not affect the intended messages when writing an email.

Regarding the use of punctuation, the findings showed the absence of punctuation in salutations and sign-off, as illustrated in Examples 22 and 23, respectively. It was also found that a comma was used to link independent clauses together, as previously mentioned in Examples 20 and 21. Additionally, there was a misuse of comma to separate ideas in a compound sentence, as exemplified in Example 24.

22. *Dear Sir/Madam* (S5)

23. *Sincerely* (S1)

24. *We hope that, you resolve the problem as quickly and effectively as you can.* (S7)

For capitalization, errors included capitalizing words within sentences and failing to capitalize the first letter of a word at the beginning of a sentence, as exemplified below. In Example 25, the word ‘Our’ was capitalized, even though it was not a proper noun and was placed within a sentence. In Example 26, ‘the’ was not capitalized, even though it was the first word of a sentence and should have been capitalized.

25. *As you know well, Our company was setting up a new photocopying system last week and everything was great.* (S9)

26. *the problem is cause, which terribly inconvenience and delay to work.* (S11)

Incorrect word form was another aspect found in students’ complaint emails. This aspect included subject - verb agreement errors, and incorrect use of parts of speech. Example 27 illustrates mistake in subject - verb agreement as the verb ‘cause’ did not agree with the subject ‘it’. To make the sentence correct, the verb should be in third – person singular form. Example 28 demonstrates errors in part of speech since the word ‘terribly’ which is an adverb was used to modify the noun ‘inconvenience’. To use a correct part of speech, ‘terribly’ should be replaced with ‘terrible’.

27. *My company set up a new photocopying system but after a week we used your product it cause many problems due to inconvenience and delay of my work.* (S22)

28. *As a result, we have had too much terribly inconvenience and delay to our work.* (S18)

While structural and grammatical errors did not significantly impact effective communication of the complaint email, lexical choice could lead to ambiguity. For instance, in Example 30, students opted ‘as a result’ which did not fit well within the

provided context. The phrase ‘as a result’ typically signifies a consequence, whereas in the given situation, the system failure was not the consequence. In Example 31, the use of ‘before 2 days after’ caused confusion regarding the exact date by which the problem should be resolved.

30. *As a result, I found the new system can't be connected to any makes and models of products.* (S4)

31. *Could you please come and fix it before 2 days after?* (S14)

7.3 ELF communication in writing a meeting request email

In writing a meeting request mail, students were assigned to write to staff from different companies who collaborated on the same project, inviting them to attend a meeting.

The analysis of students’ meeting request emails revealed that students commonly employed their first names in email signatures. This choice reflects cultural adaptation in ELF communication, mirroring the tendency observed in previous tasks.

Another aspect that reflects ELF is the inclusion of “See you soon” in a business email. While this phrase is commonly used to bid farewell in informal communication, it is not typically employed in business correspondence. Since “see you soon” conveyed an informal and personal sentiment, it did not fit well with the formal sign-off “Best regards” that the student employed in her email. This could lead to inconsistency in the overall tone of the email. However, whether the phrase “See you soon” affected communicative effectiveness due to the inconsistency in tone could not be confirmed. This is especially true in ELF communication that ELF users might not interpret this friendly tone as being too informal.

Sentence fragment and run-on sentences were exhibited in students’ writing. These linguistic shortcomings can be attributed to differences in sentence formation patterns between students’ L1 and English, as previously discussed. For instance, in Example 32, a prepositional phrase “For Zoom ID and password” and a subordinate clause “not later than the end of this month” were combined, but there was an absence of an independent clause to form a complete sentence, making the sentence fragment. Likewise, Example 33 showcased a sentence fragment, lacking an independent clause with a subject and a verb to render it a complete sentence.

32. *For Zoom ID and password not later than the end of this month.* (S1)

33. *If this time is good for you.* (S5)

Example 34 demonstrated a run-on sentence, wherein two independent clauses were improperly joined using a comma. Despite these errors, the intended message remained intact.

34. *Can you meet at 2 p.m. on Monday, September 6 in my office, if this time fit for you please confirm by email whether you can come or if another place and time is better.* (S6)

Grammatical inaccuracies were observed in students' meeting request emails, encompassing punctuation errors, preposition misuse, capitalization issues, incorrect word forms, and article usage. Closer observation could prove that even though those errors were made, they did not harm communicative achievement of the email.

Punctuation errors were found in the absence of commas in salutation, sign-offs, dates, or within certain sentence structures, as exemplified in Examples 35 – 38.

35. *Dear all* (S16)

36. *Regards* (S6)

37. *2 February 2023* (S1)

38. *If not you can contact me as soon as possible* (S22)

Prepositional errors were also common in students' emails. These errors included missing preposition and misuse of preposition. Example 39 illustrated the statement which preposition 'of' missing before 'our project' to link the idea smoothly. Example 40 involved the misuse of preposition since 'to' is incorrectly used before 'progress'. An alternative preposition that could be used in this context is 'for'. By replacing 'to' with 'for', the sentence now indicates that the propose of the meeting is to facilitate progress in the first half of the project.

39. *I would like to meet to see working progress in the first half our project* (S1)

40. *I am writing to you to hold a meeting to progress in the first half of our project.* (S5)

Errors in capitalization covered mistakes within sentences (Examples 41 – 42), failure to capitalize the first letter of a word at the beginning of a sentence (Examples 43 – 44), and neglecting to capitalize proper nouns (Example 45).

41. *I Thank you in advance for your time* (S2)

42. *Please Give me a call 088-xxx to confirm* (S10)

43. *please confirm that such a meeting can be arranged on one of those days mentioned* (S3)

44. *dear workmates* (S23)

45. *I would like to meet at 9.00 AM in the morning on friday, the 8th July 2023.*
(S10)

Word form errors were evident in students' emails. For instance, Example 46 highlighted issues with subject – verb agreement; specifically 'work' should be in third – person singular form to agree with the noun 'time'. Example 47 demonstrated incorrect singular and plural forms, where 'day' should be changed to 'days' to agree with 'those'. Example 48 showed the misuse of part of speech in writing. To make the statement grammatically correct, 'According' should be replaced by the adverb 'Accordingly'.

46. *If the time work for you, I would like to meet at 9 AM in the morning [...]* (S10)

47. *Please confirm that such a meeting can be arranged on one of those day mentioned.* (S3)

48. *According, I have scheduled a meeting at 20.00 in the application Zoom.* (S23)

Overall, grammatical inaccuracies in students' writing did not significantly impact the meaning of the message. In contrast, word selection and direct translation from students' L1 could introduce ambiguity, causing difficulty in making adequate comprehension. Example 49 demonstrated ambiguity in language use. Student might consider using a more explicit phrase to convey their intended message. For example, "I look forward to staying updated on our project's progress and meeting you all." or "I look forward to keeping up with our project's developments and meeting you all."

49. *I look forward to following our project and meeting you all.* (S9)

In addition to the issues mentioned earlier, spelling errors were common mistakes. Nevertheless, those errors did not hinder effective communication and could be rectified using auto-correction tools available in email service providers.

7.4 ELF communication in writing an invitation email

In writing an invitation email, students were assigned to write to 50 customers to invite them to an appreciation party hosted by students' company. Upon the analysis of students' emails, the results showed that students adapted their cultural norms within their writing, as evident in the use of first names in email signature.

Syntactic errors detected in students' writing included sentence fragments and run-on sentences. It became apparent that these errors stemmed from differences in sentence formation patterns between students' L1 and English. Example 50 illustrates

a sentence fragment found in students' compositions. The instance lacked a subject and a main verb, rendering it incomplete and failing to express a clear idea.

50. *If you are interesting for our party.* (S1)

Examples 51 and 52 highlight instances where students employed direct translation from their L1, resulting in sentence fragments. In Example 51, the student translated 'So that' from their L1, but lacked awareness of English sentence structure. This led to an incomplete statement. Similarly, in Example 52, the student utilized the word 'For' based on L1 direct translation, but failed to adhere to English sentence formation, resulting in a fragment statement.

51. *So that you can bring your friend to this party.* (S19)

52. *For dress code is business casual.* (S22)

Run-on sentences were prevalent in the invitation emails. A closer examination revealed that these run-on sentences often emerged from the integration of multiple supporting details within a single sentence. This tendency potentially stemmed from differences in students' L1 background, where they might not have been accustomed to distinct sentence formation patterns.

Examples 53 and 54 present instances of run-on sentences in students' invitation emails. Example 53 conveys multiple ideas without adequate separation, resulting in a lack of clarity and coherence. In Example 54, a comma splice is evident, where two independent clauses are joined by a comma without a coordinating conjunction or appropriate punctuation.

53. *This party we have cooking show by 'Chef Nicolas' (Menu: Phuket Lobster) for a very special thank you for your support over the past year to be our customer.* (S1)

54. *We have 100 seats for the 50 guests, that means you can bring one friend to party with you.* (S1)

Further analysis revealed grammatical inaccuracies, encompassing punctuation errors, prepositional errors, capitalization errors, word form errors, article errors, and errors in the use of connectors.

Punctuation errors mirrored those identified in previous tasks. Students' compositions exhibited an absence or misuse of punctuation in salutations, sign-offs, and dates, as exemplified in Example 55 – 58.

- 55. *Dear Sir* (S14)
- 56. *Dear All.* (S7)
- 57. *Best regards* (S19)
- 58. *[...] on Monday, 31st January 2023* (S5)

Within sentences, punctuation errors manifested a lack of periods and question marks. Example 59 demonstrates the absence of a period at the end of the statement. Similarly, Example 60 lacked a period at the end of the statement, and a comma is missing to separate two clauses between “If you have any questions” and “please contact me at 012-3456789.” In Example 61, a comma was absent to link two independent clauses which were combined with the conjunction ‘and’, specifically, “You could bring someone with you since we have two seats for each guest” and “and we have a special show, which is a cooking show by Chef Nicolas in Phuket lobster menu.”

- 59. *We are sure you will enjoy the event and look forward to seeing you.* (S7)
- 60. *If you have any question please contact me at 012-3456789* (S4)
- 61. *You could bring someone with you since we have two seats for each guest and we have a special show which is cooking show by Chef Nicolas in Phuket lobster menu.* (S22)

Prepositional errors were identified from the misuse and omission of prepositions within a sentence. Example 62 showed that the preposition ‘on’ was incorrectly used with ‘this email’. The appropriate preposition should be ‘via’ to create a collocation with the phrase. Still, the statement was comprehensible.

- 62. *[...], Please contact me on this email.* (S20)

Capitalization errors were also prevalent, encompassing inconsistency in capitalization within a sentence, failure to capitalize the letter of sentence, and neglecting to capitalize proper nouns, as illustrated in Examples 63 – 65, respectively.

- 63. *In this great occasion, We are delighted to invite you [...]* (S15)
- 64. *the party you’re going to meet other associates from several countries* (S2)
- 65. *kanchana prechakul* (S21)

Errors in word form included incorrect usage of parts of speech, misuse of singular and plural forms, and inconsistencies in subject – verb agreement, as demonstrated in Examples 66 – 70.

66. *Before enter the party, please shows your ID card and passports at the registration counter.* (S14)
67. *The informations are attached below: [...]* (S9)
68. *[...] and invite approximately 50 guests from several country, [...]*
69. *We offers you two more seats available for each guest.* (S14)
70. *Chef Nicolas also perform cooking that show you how to cook Phuket lobster.* (S17)

Unlike grammatical inaccuracies, semantic errors had the potential to undermine communicative effectiveness. Examples 71 and 72 illustrate instances of word selection that introduce ambiguity.

71. *We have the following two points on the condition that you can bring another one with you and wear a business casual.* (S2)
72. *You are welcome to bring along your friends and family, but if you do so, there are two seats for each guest.* (S3)

Semantic errors in Example 73, stemmed from direct translation from the students' L1, resulting in comprehensible difficulties. This highlights how students' language usage can impact effective communication.

73. *In during the party we will have The Chef Nicolas perform a special menu for everyone.* (S10)

Additionally, students wrote with spelling error. However, all of those errors could have been easily identified and corrected through autocorrection features provide by email service providers. So, they might not actually cause problems in students' email writing.

7.5 Effects of ELF-aware teaching in students' writing

The overall findings indicated that ELF-aware teaching impacts students' business email writing ability in several key points. The first point concerns cultural adaptation and language use. These two key aspects are closely related, as students' language use is often influenced by their first language. The second point concerns the impact of ELF on effective communication. This highlights how understanding and utilizing ELF principles can enhance communication effectiveness in business email writing.

For cultural adaptation and language use, the results showed that students adapted salutations and signatures on cultural norms, utilizing recipient's first name in salutation and their own first names in signature. Some students also adopted Thai

honorific titles ‘Khun’ or ‘K.’ with first name in email salutation. However, in cases where the recipient’s name was not provided, some students opted for conventional salutation such as ‘Dear Sir/Madam’. The influence of students’ culture was also evident in the incorporation of cultural greetings and norms into their emails, such as using “Sawasdee ka” in students’ post-intervention emails. These characteristics found in students’ emails reflected their cultural awareness in ELF communication. They learned who the recipient was and adapted their ways of communication to create a sense of fitting in.

Interview data supported these findings. Many students stated that authentic ELF emails presented to them in the teaching materials, as well as classroom discussion, raised their cultural awareness in communication and boosted their confidence in expressing their own cultural identity in business email writing.

ELF emails helped us understand the culture in authentic business email. I learned from sample emails in the teaching materials that we could present our cultural identity in business email writing, and this could help build rapport. (S2)

ELF emails increased my awareness of cultural background of the interlocutors so that I could communicate more appropriately. For example, in case of email salutations, if I know who the recipient is, I will try to adapt salutation to fit in with him/her. If I don’t know or I’m not sure, I will use ‘Dear’. (S4)

However, it does not mean that the ELF-aware teaching could affect in the same extent to all students. Student 24 shared her ideas about using ELF salutation as follow:

I don’t adapt my salutation to express my own cultural identity. I’ll follow native speakers’ way. It’s formal. But if someone greets me with ‘Khun’ or ‘Sawasdee ka’, I’m ok with that. (S24)

Regarding language use, the analysis revealed many aspects of linguistic errors. Many of the errors produced were likely influenced by differences between students’ L1 and English. These included problems with sentence structure, punctuation errors, grammatical inaccuracies, and lexical choices. Since those errors were found in post-intervention emails, this indicates that ELF-aware teaching did not directly impact language accuracy.

During the interview, students expressed the feeling of ease and confidence from exposing to ELF emails.

I feel more relaxed when writing emails. Exposing to authentic email samples from the teaching materials helped boost my confidence in using language. [Could you please elaborate more how that boost your confidence?] When I read through the sample emails, I even think that I could write even better. (S9)

ELF emails make me feel more confident. I felt they support my writing. I don't need to write with perfect grammar, but the email content is understandable. (S7)

I feel more relaxed because ELF email conversation does not emphasize on grammar. I don't fear of making mistakes. (S20)

Some students noted that beyond merely studying samples of authentic business emails, they found classroom discussion particularly impactful for bolstering their confidence in expressing their cultural identity in business email writing.

I enjoyed when we exchange our ideas during classroom discussion so much. I learned from others' viewpoints and also shared my own viewpoints. Particularly, when we talked about whether it is ok to use our culture in business email, and also when we discussed whether certain sentences were comprehensible. (S9)

An intriguing aspect worth noting is that students predominantly utilized simple vocabulary to effectively convey their intended messages, particularly in sentences they formulated themselves rather than those extracted from the corpus. However, in rare instances, ambiguity arose when students resorted to direct translations from their native language. Consequently, the influence of L1 in writing was frequently observed.

Another noteworthy finding in students' writing pertains to the influence of ELF awareness on effective communication. The study revealed that despite language errors and challenges in cultural adaptation, students' emails remained sufficiently comprehensible to facilitate effective communication. Although errors affected the formality and clarity of the messages, they did not significantly impede the transmission of the intended message.

Students also reiterated these perspectives during the interview, emphasizing their prioritization of successful communication over flawless grammar. They also pointed

that ELF emails could lead to successful communication without necessity for perfect grammar.

ELF emails may contain grammatical errors, but the content is comprehensible, signifying that imperfect grammar is still practical in business communication. I think we should learn ELF emails too because they are examples of successful communication. (S9)

ELF emails allow us to see the differences between emails written by native speakers and those written by non-native speakers. Though the use of grammar in non-native speakers' emails is not perfect, we can achieve our communicative purpose. (S7).

ELF emails make me realize that without perfect grammar, we can write email to achieve communicative purpose as far as the overall message is comprehensible. (S19)

I cannot detect the differences of language use in native speakers' and non-native speakers' emails. As far as our message is comprehensible to achieve communicative purpose, that's enough. (S2)

In addition to those previously mentioned cases, other students also demonstrated a similar inclination, displaying openness towards embracing ELF communication and advocating for the incorporation of ELF emails in teaching business email writing. It is important to note that students were aware of the authenticity and practicality of ELF emails, which helped prepare them for real-word business communication.

ELF emails should be included in the business email writing course because they are all authentic. It's important to be aware of authentic communication and emphasize on successful communication, not perfect grammar. (S10)

We should learn from ELF emails. When we write email in real situations, we can use our cultural awareness to help us in writing. (S1)

Furthermore, students expressed a perception that ELF emails were easier to understand compared to emails written by native speakers. Thus, it might be

advantageous to experience students with ELF emails as a preliminary step before delving into emails written by native speakers.

Sample emails from ELF users are better than native speakers' emails. Emails written by native speakers seem more difficult to understand. If we start from native speakers' emails, students may feel writing email is too difficult. We should start from something easier [ELF emails]. (S8)

For those who are new to business writing, it will be better to start from ELF emails because they are easy to understand. Then, they can increase the difficulty level of email writing by learning correct use of language in native speakers' emails. (S16)

Some students highlighted that ELF emails helped raise awareness of both linguistic and contextual aspects. Specifically, they reported being more conscious of the recipient's identity, which extended beyond cultural background to include factors such as tentative language proficiency. They emphasized the importance of simplifying vocabulary and sentence structure to ensure clear comprehension, particularly when communicating with ELF users.

ELF emails give us more options when writing. We don't need to use difficult vocabulary when writing emails to other ELF users. (S5)

I am more concerned with the interlocutors' background after studying ELF emails. It is necessary to think about their level of English proficiency when they are ELF users, just like us. We need to think how to use the language to create effective communication most. (S22)

Despite recognizing the advantages of ELF emails, it was noted that some students perceived them as inferior to emails composed by native speakers, and often labeling this perceived inferiority as informality.

ELF emails should be studied. We can learn from errors in those emails in order to improve our own writing. (S12)

ELF writers may not possess a large amount of vocabulary size, so their language production is not that professional. (S20)

7.6 Discussion

The analysis of students' language production in this part relied on the concept of ELF. This perspective views students' language production as language variation rather than errors, moving away from the idea that native speakers' norms are the benchmark. Consequently, students' deviations from native speakers' norms are considered acceptable as long as they do not impede communication. This aligns with Jenkins' (2000) proposition that language production should not be considered erroneous if communication remains effective. Thus, this study employed a more flexible and inclusive understanding of English usage in today's global contexts.

The findings of this study shed light on the impact of ELF-aware teaching on students' business email writing ability, particularly focusing on cultural adaptation, language use, and effective communication. These findings contribute to the ongoing discourse surrounding ELF and its implications for language pedagogy and business communication.

One notable finding of this study was the nuanced understanding students exhibited regarding cultural norms in their email writing, as well as their sensitivity to the cultural background of their recipients. However, it is important to acknowledge the diversity of perspectives among students, with some preferring to adhere to conventional Western norms in their email communication. This complexity in cultural adaptation aligns with the suggestions made by Dewey (2012), Galloway and Rose (2018), Jenkins (2006), and Kiczowskiak (2020), who have highlighted the importance of accommodating varying preferences and communicative styles in ELF contexts. These scholars emphasize the need for pedagogical approaches that promote cultural awareness and provide learners with strategies to navigate diverse cultural contexts effectively.

Moreover, the incorporation of authentic ELF communication examples into classroom activities applied in this study can help students develop a more comprehensive understanding of successful communication across cultural boundaries. This complies with the suggestions made by Rzonca (2021), and Szymanska-Tworek (2017). By exposing students to a range of linguistic variations and cultural practices, educators can better prepare them for real-world communication scenarios where strict adherence to native-speaker norms may not be feasible or necessary (Galloway, 2018). The results of the study also aligns with those of Lai (2021), Luo (2018) and Rajani Na Ayuthaya and Sitthikul (2016) that exposure to a variety of English can raise participants' awareness of the real communication and affect their perceptions toward the role of ELF communication in a positive way.

The analysis of language use in students' emails revealed a variety of linguistic errors, many of which were attributable to differences between students' first language and English. Despite these errors, students expressed a sense of ease and confidence in their writing, viewing ELF communication as authentic and providing useful examples for their future needs. These findings are consistent with the notion that exposure to ELF communication can boost learners' confidence in language production, as highlighted by Rzonca (2021).

Furthermore, the emphasis on providing learners with exposure to language variation, as advocated by Dewey (2012) and Jenkins (2006), is crucial for developing students' understanding of diverse language productions in real-life contexts. By recognizing the inevitability of linguistic errors and the importance of pragmatic competence in effective communication, educators can create a supportive learning environment where students feel empowered to express themselves despite linguistic challenges as this study already applied.

CHAPTER 8

CONCLUSION

This chapter presents the summary of the findings, implications of the research and limitations and suggestions for further studies.

8.1 Summary of the findings

The study aimed to explore the impact of integrating GBA, DDL, and ELF-aware teaching in business email writing instruction. Specifically, it investigated the effects of this integrated teaching approach on students' business email writing ability, as well as the individual effects of each approach. The key findings of this investigation are outlined in the subsequent sections.

8.1.1 Overall findings

Quantitative analysis has revealed statistically significant differences across all email subgenres, indicating an overall improvement in students' proficiency in composing business emails following the intervention. When scrutinized for task fulfillment, statistically significant differences were observed in both framing and content moves across all email subgenres. This suggests that post-intervention, students exhibited enhanced skills in structuring emails, including proficient utilization of subject lines, salutations, sign-offs, and signatures. They also demonstrated improved ability in delivering intended messages to achieve effective communication. Furthermore, regarding language proficiency, the analysis demonstrated statistically significant advancements in both grammatical accuracy and vocabulary mastery among students.

8.1.2 Genre-based approach

Following the intervention, students' emails exhibited a notable adherence to the established conventions of business email writing. They consistently included all requisite components and adhered to the typical structural pattern. Specifically, their emails comprised a framing move incorporating subject lines, salutations, sign-offs, and signatures, while the body of their messages featured an opening, main move, supporting move (if any), and closing move.

Importantly, explicit instruction informed by the GBA played an important role in enhancing the students' writing proficiency. Explicit instruction facilitated improvements, particularly in terms of conforming to formatting standards and

fostering an awareness of move, rhetorical, and contextual elements essential for effective communication.

8.1.2.1 Framing move

Many of students' pre-test emails omitted subject lines, which conveyed a hint about the communicative purpose of their writing. In the post-test, however, all emails featured subject lines, with the majority being appropriate, clear, and concise. Upon closer analysis, it is interesting that the use of subjects improved in subsequent emails compared to the initial ones, indicating an enhanced understanding of the function of email subjects and the technique of utilizing them effectively.

Regarding salutations, the findings demonstrated a diverse range of salutation patterns in the pre-test, encompassing both common and uncommon, formal and informal greetings. However, in the post-test, the salutation pattern predominantly shifted to formal, with 'Dear' being the most commonly used. In cases where informal greetings such as 'Hello' or 'Hi' were employed, students reported perceiving a certain level of intimacy between the communicators. Additionally, some students opted for 'Sawasdee ka,' a Thai greeting not commonly used in business emails. This salutation reflected their own cultural identity and helped establish a sense of connection with the recipient who shared the same cultural background. Interview results supported the notion that the selection of email salutations after the intervention was deliberate, as students intentionally chose particular salutations for specific reasons.

The analysis of sign-off and signature usage highlighted a notable increase in students' awareness of genre conventions. In their pre-test emails, some students either omitted a sign-off or signature entirely, or included only one of them. Conversely, in the post-test emails, both sign-offs and signatures were consistently present. Students utilized a wider variety of sign-offs in the post-test phase. This highlighted the impact of explicit teaching on email sign-offs; by offering students with more choices, they were able to select the most appropriate option for their communicative needs.

8.1.2.2 Content move

Before the intervention, students focused on achieving their goals without much consideration for the organization of their text or other related elements. However, after the intervention, students demonstrated an increased awareness of text organization, gaining a better understanding of the move structure and the function of each move within their emails. As a result, their post-intervention emails were well-organized. Students acknowledged that GBA played an important

role in facilitating their writing process, ensuring that their emails were both organized and comprehensive in terms of content. Furthermore, GBA increased students' awareness of rhetorical elements, prompting them to consider the intended audience, the status of the recipient, and the relationship between the writer and the recipient. This enhanced their ability to communicate more appropriately and effectively.

8.1.3 Data-driven learning

Students utilized corpus data as a valuable resource for their business email writing. Through analysis, it was observed that they primarily employed DDL techniques to enhance their content writing, with some also utilizing queries for salutations and subjects. Most of the time, students successfully applied linguistic patterns from concordances into their emails, especially when the statement aligned with their intended message or required minimal modification. However, challenges emerged when adapting multiple linguistic points or combining phrases or clauses, resulting in errors that could hinder comprehension.

Furthermore, the results indicated that becoming familiar with DDL required time investment. Over the course of their emails, students made an increasing variety of queries, eventually leading them to their intended messages. This progression reflected their learning process in utilizing the corpus tool and applying DDL technique to their email writing. Still, students initially relied on teacher guidance before achieving autonomy. Despite the need for training and practice, students maintained positive attitudes towards the tool and technique. They embraced the corpus tool as an interesting and helpful resource for their writing, appreciating how DDL technique facilitated accurate language production without the need to navigate complex grammar rules.

Nevertheless, the corpus tool may not be as effective when students need to narrate specific stories tailored to their contexts. This limitation was evident in scenarios such as composing complaint emails, where students were required to describe the problem to the recipient. The ability to narrate the story affects achieving the communicative purpose of the email. In this case, integrating Generative AI (GenAI) to classroom instruction could potentially enhance students' ability to narrate their stories effectively.

8.1.4 ELF-aware teaching

Students' awareness of ELF communication increased after the intervention, as evidenced by their email compositions and their perceptions. In post-intervention, students demonstrated a tendency to adapt their communication styles to align with

cultural contexts, a notable shift from their pre-intervention lack of awareness regarding cultural influences on business communication.

For example, students used first names in email salutation and signature, reflecting their Thai cultural identity, where addressing individuals by their first names is customary. Additionally, the Thai greeting ‘Sawasdee ka’ was employed in email salutation when corresponding with recipients sharing the same cultural background (Thai), despite its uncommon usage in business correspondence. Furthermore, students' language use exhibited influences from their L1, observed in sentence structure, grammar usage, and vocabulary selection.

During interviews, students expressed that after experiencing authentic business emails, they felt less concerned about achieving perfect English and prioritized effectively conveying their message. They found themselves more at ease during business email correspondence and confident in their ability to communicate successfully in multicultural settings, despite their English proficiency not being at a mastery or near-native level.

However, while ELF-aware teaching increased students' awareness of ELF communication, it did not necessarily change their perceptions of ELF's position. Although they found ELF communication comprehensible and acceptable in business correspondence, many students still perceived ELF as informal and inferior to Standard English. Consequently, they expressed a desire to achieve native-like English proficiency in the future.

8.2 Implications of the research

8.2.1 Implications for business English correspondence courses

The study's findings hold considerable pedagogical implications, particularly for business English correspondence courses. The research revealed that incorporating Genre-Based Approach (GBA), Data-Driven Learning (DDL), ELF (ELF)-aware teaching could significantly enhance overall proficiency in business email. However, upon closer analysis of their individual impacts, it becomes evident that each approach influences writing ability in distinct ways.

One of the key aspects of business correspondence is genre knowledge. Achieving effective communication necessitates adherence to norms recognized within a specific community, alongside linguistic proficiency. Thus, the teaching of business correspondence must furnish students with sufficient genre knowledge. Particularly in business email writing, students should be equipped with the requisite elements of an

email: the framing move and content move, enabling them to compose emails that align with common practices in business communication.

When it comes to the framing move, students need to understand that it includes the subject, salutation, sign-off, and signature, typically formatted in full-block style. It's important for students to be taught that omitting any of these elements in the framing move doesn't necessarily hinder the communication's purpose, and often the intended message can still be delivered and understood by the recipient. However, an incomplete framing move can compromise the professionalism of the email sender and reflect poorly on the company's image.

The content move holds significant importance as it conveys the intended message of the email. The components of the content move vary depending on the type of email being composed. Introducing students to the overarching concept that the content move comprises an opening move, main move, and closing move can be beneficial. It's crucial to instruct them that the opening move may involve self-introduction, introducing the topic, or establishing rapport. While the opening move itself may not convey the key message of the email, its absence can render the email bland, missing the opportunity to cultivate a strong business relationship for future interactions. Therefore, it is advisable to train students to employ an appropriate opening move.

The main move of an email contains the most crucial information and is typically given priority in email writing. Clarity of communicative purpose is essential for effective communication, along with ensuring completeness of content. To facilitate this, it is recommended that business correspondence courses expose students to a range of successful business emails with diverse communicative goals. Subsequently, students should be provided with opportunities to analyze these emails in detail, focusing on each type of email and identifying the specific information required to achieve communicative effectiveness.

The closing move in an email serves more than just signaling the end; it typically includes conventional patterns that fulfill specific functions, such as a call-to-action statement, expressing gratitude, or offering an apology. It's important to instruct students on these particular functions and provide them with opportunities to practice using them appropriately within the context of their emails. This practice not only enhances professionalism in communication but also reinforces their integration into the business community.

In addition to mastering the move structure, a comprehensive business correspondence course should equip students with an understanding of various

rhetorical and contextual elements. This involves providing opportunities for students to analyze these elements by prompting them with questions aimed at raising their awareness of the recipients, their status, and the dynamics of the sender-recipient relationship(s). Students should be encouraged to adapt their communication style to best suit the given situation. For instance, they should be aware of varying levels of intimacy and how language is tailored to accommodate these differences in communication. Such training ensures that students are adept at composing messages that are not only structurally sound but also contextually appropriate, thereby enhancing their effectiveness as communicators in professional settings.

The effectiveness of learning genre hinges on the implementation of a teaching-learning cycle framework. The one utilized in this study aligns with the proposal by Feez and Joyce (1998), which was deemed suitable for the research methodology. However, various adapted versions of the teaching-learning cycle can be employed to accommodate specific instructional contexts. According to Hyland (2003), the teaching-learning cycle can be adjusted while retaining its core concept of providing students with examples of a particular genre and fostering their awareness of its conventional structure and linguistic patterns recognized within a specific discourse community.

In addition to providing students with genre knowledge, it is highly recommended to integrate authentic emails authored by individuals from diverse linguistic and cultural backgrounds into business email writing courses. This recommendation stems from the recognition that contemporary business communication is inherently multicultural, with English serving as a *lingua franca*. Exposure to a variety of linguistic and cultural perspectives enriches students' comprehension of the cultural influences on business communication. It equips them with the skills needed to navigate real-world intercultural communication effectively and enables them to practice strategies for addressing the complexities inherent in globalized workplace communication.

8.2.2 Implications for technology-integrated instruction

Teaching students with limited experience in business communication how to write a business email necessitates access to appropriate resources. Providing them with access to a specialized corpus could greatly enhance their writing skills. As indicated by the findings, students demonstrated an ability to effectively utilize corpus data and expressed a positive attitude toward the use of corpus tools and DDL techniques. Their language production improved significantly, displaying more conventional and accurate linguistic patterns as a result of DDL training.

Consequently, educational institutions and language learning platforms should prioritize investment in accessible and user-friendly corpus tools equipped with relevant and specialized corpora to support students' language learning. Integrating technology into instruction not only streamlines the language learning process but also fosters student autonomy. By leveraging such technology-integrated instruction, valuable time is saved, and students are encouraged to take more control of their learning.

Despite the initial time investment required for sufficient training in the Data-Driven Learning (DDL) technique, the study demonstrated that students, likely due to their status as digital natives, were able to achieve significant progress with just two hours of training in using the corpus tool and practicing DDL to address specific linguistic challenges. Following this brief training period, students were able to autonomously apply the technique to their email composition tasks.

8.3 Limitations and suggestions for further studies

There are two primary suggestions for further studies. Firstly, further studies should delve into how the approach integrating GBA, DDL and ELF-aware teaching impacts students with different English proficiency levels. In this study, while students with A2 and B1 proficiency levels based on the CEFR were recruited, they were treated uniformly, and their papers were evaluated without considering their proficiency levels. Therefore, exploring whether the effectiveness of the approach varies among students with different English proficiency levels would provide valuable insights into tailoring instructional strategies to cater to the diverse needs of learners.

Secondly, further studies could investigate the integration of Generative Artificial Intelligence (GenAI) within an educational framework for instructing business email writing. Given the growing significance of GenAI, it presents itself as a potent tool that could potentially offer valuable insights to enhance the teaching and learning processes in the domain of business email communication. However, it remains unclear whether students at particular levels of English proficiency can effectively utilize GenAI to aid them in composing business emails. Therefore, examining the efficacy of GenAI in assisting students across different proficiency levels in composing business emails would be beneficial.