

## DEVELOPING THAI EFL LEARNERS' EMAIL LITERACY IN BUSINESS COMMUNICATION COURSE AT TERTIARY LEVEL, THAILAND

Xiaoxia Wei<sup>1</sup>

**Abstract:** The study followed a pre-test-instruction-post-test design to examine the effectiveness of teaching business emails to a group of 111 Thai students who enrolled a Business Communication course conducted in a business program for undergraduates, Thailand. The research aimed to find out 1) the development of students' business email writing after the explicit instructions and 2) in what aspect(s) students' business email writing will improve. A Total of 222 email scripts collected before and after the 12-week explicit instructions was analyzed quantitatively by paired *t*-tests. The findings showed that the students had significant gains in each evaluation aspect of the email writing task in the post-test after the explicit instructions. The students improved greatly in terms of the Content, Organization, as well as Framing moves, as demonstrated by the greater use of concrete subject headings, correct greeting and closing constructions, complete self-identifications on the post-test than on the pre-test. On the other hand, students made only modest progress in terms of Business Writing Style, more specifically, students were more aware of using more polite and professional business writing tones in the task. However, there was little progress in terms of students' Language Proficiency in general according to the paired score difference in both tests. These findings are discussed with implications for classroom practices and future research.

**Keywords:** Email literacy, Explicit Instructions, Writing Evaluation, Business Communication.

### Introduction

The fact that email has great importance in modern business communication is undeniable. Every day, millions of emails are sent from companies to customers and suppliers, from employees to their managers and from one coworker to another. As DeKay (2010) argued, Email has emerged as the most commonly used form of written communication in the corporate workplace. He also made a comparison pertaining to email's rapid widespread acceptance within the past 20 years. A 1997 study revealed that a majority of American executives favored face-to-face meetings to any other form of communication; only 34% preferred email (Oh, 2007) whereas in 2005, the survey, sponsored by the Economist Intelligence Unit, pointed out that two thirds of corporate executives prefer email as a means of business communication compared to the next most popular options—desktop telephones and mobile phones. (Economist Intelligence Unit, 2005). When it came to 2008, the study performed by the Pew Internet & American Life Project revealed that 72% of all full-time

---

<sup>1</sup> Lecturer of Business Administration, Mahidol University International College, Thailand.  
Msxiaoxia@gmail.com

employees have an email account that they use for work, and 37% of those workers “check them constantly” (Madden & Jones, 2008).

Advances information and communication technology along with the widespread of the Internet has rapidly promote email as the most frequently adopted medium for communicating purposes. The wide use of the email medium, however, does not necessarily mean that it is used without difficulty (Chen, 2006). Poor writing is costly, especially in business fields. The UpWrite Press (2012) conducted a cost calculation showing a hypothetical company’s \$ 1.5 million annual loss due to poor email communication, based on the following variables and calculations:

*Variables (para.4):*

- *The company has 1,000 employees who send and receive email daily.*
- *They write and send an average of 10 emails per day.*
- *They send or copy each message to three different people.*
- *Five percent of email message to three different people.*
- *The employee takes 10 minutes to clarify each email.*
- *Employee salaries average \$50,000 per employee per year (approximately \$ 24 per hour or \$0.40 per minute).*

*Calculation (para. 5)*

- *1000 employees send 10 emails = 1000 email messages sent each day.*
- *3 recipients are included per email message = 30,000 messages received.*
- *5% require clarification = 1,500 messages.*
- *1,500 messages take 10 minutes each to clarify =15,000 minutes of productivity wasted daily deciphering unclear messages.*
- *15,000 minutes of lost productivity result @ \$0.40 per minute =\$6,000.00 of lost productivity per day.*
- *\$6,000.00 x 250 working days per year = \$1.5 million per year in productivity lost due to poor writing skills. (Cited in Lentz, 2013)*

Given the wide spread of email communication as well as its significant role in the workplace, it is expected that students should acquire professional writing knowledge regarding email communication in order to provide more value to their potential employers and project a more professional image as qualified business graduates.

Therefore, this study aimed to incorporate email pragmatics into a business communication course and investigate the effect of explicit instruction on developing Thai students’ email literacy in business settings. As indicated by Ishihara and Cohen (2010) and Rose (2005), “explicit instruction (with metapragmatic information) has been by and large demonstrated to be more beneficial than implicit teaching (without metapragmatic information), since it promotes the noticing and subsequent intake of target pragmatic features.” (Cited in Chen 2015, p.134)

Two research questions, hence, were proposed:

1. Will the quality of students' business email writing improve after explicit instructions?
2. If the answer to the first research question is positive, in what aspect (s) students' business email writing will improve after explicit instructions?

### **Literature Review**

Email is one form of business messages and has its unique format. As summarized by Chen (2015), according to Kankaanranta (2006), the email format was defined as the framing move that contributes to the physical layout of the message. It consists of *Subject*, *Opening*, and *Closing*. Crystal (2001) defined that the *Subject* writing should be clear, brief, relevant, and concrete in order to be decided whether the message will be opened or deleted by faculty members. *Opening*, is realized by greetings and self-identifications (Bou-Franch, 2006, 2011; Chejnova, 2014; Felix-Brasdefer, 2012, cited in Chen, 2015). Greetings (e.g. Dear Dr. White) are the most and salient feature in an asynchronous email communication. Closing indicates “the transition from a state of communication to one of non-communication” and it often varies from leaving taking (e.g. “See you soon”), apologies (e.g. “Sorry for the delay”), good wishes (e.g. Happy New Year”) complimentary closes (e.g. “Sincerely”), appeals for actions (e.g. “Looking forward to hearing from you”), and signatures (e.g. Mary Wang) (Bou-Franch, 2006, 2011; Chen 2001; Herring, 1996; Waldvogel, 2007, cited in Chen, 2015). However, in business emails, a standard, consistent, and clean e-mail signature will present a more professional appearance for the organization. Contact information, “the most prevalent item” included in business email signatures, should include “basics on how the recipient can contact you in the future, your title/ role in the organization, and your website URL” (Jenkins, 2009:120).

Content move, in business communication, refers to various forms of business messages (emails, memos, etc.); types of business messages according to writing purposes (good, neutral news, bad news, persuasive messages, business proposals and reports); business meetings; job-related communication skills (resume, application letter, interview); as well as cross-cultural communication, business ethics. Writing strategies are also included in order to help achieve the writing goals effectively (Guffey & Du-Babcock, 2010; Locker & Kienzler, 2015; Rentz, Flatley, & Lentz, 2011).

Writing evaluation criteria in recent literature, as summarized by Huot (1990b, cited in Fraser, Harich, Norby, Brzovic, Rizkallah, & Loewy, 2005), focus on content, organization, and mechanics (p. 206). Levinson (2000) argued that “the quality of business writing can be judged with three broad categories: (1) content and purpose, (2) organization, and (3) style.” (p.2) The criteria for good writing were summarized as follows:

#### *Content and Purpose*

The piece as a whole:

- includes information and ideas that are interesting, clearly presented, well developed, and convincing,
- says something worth saying,

- builds its arguments on valid and sufficient evidence,
- sticks to the point and avoids irrelevant and unnecessary material,
- accomplishes its purpose.

### *Organization*

- Main points are clearly stated and easy to find.
- Structure is logical, consistent, appropriate, and balanced.
- Important ideas are emphasized, less important ideas re subordinated, and it is clear which is which.
- Transitions between ideas, sentences, and paragraphs are smooth.
- Paragraphs are introduced by a topic sentence, generally cover one idea, and are internally logical and coherent.

### *Style (Language Proficiency)*

- Vocabulary is accurate, precise, and concrete.
- Sentences are the right length and varied in length and rhythm.
- Tone is suitable and consistent.
- Voice is active and lively enough to hold reader's interest.
- No extra words get in the way.
- All spelling and grammar are correct.

In addition to its format, its content, organization, language proficiency, effective email writing also needs to conform to business writing styles. Boros (1996) argued that the principle of business writing is that the business writer must “ensure that the recipient of the written communication comprehends the message that is intended by the writer. The cornerstone of this is that the writer clearly conveys the message that he/she intends.” And therefore, the business writer “should not merely try to demonstrate his/her brilliant literary style—business writing is not writing for writing’s sake.” (p.17). He also emphasized that business writing style should be “concise (edited), focused, stream-lined, correct,” “unslanted,” “professional,” as well as writing for “recipient’s benefit.” (p.17)

Campanizzi (2005) also pointed out that effective business writing should fulfill the features of 1) achieving the “you-attitude” by communicating respect for the reader and empathy for the reader’s viewpoint as well as focusing on reader’s interests, desires, and preferences; 2) maintaining a positive and unbiased tone through the use of positive language and being free of bias regarding culture, gender, race or ethnicity, age, and disability; 3) using active voice for emphasizing action and being shorter and more direct, rather than writing in passive voice (only accounts for 10-15 percent); 4) being clear, direct, and concise to improve the readability of your written product for your audience, the reader; 5) avoiding slang and jargon 6) maintaining goodwill to keep a business or professional relationship with the reader; 8) considering international readers with the awareness of cultural differences.

Combining the general criteria used for checking written assignments with the unique email format, together with the special concerns and writing styles in business settings, a special assessment rubric for email consisting of Content, Organization, Format, Business Writing Style as well as Language Proficiency in General has been

developed to evaluate the effectiveness and quality of students' business email writing skills.

## **Methodology**

### *Participants*

111 Thai EFL students of English of participated in this study. All of them majored in BA and passed English IV Course before they could study Business Communication Course. All of them had never received explicit instructions or trainings regarding email communication in either personal or profession lives.

### *Instruments*

The major instruments in this study were a pre-test and a post-test written discourse task.

### *Procedures*

Before the instruction, the students were required to respond to a poorly written email. They had to revise it totally based upon their understanding of business emails.

The actual instructions began by adopting an Outcomes-Based Teaching and Learning Approach (OBTL) to work on students' business email writing. As Biggs & Tang (2007) argued, OBTL focuses not upon what the teacher is going to teach, but what the outcome of that teaching is intended to be or what the learner is supposed to be able to do and at what standard: the intended outcomes. Therefore, when applying OBTL, The teacher should ask questions as: what do I intend my students to be able to do after my teaching that they couldn't do before, and to what standard? How do I supply learning activities that will help them achieve those outcomes? How do I assess them to see how well they have achieved them?

In order to ensure that students could acquire capabilities of writing professional emails, the intended outcomes were established at the very beginning of the instructions. These outcomes were categorized into five aspects: Content, Organization, Format, and Business Writing Style as well as Language Proficiency In General.

The learning instructions and activities were deliberately designed to help students achieve the learning outcomes. A series of instructions and activities were given to students focusing upon improving students' language proficiency in business settings (20%); familiarizing students with email writing format (20% classes) and other business documents (40%), selecting necessary information through purpose analysis as well as reorganizing the selected information in logical orders (20%). The students took 12 weeks to study Business Communication Course. Students met two times per week and each class session lasted two hours. By the end of the course, the post-test was administered to the students. The students were told to do the same email-revising task as they did on the pre-test.

### *Data Collection and Data Analysis*

A total of 222 (111 students x 2times) email scripts was collected before and after the instruction. To answer the first research question, all the email scripts were rated by

the teacher who taught the Business Communication Course. The detailed procedure was listed as follows:

Step 1 Coding: pretest as 1, posttest as 2.

Step 2 Mixing: both pretest and posttest scripts were mixed up to avoid bias during the grading.

Step 3 Grading: the scripts were graded according to the email writing rubrics with three ability levels (1: Unsatisfactory, 2: Satisfactory, 3: Good) designed to evaluate L2 students' email pragmatics.

The analysis was regarded as reliable and valid because all email scripts were graded by the same teacher who not only conducted all the teaching, but has sound teaching background in both English language as well as field of Business Communication.

## Results

The paired *t*-test was run to analyze if there was a statistically significant difference between the students' pre-and post-test email productions in order to address the research questions.

*Question 1: Will the quality of students' business email writing improve after explicit instructions?*

The answer is positive, as presented by the pre-and post-test email scores in Tables 1 and 2. Table 1 summarized the paired *t*-test results. The entire measure indicated mean scores were 1.80 on the pre-test, and 2.52 on the post-test, a statistically significant change at the  $p < 0.01$  level of confidence. This means that the rater's assessment of the students' overall email performance progressed from the less than *Satisfactory* level on the pre-test to the close to *Good* level on the post-test.

**Table 1: Pre-and Post-Test Scores**

	Mean	N	Std. Deviation	Std. Error Mean
Post Test	2.52	111	0.252	0.024
Pre Test	1.80	111	0.199	0.019

**Table 2: Pre-and Post-Test Differences**

	Paired Differences						t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference					
				Lower	Upper				
Post Test – Pre Test	0.721	0.310	0.029	.663	.779	24.558	110	.000	

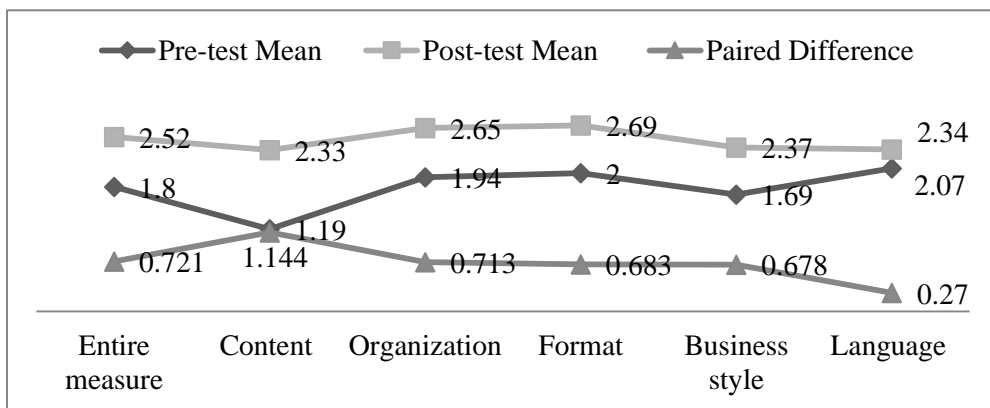
*Question 2: If the answer to the first research question is positive, in what aspect (s) students' business email writing will improve after explicit instructions?*

Table 3 demonstrated that the performance of students' email writing was improved in all aspects, more specifically, Content, Organization, Format, Business Writing

Style as well as Language Proficiency in General. A visual presentation of the means appears in Figure 1.

**Table 3: Comparison of Students' Email Performance**

Performance	Pre-test		Post-test		Pre-post-test gain	t	df	Sig
	Mean	S.D.	Mean	S.D.				
Entire Measure	1.80	0.199	2.52	0.252	0.721	24.558	110	.000
Content	1.19	0.370	2.33	0.764	1.144	14.252	110	.000
Organization	1.94	0.418	2.65	0.321	0.713	14.452	110	.000
Format	2.00	0.297	2.69	0.262	0.683	20.803	110	.000
Business Style	1.69	0.273	2.37	0.421	0.678	14.272	110	.000
Language	2.07	0.441	2.34	0.477	0.270	4.614	110	.000



**Figure 1: Pre-and Post-test Mean Scores**

**Table 4: Content Score Means**

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Post Content – Pre content	1.144	.84581	.080	.985	1.303	14.25	110	.000
Post Purpose – Pre Purpose	1.180	.95535	.090	1.000	1.359	13.01	110	.000
Post Information – Pre Information	1.108	.89799	.085	.939	1.277	13.00	110	.000

As shown in Table 4, the mean scores of Content was greatly improved from 1.19 on the pre-test to 2.33 on the post-test, supported by the paired difference of 1.144, a statistically difference at the at the  $p < 0.01$  level of confidence. In this

respect, students' writing pertaining to writing purpose and providing sufficient information according to the purpose was regarded as a great success, with paired differences of 1,180 and 1.108 after receiving the explicit instructions in class.

**Table 5: Organization Score Means**

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Post Organization – Pre Organization	0.713	.519	.049	.614	.810	14.452	110	.000
Post Pattern – Pre Pattern	0.971	.750	.074	.823	1.118	13.059	101	.000
Post Coherence – Pre Coherence	0.748	.929	.088	.573	.922	8.480	110	.000
Post Paragraphing – Pre Paragraphing	0.432	.612	.058	.317	.547	7.440	110	.000

According to Tables 3 and 5, students' knowledge in Organization was ranked second high with the mean scores of 1.94 on the pre-test to 2.65 on the post-test, a statistically difference at the at the  $p < 0.01$  level of confidence. However, the progress (0.713) through the explicit instructions was not as effective as that in Content. Especially in using paragraphs, a paired difference of 0.432 was much lower than that of how to use more appropriate writing pattern (0.971) and how to organize ideas in a coherent way (0.748).

**Table 6: Format Score Means**

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Post Format – Pre Format	0.683	.345	.032	.617	.747	20.803	110	.000
Post Eaddress – Pre Eaddress	0.234	.686	.065	.105	.363	3.592	110	.000
Post Subject – Pre Subject	0.703	.880	.083	.537	.868	8.413	110	.000
Post Opening – Pre Opening	0.757	.690	.065	.626	.886	11.548	110	.000
Post Closing – Pre Closing	0.910	.803	.076	.758	1.061	11.924	110	.000
Post Signature – Pre Signature	0.811	.879	.083	.645	.976	9.716	110	.000



Pertaining to Email Format, the framing moves were seen being improved moderately, with scores means of 2.00 on the pre-test and 2.69 on the post-test and a paired difference of 0.683, a statistically difference at the at the  $p < 0.01$  level of confidence. The detailed achievements were shown in how to write appropriate closing salutation (0.919), signature (0.811), opening salutation (0.757) as well as subject heading (0.703). Only little progress was shown in writing professional email address (0.234) (as shown in Table 3 and 6).

**Table 7: Format Score Means**

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error	95% Confidence Interval of the Difference				
Lower				Upper				
Post Style – Pre Style	0.678	.500	.047	.583	.772	14.272	110	.000
Post Tone – Pre Tone	1.171	.724	.068	1.034	1.307	17.030	110	.000
Post Audience – Pre Audience	0.676	.752	.071	.534	.817	9.457	110	.000
Post Conciseness – Pre Conciseness	0.414	.706	.067	.281	.547	6.178	110	.000
Post Active – Pre Active	0.450	.628	.059	.332	.568	7.549	110	.000

As demonstrated in Tables 3 and 7, the results show the score means of 1.69 on the pre-test and 2.37 on the post-test, and a paired difference of 0.678, a statistically difference at the at the  $p < 0.01$  level of confidence. Surprisingly, students had more successful understanding about writing tones after the explicit instructions, with a dramatic paired difference of 1.171. However, there was no significant difference in terms of applying for you-centered or audience-centered approach (0.676), writing concisely (0.414), as well as using active voice and strong verbs in business messages (0.450).

**Table 8: Language Score Means**

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error	95% Confidence Interval of the Difference				
Lower				Upper				
Pre Language – Post Language	0.270	.617	.058	-.386	-.154	-4.614	110	.000

From Tables 8 and 3, students' language proficiency didn't change significantly, with the score means of 2.07 on the pre-test and 2.34 on the post-test.

## **Discussion and Conclusion**

The purpose of the present study was to investigate the efficacy of explicit instruction to develop intermediate-level Thai students' Email literacy in business setting. Two research questions were posed. The first question aimed to explore whether explicit instruction promoted the overall quality of the students' email performance. The answer to this question is positive, as supported by the quantitative findings showing that the students had significant gains in each evaluation aspect in the post-test after the instruction. The second question addressed the detailed respects in which students' performance improved as an instructional outcome.

It appears that the students improved greatly in terms of the Content, Organization, as well as framing moves, as demonstrated by the greater use of concrete subject headings, correct greeting and closing constructions, complete self-identifications on the post-test than on the pre-test. Through explicit instruction, students have become more conscious of clarifying writing goals and providing sufficient information in more coherent presentations through appropriate writing patterns, such as adopting direct or indirect writing approaches. Furthermore, during the instruction, the teacher spent much time analyzing how each of the framing moves manifests itself in the email samples. Such an analysis of knowledge helped the mental representations of the framing moves become more explicit and organized (Bialystok, 1993, cited in Chen, 2015). Compared with more informationally loaded and highly idiosyncratic content moves, according to Bou-Franch, 2006, cited in Chen, 2015), framing moves are more interpersonally oriented and highly formulaic, and therefore, more amendable to the students on the acquisition of implicatures.

On the other hand, it seems that the students made only modest progress in terms of Business Writing Style, more specifically, students were more aware of using more polite and professional business writing tones in the task. However, there was little progress in terms of students' Language Proficiency in General according to the paired score difference in both tests. This might be reasonable and understandable since the targeted students have acquired basic language knowledge through years of English study before enrolling the course.

Considering the research questions, the present study indicates that the students benefited from explicit instruction and adds further weight to previous research investing the effects of explicit instruction at a pragmatic level (Ishihara and Cohen, 2010; Rose, 2005, cited in Chen, 2015). What sets the present research apart from previous studies is that the explicit instruction takes place in a business communication course lasting 12 weeks long, instead of a short intensive intervention. This study, however, shares certain similarities compared with Yasuda's exploration (2011), in which the researcher designed syllabi that incorporated various types of email tasks in a semester-long writing course. The result of her study showed that the students were more goal-oriented, developed clearer audience awareness, and became more conscious of the language choices of each email type after the instruction.

The only difference in the present study is that knowledge in email writing is only part of the course objectives, along with other teaching contents, such as basic business writing principles, other business writing forms (memos, proposals, reports, etc.); as well as job-related communication skills, etc. Students, therefore, were

expected to apply what they had learned pertaining to business communication to one specific email-writing task. This indicates that the students have not only learned basic framing moves of business emails, but also been able to apply other content moves into email writing. In a nutshell, the overall instructional effectiveness shown in the present study can be attributed to the support offered to the students.

There are two limitations to the present study. First, the explicit instruction is not all email-related. Specific knowledge in email writing was only a small part of the entire instruction. Students are expected to have higher level of understanding by knowing how to apply all the knowledge into the email-writing task. Second, students' language proficiency was limited by the given writing task. Therefore, the research findings showed little progress in terms of business writing features (being concise and using active voice, strong verbs) and the general writing performance.

In conclusion, there are two salient facts that should be noticed through the research findings. First of all, Thai students' email literacy is much below the satisfaction level in almost every aspect, especially in Content, Organization, and its framing moves or Format. College students in Thailand, before enrolling the Business Communication course, have never had appropriate training how to write emails in a professional way. This is a frustrating fact since email communication has become unavoidable in our lives, both personal and professional. Secondly, the success in email literacy can be achieved through well-designed explicit instruction, either in intensive or loose period of time. Last but not least, it is hoped that this present study could work as a teaching and learning model that provides teaching guidelines and evaluation methods for L2 or business-related pragmatists who aim to improve students' email communication.

For whoever is interested in following up this line of research, the similar research framework with different contexts targeting different learners can be taken into consideration. The future researchers can also compare and contrast the efficacy between the implicit and explicit instruction used to improve students' email literacy.

## References

- Boros, C. L. (1996). *The essentials of business writing*. New Jersey: Research & Education Association.
- Campanizzi, J. (2005). *Effective writing for quality professional—creating useful letters, reports and procedures*. Wisconsin: ASQ Quality Press.
- Chen, C-F, E. (2006). The development of email literacy: from writing to peers to writing to authority figures. *Language Learning & Technology*, 10 (2): 35-55.
- Chen, Y-S. (2015). Developing Chinese EFL learners' email literacy through requests to faculty. *Journal of Pragmatics*, 75, 131-149.
- Crystal, D. (2001). *Language and the Internet*. Cambridge: Cambridge University Press.
- DeKay, S. H. (2010). Design email messages for corporate readers: a case study of effective and ineffective rhetorical strategies at a fortune 100 company. *Business Communication Quarterly*, 73, 109-119.
- Economist Intelligence Unit. (2005). Plain speaking: Voice communications at the office. Retrieved from [http://graphics.eiu.com/files/ad\\_pdfs/Eiu\\_CISCO\\_Voice\\_Communications\\_at\\_office.pdf](http://graphics.eiu.com/files/ad_pdfs/Eiu_CISCO_Voice_Communications_at_office.pdf)

- Guffey, M. E. & B. Du-Babcock (2010). *Essentials of Business Communication (2<sup>nd</sup> edition)*, Singapore: Cengage Learning Aisa Pte Ltd.
- Harich, Norby, Brzovic, Rizkallah, & Loewy (2005). Diagnostic and value-added assessment of business writing. *Business Communication Quarterly*. 68 (3): 290-304.
- Lentz, P. (2013). MBA students' workplace writing: implications for business writing pedagogy and workplace practice. *Business Communication Quarterly*. 76 (4): 474-490.
- Levinson, N. (2000). *How to sharpen your business writing skills (2<sup>nd</sup> edition)*. America: American Management Association.
- Locker, K. O. & D. S. Kienzler (2015). *Business and Administrative Communication (11<sup>th</sup> edition)*, New York: McGraw-Hill Education.
- Jenkins, S. (2009). *The truth about email marketing*. New Jersey: Pearson Education.
- Madden, M., & Jones, S. (2008, September). Networked workers. Retrieved from <http://www.pewinternet.org/Reports/2008/Networked-Workers.aspx?r=1>
- May, G. L., M. A. Thompson, & J. Hebblethwaite (2012). A process for assessing and improving business writing at the MBA level. *Business Communication Quarterly*, 75 (3): 252-270.
- Oh, P. (2007). #1 preference for executive communication? *Email*. Retrieved from [http://www.associatedcontent.com/article/479727/1\\_preference\\_forexecutive\\_communication.html](http://www.associatedcontent.com/article/479727/1_preference_forexecutive_communication.html)
- Rentz, K., M. E. Flatley, & P. Lentz, (2011). *Lesikar's Business Communication: Connecting in a Digital World*, (12<sup>th</sup> edition), New York: McGraw-Hill/Irwin Education.
- Yasuda, S. (2011). Genre-based tasks in foreign language writing: developing writers' genre awareness, linguistic knowledge and writing competence. *Journal of Second Language Writing*. 20(2): 111-133.