

Bridging the Gap between Journalistic Writing and Business English Writing: Starting from Curriculum Design and Methodology

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Abstract

According to Hsu (2005), it was suggested that journalistic English writing could be a method leading students to be efficient in learning how to write English business correspondence. Aiming to verify Hsu's claim, the current paper explored the relationship between journalistic and business English writing through an empirical study on the effects of attending journalistic English courses on English majors' performances in business English writing. In the hopes of providing curricular suggestions, we also carried out a large-scale survey to investigate the current situation of curriculum design regarding journalism as well as business English writing in English department of universities and colleges in Taiwan. The research design employed a single independent variable, i.e. whether students attending the business English writing course took the journalistic English course, and a single dependent variable, i.e. students' performances in business English writing. In addition, the educational system (so-called vocational universities/colleges of technology and traditional universities/colleges) was utilized as an independent variable, whereas the order of offering journalistic English courses and business English writing was regarded as a dependent variable. A t-test was used to assess the influences of taking part in journalistic English courses on business English writing; moreover, a Pearson Chi-square was adopted to evaluate the differences of the curriculum design between two educational systems. The results indicate no significant difference between performances of students with journalistic English training and of those without it. Furthermore, no significant difference on curriculum design was found between two educational systems. Different collocated orders of journalistic and business English courses exist in the curriculum design of both educational systems. The current findings do not show that Hsu's idea is problematic but may point out the pedagogical problems in these courses instead. The study thus suggests the necessity of establishing a link between teaching journalistic English and business English; likewise, the curriculum design of the two courses needs to be reconsidered carefully and precisely.

Keywords : journalistic writing, business writing, college composition, curriculum design.

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1.Introduction

Researchers have pointed out that people on the job spend a great deal of their day writing, containing business correspondence, memos and other written documents (Anderson, 1985; Faigley et al., 1981; Faigley & Miller, 1982; Kirtz & Reep, 1990; Mabrito, 1997; Stine & Skarzenski, 1979). In order to paint a broad picture of the demands of writing, several surveys examine the writing of graduates in the workplace (Davis, 1977; Rader & Wunsch, 1980; Stine & Skarzenski, 1979). These studies have discovered that employees, including newly hired workforce, supervisors and other staff, are deficient in writing ability. Some research has mentioned the transition from academic to workplace writing (Anson & Forsberg, 1990; Olson & Dickson, 1995; Tebeaux, 1988). Within the literature on this subject, the freshman composition course is regarded as a trouble for the work world. By contrast, the journalistic writing instruction is of great use to students.

This study is grounded on the paper, "Implementing Journalistic Writing: A Cure for Efficient Business Writing", in which Hsu (2005) proposed the idea of implementing journalistic English writing as the best method to bring college composition and business writing closer. Owing to that Hsu offered the concept without experimental evidence, the study aimed to confirm this idea by examining the relationship between

journalistic English and business English writing, and to investigate curriculum design related to these two courses in English department of universities and colleges in Taiwan.

2.Literature Review

Most research on writing in the workplace has been done in countries where English is the native language, whereas that in Taiwan has been scant. However, Hsu (2005) urged that both L1 and L2 writers on the job equally have to practice how to write documents which are quite different from the ones they wrote in college composition courses. Accordingly, the literature on workplace writing can be a reference for the writing course design in the light of workplace writing demands.

According to Faigley and Miller (1982), written documents are the products of many companies, agencies and institutions. Due to the fact that both technology and bureaucracy keep growing, the percentage of employees who often write on the job increases. They argued that employees spent 23.1% of total work time writing, which is over one day in a five-day week. Mabrito (1997) found that the majority of supervisors spent at least a quarter of their workweek writing documents. As a bridge between superiors and subordinates, a supervisor spent equal amounts of time communicating. Of the communication, most was internal, involv-

ing writing short reports and instructional documents. Memos were seldom written, while the study done by Roth (1993) revealed that memos were the most frequently written type of document in the workplace. Regarding the writing instruction supervisors received, document modeling was the major method they learned. Nevertheless, when there were no identical models or the models were ineffective themselves, this method did not work. Several supervisors who experienced writing difficulties believed that the deficiency of specific training in writing strategies was the main cause.

Gould (1980) conducted a study on how business letters were composed. He discovered that employees spent two-thirds of total writing time planning, thirteen percent reviewing and only twenty percent producing the correspondence. Similarly, Faigley and Miller (1982) probed into the problems of bad writing. They found that 58% of 134 people on the job perceived that bad writing caused misunderstanding; besides, 49% noted that bad writing wasted their time. People not only take longer to read poorly written documents, but also misunderstand and have to rewrite them. Moreover, they also pointed out that employees sometimes write letters for those outside the company too informally, on the other hand, write too formally for those inside the company.

Since the quality of writing determines the image of a company as well as the image

of an employee, attention on “practical” writing increased in college writing course. Faigley and Miller (1982) said that the demands of an industrial society brought a strong effect on the college curriculum over 19th century. Likewise, Gold (1991) claimed that attention on fundamental writing proficiency has been moved onto the professional essay in the composition course. According to Faigley and Miller (1982), although writing is regarded as an important and frequently used skill by employers, many college-trained people are unable to get the knack of writing in the workplace. Consequently, a writing course which can train them to be able to write well in novel situations, to master a number of different styles and to write for different audiences is a necessity.

In terms of writing courses offered in colleges or universities, many studies showed that freshman composition courses contribute no efforts to writing at work. Tebeaux (1988) proposed that freshman composition does not provide appropriate assistance in writing in the workplace. In addition, in Olson and Dickson’s (1995) study, they found that students did not view freshman composition as an especially useful course to them for the workplace. Hsu (2005) mentioned that both English departments in the US and Taiwan consist of most literature-based faculties. Therefore, students are often encouraged to write something belletristic instead of also being inspired to write

brief and clear essays. Hake and William (1981) pinpointed that students were under the impression that English teachers favored long writing.

Compared to freshman composition courses, journalism courses have been suggested to be an effective preparation for writing at work. In Dvorak's (1990) study, students who took a journalism course found that journalism courses fulfilled general language arts competencies. According to Masse and Popovich (2004), the traditional model in journalism writing has emphasized on newsworthiness as distinguished by prominence, proximity, timeliness, impact and conflict. Russell (1995) thought that these traits of journalism solve the problems of content, rigor, unrealistic expectation and effectiveness evaluation. Furthermore, they also bring journalism closer to the writing at work. Olson and Dickson (1995) said that "students' writing skills may be weak (i.e., unclear, confusing, wordy) simply because they have not been taught how to write clearly, and/or they have not received enough reinforcement in other classes." The lack of reinforcement can be adequately made up by journalism classes since skills of how to write concisely, precisely and clearly, those of how to write interestingly and meaning fully to an audience, and other skills are taught in journalistic courses. In their study, the journalistic writing instruction was of more use to students than freshman composition instruction.

Few studies have further indicated that journalism and business writing share a great number of features. Pauly (1983) stated that both journalism and business writing emphasize clear and concise expression. Another researcher, Hart (1996) considered that the inverted pyramid style of journalism is user-centered because its demand for 5W and 1H meets the needs of the audience. Although the author did not point out the similarities between journalism and business writings, this user-centered communication is, in truth, also the demand of business letters. Moreover, Hsu (2005) discovered that English majors who had taken general writing courses were not able to perform smooth transition when entering the world of business writing. He even pinpointed that business and journalism writings are deductively organized, while traditional composition is inductive. On account of the similarities shared by journalism and business writings, he concluded that journalism could be a prerequisite for business English writing courses.

In terms of the pedagogical studies, the literature reveals a large amount of research in English composition and a much smaller but increasing amount of research on journalistic writing. Regarding the teaching of writing on a wide variety of topics, two pedagogical methods, including product-oriented and process-oriented approaches, have been hotly discussed. According to Masse and Popovich (2004), the

product-oriented approach is a traditional teaching style, which concentrated on the end result of the composing process. On the other hand, process-oriented approach is a method developed in the 1970s, with which composition scholars proceeded through a writing assignment by moving back and forth between various stages of the writing process. The advocates of process-oriented approach criticized teaching methods that were error-based and claimed that writers changed their primary goals and created new goals based on what they learned by writing (Flower & Hayes, 1981; Friedman, 1983; Pianko, 1979). Frager (1994) suggested that how instructors conceptualize the writing process and how they demonstrate their own competencies and identities as writers are two key factors which influence the improvements in the writing curriculum. However, some composition scholars, like Ruenzel (1995), were concerned that over-emphasizing on process writing could weaken the focus, clarity, structure and critical thinking skills of students.

In journalistic writing, many researchers such as Zurek (1986), Olson (1987) and Pitts (1989) encouraged instructors to challenge the traditional, product-oriented approach, which, according to White (1989), focuses on the accuracy, organization and grammatical correctness of the final product. The interaction between news writing educators and students during the writing process and attention on lead writing and on ed-

iting for revision were also advocated. Nevertheless, Ward and Seifert (1990) believed that the integration of both product-oriented and process-oriented approaches could provide students with opportunities to connect mechanical, expressive and journalistic writing abilities. Similarly, in a survey on media writing faculty conducted by Masse and Popovich (2004), a new and more integrated paradigm in the teaching of writing will be adopted by journalistic educators.

In other studies related to journalism instruction, Ieron (1987) revealed that there were distinct differences on writing between professional and student journalists. The reason why student journalists were unable to perform as well as professional ones could be the result of pedagogical problems. Wyatt and Badger (1993) pointed out that journalism instructors often fail to teach students an adequate framework to connect journalistic writing with other writing forms. Moreover, Olson and Dickson (1995) discovered that journalism professors did not discuss more actively whether composition instruction is a valuable part of their writing curriculum. In addition, Seamon (2001) found that many journalism faculty and administrators lack uniform and high-quality standards for instruction and assessment. These studies disclosed that whether instructors provide a clear framework of writing, make a link between different writings such as college composition, journalism and business writing, and value pedagogical

methods are influential in students' achievements.

In this study, suppose Hsu's idea is probable, two possible hypotheses about the influence from journalistic English on business English writing can be proposed. The first one is a strong hypothesis that students with journalistic English training background can have better sense about the structure and layout of business English correspondence even before receiving any instruction in the class of business English writing. The second one is a weak version, that is, students, no matter with journalistic English training background or not, do not perform differently in business writing until receiving further instruction in the course of business English correspondence.

3. Methodology

Trying to justify Hsu's claim, the study aims to explore the assistance of journalistic English in business English writing. In virtue of its relation to curriculum, this research also investigated which year the universities and colleges in Taiwan offered these two courses in.

Participants

In the current study, 49 sophomores were recruited from Department of Applied English Studies in MingDao University. The participants were all on the equal footing, all of whom took general English courses and did not attend any journalistic English writ-

ing or business English writing courses as freshmen. Of 49 subjects, 20 took part in the journalistic English writing course in the autumn term of their sophomore year, whereas the others did not. In the next term, all subjects participated in the business English writing course.

In order to obtain more precise information about journalistic English course, the instructor of the course was interviewed.

Data Collection and Analysis

Prior to being given the tests of business English writing, subjects were administered the General English Proficiency Test (GEPT). The scores on the GEPT were used to exclude students whose English proficiency is much better or worse than the majority. After that, in order to verify the claim that students who were trained in the journalistic English course will perform better in business English writing, two tests were administered to examine the hypotheses. Before they were taught how to write business letters, the students were given a business English writing test in the second week of the semester in the course of which they were taking the business English writing course in order to examine the strong version. On the other hand, the same subjects joined the other writing test in the last week of the semester in order to examine the weak version grounded on the logic that the knowledge about the structure of business correspondence needs to be activated by more input from instruction. Both writing

tests involved three common business letters extracted from two business English textbooks (Taylor, 2004 and Huang, 1997), which the subjects had not read before. The genres of the letters in the first business English writing test were enquiry, quotation, and complaint; those in the second test were enquiry, quotation, and counter-offer (see Appendix 1 and 2). The content of each letter was left out as randomly numbered choices. Subjects were asked to rearrange the content in a suitable order and fill in the blank in each paragraph with the ordered number. In case they did not know any vocabulary used in the choices, the subjects were allowed to consult their dictionaries.

Each letter had four to five sentences as well as three to four paragraphs; that is, most paragraphs had only one sentence, while only a few might have two or three sentences. Therefore, in terms of the structure shared by both journalistic English and business English letters, the sentences with the wrong order but in the same paragraph were regarded as correct answers, provided that they were put in the accurate paragraph. The score of each letter was reckoned separately, by two researchers of this study; that is, the total score of each letter was one hundred divided into subparts for each choices. On account of that both tests included two identical types of business letters, the average score of the two letters was also calculated. Moreover, the average of the total score was counted. The data analysis

was submitted to SPSS statistical program to calculate correlations between variables. T-test was employed for statistical testing.

The data about the curriculum design were assembled from the websites of English department at universities and colleges in Taiwan. The screening criterion excluded universities and colleges offering none of the journalistic English courses and business English writing courses, and those alternatively offering one or the other courses. The curriculum designs of 42 schools, including 27 universities/colleges of technology and 15 ordinary universities/colleges, were probed. Since this study examined whether journalistic English training would lead students to better performance in business English writing, any course name related to journalistic English was taken into consideration; however, only the name, 'Business English Writing', was subsumed in the study. The sequence of these two courses was divided into three: (a) journalistic English – business English Writing, (b) business English Writing – journalistic English, and (c) simultaneous courses.¹ The data analysis was implemented by using a Pearson Chi-square.

4.Results

T-test was used to assess the effects of

¹ "Journalistic English – business English Writing" indicates that journalistic English courses were offered before business English Writing courses, vice versa.

journalistic English writing courses on business English writing. No significance was found in the first and second business English writing tests. In the first test, subjects with journalistic English writing experiences did not perform better in business letters than those without attending journalistic English writing courses [$t(47) = .749, p > .05$, for letter of *enquiry*; $t(47) = .520, p > .05$, for letter of *quotation*; $t(47) = -.209, p > .05$, for letter of *complaint*]. Furthermore, no significant difference was found when the average scores of enquiry and quotation letters as well as those of all letters were submitted to the statistical analysis [$t(47) = .769, p > .05$; $t(47) = .541, p > .05$]. As to the results of the second test, the same pattern as that in the first test was found, that is, even after receiving input, the students trained in journalistic English writing were unable to write better business letters than those without any background about journalistic English [$t(47) = .087, p > .05$, for letter of *enquiry*; $t(47) = -.251, p > .05$, for letter of *quotation*; $t(47) = -.922, p > .05$ for letter of *counter-offer*]. No significance was found when the average score of enquiry and quotation letters as well as the average score of all letters were submitted to a paired t-test [$t(47) = -.148, p > .05$; $t(47) = -.640, p > .05$].

When it comes to the survey of the curriculum design, more than half the universities/colleges in Taiwan (52.3%) gave journalistic English courses before business

English writing courses as a whole [$\chi^2(2) = 32.79, p < .05$]. Taking types of education system into consideration, we found no significance of different types of universities/colleges on curriculum design ($\chi^2(2) = 2.338, p > .05$). However, the proportion of Journalistic English – Business English Writing course to overall journalism and business English related curriculum design is still suggestive that universities/colleges of technology (55.6%) tended to offer journalistic English courses before business English writing courses more than ordinary universities/colleges (46.7%). Within 27 universities/colleges of technology, 15 (55.6%) offered journalistic English courses before business English writing courses; 7 (25.9%) offered business English writing courses first; only 5 (18.5%) offered both courses at the same time. Nevertheless, the number of ordinary universities/colleges which provided journalistic English courses first and that of those which provided business English courses first are equivalent. Only 1 out of 15 provided both courses simultaneously.

5. Discussion

In this study, no significant effect of attending journalistic English courses on business English writing was discovered, seemingly supporting neither the strong nor the weak hypothesis. In order to understand what the subjects who attended journalistic

English courses learned in class more explicitly, an interview with the course instructor was conducted. After the interview, it is plain that the instructor did pinpoint the framework of journalism, which disposes of the possibility of merely teaching vocabulary, grammar and reading skills.

According to the instructor, various journalistic terminologies, such as 'banner headline' and 'masthead', were introduced. Moreover, the primary framework of every piece of news was explained by utilizing front-page news. Students were given many examples of important concepts, like 'headline', 'lead sentence' and 'inverted pyramid'. In addition to the framework which is essential to journalistic writing, grammar which is often applied in journalism, including the frequently used syntax of headlines and participial of lead sentences, was also illustrated. When practicing how to write a press release, students were given an Associated Press handout about journalistic writing. This would help them internalize what they had learned, and hence, they could differentiate journalistic writing from traditional composition. During the class, the instructor spent most time clarifying journalistic framework, demonstrating the pattern of journalism as well as repeating the idea of differences between journalistic writing and traditional composition. After the foregoing training, students would begin to read thematic articles by which frameworks and grammar were proved again. The categories,

such as 'hard news', 'soft news' and 'feature', and vocabulary of journalism were also taught. In the interview, the instructor believed that students were able to distinguish the different styles of writing as a result of that journalism should answer 5W (who, what, where, when, why) and 1H (how), while these are not weight-bearing points in traditional composition.

Since the framework of journalism was indeed emphasized in the journalistic English course, the insignificance of effect on business English writing turned to be caused by the link between these two courses, more explicitly, methodology adopted in the course of business writing. Despite of the fact that the instructor of Business English Writing course introduced different genres of business letters and had students practice how to write some types of business letters, the students were not informed that the framework of inverted pyramid of journalism was similar to the framework of business letters. Furthermore, in the course of instructing how to write English business letters, the students were not taught that the skills needed in business writing, such as writing concisely, precisely and clearly, and using correct spelling and grammar, were in fact the same as the skills needed in journalistic writing. Assuming the weak hypothesis still holds, without the explicit instruction of correlation between the two writing styles, the implicit knowledge about the structural similarity shared by both are hardly acti-

vated, consequently assisting students with journalistic English training to perform better.

The occasion of offering traditional composition courses could be another factor. According to Hsu's points of view, general college composition courses should be offered first so that students would understand the process of writing guidelines for a genre that can be adapted to any writing task. After that, journalism could play a role of the bridge connecting traditional composition courses with business English writing courses. However, the subjects in this study received one-year training of traditional composition while they were taking the journalistic English course or business English writing course. Although the subjects did learn how to write journalism before business letters or did learn how to write business letters without attending journalistic English courses, it is hard to say if there is any positive or negative correlation with taking traditional composition courses at the same time. As a result, it is possible that having traditional composition training and journalistic writing or business writing training simultaneously affected the result of the study.

Although no significant differences of two educational systems on the collocated orders of the journalistic English course and business English writing course was found, the percentage figures still reveal that there are chaos in the curriculum design related to

journalism and business writing in both educational systems. Three possible collocated orders with different proportions exist in universities and colleges of Taiwan. In spite of the fact that both educational systems have less intention to offer both courses at the same time, more universities/colleges of technology let their students study journalistic English before business English writing; on the other hand, ordinary universities/colleges have equal shares on offering journalistic English courses first and providing business English writing courses first. The reason why more than half the universities/colleges of technology offer journalistic English courses first might be that they, as job-oriented education schools, have run these two kinds of courses for many years since they were still junior colleges, and have experienced the benefits from having journalistic courses before business writing. Unlike the essence of these 'experienced' universities/colleges, ordinary universities/colleges pay more attention on literature and linguistics rather than journalistic English and business English; therefore, running which course first may not be the main concern in their curriculum design. This finding implies that the curriculum design on journalism and business writing is a topic in which universities and colleges of Taiwan still have no unanimous idea.

6. Conclusion

This study was made in an attempt to shed light on the effects of journalistic English courses on business English writing. Hsu's research claimed that students trained in journalistic English writing courses will perform better in writing English business letters because business and journalistic writings share similar features. On the other hand, it is suggested that students only trained in general college composition courses will perform as well as those trained in journalistic courses because general college composition courses teach them to write muddy and complicated essays, the writing style of which is quite different from that of business letters. The results from this study show that the difference between the scores of students who were trained in the journalistic course and students who were not trained in the course did not reach statistical significance. The results do not support the strong hypothesis that students with journalistic training background would naively perform better than those without training in the test of business writing even before receiving any instruction in the course of business writing. However, we can not claim its failure of supporting the weak hypothesis; instead, the non-significant result may imply that an explicit instruction of emphasizing the link between journalism and business writing is a necessity.

In terms of curriculum design on jour-

nalistic courses and business English writing, although the percentage of 'journalistic English – business English writing' of universities/colleges of technology is higher than that of ordinary universities/colleges, the difference did not reach significance. This finding may imply that more than half the universities/colleges of technology probably have noticed that running journalistic English courses before business English writing is better for students to learn how to write English business letters. By contrast, ordinary universities/colleges, consisting of most literature-based faculties, hardly have the similar experience. Another finding indicates that curriculum design on journalism and business writing needs to be considered carefully. Overall, though most universities/colleges in Taiwan run journalistic English courses first, a plenty of schools still offer business English writing first. Accordingly, the disagreement of curriculum design on these two courses exists yet.

In conclusion, the findings of this study suggest that a link between a journalistic English course and business English writing ought to be established so that students trained how to write journalism beforehand will have a clearer idea that business English writing has many similarities with journalism, and hence, they are able to perform well in writing English business letters. Although this study also investigated the curriculum design of other universities or colleges, the comparison between business

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English correspondence written by students of MingDao university and of those schools which have the same order of curriculum design will be a future discussion. A point of departure for future research is pedagogical understanding about how the instructors should relate the two courses; meanwhile, a larger-scale follow-up study is suggested to evaluate the performances of the students in business writing skills in other universities/colleges which offer journalistic English prior to business English writing. Apart from quantitative analyses, interviews with in-

structors and students will facilitate the understanding of the relation between their views and practical writing performances. In addition, probing into the sentence structures of students works by means of free writing could be another qualitative way to know if there is any influence of journalistic English writing on business English writing. Future work in this area should pay more attention to the design of a better objective approach assessing students' performances in business writing.

Appendix 1

The First Business English Writing Test

Instructions

The followings are three common business letters, including enquiry, quotation, and complaint. The content of each letter is left out as randomly numbered choices that follow each letter. Please rearrange the content in a suitable order and fill in the blank in each paragraph with the ordered number.

A.

Dear Sir/Madam

(Paragraph 1) _____

(Paragraph 2) _____

(Paragraph 3) _____

Yours faithfully

- (1) It would also be helpful if you could supply samples of the various skins in which the gloves are supplied.
- (2) We learn from Spett, Mancienne of Rome that you are producing for export handmade.
- (3) I look forward to hearing from you soon.
- (4) There is a steady demand in this country for gloves of high quality, and although sales are not particularly high, good prices are obtained.
- (5) Please send me a copy of your catalogue with details of your prices and payment terms.

B.

Dear Mr Clarke

CONWAY SPOT (GREEN) GILT RIMS

(Paragraph 1) _____

(Paragraph 2) _____

(Paragraph 3) _____

(Paragraph 4) _____

Yours sincerely

- (1) Please give me a call on 3614917 if you have any questions.
- (2) Delivery can be made from stock and we will allow you a 5% discount on items ordered in quantities of 100 or more.
- (3) Thank you for your enquiry of 18 April for a further supply of our crockery.
- (4) We hope that you will find these terms satisfactory.
- (5) We are pleased to quote as follows:

Teacups	£83.75 per hundred
Tea Saucers	£76.00 per hundred
Tea Plates	£76.00 per hundred
Teapots, 1-litre	£4.20 each

- (6) These prices include packing and delivery, but a charge is made for crates, with an allowance for their return in good condition.
- (7) There would be an additional cash discount of 2% on total cost of payment within one month from date of invoice.

C.

Dear Sirs

(Paragraph 1) _____

(Paragraph 2) _____

(Paragraph 3) _____

Yours faithfully

- (1) Please credit my account with the invoiced value of the returned copies including reimbursement for the postage cost of £17.90.
- (2) On 12 August I ordered 12 copies of Background Music by H Lowery under my order number FT567.
- (3) I regret that I cannot keep these books as I have an adequate stock already.
- (4) On opening the parcel received this morning I found that it contained 12 copies of History of Music by the same author.
- (5) I am therefore returning the books by parcel post for immediate replacement, as I have several customers waiting for them.

Appendix 2

The Second Business English Writing Test

Instructions

The followings are three common business letters, including enquiry, quotation, and counter-offer. The content of each letter is left out as randomly numbered choices that follow each letter. Please rearrange the content in a suitable order and fill in the blank in each paragraph with the ordered number.

A.

Dear Sirs,

(Paragraph 1) _____

(Paragraph 2) _____

(Paragraph 3) _____

Yours faithfully

- (1) We would therefore appreciate it very much if you should send us your latest catalogue along with your price list for our reference.
- (2) Messrs. Robert Colins & Co., Inc. of Canada, recommended your name to us as a major supplier of hardware in Taiwan.
- (3) We are reputable importers of hardware and general merchandise in Canada, with well-organized sales networks in all major cities of Canada and the U.S.
- (4) As we are expanding our business rapidly, we would like to include hardware as one of our main promotion items this year.
- (5) We are writing to you with the purpose of establishing business relationship with you.

B.

Dear Sirs,

(Paragraph 1) _____

(Paragraph 2) _____

(Paragraph 3) _____

(Paragraph 4) _____

Yours sincerely

- (1) All our shoes are of the finest quality and we guarantee delivery will be made before the end of September.
- (2) We hope you will find both our sample and price satisfactory and look forward to receiving your initial order
- (3) We thank you very much for your enquiry of June 12 and, as requested, send a shoe sample under separate cover today.
- (4) For the quantity you mentioned in your letter, we are pleased to quote our best C.I.F. New York price as follows:

Item No.	Quantity	Unit	price
SH-012	12,000	pairs	US\$100.00
C.I.F. New York			

C.

Dear Sirs,

(Paragraph 1)

(Paragraph 2)

(Paragraph 3)

Yours faithfully

- (1) We are glad to receive your letter of June 12, 2006 quoting your price for your shoe Item No. SH-012 and informing us of the sending of your sample shoe.
- (2) As this is a very competitive market, we will have to offer our products at a very low price and therefore would appreciate your acceptance in this matter.
- (3) I regret not being able to give you an immediate order, but shall consider it if you will reduce your price, say, by 20%

This morning we received your sample submitted and are quite satisfied with your quality; however, we are sorry to tell you that the price you offered is very much higher than that of your competitor.

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從課程設計與方法初探新聞英語與商用 英語寫作之連結

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摘 要

許正義(2005)提出新聞英語寫作可能是引導學生邁向有效地學習商用英語寫作之方法。爲了證明其論點，本文探討新聞英語和商用英語寫作的關聯，研究是否受過新聞英語課程訓練之英語主修學生在商用英語寫作表現上有所影響。另外，爲期能提供課程建議，本文也執行一項大範圍的調查，了解台灣各大專院校英語系中新聞英語相關課程和商用英語寫作課程的最新課程規劃情況。本研究設計一項自變數，即參與商用英語寫作課程的學生是否修過新聞英語課程，而依變數乃學生在商用英語寫作的表現。此外，教育體系(即高教體系與技職體系)做爲自變數，而新聞英語與商用英語寫作課程之開課順序則視爲依變數。研究採用 t-檢定，分析是否受過新聞英語課程訓練會對商用英語寫作產生影響，另使用卡方檢定測出兩個教育體系是否影響課程順序之設計。結果顯示，學生無論受過新聞英語課程訓練，在商用英語寫作表現上均無顯著差異。此外，教育體系在課程設計上亦無顯著差異，兩者皆有三種不同的課程順序配對方式。本研究之結果不代表許的提議有錯，反而指出兩門課程之教學實踐法的問題。因此，本研究建議建構新聞英語與商用英語課程間的聯繫，並且，此兩門課程的順序設計需要更嚴謹考量。

關鍵字：新聞英語、商用英語寫作、大一英語寫作、課程設計

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