

## Comparison of a Student and a Professional Writer's Literacy Competence as Reflected in their Business E-mails

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### ABSTRACT

This research is an evaluation study using context, input, process, and product (CIPP) evaluation model to analyze whether the literacy developed in educational institution has met the acceptable literacy level used in the workplace. Two business E-mails about sales written by a professional writer and a student were analyzed to investigate the contexts and products. Input analysis was carried out on the data from observations and texts while process analysis was performed on the data elicited from observations. All four analyses were also supported by data elicited through interviews from both writers. The results of CIPP analysis indicated both similarities and differences between the two E-mails which reflected the literacy levels of both writers. In context analysis, both E-mails used mixed literacy types which were realized in 11 language aspects. The differences were in the cognitive process involved in the professional writer's performance that showed a high literacy level while the student's E-mail presented a low to medium literacy level. According to the input analysis results, both writers used most of the available designs as intangible resources except for style and declarative knowledge. There were differences in using the instructional materials and people as tangible resources. In process analysis, although there were similarities in some steps of knowledge building phase; however, some differences were still found between the two writers in this phase and in the phases of modelling, joint construction and independent construction of the text. The results of product analysis showed that the professional writer's E-mail presented a good to excellent literacy level while the literacy level of the student's E-mail ranged between inadequate and fair. The differences indicate that the literacy developed in educational institution does not meet the requirements of literacy used genuinely.

**Key words:** Literacy, Business E-mail, CIPP Evaluation Model

### INTRODUCTION

The technology revolution impacts all parts of the world and has been taken up by everyone everywhere and in everything including literacy practice, such as business correspondence, a literacy skill in business activities. One of the common media in business correspondence is the use of electronic mail or E-mail (Evans, 2014). The online media have created new types of interaction (Crystal, 2006) which have resulted in many changes in performing business correspondence especially in the language used and its social functions (Evans, 2014). According to Giménez-Moreno (2011), E-mail is a highly dynamic genre in business world. Different parameters such as procedures, functions, roles, intentions, and other communicative choices can create different registers in a genre. The topic may be the same 'buying and selling', but the register will be different because of the status and roles of the participants or the communication medium. The language can be formal or informal, using limited

words and short sentences (Evans, 2014). These features are similar to those of spoken language. Thus, different devices used for communication automatically influence the literacy competence in doing business correspondence.

The rapid changes in the literacy practices in the real situation, however, are not followed by the rapid changes in literacy development in educational institutions. Most textbooks in educational environment provide conventional mail, telex or fax which apply written formal correspondence instead of E-mails as the model of the literacy practice used in today's business world (Evans, 2014). Some manuals include activities to practice E-mail writing but most of them fail to focus on the concept of register (Giménez-Moreno, 2011), so there is a need to study and improve both the learning resources and the learning process of writing E-mails. The messages studied and written in the class by the students are different in style, structure and length from those encountered and produced by professional writers at work

(Evans, 2014). This is what Koriche (2015) referred to as the gap between literacy practice in the real world and the theory of literacy provided in educational settings. These discrepancies result from the development of business E-mails as one of the genres introduced by Bhatia and Bremner (2012) who moved from surface-level textual analysis to in-depth substantial analysis. They stated that these changes have influenced the professional practice, research, and theories.

Tertiary vocational educational institutions in Indonesia which provide ready-to-work human resources have business correspondence as a skill that should be mastered by students. Considering the results of the previous studies done by some researchers in Hong Kong (Evans, 2014), Mexico (Judge, 2005), and Spain (Giménez-Moreno, 2010) about the gaps found between the genuine E-mails in business transactions and what is actually taught in English for academic or business writing purposes, this study seeks to investigate whether the literacy competence on business E-mails developed in vocational educational institutions in Indonesia meets the literacy levels in the workplace. The results of this study are expected to provide pedagogical implications for literacy practices in Indonesian educational institutions.

## LITERATURE REVIEW

### Evaluation Research

Evaluation is vital in educational institutions because according to Gall, Gall, and Borg (2003) it is an important tool in “the process of making judgement about the merit, value, or worth of educational programs” (p. 542). They clarify the substantial differences between evaluation and evaluation research especially in the design, tools and analysis. Evaluation is initiated by a need for a decision to be made and the research is to collect data that will facilitate this decision in order to develop an understanding of a particular phenomenon. The evaluation is done for a specific purpose while the research is done for a general relationship among variables. The evaluation is designed to yield data concerning the worth, merit or value of educational phenomena, while evaluation research is designed to discover the essential characteristics of educational phenomena (Gall et al., 2003).

According to Gall et al. (2003), there are approximately 60 evaluation models that can be used for evaluation research and one of them is context, input, process, and product (CIPP) model which is formulated by Stufflebeam (1983). CIPP is the acronym for the four types of educational evaluation as the core value included in the model: context (goals) evaluation, input (plan) evaluation, process (action) evaluation, and product (outcome) evaluation. This CIPP model has been adopted in this study. It involves context evaluation of literacy levels in business E-mails, evaluation of input or the learning plans including the resources such as instructional materials and other learning steps and resources, evaluation of the learning process that students experience in gaining the literacy competence in business e-mails, and evaluation of the products or the business E-mails produced in tertiary vocational educational institutions.

### Literacy Competence

Literacy is taken as the paradigm of this evaluation because most learning activities in educational institutions are to gain literacy competencies such as accounting literacy, medical literacy, information technology literacy, cooking literacy, etc. It is an umbrella term for human activities. As stated by UNESCO (2004, 2006), literacy is human right because it is an essential skill for all human problem solving and decision making activities. It empowers individuals, families and communities including business activities. Deficiencies in literacy can create serious problems (Hauser, Edley Jr, Koenig, & Elliott 2005). Ippolito, Steele, and Samson (2008) claimed that knowledge is power and literacy is the key to success. Writing business E-mails is one of the literacy competencies. Skillful business E-mail writers are needed for businesses, societies, and countries.

Literacy, traditionally, is interpreted as the competence in reading (Street & Lefstein, 2007). Further it is claimed as competencies which deal with the ability, knowledge and practice of reading and writing (Holme, 2004; Pahl & Rowsell, 2005; Taylor, 2003). Recently, the consequences of literacy due to the current social context and issues of power and social hierarchy including the advancement of technology, economic, social and politic issues, create more complicated definition of literacy which is known as new literacy (Leu, Kinzer, Coiro, & Cammack, 2004). Traditional definitions of reading, writing, and communication, and best practice instruction derived from a long tradition of book and other print media are insufficient in the 21<sup>st</sup> century (International Reading Association, 2009). Kern (2000) summarized literacy as

the use of socially, historically, and culturally situated practices of creating and interpreting meaning through texts. It entails at least a tacit awareness of the relationships between the textual conventions and their context of use and, ideally, the ability to reflect critically on those relationships. Because it is purpose-sensitive, literacy is dynamic – not static – and variable across and within discourse communities and cultures. It draws on a wide range of cognitive abilities, on knowledge of written and spoken language, on knowledge of genres, and on cultural knowledge. (p. 16)

Thus, based on its functions and the definitions mentioned above, literacy works in all areas of human activities from simple literacy competence such as ‘turning on the lamp’ to complex literacy competence such as ‘making advertisements’. Literacy has linguistic, social, and cognitive aspects (Kern, 2000). Considering that the literacy is in all activity areas of human beings, literacy skills are more than linguistic aspects. Therefore, Holme (2004, p. 4) stated that “literacy deals with activities that emerge from the process of encoding and decoding language and meanings as visual signs”. The visual signs may be indexical, iconic, or symbolic. Since letters are part of symbolic signs, language is only a part of signs needed in literacy competence. The ability to read signs involves use of ears, eyes, and/or other senses. Therefore visual signs also are insufficient if they are required to be used in spoken literacy or mixed liter-

acy which is the combination of spoken and written literacy. Sunny weather is indexical sign that can be read by seeing, but hot weather can only be read by feeling through skin which can create mental response such as feel happy or hot, verbal response such as telling someone about feelings or telling someone what he has to do such as going somewhere because it is not raining or wearing thin clothes because it is hot. Reading signs can be done also by using ears such as passengers listening to airport announcements. These competencies are not acquired instantly, but they need to be learned. The decisions of what, where, when, and how they are learned depend on the level of difficulties of the signs used, as well as the social features and cognitive levels in performing the response. The response itself is realized in language performance whether it is verbal or nonverbal language. Nonverbal language can be seen in facial expressions and gestures, or body language, in executing the mental and behavioral responses. It is difficult to evaluate or measure literacy skills in mental responses such as love, hate, like, or dislike in response to what it is read through senses until it is expressed verbally or behaviorally. Behavioral responses can further be divided into two categories whether the response is reflected by body language or doing something or creating something. These responses as literacy skills happen in all human activities. Literacy skill can be as simple as agreeing or disagreeing with the news on TV, loving or hating a movie, or following traffic instructions. It can also be as complex as sending sales letters.

Reading is the central theme of the literacy competence but reading ability cannot be measured in the reading activity itself. Thus, to be able to measure reading skills we need to combine reading and other literacy skills. In interpreting activities reading activities are involved and in creating activities, there is a response that should be presented through texts which are not necessarily in written form. Text is a unit of meaning which has no connotation of size (Halliday, 1978). Texts, which can be in any size, indicate the relationship between readers, writers, texts, culture, form, and meaning; reading and writing; as well as spoken and written communication (Kern, 2000). Thus the unit of meaning is not always presented in a written form as a behavioral response but also it can be in verbal responses or mental responses.

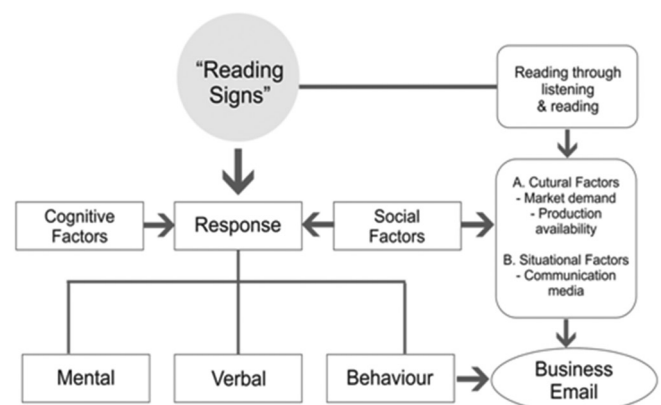
**Business E-mail as Literacy Competence**

Business E-mail is a behavioral response. The reading activities can be accomplished by reading the visual signs about supply, demand, and any other information. Beside the knowledge of signs, the reading process is influenced by readers' social and cognitive knowledge. As proposed by Halliday (1978), social knowledge consists of (i) 'field' that is the business environment especially the supply and demand, (ii) 'tenor', or the participants involved in the business situation, and (iii) 'mode' that is the communication channel used in reading the information. Additionally, cognitive knowledge influences the decision on the next step to be taken after reading whether something needs to be remembered, understood, applied, analyzed, evaluated, or created. These cognitive aspects contribute to why one needs to respond to

what has been read. Writing sales letter as behavioral response also needs knowledge of the language components used and the literacy type applied as social function and cognitive aspects of the required literacy level. The ability to comprehend and produce business E-mails is categorized as literacy competence because it has language as the core component which works according to its social needs and is executed in a certain cognitive level (Figure 1).

To have an acceptable level of literacy in writing business E-mails, the writer must have knowledge of signs such as specific linguistic parameters (Giménez-Moreno, 2011) which have their own standard phrases and cliches that are realized in morphology and syntax as well as other signs such as colors, pictures, and semographs (Holme, 2004). By using the appropriate signs, there will be possibilities to have business tone in business letters, to express the message effectively and achieve business aims. Presentation of the language in E-mails can be different from other forms of writing in academic settings. Although E-mails tolerate lapses in grammar, spelling, punctuation, paragraph structure, and appropriate style as long as the purpose of writing is accomplished (Evans, 2014), it is important to write correct E-mails which follow the adequate etiquette rules to avoid damaging professional E-mails and liability risk (Giménez-Moreno, 2011).

Language components and structures in business correspondence are not homogeneous in nature. The components and formula are recognized and handled according to the aim of business letters. They are chosen by considering their social function whether commercial, legal, administrative, international and social relations. They also function in the areas of production, trade, law, politics, and so on. The moves and steps in E-mails depend on the purposes or social functions such as to inform, to report, to request, to explain, to advice, to reply, to confirm, and so on (Evans, 2014). E-mails are interwoven with spoken discourses and other written texts; therefore, the E-mail is analyzed to find out its literacy type whether it is applied written literacy, spoken literacy or mixed literacy type (Evans, 2014, p. 116). Writing E-mails is not isolated from other skills such as listening, speaking and reading. They build a chain of communication. According to Aimoldina et al. (2016) the pragmatic failures



**Figure 1.** Writing business E-mail as literacy competence (Zees, 2018)

occured are not only because of lack of knowledge in language usage but also in language use in business, knowledge of culture of participants in business communication, and other pragmatic factors.

Kinds of roles of business correspondence in the business world, their purposes, and the choice of styles, structure and lengths of E-mails, presented by Evans (2014), show that E-mail writers must have cognitive abilities in choosing and executing what they have to do and deciding on the function of the E-mail whether it is to inform, to persuade or to perform other functions. There is also cognitive role in choosing the style, the genre used, and the length of the E-mail. Using Bloom’s taxonomy (Anderson and Krathwol, 2001), E-mail writing is in the highest cognitive level, because it necessitates remembering, understanding, applying, evaluating, and analyzing to reach the create level.

Not all literacy competencies are developed at school level. Writing business E-mails is the literacy competence which is needed to be developed in adult education especially in tertiary vocational education because it requires the knowledge of social aspects such as international business culture, language aspects from single unit such as symbol to genre as complex unit of text, and strategies to execute the task. These aspects should be mapped to have appropriate development process which lead to appropriate lietracy product as the learning outcome. Literacy competence mapping is important in deciding what, where, when and how the literacy competence is developed. The literacy competence mapping can be seen in Figure 2.

In order to have learning output, learners should experience sufficient amount of input. Not all the knowledge involved in the literacy output is learned in the current learning process. The knowledge of language and social aspects which make the literacy products can be gained in the pre-

vious learning process. Based on the available designs mentioned by Kern (2000), not all writing systems, vocabulary, syntax, genre, and even story found in the literacy text produced are gained in the current learning process in tertiary education. For example, full stop or coma can be possessed in the learning process in the elementary school. Therefore, understanding the tangible and intangible resources the students have as input in producing the output is important. Later on they will help in planning, focusing, limiting, and saving the learning operation time and resources.

The literacy products as learning outcome must be evaluated whether they have met the appropriateness of the genuine literacy used. Kern (2000) proposed the way of evaluating the writing lietracy skills which cover four appropriateness components. The task appropriateness measures how well the writing accomplishes its purpose. Rhetorical appropriateness measures how well the organization of writing takes its intended audience into account. Language appropriateness measures how well the language use suits the context of communication. Formal appropriateness measures how well the writing meets genre-relevant norms for formatting, spelling, and neatness.

Tracing the context, input, process and product of literacy development is necessary to find out the differences and similarities between the literacy development in industry where the literacy is genuinly used and the literacy development in vocational education where the human resources are produced.

**METHODS**

Qualitative methods were followed in collecting and analyzing the data in this case study. An evaluative research de-

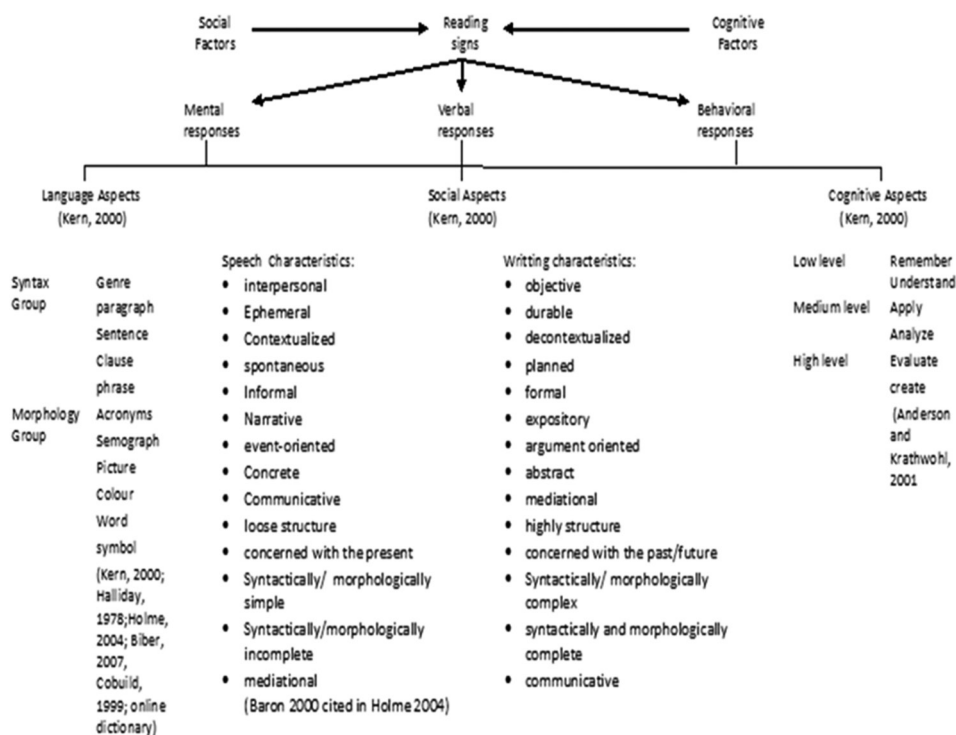


Figure 2. Literacy competence mapping

sign proposed by Gall et al. (2003) was used which consists of eight steps; clarifying reasons for doing the evaluation, selecting an evaluation model, identifying stakeholders, deciding what is to be evaluated, identifying evaluation questions, developing evaluation design and time line, collecting and analyzing evaluation data, and reporting the results. The evaluation research was chosen for this study to evaluate the literacy development especially in business E-mails.

The evaluation research model chosen for this study is CIPP formulated by Stufflebeam (1983). This model is chosen because it provides a comprehensive evaluation of context, input, process, and product. Context evaluation is done to figure out the three components governed the literacy (Kern, 2000); the language aspects used as the tool in presenting the literacy work, the social aspects to show the literacy type, and the cognitive aspects to show the literacy level. Input evaluation and process evaluation are needed because literacy development needs learning resources and learning process and they have to be evaluated to find out whether the input and the process have met the requirements of the literacy context. Products are also evaluated as output to see whether the results are met in the genuine literacy contexts.

Two business E-mails were selected for analysis. One E-mail was written by a professional writer while the other E-mail was written by a student. The professional E-mail was an out-of-date message written in September 2017; that is, it was written before the research was carried out because the company could not provide E-mails from its current or on-going transactions. It was used as a reference with which the student's E-mail could be compared to judge its suitability. Therefore, the two E-mails were analyzed to figure out their similarities and differences. Sales E-mails were used because this was the topic learned by the student when the research was conducted. Among other types of E-mails, sales E-mails were chosen to make them comparable.

The student whose E-mail was analyzed in this study came from a tertiary vocational education institution which trains diploma graduates who are ready to work in industry. The student had an intermediate competence level, or grade 4 according to the Indonesian National Curriculum Framework, also known as KKNI Curriculum for higher education. The professional writer whose E-mail was analyzed in this study had master's degree in business. He had worked in an American company and Australian company before working in his present company which exported products to United States, Europe, United Arab Emirates, and Japan. He was in an advanced level in business transactions and was experienced in using English language in business contexts.

These two E-mails were used as the data for context and product analyses. Process analysis was done on the data from observation on the literacy development. Input analysis are conducted on the data from both observation and texts. All analyses were also supported by the data from interviews with the E-mail writers.

In context evaluation, the E-mails were analyzed under three aspects governing literacy; linguistic, social, and cognitive aspects (Kern, 2000). Language was analyzed according to the language theories taken from several references. Social aspects were analyzed using theories proposed by

Baron (2000). Finally, cognitive aspects were analyzed using revised taxonomy tables (Anderson & Krathwohl, 2001).

Input evaluation was done based on the data taken from observations and interviews from both writers and was supported by the analysis of the business E-mails. The data from observation and interview were used to analyze the tangible resources such as the people and instructional materials. The data about the teacher who provided knowledge resources in developing the student's literacy competencies was observed in the learning activities in the classroom while the data about the role of colleagues in providing knowledge to the professional writer was elicited by interviewing the writer. Because literacy is a competence, the approach used in gathering and analyzing the data for input and process is documentary analysis using grid of learning cycle (Butt, Fahey, Spinks, & Yallop, 2000) to find out how these tangible resources contribute to literacy competence development. The intangible resources are the data of their prior knowledge possessed by the writers to support their literacy developments which are taken from the interview and they are analyzed using Kern's (2000) theory.

The data for process evaluation came from observation and interview on the literacy development process to find out what and how instructional designs and the instructional materials were used. There were several visits to the company mostly for interviews. The focus of observations was only on the process of how they handled problems in writing E-mails and how they revised them but the focus was not on the process of writing the sales E-mails. The data used for analyzing the process mostly came from interviewing the writers on the process of writing. To elicit the data for analyzing the process of the student's literacy development observation was conducted in the learning process of writing sales E-mails in the classroom. The observation data was collected from the whole class with a focus on the interaction between the students and the teacher. The class consisted of 23 students. The student writer participated in this study voluntarily.

Product evaluation used documentary analysis on the two E-mails which were analyzed on four appropriateness categories proposed by Kern (2000). The results of the analysis on the two sides, company and educational institution, were compared to find out the similarities and differences. The analysis was supported by the data from interview.

## RESULTS AND DISCUSSION

The findings of the comparison between the two E-mails in terms of context, input, process, and product evaluation are presented in the following sections.

### Context Evaluation

The similarities and the differences that will be explored in the context evaluation are in the three components of literacy skills as proposed by Kern (2000). The instruments used to analyze the language were taken from Halliday (1978), Biber (2007), Holme (2004), Kern (2000), Longman dictionary (2003), Cobuild (1999), Cambridge, Oxford, and Merriam-Webster online Dictionaries (2018). The instrument used to analyze the social aspects were taken from Holme (2004)

which had 13 indicators for written literacy and 13 indicators for spoken literacy. The instrument used to analyze the cognitive aspects was a revised taxonomy table by Anderson and Krathwohl (2001).

### ***Similarities of the Literacy Development in Two E-mails in Context Evaluation***

From the analysis of language aspects, it is found that both E-mails have eleven language aspects; genre, paragraph, sentence, clause, phrase, semograph, acronym, color, picture, word, and symbol. In syntax group both E-mails use genres, paragraphs, sentences, clauses, and phrases. In morphology group, they use acronyms, semographs, pictures, colors, words, symbols. Both E-mails contain different types of clauses such as dependent and independent clauses and different types of phrases such as noun phrases, adverbial phrases, verb phrases, and absolute phrases. The use of independent clauses shows that there are complex sentences used which make these E-mails categorized as formal texts. The language becomes the core element of these literacy products from single language units to complex language units.

In social aspects analysis, both E-mails use written literacy characteristic such as objective, durable, scannable, highly structured, morphologically and syntactically complex, morphologically and syntactically complete, formal, expository, and abstract. Both E-mails use a combination of components of writing which are presented in mixed literacy types as their social function. Both E-mails also use spoken literacy characteristic, such as interpersonal, dialogue, contextualized, linearly accessible, loosely structured, morphologically and syntactically simple, morphologically and syntactically incomplete, concerned with present, and informal in some cases. Therefore, both E-mails are categorized as mixed literacy products because they are in written forms but they also represent dialogues needed as the function of the business E-mails and the pronouns used in them indicate the interactional and interpersonal functions. The E-mails sound spoken as they use dialogues which characterize speech, but mostly these two E-mails present a new style of written communication.

### ***Context evaluation of the literacy development in the two E-mails***

As can be seen in Table 1, the professional writer's E-mail contains more language components in each language aspects compared with the student's E-mail. This is because the use of different genres which has resulted in the use of different language components in all language aspects.

The professional E-mail consists of covering letter which contains information that cannot be put in the quotation and is attached to the main text. In the analysis, it was found that the professional E-mail has more variety of language aspects. For example, the professional E-mail has covering letter as one genre and the quotation as another genre while the student's E-mail has only one genre and contains information about the quotation. In the student's E-mail, the language components are converged in one paragraph while the other paragraph only contains one sentence. The additional infor-

**Table 1.** Differences in language aspects between the E-mails

<b>Language aspects</b>	<b>Professional E-mail</b>	<b>Student E-mail</b>
Genre	2 text types	1 text type
Paragraph	4	2
Sentences	15	12
Clause	23	14
Phrase	47	30
Acronym	16	11
Picture	13	1
Color	12	3
Semograph	2	1
Words	359	177
Symbols	160	89

mation given by the professional writer is distributed equally in four paragraphs in the covering letter. The main message is found in the separate genre while the main message is in the E-mail without any additional information. The professional writer's E-mail also has imperative and declarative sentences while the student's E-mail only contains declarative sentences. The lengths of paragraphs are imbalanced in the student's E-mail. The professional E-mail has acronyms on business terms, correspondence terms, and technical terms while the student's E-mail only presents acronyms for business terms. There are many colors used in professional E-mail because of the pictures included in it besides the color found in the logo and the color used to highlight the important content that should be noticed specifically. There are only three colors used in the student's E-mail which is found in the logo as semograph. There is no special knowledge in deciding the color because the logo is only taken from the internet. The colors are divided into two types; optional and permanent colors. The writer should have knowledge in using the appropriate color especially for the optional color. Both writers also use verb, noun, adjective, adverb, conjunction, preposition, determiner, and modal verb for words. The symbols used punctuation, script, typography, number, letters some of which are combined to perform one symbol such as the combination of letter, number, punctuation in U/20 for presenting the size of the container. Both E-mails have longer texts which contain more language components compared with the research result by Evans (2014) in which the E-mails contain no more than 50 words.

Differences in the social aspects are observed in the abstract/concrete category (Table 2). Because of the abstract nature of the message, the professional writer anticipates possible misunderstanding and uses pictures to avoid confusion. This writer is aware that technology can help in presenting abstract messages. This technique of using technology and pictures is accommodated only in the professional E-mail. There is also a difference in morphologically and syntactically complete and incomplete analysis. Students in educational institutions are taught and practice correct use of grammar, so the language components used are complete, excluding the genre. On the other hand, the presentation of genre is

**Table 2.** Differences in social aspects in the two E-mails

Spoken literacy	Written literacy	Student E-mail	Professional E-mail
Morphologically/syntactically simple		}	}
	Morphologically/syntactically complex	}	}
Morphologically/syntactically incomplete		}	}
	Morphologically/syntactically complete	}	}
Interpersonal		}	}
	Objective	}	}
Dialogue		}	}
	Monologue	×	×
Ephemeral		×	×
	Durable	}	}
Contextualized		}	}
	Decontextualized	}	}
Linearly accessible		}	}
	Scannable	}	}
Spontaneous		×	×
	Planned	}	}
Concerned with the present		}	}
	Concerned with past and future	×	×
Informal		×	}
	Formal	}	}
Concrete		×	}
	Abstract	}	}
Narrative		×	}
	Expository	}	}
Mediational		×	×
	Communicative	}	}
Loosy structured		×	×
	Highly structured	}	}

complete in the professional E-mail, but there are clauses and words which are incompletely written; verbs are missing in two clauses and letters are missing in three words, but they are only minor mistakes. The student uses formal structure from the beginning to the end while the professional writer uses a combination of formal and informal language. The informal is used in the salutation, such as using first name in 'dear Elly' and using abbreviations such as 'pls'. There are also missing verbs which make the two clauses incomplete and missing letters in words. Incomplete clauses are not the characteristic of formal texts. This finding is similar to that of Evans' research (2014) in which grammar does not substantially influence the success of the business E-mails. Another difference is the use of narratives in the professional writer's E-mail which talks about the government policy on raw materials and the process and drying the raw materials. Such content is not found in the student's E-mail. The results of the interview and the language analysis of the text also show that the professional writer has been exposed to more language components due to the experiences in the literacy competence of writing business E-mails.

As can be seen in Table 3, the differences are also found in the cognitive aspects using the revised taxonomy table (Anderson & Krathwohl, 2003). The literacy level presented in the professional writer's E-mail is categorized in high cognitive level because it reaches the 'create' level, as the highest cognitive process. On the other hand, the student's E-mail only reaches the 'apply' level which is at a lower medium level because it only imitates what it is presented in the instructional materials with no analysis, evaluation, or comparison with other models, especially authentic literacy models. The student does not become involved in creating process that would mean make something which is entirely new or not clearly present before (Anderson & Krathwohl, 2001). 'New' means would mean that the author does not imitate something that happened in the past. Buying and selling are always current activities which are not repeated. Once a transaction is complete, it is followed by a new transaction. Sales E-mails contain messages which refer to a current activity, selling the product. The student's E-mail was produced only for fulfilling the requirements of the learning process which is different from the purpose of the E-mail

**Table 3.** Cognitive aspects in student and professional E-mails

Knowledge dimension	Cognitive process dimension					
	Low		Medium		High	
	remember	Understand	Apply	Analyze	evaluate	Create
Factual						
Conceptual						
Procedural						
Meta-cognitive			Student E-mail			Professional E-mail

written by the professional writer which is meant to be used in the business world. This could be a possible explanation for why the cognitive process in the student's writing only reaches the lower medium level, 'apply', while the cognitive process in writing the professional E-mail reaches 'create' level as the highest level of the cognitive process.

### Input Evaluation

Table 4 shows the results of input evaluation, which analyzed the resources used in writing the two E-mails.

As the table illustrates, both writers use instructional materials as input in developing the literacy competence in writing business E-mails. In the intangible resources, the similarities are found in the use of most of the available designs, except style and declarative knowledge. Both the student and the professional writer have knowledge of writing systems, vocabulary, syntax, cohesion, and organisational patterns. These available designs are not learned at the time of the learning process of writing business E-mails; rather, they are stored in a long time process. Both the student and the professional writer have experiences of formal education at school and college where these knowledge and skills are gained. We can categorize these as old available designs. The similarities on available new designs are stories which are gained by hearing and reading activities (Kern, 2000). The student gained the stories by listening to teachers' explanations and reading from textbooks provided in the learning process on business subjects, ESP subjects, and the internet. The professional writer gained the stories at work every day. The old and new available designs are used in writing the business E-mails.

In tangible resources, although there are instructional materials available for both the student and the professional writer, there are still differences found in them. The professional writer used authentic materials while the student use pedagogic materials. Authentic materials are real-life and authentic examples and models of previous similar genres. Pedagogic materials contain not only model texts but also information about the business procedures and language rules. They also consist of exercises which are commonly found in modules. The people who provide input as tangible resources are also different. The professional writer uses colleagues as scaffolders; on the other hand, the student uses teacher and classmates as scaffolders.

In intangible resources, the differences are still found in stories. The professional writer has more access to stories because of the availability of primary business resources. The rapid changes in the stories facilitate the professional

**Table 4.** The resources used in writing business E-mails

Resources	Student	Professional
Tangible		
Teacher	}	×
Classmates	}	×
Colleagues	×	}
Instructional materials	}	}
Intangible (available designs)	}	}
Writing systems		
Vocabulary	}	}
Syntax	}	}
Cohesion conventions	}	}
Organizational patterns	}	}
Genre	}	}
Style	×	}
Stories	}	}
Declarative knowledge	×	}

writer's development in linguistic, social, and cognitive aspects, as the necessary components of literacy competence. On the other hand, the student typically has only limited access to stories which are gained from secondary resources in the learning process. These create different results in developing the literacy competence.

Difference was also found in declarative knowledge which is generally about the experience in business and specifically writing business E-mails. The student does not have work experience especially in writing E-mails and genuine international transactions while the professional writer has this declarative knowledge. Therefore, the two E-mails are presented in a similar genre but the styles are different. Following Kern (2000) who defines style as the 'taste', the student's E-mail is supposed to present the E-mail genre, but it tastes like a letter. However, the professional writer's E-mail tastes like E-mails. The missing declarative knowledge for the student seems to have created a problem in choosing the genre which leads to problems in using the language representing the appropriate literacy cognitive level.

### Process Evaluation

The process evaluation was carried out based on the data elicited by observations and interviews. The analysis had



four phases; building knowledge of the text, modelling of the text, joint construction of the text, and independent construction of the text. In this evaluation, the instructional designs, instructional materials, and learning process were compared.

Table 5 shows the similarities and differences in the literacy competence development of the two writers. There are similarities in the two writers' process of learning to write business E-mails. The student's learning process occurs in the educational institution. The professional writer, although he is in the working situation, he primarily built his knowledge of texts using instructional materials in educational institutions.

Additionally, as can be seen in Table 5, there are many differences between the process of literacy development in the business world and in educational institutions. The first difference is the activities in building knowledge of the text. Although there are activities in this phase, the discussion in educational institution is mostly about the field, a little on tenor, and not at all on mode. The field also takes a large percentage in most parts of the module. There are no discussions of tenor and mode in the instructional materials. On the other hand, although instructions are not obviously stated, the professional writer explores more on field and tenor with also considering the mode. According to the professional writer, exploring the field and tenor is important because each E-mail has a different topic to discuss and needs specific handling. Receivers are important in different ways, and they are treated differently. Business culture highly influences the language chosen. An E-mail sent to the United States will have a different language choice from an E-mail sent to Germany especially. The field should be explored also because each E-mail has its own message which is different from previous E-mails. The available designs for the professional writer help in this BKOT process. Colleagues also explain these three aspects when the writer asks for help. The mode is not seriously explored because writing E-mails is a routine activity. Once the mode is understood, the focus will only be on the field and tenor.

The professional writer skips to the independent construction phase right after building the knowledge. The student, on the other hand, takes enough time in doing activities in modelling of the text. The teacher explains the language used in each move and the function of the language. The teacher gives exercises to the students to write business letters. The student constructs the language components from symbols, words, acronyms, semographs, phrases, clauses, and sentences and puts them into paragraphs to produce a text, called a sales letter or offering letter. Then, the student

learns to construct each move in the modelling phase, and constructs them as a text in the joint construction phase. After the E-mail has been written and presented in the classroom, the classmates and teacher give comments on it. Correction is also done in this joint construction phase. Finally, in independent construction phase, the student only revises, and there is no other activity. The learning instructional design is assumed to be arranged well in the educational institution because there is a lesson plan. On the contrary, there is no well-arranged and well-prepared learning instructional design in the industry especially in writing business E-mails. The student develops the literacy competence in writing business E-mails artificially while the professional writer develops literacy competence authentically.

**Product Evaluation**

There are four aspects which are analyzed in product evaluation; task appropriateness, rhetorical appropriateness, language appropriateness and formal appropriateness (Kern 2000). Task appropriateness means that the writer can accomplish the purpose of sending the E-mail. The E-mail can cover the information as completely as possible, so the reader can receive the message as clearly and completely as possible. Rhetorical appropriateness is the extent to which the message meets the expectations of the respective genre. Language appropriateness is about the suitability of the choice of morphology and syntax with the genre. Formal appropriateness involves the neatness of the message and its format as well as the accuracy of its spelling. The results of the analysis can be seen in Table 6.

From the analysis of the two E-mails, some similarities were found regarding these four appropriateness criteria, such as the skills in using most of the language components from symbols to paragraph. Both E-mails demonstrate similar results of using mixed literacy.

The differences in the business E-mails produced by the student and the professional writer are found in the four kinds of appropriateness. From Table 6, we can see that the professional writer's E-mail is excellent in task appropriateness because it gives thorough and complete response to the task by providing thorough treatment of the subject with well supported information. In terms of rhetorical appropriateness, it is also at an excellent level because it communicates the message effectively by presenting the message in two different genres which have their own literacy functions. As per its language appropriateness it is at a good level because there are two incomplete sentences which are not

**Table 5.** Literacy development processes experienced by the student and professional writer

Literacy competence development steps	Student			Professional writer		
	Lesson plan	Instructional materials	Development process	Lesson plan	Instructional materials	Development process
Building knowledge of the text	×	]	]	×	]	]
Modeling of the Text	]	]	]	×	×	×
Joint construction of the text	]	]	]	×	×	×
Independent construction of the text	×	×	×	×	×	]

**Table 6.** Product evaluation results

Criteria	Score	Professional writer's achievement	Student's achievement
Task/content appropriateness	30-27	Excellent	}
	26-24	Good	
	23-21	Fair	
	20-18	Inadequate	
	17-0	Unacceptable	
Rhetorical appropriateness	25-23	Excellent	}
	25-20	Good	
	19-18	Fair	
	17-16	Inadequate	
	15-0	Unacceptable	
Language appropriateness	25-23	Excellent	}
	22-20	Good	
	19-18	Fair	
	17-16	Inadequate	
	15-0	Unacceptable	
Formal appropriateness	20-18	Excellent	}
	17-16	Good	
	15-14	Fair	
	13-12	Inadequate	
	11-0	Unacceptable	

correct grammatically. It is also good in terms of formal appropriateness because there are a few spelling mistakes. The student's E-mail is fair in task appropriateness because it is less than complete in the range of information to complete the task. This might be because it is done only for the sake of learning, and the student will not be considered responsible for the success of failure of any business transactions. The message is also at a fair level for its rhetorical appropriateness because the genre constrain has resulted the difficulties in organizing the text. Finally, it is inadequate in language appropriateness because although there are no mistakes in wording and structure, the language choice in some parts is inappropriate for E-mails. According to the student, the sales letter would be sent by E-mail, but the genre used was that of letters rather than E-mails which rendered some of the moves in it inappropriate. Correct grammar is the focus of most schools in language learning, and business correspondence is taught under ESP subject; therefore, there are no grammatical mistakes in the student's E-mail which is also good in terms of formal appropriateness because it meets the norms of spelling, verb conjugation, punctuation, capitalization and neatness. The layout is the only problem because the length of one of the paragraphs is imbalanced.

## CONCLUSION

There are similarities and differences in contexts, inputs, processes, and products of literacy development as reflected in the two business E-mails. The similarities can be used as strengths to support the literacy development. The differences

automatically indicate the weaknesses on the educational side. These weaknesses can be prospects if they can be developed by adopting and adapting the literacy development in the real work place to the educational setting or they can be challenges if they are difficult to be adopted in the learning process in educational settings. The prospects can be realized if the authentic materials and the authentic activities, which are close to the literacy development in real-life settings, are synchronized and integrated in learning and evaluation materials. The problems in developing students' literacy competence begins by missing the phase of exploring the mode in building the knowledge stage. The field and tenor are not also explored in detail. These result in choosing the wrong genre style which leads to problems in most of the language components used. However, these weaknesses are categorized prospects that need to be accounted for in educational institutions. The beginning part of building knowledge must be handled thoroughly by providing authentic materials and in-depth discussions. Activities in independent construction and the process of creating may become challenges because they cannot be developed due to the difficulties in adjusting educational settings to real-life literacy development opportunities. Simulation in the classroom by sending students away for internship and sending teachers for regular in-service training in companies can be the choice for developing literacy competence in educational settings. Thus, prospects and challenges have chances to be valuable insights as considerations to develop and arrange plans for literacy development in educational institutions.

Choosing the appropriate instructional design in the development process of literacy competence is necessary.

Learning cycles proposed by Butt et al. (2000) can be used in developing literacy competence but not all literacy competencies need the four phases in these cycles; building knowledge of the text, modelling of the text, joint construction of the text, and independent construction of the text. If the literacy skill only needs mental response such as to understand or memorize, then only the first and second phases of the cycle are used. Writing business E-mails is behavioral response after doing reading. Thus the literacy skill is not about the reading activity itself but the combination of skills between reading and the task it entails. Writing sales letters using E-mail is a response after reading the supply and demand and the mode of communication in business situations as social indicators. In order to be skillful in writing, learners should be provided with meaningful activities and practice.

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