

REPORT

*Integrating Product-Process Considerations in Teaching Business Letter Writing*¹

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This article demonstrates and discusses how product consideration can be integrated into a process approach to the teaching of a form of writing which is traditionally considered formulaic and model-based. Firstly, it is argued that the apparent resistance to a process approach to teaching formulaic writing has to do with certain historical reasons. The article then demonstrates how product consideration can be incorporated into a two-hour process writing lesson on business letter writing involving three tasks: a brainstorming and planning activity; a writing relay; and an editing/proofreading task. It is argued that the use of model exposure, rather than model imitation, better facilitates the writing process, and is more adaptive to the needs of the working world which requires students to respond to novel writing situations which may not be taught in the classroom.