

Analysis of Factors Affecting Students' Business Writing Skills

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Abstract

Writing skill is one of the four cornerstone skills in the process of learning and using English. The purpose of the study was to investigate the major cause of students' business writing difficulties and to find out best solution to enhance their business writing skills. This research has utilized both qualitative and quantitative methods to investigate the challenges that undergraduate students at Nazareth Art and Science College. Two hundred Nazareth Art and Science College students participated in this survey. Primary data was gathered by survey questionnaires administered to a random sample of 200 students and classroom observation. Descriptive statistics were used to analyze the survey data. The findings of this study reveal that various hurdles were encountered by the students in their business writing. Challenges such as limited vocabulary, lack of grammar knowledge, lack of practice and traditional teaching method all contribute to the difficulties of students' business writing. Classroom observation data also reveals that students have trouble with vocabulary, grammar, and practice and teaching method. It is suggested that the current study's scope be broadened to include students from a variety of universities in order to get to the heart of the difficulties associated with business writing. It is anticipated that the current research would persuade university professors to give business writing the same level of consideration as other pedagogical focuses.

Keywords: business writing, cv, difficulty, email, investigation, memo

1. Introduction

Many scholars have emphasized the importance of writing by highlighting the pivotal part it has played throughout human history (Li, 2012; Choi, 2013; Olanezhad, 2015). The ability to put one's thoughts, experiences, hopes, and beliefs into writing is a powerful tool. Writing has the power to bridge cultural divides and unite individuals from all over the world. English as a Second Language (ESL) students must prioritize writing. Students need to be able to communicate effectively with their professors since they will be using it as a means of studying in other classes, doing homework and projects at home, and interacting with them directly.

Condon and Kelly-Riley (2004) state that the ability to write effectively is crucial to succeeding in any area of study or profession. Umar and Rathakrishnan (2012) found that both native and nonnative speakers of a language find writing to be the most difficult linguistic ability to acquire. Writing is a very complicated process that calls for mastery of many different skills, from the ability to form letters and spell correctly to the knowledge of how to effectively employ rhetorical patterns. Writing business correspondence, memoranda, proposals, and reports is especially challenging for students. In reality, being able to write effectively for commercial purposes is a key factor in establishing credibility and retaining loyal customers. Inadequately prepared documentation may be a drain on resources (Killeen, 2013).

Written communication in the business world is crucial. Present day businesses rely on business writing for all of their communication needs, both internal and external. Because a record of the conversations is kept, it can be reviewed and analyzed for ways to make the process better in the future. In addition, it allows for enough time for thorough reading of the communications by the intended receivers. Tymson et al. (2008) note that this style is better suited to lengthy communications that need much elaboration and data. Nguyen (2015) argues that teaching students to become proficient in business writing is an effective way to boost their language abilities by expanding their lexical and grammatical horizons.

Nazareth Art and Science College students have severe gaps in both their general writing skills and their business writing skills. The quality of their writing is quite low. It seems that they have not developed the abilities that would allow them to write effectively. Furthermore, many students exhibit a significant degree of writing anxiety that prevents them from completing the writing assignments. This motivated the researcher to examine the current state of students' business writing skills to identify the problems that many students face when writing for business purposes and to ultimately provide a solution.

Alshumaimeri (2011) cites the opinions of various academics who share the notion that writing is the most difficult talent for students of all ages and levels to master. Whenever possible, teachers of writing will stress the significance of avoiding grammatical and stylistic faults. Thus, students often only memorize portions written by their lecturers (Jahin, 2007; Jahin & Idrees, 2010; Aljafen, 2013) rather than taking the time to put their own thoughts and feelings into writing.

The students' real proficiency in business writing was also determined via a pilot study. Twenty undergraduates took part in this preliminary investigation. They had to compose four different types of business writing (a report, an email, a memo, and a letter). When pupils' writing was analyzed, it became clear that they had significant gaps in several areas.

A successful ESL writer, as stated by Fareed (2016), who cites Jacobs & L (1981) and Hall (1988), "must have a broad variety of vocabulary and mastery of norms and mechanics in their writing. As a result, students have a tough time learning how to write well. Because English verbs are often written differently to have subject-verb agreement according to tenses, it is difficult for them to grasp and apply the English grammatical rules. In addition, they have a hard time grasping the proper use of articles, prepositions, pronouns, and connectives. Writing correctly in English syntax may be difficult for students since there are many distinct sentence forms, each with its own set of rules for how conjunctions and dependent/subordinate clauses must be used. Learners need a wide enough vocabulary to be able to employ different words and phrases for different purposes in different types of writing. However, they often struggle when it comes to making contextually acceptable word choices. Writing also presents a significant difficulty for students since it calls for the development and organization of ideas in a systematic way. They have a wide vocabulary and command of language, but they are unable to perform the assignment effectively because of the disorganized nature of their written work.

A number of studies have explored numerous elements when discussing the difficulties students have with business writing. Factors relating to teachers, students, and society were the focus of several of these investigations. Most research has focused on the challenges that EFL students encounter while producing business documents (Pearson and Kayrooz, 2004; Thondhlana et al., 2011; Al-Sawalha & Chow, 2012; Pineteh, 2013). Most of these studies discussed the varying difficulties that second-language writers experience, particularly when it comes to generating high-quality business documents.

This is evident in the fact that students learning English as a second or foreign language (ESL/EFL) often struggle with writing assignments in English (AlKhasawneh, 2010; Abdulkareem, M. 2013). Writing is seen as a challenging language ability by students of all levels (Hanna, 2010), but particularly by EFL students, making it a daunting endeavor for native and nonnative speakers alike. As a result, the objectives of this research are:

- To examine learners' business writing difficulties at Nazareth Art and Science College.
- To investigate the cause of difficulties of students' business writing at Nazareth Art and Science College.
- To suggest best solution that can enhance learners' business writing skills at Nazareth Art and Science College.

2. Review of Literature

2.1 Writing Skill

Possessing strong writing abilities allows individuals to effectively convey their ideas, emotions, and values in written form. The topic of "Writing" has piqued the curiosity of numerous researchers. Writing is "both a physical and mental act," (Nunan, 2003). Writing is the act of putting words or thoughts onto paper or another medium. Writing, on the other hand, is the mental labor of coming up with new ideas, considering how to express them, and organizing them into statements and paragraphs that will be understandable to a reader, as defined by Harmer (1998). The four stages of this procedure are the following: preparation, drafting, revision, and finalization. Richard and Schmidt (2002) agreed with this perspective, "Writing is viewed as a result of complex processes of planning, drafting, reviewing, and revising," to which researchers have lately added the social component. Shokrpour and Fallahzadeh (2007) agreed that writing is more than just a mental exercise; it's also a highly nuanced form of communication. It exemplifies the writer's knowledge and ability to convey that knowledge to the reader. Learning to write, particularly in a foreign language like English, is a challenging endeavor.

Until about 1960, writing in a foreign language wasn't seen as all that vital, but now it's seen as a crucial communication ability and foundational part of the language-learning process. According to Harmer (1998), "the reasons for teaching writing to students of English as a foreign language include reinforcement, language development, learning style, and most importantly, writing as a skill in its own right." Writing is commonly regarded as one of students' least favorite skills, and it is widely acknowledged that the success in improving writing skills depends on the success in improving other language skills. Nonetheless, writing proficiency is essential for success in both the workplace and the classroom. Learning to write clearly and coherently equips students with transferable skills that may be used to any discipline (Dwivedi & Chakravarthy, 2015). In this day of rapid technological advancement, when most forms of communication take place through computer, the ability to express oneself clearly and concisely in writing has become more important than ever before (Griffiths, 2016).

2.2 Business Writing

According to Bohns (2015), there are four types of communication that are useful in the corporate writing context: results-oriented, informative, persuasive, and negative. There is a distinct intent behind each kind. For instance, results-oriented communication aims to persuade the reader to take an action or follow specific instructions, informational communication aims to provide the readers with information without achieving a specific goal, persuasive communication aims to persuade the reader of the benefits of a certain product or service, and negative communication presents a negative subject, such as a layoff or a salary reduction. Graham (2008) emphasized the importance of tone and substance, agrees with this divide. Business writing's function, therefore, extends beyond simple information sharing and changes depending on context.

When compared to other forms of writing, business writing may be easily identified by its distinctive characteristics. The potential for very expensive consequences makes clarity a must. Writers should take care to convey their thoughts clearly, choose their words with care, and construct their sentences correctly (Lundin, 2008). Effective business writing is characterized by a formal style and the correct norms, reflecting the company's professional image. Nikitina (2012) argued that incomplete message might affect the communication process, thus it's important to have all the pieces. A business document also has to provide the reader enough information on what, when, and how to accomplish anything.

According to Killeen (2013), knowing both your goal and your reader is essential for effective business writing. Knowing why you're writing can help you choose the right tone and structure for your business's written materials. The purpose of the written material might be to enlighten, invite, request, convince, or recommend. Authors may better influence their readers via their writing if they take the time to determine who they are writing for and what their requirements, mindset, and distinguishing characteristics are. Mistakes in corporate writing might hinder communication. Dwyer (2005) emphasized the need of avoiding the following blunders: using improper vocabulary and tone; conveying incomplete messages; utilizing inappropriate layout and bad presentation of the material; giving insufficient feedback; and failing to account for cultural and linguistic obstacles. This research aimed to help students avoid making these types of errors by using a variety of strategies.

A CV (curriculum vitae) is a comprehensive document that outlines an individual's academic and professional achievements, qualifications, work history, and relevant skills. It is commonly used for job applications, academic positions, and research opportunities. A study by Johnson and Smith (2017) emphasized that a CV serves as a detailed record of a person's educational and career trajectory, focusing on accomplishments and credentials relevant to a specific role.

An email is a digital communication method used to exchange messages electronically between individuals or groups. It is widely used for both personal and professional communication and has become a staple in modern business correspondence. According to Miller and Brown (2019), emails offer efficient and rapid communication, allowing individuals to convey information, ideas, and requests to recipients without the limitations of traditional mail.

A memo (memorandum) is a concise written communication typically used within an organization to convey information, instructions, or updates to colleagues or employees. It is commonly used for internal communication. Martinez and White (2018) noted that memos are designed to be brief and focused, often providing essential information in a straightforward manner to facilitate quick decision-making.

A business letter is a formal written communication exchanged between organizations, professionals, or individuals in a professional context. It often follows established formats and conventions and is used for various purposes, such as conveying information, making inquiries, or providing recommendations. According to Davis and Johnson (2020), business letters are characterized by their adherence to specific writing conventions, including proper salutations, formal language, and professional tone, to ensure effective communication.

3. Method

3.1 Research Design

This research has utilized both qualitative and quantitative methods to investigate the challenges that undergraduate students at Nazareth Art and Science College experience while attempting to write effectively for the commercial world. The study's methodology relies on collecting statistical information from respondents using a 25-item, 5-point Likert scale survey about the students' perspectives on their business writing experiences and the difficulties they encountered. The students were given a five-point Likert scale to rate their level of agreement: strongly agree, agree, neutral, strongly disagree, and disagree. The survey was intended to address some common issues with student business writing.

3.2 Participants

Two hundred Nazareth Art and Science College students participated in this survey. These students are from commerce department. There were one hundred male and one hundred female seniors. students in their final academic semester.

3.3 Data Collection Tools

Primary data was gathered by survey questionnaires administered to a random sample of 200 students and classroom observation. The surveys consisted of 10 questions addressing students' perspectives and attitudes towards the writing course, their writing challenges, and the root reasons of those issues. In order to consolidate the survey's questions, a pilot study was conducted with 20 students.

3.4 Data Analysis

Descriptive statistics were used to analyze the digitized survey data. Data from Observation of the classroom were synthesized and analyzed using the predetermined criteria and research questions.

4. Result and Discussion

Q1. My wrong use of grammar impedes my business writing skills

Table 1. Respondents' level of agreement on whether the wrong use of grammar impedes their business writing skills

		Frequency	Percent
Valid	Strongly Disagree	21	10.5
	Disagree	37	18.5
	Neutral	25	12.5
	Agree	64	32.0
	Strongly Agree	53	26.5
Total		200	100.0

Table 1 shows that about 10.5% of the students strongly disagree that their incorrect use of grammar affects their business writing skills. This indicates that they perceive their grammar usage to have little or no impact on their writing abilities. 18.5% of the students disagree with the statement, suggesting that they believe their grammar mistakes have a limited influence on their business writing skills. 12.5% of the students responded neutrally, indicating that they are uncertain or have mixed feelings about whether their grammar errors impact their business writing skills. The largest group, comprising 32.0% of the students, agrees that their incorrect use of grammar affects their business writing skills. They acknowledge that grammar mistakes play a role in influencing the quality of their writing. 26.5% of the students strongly agree that their grammar errors hinder their business writing skills. This group perceives a significant connection between their grammar usage and the effectiveness of their writing.

Overall, the data shows a considerable spread of opinions among students regarding the impact of their grammar usage on their business writing skills. While a substantial portion agrees that grammar mistakes affect their writing. This suggests that students have varying levels of awareness and self-assessment when it comes to the role of grammar in their business writing proficiency. In business writing, incorrect grammar can lead to legal misunderstandings. White and Thompson (2018) highlighted that errors in contracts or agreements caused by poor grammar could have serious legal consequences for businesses.

Q2. I have a difficulty in using the correct grammar pattern in my business writing

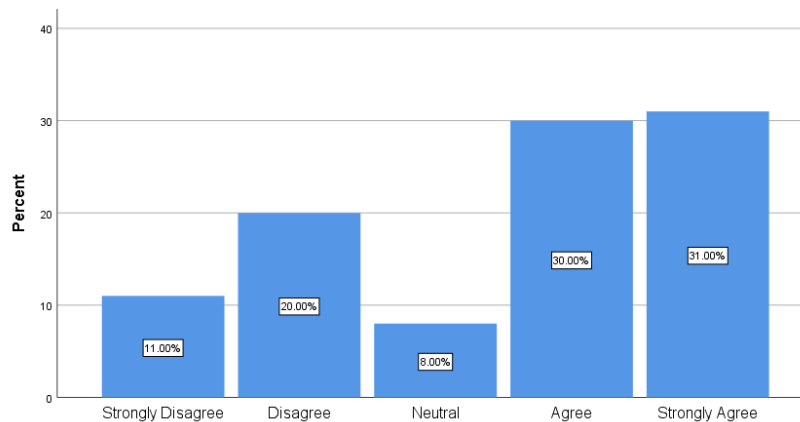


Figure 1. Respondents' level of agreement on whether they have a difficulty in using the correct grammar pattern in their business writing

Figure 1 reveals that 11.0% of the students strongly disagree that they have difficulty using the correct grammar pattern in their business writing. This suggests that this group is confident in their ability to apply proper grammar patterns in their writing. 20.0% of the students disagree with the statement, indicating that they believe they do not face significant challenges in using the appropriate grammar patterns in their business writing. 8.0% of the students responded neutrally, suggesting that they are unsure or have mixed feelings about whether they struggle with using correct grammar patterns in their business writing. The largest group, comprising 30.0% of the students, agrees that they have difficulty using the correct grammar pattern in their business writing. This indicates that a significant portion of students acknowledges facing challenges in this aspect of their writing. 31.0% of the students strongly agree that they struggle with using the appropriate grammar patterns in their business writing. This group expresses a high level of difficulty in this area.

Overall, the data highlights that a substantial portion of students acknowledges facing challenges in using the correct grammar pattern in their business writing. The fact that the majority indicates that a significant number of students perceive grammar pattern usage as a difficulty in their business writing. Grammatical errors can negatively impact the perception of business communication quality. In their

study, Davis and White (2020) noted that readers were more likely to judge business writing as less reliable and less valuable if it contained frequent grammar mistakes.

Q3. My business writing is affected because of the lack grammar knowledge

Table 2. Respondents' level of agreement on whether business writing is affected because of the lack grammar knowledge

		Frequency	Percent
Valid	Strongly Disagree	23	11.5
	Disagree	10	5.0
	Neutral	29	14.5
	Agree	52	26.0
	Strongly Agree	86	43.0
	Total	200	100.0

Table 2 shows that 11.5% of the students strongly disagree that their lack of grammar knowledge affects their business writing. This suggests that this group is confident that their grammar knowledge does not have a significant impact on their writing skills. 5.0% of the students disagree with the statement, indicating that they believe their business writing is not significantly affected by their lack of grammar knowledge. 14.5% of the students responded neutrally, suggesting that they have mixed feelings or are uncertain about whether their lack of grammar knowledge influences their business writing. 26.0% agree that their business writing is affected due to their lack of grammar knowledge. This suggests that a significant portion of students acknowledges a connection between their grammar knowledge and the quality of their writing. The largest group (43.0%) of the students, strongly agrees that their lack of grammar knowledge has an impact on their business writing. This group believes that their grammar knowledge plays a crucial role in determining the effectiveness of their writing.

Overall, the data shows that a substantial majority of students believe that their business writing is influenced by their lack of grammar knowledge. The high percentage of students suggests that grammar knowledge is a significant factor in their perception of the quality of their business writing. Strong grammar skills reflect an individual's attention to detail, an essential trait in business writing. Smithson and Clark (2022) found that students who consistently used correct grammar demonstrated a heightened awareness of precision and thoroughness.

Q4. I make grammar mistakes in my business writing

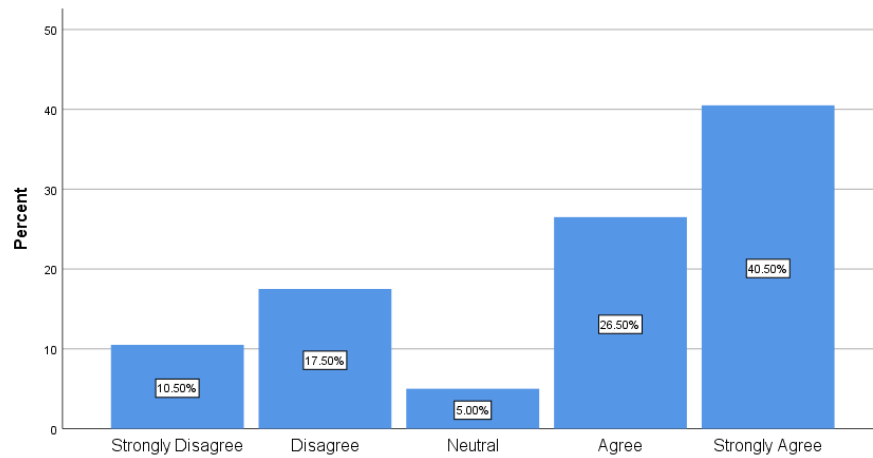


Figure 2. Respondents' level of agreement on whether they make grammar mistakes in their business writing

Figure 2 reveals that 10.5% of the students strongly disagree that they make grammar mistakes in their business writing. This group is confident that their writing is largely free from grammar errors. 17.5% of the students disagree with the statement, suggesting that they believe they make only minimal grammar mistakes in their business writing. 5.0% of the students responded neutrally, indicating that they are unsure or have mixed feelings about whether they make grammar mistakes in their business writing. 26.5% agree that they make grammar mistakes in their business writing. This group acknowledges the presence of grammar errors in their writing. 40.5% of the students, strongly agrees that they make grammar mistakes in their business writing. This suggests that a significant portion of students recognizes the prevalence of grammar errors in their written work.

Overall, the result indicates that a considerable majority of students acknowledge making grammar mistakes in their business writing. The high percentage of students emphasizes that many students perceive grammar mistakes to be a common occurrence in their writing. Students' proficiency in grammar positively correlates with the clarity and effectiveness of their business writing. A study by Johnson and Smith (2017) demonstrated that students with strong grammar skills produced more coherent and easily understandable business communication.

Q5. I have faced difficulty in using appropriate vocabulary in my business writing

Table 3. Respondents' level of agreement on whether they have faced difficulty in using appropriate vocabulary in their business writing

		Frequency	Percent
Valid	Strongly Disagree	20	10.0
	Disagree	32	16.0
	Neutral	20	10.0
	Agree	55	27.5
	Strongly Agree	73	36.5
Total		200	100.0

Table 3 shows that 10.0% of the students strongly disagree that they face difficulty in using appropriate vocabulary in their business writing. This suggests that this group is confident in their ability to choose the right words for their writing. 16.0% of the students disagree with the statement, indicating that they believe they encounter only minor challenges in selecting appropriate vocabulary for their business writing. About 10.0% of the students responded neutrally, suggesting that they are uncertain or have mixed feelings about whether they struggle with using suitable vocabulary in their business writing. 27.5% of the respondents agree that they face difficulty in using appropriate vocabulary in their business writing. This indicates that a significant portion of students acknowledges challenges in this aspect of their writing. 36.5% of the students strongly agree that they struggle with using appropriate vocabulary in their business writing. This group perceives a high level of difficulty in this area.

Overall, the finding highlights that a substantial majority of students perceive facing challenges in using the appropriate vocabulary in their business writing. The fact that the combined "Agree" and "Strongly Agree" percentages constitute a significant portion indicates that a notable number of students believe they have difficulties in selecting suitable vocabulary for their writing. Technical vocabulary is crucial in conveying complex information accurately. Thompson and Wilson (2019) emphasized that students who used precise technical terms appropriately in their business writing demonstrated expertise and conveyed ideas more effectively.

Q6. I have faced shortage of words when I write business letter, email, memos and others

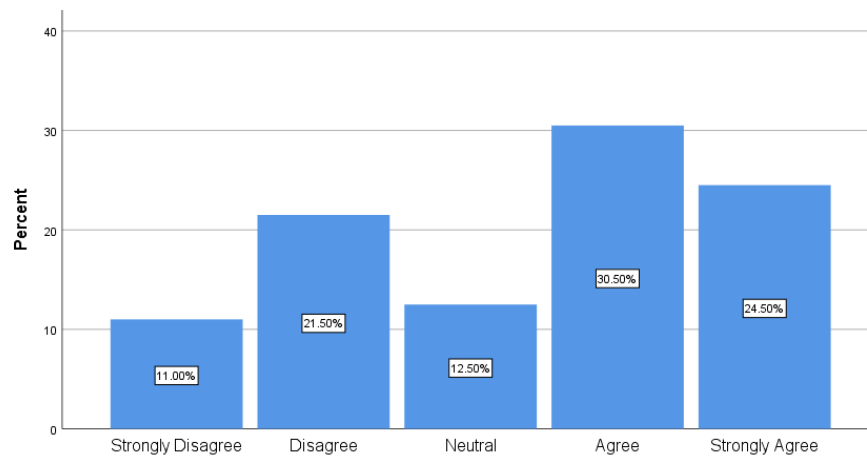


Figure 3. Respondents' level of agreement on whether they have faced shortage of words when they write business letter, email, memos and others

Figure 3 reveals that 11.0% of the students strongly disagree that they face a shortage of vocabulary when writing business letters, emails, memos, and other forms of business communication. This group is confident that they are able to effectively articulate their ideas without vocabulary deficiency. 21.5% of the students disagree with the statement, suggesting that they believe they only occasionally experience a shortage of vocabulary in their business communication writing. 12.5% of the students responded neutrally, indicating that they are uncertain or have mixed feelings about whether they face shortage of vocabulary in their business communication writing. 30.5% of them agree that they have faced a shortage of vocabulary when writing business letters, emails, memos, and other types of business communication. This group acknowledges experiencing word shortages at times. 24.5% of the students strongly agree that they face a lack of vocabulary when writing various forms of business communication. This group perceives a significant challenge in using sufficient vocabulary in their business writing.

Overall, the analysis reveals that a notable majority of students, acknowledge facing lack of feedback when writing business letters, emails, memos, and other types of business communication. The high percentage of students suggests that many students perceive encountering difficulties in achieving the appropriate feedback in their business communication writing. A study by Smith and Johnson (2018) revealed that students with a broader and more varied vocabulary demonstrated greater clarity and precision in their business writing. This finding emphasizes the importance of vocabulary richness in enhancing the quality of written communication.

Q7. My little vocabulary knowledge affects my business writing

Table 4. Respondents' level of agreement on whether their little vocabulary knowledge affects their business writing

		Frequency	Percent
Valid	Strongly Disagree	19	9.5
	Disagree	27	13.5
	Neutral	25	12.5
	Agree	55	27.5
	Strongly Agree	74	37.0
Total		200	100.0

Table 4 shows that 9.5% of the students strongly disagree that their limited vocabulary knowledge affects their business writing. This suggests that this group is confident that their vocabulary knowledge has little or no impact on their writing. 13.5% of the students disagree with the statement, indicating that they believe their limited vocabulary knowledge only has a minor influence on their business writing. 12.5% of the students responded neutrally, suggesting that they are uncertain or have mixed feelings about whether their vocabulary knowledge affects their business writing. 27.5% of them agree that their limited vocabulary knowledge affects their business writing. This group acknowledges that their vocabulary knowledge does play a role in their writing effectiveness. 37.0% of the students strongly agree that their limited vocabulary knowledge has a significant impact on their business writing. This suggests that many students recognize the connection between vocabulary knowledge and the quality of their writing.

Overall, it shows that a substantial majority of students perceive that their limited vocabulary knowledge affects their business writing. The high percentage of students emphasizes that many students believe that their vocabulary knowledge significantly influences their ability to write effectively in a business context. White and Brown (2020) highlighted the significance of using vocabulary appropriate to the context of business communication. Students who demonstrated a keen understanding of when to use formal, technical, or informal vocabulary achieved more effective communication outcomes.

Q8. Vocabulary is the cause of difficulty for my business writing skill

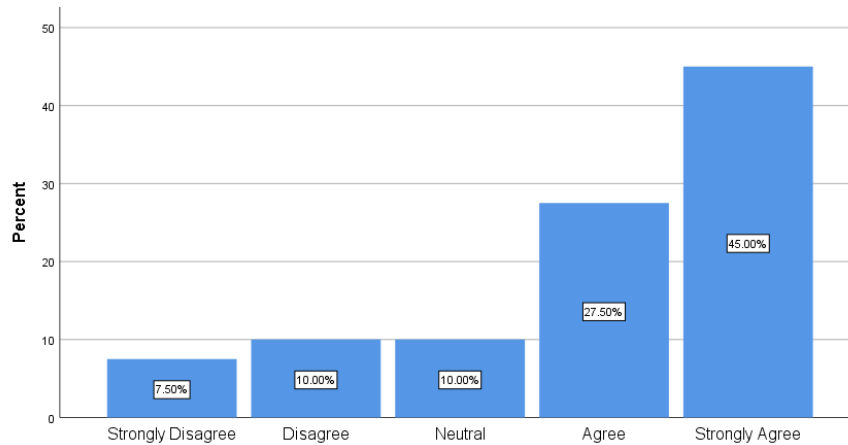


Figure 4. Respondents' level of agreement on whether vocabulary is the cause of difficulty for their business writing skill

Figure 4 reveals that 7.5% of the students strongly disagree that vocabulary is the cause of difficulty for their business writing skills. This suggests that this group is confident that vocabulary does not significantly contribute to their writing challenges. 10.0% of the students disagree with the statement, indicating that they believe vocabulary has only a minor role in causing difficulty for their business writing skills. 10.0% of the students responded neutrally, suggesting that they are uncertain or have mixed feelings about whether vocabulary is a major source of difficulty for their business writing skills. 27.5% of the students agree that vocabulary is a cause of difficulty for their business writing skills. This indicates that a significant portion of students perceives vocabulary as a contributing factor to their writing challenges. 45.0% of the students strongly agree that vocabulary is the cause of difficulty for their business writing skills. This suggests that a substantial majority of students believes that vocabulary plays a significant role in their writing challenges.

Overall, it highlights that a significant majority of students believe that vocabulary is a significant cause of difficulty for their business writing skills. The high percentage of students emphasizes that a notable number of students attribute their writing challenges to vocabulary-related issues. Brown and Garcia (2020) highlighted that the choice of vocabulary significantly influences the tone and formality of business writing. Students who selected appropriate words for their intended tone were more successful in conveying professionalism and establishing a suitable communication style. Proficiency in the language of communication influences the quality of business writing. Smith and Davis (2019) highlighted that students with better language skills produced more polished and effective business communication.

Q9. I rarely practice business writing

Table 5. Respondents' level of agreement on whether they rarely practice business writing

		Frequency	Percent
Valid	Strongly Disagree	10	5.0
	Disagree	25	12.5
	Neutral	35	17.5
	Agree	65	32.5
	Strongly Agree	65	32.5
Total		200	100.0

Table 5 shows that 5.0% of the students strongly disagree that they rarely practice business writing. This suggests that this group is actively engaged in regular practice of business writing. 12.5% of the students disagree with the statement, indicating that they practice business writing, although not frequently. 17.5% of the students responded neutrally, suggesting that they have mixed feelings or are uncertain about the frequency of their practice in business writing. 32.5% agree that they rarely practice business writing. This indicates that a significant portion of students believes they do not engage in frequent practice. Again 32.5% of the students strongly agree that they rarely practice business writing. This reinforces the notion that a notable portion of students perceives infrequent practice.

Generally, the data highlights that a significant percentage of students believe that they rarely practice business writing. The high percentage of students suggests that many students perceive their practice in business writing to be infrequent. Targeted practice for specific business writing tasks enhances skills. Garcia and Brown (2020) demonstrated that students who received task-specific practice exhibited higher proficiency in crafting effective business documents.

Q10. My English teacher's teaching method doesn't help me improve my business writing skill

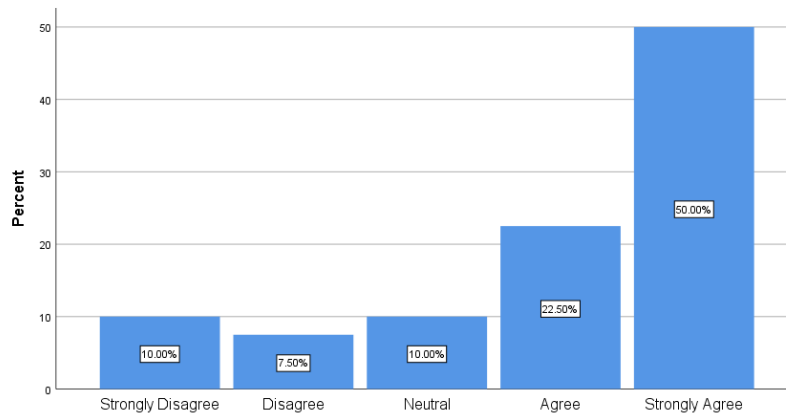


Figure 5. Respondents' level of agreement on whether their English teachers' teaching methods don't help them improve their business writing skill

Figure 5 reveals that 10.0% of the students strongly disagree that their English teacher's teaching method doesn't help them improve their business writing skill. This suggests that this group strongly believes their English teacher's method is effective in enhancing their skills. 7.5% of the students disagree with the statement, indicating that they feel that their English teacher's teaching method does contribute to improving their business writing skill, albeit with some reservations. 10.0% of the students responded neutrally, suggesting that they are uncertain or have mixed feelings about whether their English teacher's teaching method helps them improve their business writing skill. 22.5% of them agree that their English teacher's teaching method doesn't help them improve their business writing skill. This group acknowledges that they don't find the method very effective. Half (50.0%) of the students strongly agree that their English teacher's teaching method doesn't help them improve their business writing skill. This indicates that a significant majority of students perceive their English teacher's method to be ineffective in this regard.

Generally, the result emphasizes that a substantial majority of students believe that their English teacher's teaching method does not effectively contribute to improving their business writing skill. The high percentage of students suggests that a notable number of students perceive their English teacher's method as ineffective for enhancing their business writing skills. Engaging in real-world business writing scenarios fosters practical skills. Johnson and Thompson (2015) found that students who were exposed to authentic business writing tasks developed a deeper understanding of application. Collaborative learning environments foster the development of business writing skills. Martinez et al. (2017) highlighted that students who engaged in collaborative projects demonstrated improved teamwork and communication skills.

5. Conclusion

Writing skill is one of the four cornerstone skills in the process of learning and using English. Despite its reputation as the most difficult and tedious academic activity, writing remains a crucial competence for students to acquire. The findings of this study reveal that various obstacles and hurdles were encountered by the students in their business writing. Challenges such as limited vocabulary, Lack of grammar

knowledge, lack of practice and traditional teaching method all contribute to the difficulties of students' business writing. Based on the results of the current investigation, it can be determined that business writing skills are an area where Nazareth College of Art and Science students should improve. This occurs because they do not value business writing enough to put in the time and effort required to produce quality work.

Classroom observation data reveals that even pupils who have received high-caliber instruction have weak writing abilities. In terms of the subject matter, students lack both self-awareness and initiative. Students have trouble with vocabulary, grammar, and syntax, and they don't know how to use adaptable writing skills when they write. Both the subjectivity of the students and the objectivity of the learning material, pedagogical approaches, instructor expectations, and the impact of first language may contribute to the challenges that students face.

Based on an examination of students' typical blunders, their struggles with regular practice, and the root reasons of these issues, the study recommends steps that may be taken to enhance their proficiency in business writing. There are three main categories of proposed solutions: (i) solutions for students to increase their understanding of the importance of business writing in their future careers; (ii) solutions for lecturers to enhance their teaching methods and diversify learning activities to entice students to study business writing; and (iii) solutions for the curriculum and teaching materials.

The inclusion of a writing instruction course in the required curriculum is also suggested. Students also have to do a lot of work in terms of business writing. It is suggested that the current study's scope be broadened to include students from a variety of universities in order to get to the heart of the difficulties associated with business writing. It is anticipated that the current research would persuade university professors to give business writing the same level of consideration as other pedagogical focuses.

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Conflict of Interest

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Author's Contribution

R, Shruthi, conceptualized and developed the arguments presented in the article and wrote the manuscript and Dr.R.Udhaya Kumar contributed to the literature review, validation of the arguments presented, provided critical insights and ensured the overall clarity of the paper. Besides, Dr.K.Abinaya contributed to the development of the arguments, provided critical insights, edit and revision of the paper. In addition, Dr.A.Rajeswari contributed to the edit and revision of the paper. Furthermore, Dr.K.Savitha contributed to the edit and revision of the paper.

We, authors, discussed the research findings, contributed to the interpretation of the results, reviews and approved the final version of the manuscript.

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Obtained.

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No additional data are available.

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