

Assessment of Factors that Affect Students' Business Writing Skills

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Received: February 27, 2024

Accepted: April 30, 2024

Online Published: June 20, 2024

doi:10.5430/wjel.v14n5p424

URL: <https://doi.org/10.5430/wjel.v14n5p424>

Abstract

Writing is a language skill that used for effective communication. The research set out to identify the most common reasons why students struggle with business writing and to provide them with strategies to become better writers overall. Nazareth Art and Science College undergraduates have been the focus of this study, which has employed qualitative and quantitative methodologies to probe the difficulties they face. A total of 106 students from Nazareth College of Art and Science took part in the study. Questionnaire was employed for data collection. The researchers analyzed the survey data using descriptive statistics. The results of this research show that learners had a lot of trouble with their business writing. Business writing can be challenging for students for a variety of reasons, including traditional teaching approach, insufficient practice, lack of motivation and lack of sufficient vocabularies. The study suggests that students' writing could be enhanced with enough practice, the right methods of teaching writing, smaller class sizes, frequent feedback on errors, and encouraging students to shift their perspective on the importance of writing.

Keywords: analysis, business, language learning factors, writing skill

1. Introduction

Writing proficiently is one of the four main English language abilities that requires sophisticated procedures. Writing fluently is, without a doubt, the most difficult skill for students of foreign languages to acquire (Richards and Renandya, 2002). The most difficult part of learning a new language, according to Nunan (1989), is writing it down. Speaking is easier than writing in any language, whether it's one's first or second language. Teaching English to Ethiopians primarily focuses on helping students become proficient speakers. Even though writing is an essential skill for communicating, the majority of students struggle to produce high-quality, error-free texts. Everything points to the fact that writing is an intricate process that necessitates the writer to delve into their thoughts and ideas before giving them form and visibility. Writing is an intricate process that requires a wide range of abilities, from good letter formation and spelling to familiarity with rhetorical patterns. It is particularly difficult for students to write reports, memos, proposals, and letters for businesses. Actually, one of the most important things you can do to build credibility and keep clients coming back is to master the art of commercial writing. Wasted resources could result from poorly written documentation (Killeen, 2013).

Effective corporate communication is based on clear and concise writing. All of a company's internal and external communications nowadays are based on business writing. It is possible to examine and analyse the recorded talks to find methods to improve the process going forward. On top of that, it gives the recipients plenty of time to read the messages carefully. Long messages requiring a lot of detail and information are best handled in this manner, as pointed out by Tymson et al. (2008). Developing students' skills in business writing, according to Nguyen (2015), is a great approach to help them become more well-rounded language users by exposing them to new

vocabulary and grammar rules.

Writing is the most challenging skill for pupils of any age or ability to acquire, according to the views of several experts cited by Alshumaimeri (2011). Writing instructors will emphasize the importance of correct grammar and style wherever feasible. Because of this, students hardly take the time to write their own ideas and opinions; instead, they only memorise what their professors have already written (Aljafen, 2013; Jahin, 2007; Jahin & Idrees, 2010).

Additionally, a pilot study was conducted to ascertain the students' actual competency in business writing. This early research included twenty undergraduates. Reports, emails, memos, and letters were the four forms of corporate writing that they were tasked with creating. The analysis of the students' writing revealed that they were severely lacking in a number of areas.

Fareed (2016) stated that students have a hard time understanding and using English grammar rules since verbs are written to have subject-verb agreement. The correct usage of articles, prepositions, pronouns, and connectives is another something they struggle with. The numerous different sentence patterns in English, each with its own regulations for the usage of conjunctions and dependent/subordinate clauses, can make it challenging for pupils to write effectively in English syntax. Students require a large enough vocabulary to use a variety of words and phrases in their writing, depending on the context. But they have a hard time choosing words that are appropriate in certain contexts. Because it requires the methodical development and organization of ideas, writing also poses a considerable challenge for pupils. Despite their strong language skills and extensive vocabulary, their disorganized writing prevents them from completing the task to the required standard.

Writing tasks in English can be particularly challenging for students studying English as a second or foreign language (Abdulkareem, 2013; AlKhasawneh, 2010). Everyone from native speakers to those learning English as a foreign language finds writing to be an arduous task since it is considered a difficult language competence (Hanna, 2010). Consequently, this research aims:

- To find out the core factors that affect learners' business writing skills.
- To provide the effective solution for addressing these challenges
- To explore better strategies for teaching business writing skills.

2. Review of Literature

Writing in a foreign language was considered less important until around 1960, but today it is considered an essential skill for effective communication and an essential component of learning a new language. Writing is the process of committing ideas or words to paper or some other media. Conversely, writing is the cerebral work of generating ideas, thinking about their expression, and arranging them into coherent paragraphs and assertions that a reader can understand (Harmer, 1998). Writing is a complex form of expression, not only a cerebral workout (Shokrpour & Fallahzadeh, 2007). The capacity to convey one's ideas clearly and concisely in writing is more valuable than ever in this day and age of fast technological development, when the majority of communication occurs through computers (Griffiths, 2016). It shows how well the writer knows their subject and can explain it to the reader. It is not an easy task to learn to write, especially in a language other than one's native tongue, such as English.

Harmer (1998) states that "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." Everyone agree that kids hate writing and that developing their writing abilities is contingent upon their proficiency in other language areas. Success in school and the job depends on one's ability to write clearly and concisely. Students gain abilities that are applicable across disciplines when they learn to write consistently and clearly (Dwivedi & Chakravarthy, 2015).

According to Nikitina (2012), it is crucial to include all the parts since an incomplete message might impact the communication process. A business document should also give the reader sufficient information about what to do, when to do it, and how to do it. Every species serves a certain purpose. An example of a results-oriented message would be an appeal to the reader to do something or follow a set of instructions; an example of an informational message would be to simply provide readers facts without trying to achieve anything in particular; an example of a persuasive message would be to highlight the advantages of a particular product or service; and finally, a negative message would deal with a depressing topic, like a layoff or a decrease in pay.

Business writing requires both mental and physical concentrations. Clarity is essential due to the potential for highly costly outcomes. Proper sentence construction, careful word choice, and clear expression are the hallmarks of good writing (Lundin, 2008). An organization's professional image may be conveyed through well-written business documents that adhere to established standards and use a formal tone. Graham (2008) highlighted the significance of material and tone, concurs with this division. Therefore, the purpose of business writing goes beyond just conveying information and might vary based on the circumstances.

Errors in business correspondence may impede understanding. According to Dwyer (2005), there are a number of common mistakes that should be avoided. These include: using the wrong words and tone; communicating incomplete messages; presenting the content in an unsuitable way; providing inadequate feedback; and not considering cultural and language barriers. The purpose of this research was to provide students with a range of solutions to help them avoid making these kinds of mistakes.

Email, is a way for people to communicate digitally and share information with one another. In today's corporate world, it has become an essential component of every communication. Emails provide quick and easy communication, enabling people to send ideas, requests, and

information to others without the constraints of snail mail (Miller and Brown, 2019). According to research by

According to Kallestinova (2011) a report as defines "a document that provides information about a particular subject to a specific audience for a specific purpose or objective. Markel (2015) stated a report as a structured document that presents information, analysis, and recommendations in a format that is useful for a particular audience and purpose. In addition, Blicq and Moretto (2015) argued that a report is a written document that presents data and analysis, often to solve a problem or make a decision, and typically includes an introduction, body, and conclusion.

According to Johnson and Smith (2017), a curriculumvitae is a record of a person’s academic and professional information that highlights their relevant credentials and achievements for a particular position. An individual's academic and professional accomplishments, credentials, job experience, and applicable abilities should be included in a curriculum vita. For academic positions, research possibilities, and jobs, it is a frequent choice.

Lesikar and Flatley (2007) stated a business letter as a written message, usually sent from one company to another, containing information, requests, inquiries, complaints, and other business-related matters. Besides, Ober (2012) argued that a business letter is a formal document used to convey information, make requests, or communicate important business matters between individuals or organizations. In addition, Guffey and Loewy (2016) define a business letter as a formal written message, usually sent from one organization to another, that follows a specific format and conventions, and is used for various business purposes such as inquiries, requests, responses, and proposals.

3. Method

The researchers in this study used a descriptive research strategy based on a mixed-methods methodology. One hundred six students made up the sample. Judgmental sampling technique was used to select the sample. The data for this study was gathered using online surveys questionnaire. A survey was sent out to the colleges of Nazareth College of Art and Science students. In this study, learners from a variety of economic backgrounds were involved. The survey consists broad scope of business writings issues. A pilot study was conducted the ensure the quality of the items. For the pilot study 30 students were selected. The result of the reliability analysis shows as follow:

Table 1. Pilot Study Processing Summary

Case Processing Summary			
		N	%
Cases	Valid	40	100.0
	Excluded ^a	0	.0
	Total	40	100.0
a. Listwise deletion based on all variables in the procedure.			

Table 2. Reliability Result

Reliability Statistics	
Cronbach's Alpha	N of Items
.990	10

Table 1 shows that the process of the pilot study using SPSS. It indicates that 40 students were participated in the pilot survey. Besides, Table 2 reveals that the ten items developed for the actual study was checked by Cronbach's Alpha and the result shows that the items were 99% reliable. Furthermore, the validity of the items was checked by the subject experts from various higher institutions.

Descriptive statistics were employed to analyze the survey data. SPSS and Excel were used for data analysis. Tables and figure were employed to display the results of the data.

4. Results and Discussion

Q1. My incorrect grammar impedes my business writing skills

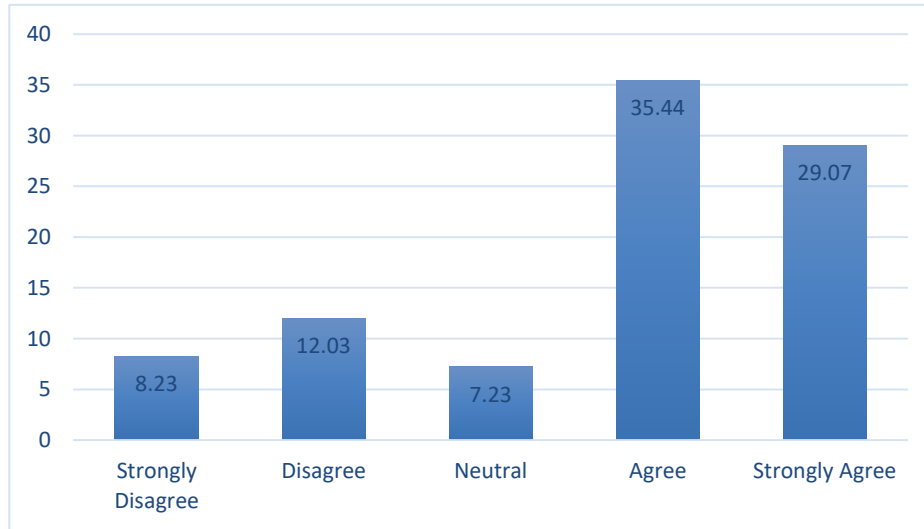


Figure 1. The effect of the wrong use of grammar on business writing skills

Figure 1 indicates that out of the students surveyed, 8.23% strongly disagree that their business writing skills are hindered by their incorrect grammar use. This shows that some students are self-assured about their grammatical skills and don't think they have an impact on their capacity to write professionally. 12.03% of learners think that their business writing skills are hindered by their incorrect grammatical usage. Grammar problems are something they might admit to, but they might not think they really get in the way of their corporate communication skills. Some, 7.23%, of students gave a neutral response, suggesting they aren't sure how their grammar errors will affect their business writing abilities or that they don't have a strong view either way. The majority of respondents (35.44%), when asked how their grammar mistakes impact their ability to write business reports, acknowledged the problem. This shows that many students understand the significance of grammar in formal writing and how it affects their own writing skills. In addition, 29.07% of students are in full agreement that their business writing skills are hindered by their incorrect grammatical usage. This indicates that a substantial number of students are acutely aware of the negative consequences of grammar mistakes and may actively seek to improve their grammar skills to enhance their professional writing proficiency. The data is accompanied by a reference to White and Thompson (2018), who emphasized the importance of proper grammar in business contexts. They noted that errors in agreements resulting from wrong grammar could lead to significant legal consequences for businesses

Q2. I face difficulty in logically organizing my ideas when I write my business English emails.

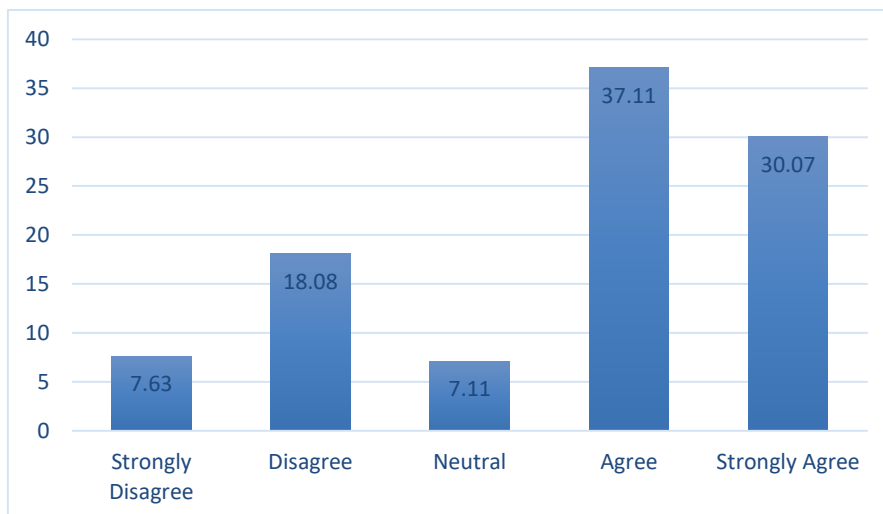


Figure 2. The effect of illogical organization ideas when writing business English emails

The provided data presents the responses of students regarding the difficulty they face in logically organizing their ideas when writing business English emails. 7.63%, strongly disagree that they face difficulty in organizing their ideas when writing business English emails. This indicates that a small number of learners feel confident in their ability to structure their thoughts effectively and coherently in their email communications. 18.08% of the students disagree that they do not perceive significant challenges in organizing their ideas when

writing business English emails. These students may possess strong organizational skills or have strategies in place to facilitate the logical flow of information in their emails. 7.11%, responded neutrally to the statement, suggesting that they neither agree nor disagree with the notion of facing difficulty in organizing their ideas when composing business English emails. This could indicate a lack of awareness or varying experiences among students regarding this specific aspect of writing. On the other hand, a considerable number of students, 37.11%, agree that they encounter difficulty in logically organizing their ideas when writing business English emails. This acknowledgment implies that a significant number of students struggle with structuring their thoughts effectively, potentially leading to less clear and concise communication in their email correspondence. Moreover, the largest number of respondents, 30.07% of the learners, strongly agree that they face difficulty in logically organizing their ideas when writing business English emails. This indicates a substantial subset of students who feel strongly about the challenges they encounter in this aspect of their writing, recognizing the importance of clear organization in effective communication.

In a related study by Smithson and Clark (2022), it was found that learners who consistently used correct grammar showed a heightened awareness of precision and thoroughness in their writing. This research suggests that mastering grammatical rules may contribute to improved clarity and organization of ideas, which are essential elements of effective business communication, including email writing. Thus, addressing grammar proficiency alongside organizational skills may help students enhance their overall writing abilities in the context of business communication.

Q3. I use correct punctuation marks in my business writing

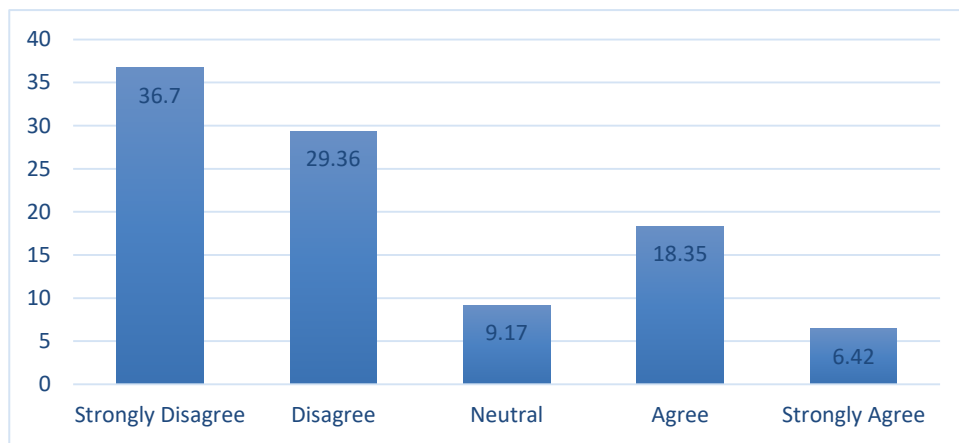


Figure 3. The effect of using correct punctuation marks in business writing

Figure 3 indicates that 36.7%, of students strongly disagree that they use correct punctuation marks in business writing skill. This demonstrates that a minority of learners feel uncertain or lack confidence in their ability to apply proper punctuation in their business writing, which may impact the clarity and professionalism of their communication. Similarly, 29.36% of the students that they acknowledge the importance of correct punctuation but may struggle to consistently apply it in their business writing. These students may recognize the need for improvement in their punctuation skills to enhance the effectiveness of their written communication. 9.17% of students responded neutrally to the statement, suggesting that they neither agree nor disagree with the assertion regarding their usage of correct punctuation marks in business writing skill. This neutral response may stem from a lack of awareness or varying experiences among students regarding their punctuation proficiency. In contrast, 18.35%, agree that they use correct punctuation marks in their business writing skill. This shows that a considerable number of students are confident in their ability to apply proper punctuation, which can contribute to clear and effective communication in a professional context. Moreover, the largest number of respondents, accounting for 6.42% of the learners, strongly agree that they use correct punctuation marks in their business writing skill. This demonstrates that a substantial of respondents are not only confident but also emphatic about their proficiency in punctuation usage, recognizing its importance in conveying professionalism and clarity in written communication.

In related study, Brown and Garcia (2020) highlighted the role of language selection in shaping the formality and tone of corporate writing. Students had better success projecting an image of professionalism and developing an appropriate communication style when they used terms that were relevant to their desired tone. Students that did better in language classes also had better results when it came to corporate communication (Smith and Davis, 2019). Results like this show how much better corporate writing and communication can be when people are fluent in the language and know how to use punctuation correctly.

Q4. Lack of coherency affects my business writing skills

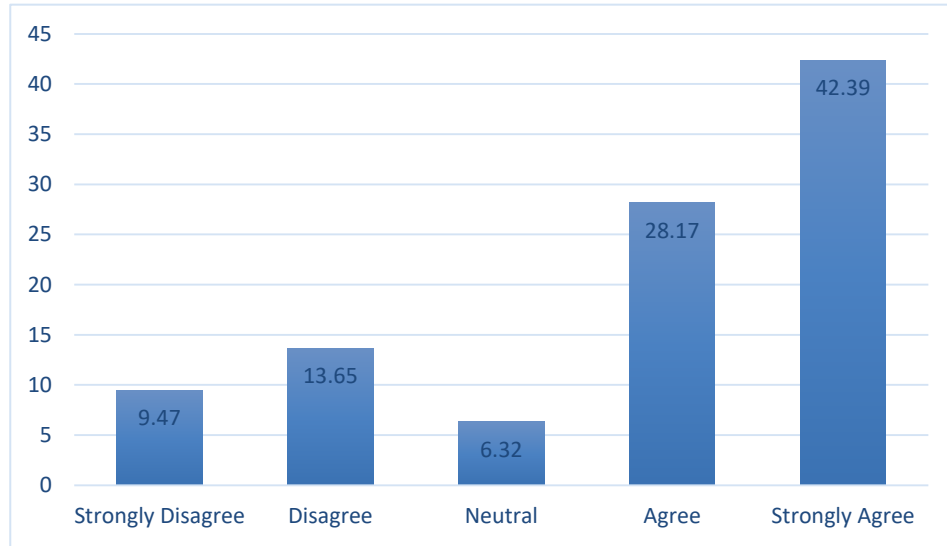


Figure 4. The effect of lack of coherency on business writing skills

Figure 4 shows that 9.47%, strongly disagree that lack of coherency affects their business writing skills. This indicates that a small portion of students are confident in their ability to maintain coherence and logical flow in their business writing, despite potential challenges. 13.65% of the learners disagree that they do not perceive lack of coherency as a significant hindrance to their business writing skills. These students may have developed strategies to ensure coherence in their writing or may naturally possess strong organizational abilities. 6.32%, responded neutrally to the statement, indicating that they neither agree nor disagree with the assertion about lack of coherency affecting their business writing skills. This neutral response may stem from a lack of awareness or varying experiences on the impact of coherency on their writing. In contrast, a significant portion of students, 28.17%, agree that lack of coherency affects their business writing skills. This acknowledgment implies that a substantial number of learners recognize the importance of coherence in effectively conveying their ideas and messages in a business context. Furthermore, 42.39% of the learners strongly agree that lack of coherency affects their business writing skills. This shows that majority of the learners believe the detrimental impact of incoherent writing on their ability to communicate effectively in a professional setting.

Overall, the data suggests that while some students may not perceive lack of coherency as a significant issue, a considerable number recognize its importance in business writing. Addressing issues related to coherence, such as organizing ideas logically and maintaining a clear flow of information, may be beneficial for enhancing overall writing proficiency and professionalism among students.

Q5. I practice business writing both inside and outside the classroom

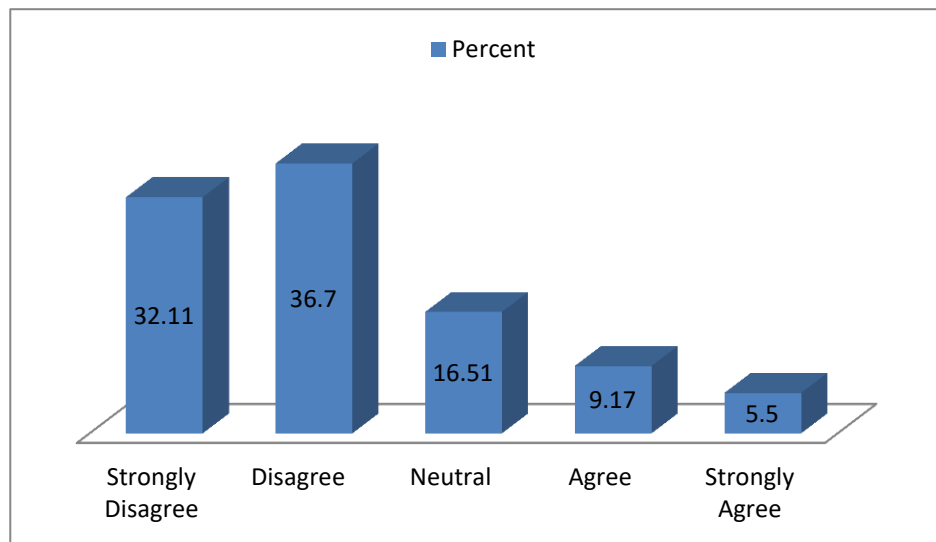


Figure 5. The effect of practicing business writing both inside and outside the classroom

According to Figure 5, a significant portion of the students (32.11% to be exact) strongly disagree that they engage in business writing

exercises both in and out of class. Among the student body, 36.7% hold the opposite opinion. They might just think about or do business writing in class, or they might not even practice it outside of class. When asked how often and in what contexts they write business reports, 16.51% of students gave a neutral response, suggesting they are ambivalent or unsure. A small percentage of students (10.17%) think this way, indicating that they put their classroom knowledge into effect outside of class as well. They understand the significance of honing business writing skills outside of traditional classrooms. Only 5.5% of students are in complete agreement, suggesting that they put their classroom knowledge of business writing to good use in their personal lives as well. They likely perceive the value of honing their business writing skills in various contexts and understand the importance of real-world application beyond academic exercises.

In summary, the data reflects diverse attitudes and behaviors among students regarding their engagement in business writing activities. While a considerable number agree with the importance of practicing business writing both inside and outside the classroom.

Q6. I face difficulty in using correct grammar in my business writing.

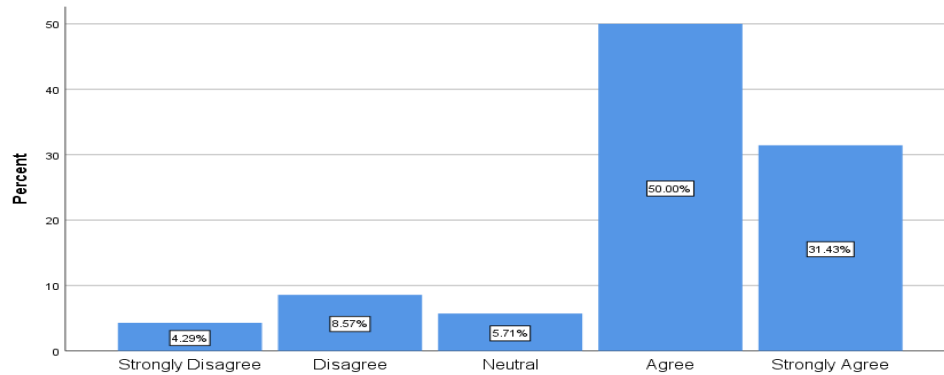


Figure 6. The effect of grammar mistakes in business writing

Figure 6 shows that 4.29% of the learners are confident in their grammar skills and do not believe that they have trouble utilizing proper syntax in their business English emails. Furthermore, 8.57 percent of students think they produce very few grammatical errors when writing for business, indicating that they disagree with the notion. In addition, 5.71 percent of students gave a neutral response, suggesting they were unsure or had mixed opinions regarding how often they commit grammar errors in their business writing. These learners acknowledged that they make grammar problems in their business writing. In addition, 31.43 percent of learners strongly agree that they often make grammar problems when producing business documents, showing that many students are aware of how common these mistakes are.

In general, the outcome shows that most students are aware that their business writing contains grammar errors. Given the large percentage, it's clear that a lot of students think their written work is full of grammar faults. According to Johnson and Smith (2017), students who had a strong grasp of grammar were able to generate business writing that was more logical and easy to comprehend, which in turn led to clearer and more successful communication.

Q7. Lack of motivation affects my business writing skill

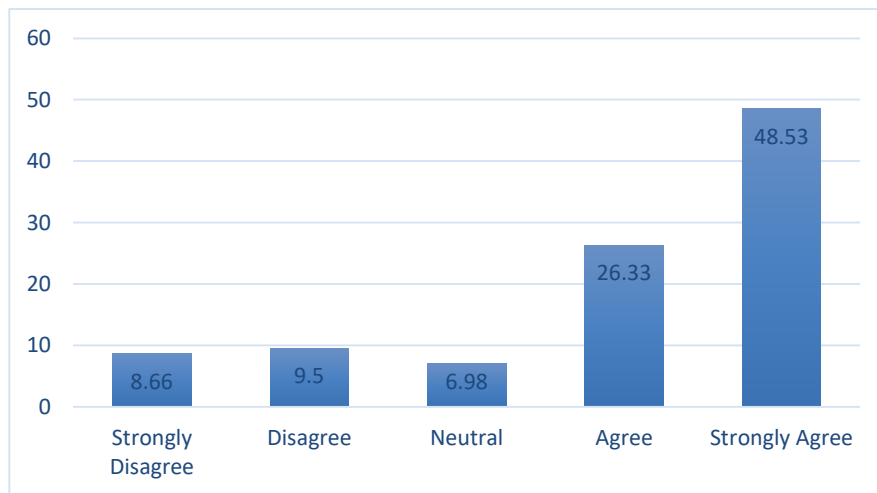


Figure 7. The effect of motivation on business writing skill

According to Figure 7, 8.66% of the learners strongly disagree that lack of motivation affects their writing skill, indicating a high level of

confidence in their ability to overcome motivational challenges in writing. Additionally, 9.5% of the learners disagree they believe they encounter only minor hindrances in their writing due to lack of motivation. About 6.98% of the learning responded neutrally, indicating uncertainty or mixed feelings about the extent to which lack of motivation impacts their writing proficiency. 26.33% of the respondents agree that lack of motivation affects their writing skill, indicating a significant number of learners acknowledging motivational challenges in this aspect of their writing. Furthermore, 48.53% of the students strongly agree that lack of motivation affects their writing skill, highlighting a substantial group perceiving a high level of difficulty due to motivational factors.

Overall, the findings underscore that most of learners perceive facing challenges in their writing due to lack of motivation. The combined percentages of "Agree" and "Strongly Agree" indicate most learners believe they encounter difficulties in writing because of motivational issues. To properly communicate complicated ideas, precise vocabulary selection is essential. Students who were able to exhibit competence and successfully communicate their ideas via the use of suitable technical terminology in their business writing and they highlight the importance of addressing motivational challenges to enhance writing proficiency (Thompson and Wilson, 2019).

Q8. I face difficulty in using a wide range of vocabulary in my business English emails.

Table 3. The effect of using a wide range of vocabulary in business English emails

	Frequency	Percent
Strongly Disagree	9	8.49
Disagree	17	16.03
Neutral	5	4.71
Agree	41	38.67
Strongly Agree	34	32.07
Total	100	106.0

Table 3 demonstrates that 8.49% of students are in strong disagreement about the idea that their low vocabulary impacts their business writing. This suggests that learners are quite confident in their vocabulary skills and that their writing is not affected too much by this. Also, 16.03 percent of learners think the assertion is false, implying that they don't let their small vocabulary get in the way of their professional writing skills too much. In addition, 4.71 percent of learners gave a neutral response, suggesting they weren't sure or had mixed opinions about how much their language affects their business writing. A little over 40% of students recognize the impact that their low language knowledge has on the quality of their business writing. In addition, a number of the learners understand the critical relationship between vocabulary knowledge and the quality of writing in a business environment, since 32.07% of them strongly believe that their restricted vocabulary knowledge significantly affects their business writing.

The data shows that most learners feel their lack of vocabulary is a problem when it comes to business writing. This high percentage shows that many students think that their language plays a big role in how well they can write business letters. According to White and Brown (2020), students who are able to recognize whether to use formal, technical, or casual language in business settings are more likely to have successful communication results.

Q9. My English teacher's method of teaching affects my business writing skill

Table 4 The effect of teaching method on business writing skill

	Frequency	Percent
Strongly Disagree	8	7.5
Disagree	15	14.15
Neutral	11	10.37
Agree	37	34.90
Strongly Agree	35	33.01
Total	100	100.0

Table 4 shows that 7.5% of learners are of the opinion that their English teacher's approach does not help them improve their business writing abilities. This shows that these students have faith in their English teacher's method and think it will help them become better writers. Furthermore, 14.15 percent of students hold a different opinion, indicating that although they have some concerns, they still see their English teacher's approach as somewhat helpful for improving their business writing abilities. A small percentage of learners (10.37%) also gave a neutral response, suggesting they weren't sure or had mixed thoughts about how well their English teacher helped them improve their business writing abilities. A third of the class feels their English teacher's approach doesn't do enough to improve their business writing abilities. It's clear that most students view their English teacher's approach as unsuccessful when it comes to helping them improve their business writing skills; 33.01% of them strongly agree with this statement.

In sum, the findings highlight the fact that most students think their English teacher's approach to teaching business writing doesn't do enough to help them improve. This is a very common opinion among learners, and it shows that many of them think their English teacher isn't doing a good job of helping them become better business writers. As highlighted by Martinez et al. (2017), collaborative learning environments, also play a significant role in fostering teamwork and communication skills, which are essential components of effective business writing. The results of Lamessa et al. (2023) show that when class sizes are reduced, teachers are able to spend more time with each learner, leading to a more individualized education.

Q10. I cannot use appropriate words in my business letters.

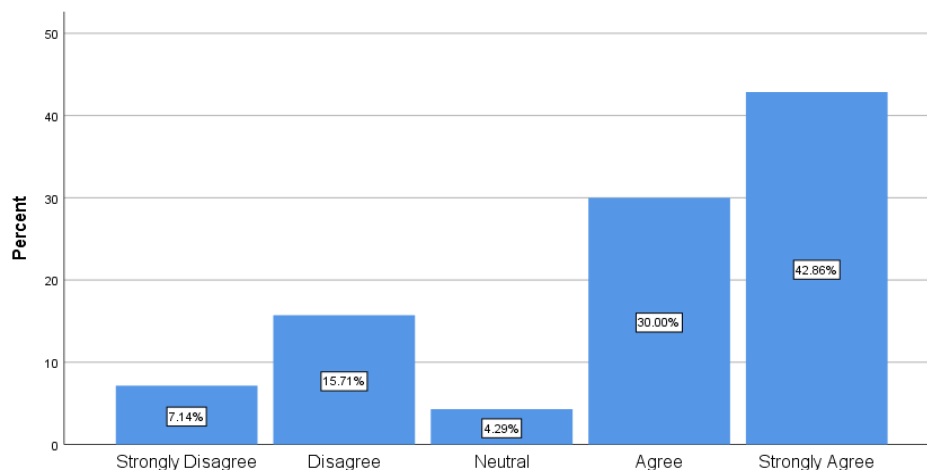


Figure 8. The use of appropriate words in my business letters

The data presented in Figure 8 illustrates the distribution of responses regarding students' proficiency in using appropriate words in their business letters. It shows that 7.14% of the learners strongly disagree that they face challenges in using appropriate words, indicating a high level of confidence in their vocabulary selection. Furthermore, 15.71% of the students simply disagree that they believe they handle word choice well in their business correspondence. Additionally, 4.29% of students responded neutrally, indicating uncertainty or mixed feelings about their ability to use suitable vocabulary in business letters. 30.0% of the students, agree that they encounter difficulty in selecting appropriate words for their business letters, highlighting a significant number of students who struggle with this aspect of writing. Moreover, 42.86% of learners strongly agree that they face challenges in using appropriate words, indicating a substantial number of the student population finds it challenging to select the right vocabulary for their business correspondence.

Overall, the data underscores that most learners encounter difficulties in using appropriate words in their business letters. Most of respondents acknowledging this challenge underscores the significance of vocabulary selection in business communication. Ineffective word choice can potentially impact the professionalism and clarity of business correspondence.

5. Conclusion

Writing is the language ability to write meaningful texts. Students must develop the skill of writing even though it is often considered the most boring and challenging aspect of schoolwork. The results show that students faced a number of challenges when producing their business reports. Students struggle with business writing due to a combination of factors, including a small vocabulary, insufficient grammatical expertise, insufficient practice, and the typical teaching technique. Lack words, appropriate teaching method, motivation, interest and grammar are the core factors that affect students' business writing skills. The study suggests ways students may improve their business writing skills by looking at common mistakes they make, how they struggle with practicing regularly, and what causes these problems. The study's revealed that students at Nazareth College of Art and Science can benefit from honing their business writing abilities. The following remedies have been suggested such as practicing writing both inside and outside the classroom and improving methods of instruction and incorporate a variety of learning activities to attract students to study business writing. Besides, students should do extra reading and use the internet to look for sample email, letters and reports writings. Independent study and regular practice are also essential for students to develop their writing skills.

The implications of the study can have significant impacts on educational strategies, curriculum development, and student outcomes. Here are some potential implications:

- The study suggests a need for a curriculum that emphasizes vocabulary building, practical grammar application, and varied teaching methodologies to cater to different learning styles.
- Traditional teaching methods may need to be revised to include more interactive and engaging activities that motivate students and spark their interest in business writing.
- Educational institutions may consider implementing policies that encourage regular writing practice and provide resources for students to improve their business writing skills.
- There might be a need for professional development programs for teachers to equip them with the skills to effectively teach business writing and address the core factors identified in the study.
- The results could lead to the establishment of writing centers or support services to help students overcome challenges in vocabulary, grammar, and writing techniques.

- The study may influence the development of new assessment methods that focus not only on the content but also on the clarity, coherence, and professionalism of business writing.
- The findings could inspire further research into innovative teaching methods and learning tools that can enhance business writing skills among students.

Overall, the study highlights the importance of addressing the foundational elements of writing skills in the context of business education, which can ultimately lead to better-prepared graduates entering the workforce.

Acknowledgement

The authors acknowledge Vel Tech Rangarajan Dr. Sagunthala R and D Institute of Science and Technology for their support in providing us internet access and library.

Conflict of Interest

The authors declare that they do not have any known competing financial or non-financial interest and/or personal relationships that could influence this research article.

Funding information

This research is not funded with any grant from public, commercial, or non-profit funding agencies.

Author's Contribution

Dr. P. Mathumathi contributed to the edit and revision of the paper. Dr. Vijayakumar Selvaraj contributed to the edition and revision of the paper. Dr. Subha Balamurugan contributed to the edition and revision of the paper. Md. Abdul Momen Sarker contributed to the edition and revision of the paper. Lamessa Oli conceptualized and developed the literature review, developed objectives, collected data, analysed data, interpreted data, presented the arguments in the article and wrote the manuscript. Dr. Prakash A. and Dr. Ramesh M. contributed to provide critical insights and ensured the overall clarity 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.

Informed consent

Obtained.

Ethics approval

The Publication Ethics Committee of the Sciedu Press.

The journal's policies adhere to the Core Practices established by the Committee on Publication Ethics (COPE).

Provenance and peer review

Not commissioned; externally double-blind peer reviewed.

Data availability statement

The data that support the findings of this study are available on request from the corresponding author. The data are not publicly available due to privacy or ethical restrictions.

Data sharing statement

No additional data are available.

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