# CHALLENGES IN BUSINESS WRITING FACED BY UNDERGRADUATE STUDENTS IN A PRIVATE UNIVERSITY IN PAKISTAN

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***ABSTRACT***

*This study discusses the issues of business writing among undergraduate students in a Pakistani private university. The qualitative research design was used to collect data by conducting semi-structured interviews with business communication students and instructors. Thematic analysis has also presented challenges in structuring and formatting records, using the right tone of the profession, grammatical accuracy and understandability. The major factors were lack of writing practice, lack of feedback as well as inefficient prior preparation. Although artificial intelligence applications like ChatGPT can help to generate inspiration and refine language, overuse can suppress the ability to write independently. The results indicate that effective pedagogy, constructive feedback, and practice-based learning are required to enhance the success of business writing of students. Teachers and curriculum developers are also given recommendations on how to enhance writing lessons and teaching students to think critically and also become better equipped to communicate in academia as well as in their workplaces.*

***Keywords:*** *Business Writing, Writing Challenges, Academic and Professional Communications, Undergraduate Students.*

## 1. INTRODUCTION

One of the four primary language skills that have to be organized is writing fluently (Luan et al., 2024). Proficient writing is certainly among the hardest skills to learners as they acquire a foreign language (Richards and Renandya, 2002). Speaking, on the other hand, is a skill that is usually regarded as a lot easier (Nunan, 2003). In Pakistan, the teaching of writing commences immediately the students join school. The product approach that is still being applied in many schools has led to ineffective learning in paragraph and essay writing. On the contrary, schools which have advanced curriculums use the process approach, but students still experience problems. Business writing is taught at the level of undergraduate and graduate where students are taught on how to write business messages, formal and informal reports and other

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business documentations. This type of writing is especially significant to those learners who want to enter the world of the corporate community or the academic world. In order to gain credibility and retain professional relations, it is crucial to master this skill (Luan et al., 2024).

Frequent practice, proper pedagogy, reduced classes, effective feedback, and encouraging students of the importance of business writing can improve it (Luan et al., 2024). Not only do learners acquiring the skills to write business improve their knowledge of high language terms and grammar, but also learners who acquire the skills of writing business become more successful users of language. Nonetheless, a significant number of students find it difficult to write business as it is focused on the quality of the contents as opposed to the length of the text. Students who have been brought up through educational backgrounds in which the length of the essay was emphasized on usually have a hard time adapting. As a result, their business messages might not be clear, coherent and provide adequate information to readers, as well as demonstrate grammatical flaws. Some of the factors that have led to these challenges include the traditional approaches to teaching, less practice in writing skills and lack of motivation (Baharudin et al., 2003).

Writing requires a complete thought process, organizational skills, and the ability to express ideas clearly. Many students who cannot cope with business letters and memos because they are not familiar with the format or because of the content requirements. The strategies (such as the use of buffers, direct or indirect approaches, appropriate tone in persuasive messages, etc.) are frequently not put into use by them. Artificial intelligence (AI) is another issue that affects the writing habits of students because of the emergence of digital tools. Over the last few years, AI-based tools, including ChatGPT, have influenced the development of critical thinking or writing among students. Most people use AI generated answers rather than take the initiative. On the one hand, AI can be useful in the idea-generation or topic-exploration process, but on the other hand, its overutilization is threatening. Such tools are not allowed to be used by the students in exams meaning they depend on the knowledge and skills that they have not attained fully. Furthermore, the texts that are produced using AI tend to generate repetitive answers, thus heightening the chances of plagiarism and unethical conduct. Even though AI can be used to aid brainstorming, it can adversely affect the individual writing skills of the students since the ready-made drafts do not promote active learning.

### 1.1 Problem Statement

Business writing is a very crucial aspect of academic and professional achievement especially to the undergraduate students who are about to enter the job market. Nevertheless, there are several students in Pakistan who face the challenge of creating effective business messages including emails, reports, and proposals. The task of writing is already counted as one of the most difficult ESL students have to master in the language (Richards and Renandya, 2002; Baharudin et al., 2003), and it takes more structure, precision and definitiveness than learning to speak (Nunan, 2003). These challenges are usually caused by the poor skills in English, lack of exposure to the standards of professional writing, and lack of confidence in the ability to use an adequate tone, form, and style. As a result, students are unable to achieve academic expectations and also those of the prospective employers. Although the significance of business communication has been established, the study of the problems faced by undergraduate learners in Pakistani private universities is under researched. According to Luan et al. (2024), proper pedagogy, effective feedback, and encouragement may be used to make business writing better and to persuade learners of the importance of writing in the academic and professional context. Thus, this research will aim to determine (1) the challenges that the students encounter in business writing, (2) the factors that lead to the challenges, and (3) the recommendations on how the students and the teachers can ameliorate the situation of the business writing. By responding to these questions, the research will give insights that would guide the improvement in teaching practices and curriculum design in business communication courses.

### 1.2 Research Objectives:

1. To identify the challenges undergraduate students, face in business writing.
2. To investigate the factors contributing to these challenges.
3. To recommend strategies for enhancing students' business writing skills.

### 1.3 Research Questions:

1. What challenges do undergraduate students face in business writing?
2. What factors contribute to these challenges?
3. What strategies can be employed to improve business writing skills?

## 2. LITERATURE REVIEW

The mastery of English written communication in the current world has been hailed as a great skill needed to succeed and develop in the business world. Although English is widely recognized as a language of business and taught as a required portion of the business education, the issue of writing is one of the primary concerns among the students attending business courses (Heckadon and Tuzlukova, 2021). The ESL writing is especially challenging to learners of the English language who are second or foreign language students, as many studies reveal, students encounter a plethora of problems related to writing because of a multiplicity of factors (Baharudin et al., 2003). Despite such studies recognizing the importance of developing English writing skills in the corporate setting, the literature has never formulated a synthesized account on how all these problems lead to the necessity of establishing superior pedagogical provisions, particularly in the business communication courses. Foreign language writing was considered to be of less importance till approximately 1960 and currently it has turned to be considered as a mandatory competence in learning a new language as well as in effective communication. Writing is the process of expressing oneself in thoughts or words onto paper or any other medium. Conversely, writing entails the procedure of generating ideas, reflecting on how to express it and arranging them into claim statements and paragraphs that will make sense to the reader (Harmer, 1998). Writing is not only a mind exercise, but it is an advanced mode of expression (Shokrpour and Fallahzadeh, 2007). 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." Everyone concurred that pupils detest writing and that improving their writing skills depends on their ability to communicate in other language domains. However, despite these descriptive definitions, the literature seldom connects them to business writing genres, leaving unclear how foundational writing principles translate into specific business communication tasks.

As Kallestinova (2011) puts it, a report is a document, which informs a specific audience about a given subject with a given purpose or objective. According to Markel (2015), a report is a well-organized document that introduces information, analysis, and recommendations in a format that is helpful in a specific audience and purpose. Moreover, Blicq and Moretto (2015) stated that a report is a written statement that contains data and analysis, which can generally be to resolve a problem or decision, which usually comprises an introduction, body, and conclusion.

All these definitions emphasize the systematic and /purposiveness nature of reports and the literature fails to critically examine the acquisition of these competencies by students and why they find it difficult to make these structures work. Johnson and Smith (2017) consider the resume of applicants as a chronicle of academic and work experience that brings out relevant qualifications and successes of an individual in a specific job. Curriculum vitae should include academic and professional achievements, education, work experience and relevant skills of an individual. It is a common option in case of academic jobs, research opportunities, and employment. According to Lesikar and Flatley (2007), a business letter refers to a written communication, in most cases between one business and another, which includes information, requests, inquiries, complaints and other business-related issues. In addition, Ober (2012) opined that a business letter is a formal document, which is employed in passing information, issuing requests or communicating pertinent business issues between two or more individuals or organizations. Moreover, Guffey and Loewy (2016) consider a business letter to be a formal written communication, typically delivered by one organization to another, to a particular format and conventions and intended to serve different business purposes, namely, inquiries, requests, responses, and proposals. The key ideas and applications were explored by Guffey and Du-Babcock (2010); the research should be considered as multidimensional in terms of business writing. With this background source, students can be helped to have a holistic view of the different aspects of business communication. Lentz (2013) added to the importance of the implications of business writing pedagogy as well. The work by Lentz offers a transition between an academic knowledge and the application in the real world as it is centered on the workplace practices. This relationship is essential in relation to teachers who would like to equip students in the realities of business writing in workplace. Gale (2014) discovered that students had trouble producing clear, well-structured emails, reports, and letters in English. He then offered some useful tips for improving business writing abilities. Clarity, conciseness, and purpose are the cornerstones of good business writing, according to Gale. Gale's observations help to clarify that mastering business writing necessitates a methodical approach that emphasizes the key components of successful communication in a work environment.

According to research by Garner (2012), students struggle with business writing, including emails, letters, and reports. In order to improve their writing abilities, he recommended that teachers practice writing on a regular basis. Tanviboolaya (2014) investigated the difficulties Electronics Sthece Co., Ltd. employees have with their business English writing abilities. He asserts that

emails ought to be precise, succinct, and adapted to the linguistic skills of the recipient. Given the possible linguistic difficulties shown by the study, students should concentrate on being straightforward and simple in order to guarantee successful communication.

All these studies present common challenges, but there is a scarcity of synthesis in terms of understanding the reasons why these problems continue to occur in different contexts and what is the most effective instructional framework in overcoming these issues.

## 2.1 Effective Writing

Clear, precise, and concise writing is a definite trait of an effective writer. It demands that the writer should convey his ideas in a manner that is interesting and transparent without repeating him/herself, abstraction, high use of passive voice and grammatical errors. A good writing, however, is not abstract and not fragmentary but tries to immersify the reader (Greavu, 2019). Although this definition identifies the characteristics of what good writing entails, the literature fails to explicitly draw the line on how business students in ESL setting are supposed to portray these characteristics in various business genres.

## 2.2 Students' Perceptions

Heckadon and Tuzlukova (2021) explored the perceptions of Omani business students regarding writing difficulties and their needs. Findings revealed that students recognize strong written communication skills as essential for success, yet they continue to perceive challenges despite engaging and context-relevant classroom activities. Students reported gaps in their knowledge of basic and intermediate grammar structures (Riaz & Gul, 2016) and highlighted difficulties in academic writing competency.

## 2.3 Writing Difficulties

Learner's encounter obstacles in business writing due to insufficient vocabulary, poor grammar skills, limited practice, and traditional methods of instruction. Vocabulary knowledge, teaching strategies, motivation, and grammatical competence are among the primary factors influencing learners' writing skills (Luan et al., 2024). Generating ideas related to assigned topics also poses a significant barrier (Al Murshidi, 2014). Other challenges include difficulties in arranging ideas, applying grammar rules, spelling, and referencing (Al-Khasawneh, 2010). Riaz and Gul (2016) further revealed that more than half of ESL learners struggle with basic English grammar structures, including verb complements, modal verbs, articles, and relative clauses, despite

years of grammar instruction. Students from rural backgrounds, in particular, were found to place less emphasis on written communication in academic contexts.

Weak writing skills can negatively affect both individuals and organizations, resulting in a lack of clarity, wasted resources, and reduced trustworthiness. Conversely, clear writing fosters productivity, goodwill, and professional connections (Greavu, 2019).

### 2.4 Writer's Anxiety

Many learners perceive writing tasks as objective-driven, with rigid standards of effectiveness. This perception often induces anxiety and stress, as students fear they may not meet the criteria required to succeed (Lama & Suhodolli, 2024). Writer's anxiety, compounded by a lack of motivation, has been widely documented as a significant barrier to developing writing proficiency (Fareed, Ashraf, & Bilal, 2016).

### 2.5 Comparative Studies

Fareed et al. (2016) discovered in a study carried out at a Pakistani university that ESL undergraduates had several issues in their writing due to poor grammar, vocabulary, stress, the first language reliance, and poorly developed ideas. Factors such as poor teacher training, old pedagogy, absence of practice, overcrowded classrooms and low motivation contributed to it. This study suggested more reading and writing tasks, vocabulary education, teacher education, changed evaluation, and writing competitions. On the same note, Uba and Souidi (2020) established that the problems faced by Omani students in business English programs were grammar and spelling, thesis statements, topic sentences, and coherence because the syllabus did not provide them with adequate writing time. In their study, Lama and Suhodolli (2024) explored the problem of writing regarding the writing process and found that, despite the lack of a strong correlation between the two, the structured approaches were used to enhance the writing of the learners.

Such comparative studies demonstrate that there are common challenges in various educational settings but they also outline a void in the empirical research on specific instructional models process-genre approach in business writing per se.

### 2.6 Reasons for Errors

The challenges that students face in writing business are usually related to the traditional approach to teaching, ineffective practice, motivation, and vocabulary (Luan et al., 2024). Motivation plays a central role, as many students

fail to see the purpose of writing assignments, while distractions such as social media further hinder progress (Pineteh, 2013). Riaz and Gul (2016) noted that there is a necessity to review the curriculums and make them oriented on functional English, promotion of oral communication and consistent feedback. Students also indicated that the classes should have more writing tasks, real-life situations, and positive feedback (Heckadon and Tuzlukova, 2021; Al-Khasawneh, 2010). There are also better results through corrective instruction and structured support systems (Lama & Suhodolli, 2024).

### 2.7 Teaching and Pedagogical Strategies

The pedagogical factors are instrumental in the development of the writing skills of the learners. Al-Khasawneh (2010) attributed writing problems in the paper to poor foundations, little exposure to the English language, and a manual approach of teaching writing, including overuse of Arabic in English lessons. Students emphasized the significance of teacher feedback and demanded diverse methodologies, including puzzles and games, to make them interesting during writing lessons (Riaz and Gul, 2016). The strategies that are useful consist of improving the teaching techniques, adding writing activities of various types, adding more classroom hour of writing and making learners think critically (Luan et al., 2024; Uba and Souidi, 2020). Finally, to a larger extent, the enhancement of pedagogical activities has the potential to positively impact the motivation, confidence, and competence of business writing among students, and this change can be applied to the development of curricula and professional achievement (Heckadon and Tuzlukova, 2021).

Literature review identified a number of gaps that were persisting in the business writing ability of the students, especially in the aspect of organization, format, tone, and linguistic accuracy. Others that have been cited in the existing literature include lack of writing practice, lack of feedback and overuse of digital tools. Nevertheless, there are not many studies that address these issues with the joint views of both learners and lecturers in the Pakistani context of the private universities. To overcome these shortcomings, this study will use a qualitative methodology, which will enable conducting a comprehensive discussion of the lived experiences and perceptions of the participants. The next section presents the methodological decisions that are to be employed to explore these issues in a systematic way.

## 3. METHODOLOGY

### 3.1 Research Design

The research design adopted in this study was qualitative to determine the problems that undergraduate students encounter when writing business

papers, what makes them have these problems, and how they can be improved. In particular, the study was based on the phenomenological approach, which is suitable to analyzing the lived experience and perception of both students and the instructors engaged in business communication courses. In this case, Creswell and Poth (2018) assert that phenomenology can make a researcher understand the experiences of individuals regarding a specific phenomenon, i.e., in this case, the experience of writing business in a university. This method enabled the research to go beyond numbers and instead provide a rich and contextual description of pedagogical practices, learning obstacles and institutional influences on business writing competence in Pakistani privately-based universities. Such level of research is crucial to the comprehension of the intricacies of the writing instruction process and the derivation of valuable and experience-driven suggestions on how to enhance the process further.

### 3.2 Participants

The study participants included business communication course members and instructors of undergraduate business students in various universities selected in Karachi, Pakistan. The purposive sampling strategy was adopted on the basis of inclusion of persons with direct and relevant experience in business writing activities like emails, report, proposals and memos. This sampling method was suitable because the research aimed at capturing rich experiences of the participants who are actively involved in business writing as part of their academic assignments (Patton, 2015). About 20-25 undergraduate students were sampled through Bachelor of Business Administration (BBA) and other business-related programs. These students were usually in their second and third years of study whereby, business communication and writing-intensive courses are mostly done. By choosing the students at these stages, it was possible to have enough exposure to business writing tasks among students, and at the same time, be actively exposed to challenges to be investigated through the study. The students were also interviewed along with 3-5 instructors of business communication. These teachers had appropriate academic credentials, usually Masters or above degree in English, Applied Lingual, Communication Studies, or Business Administration, and also, they had 3-10 years of teaching experience in a course of business communication or professional writing. Their work and teaching experience offered good complementary views of writing problems among students, problem in teaching and support practices that exist in the university setting. This group of students and instructors enabled the total perception of the phenomenon which included both the perspective of the

learner and the educator as the most important in the interpretation of the difficulties and in the enhancement of teaching business writing**.**

### 3.3 Data Collection

The primary data necessary to conduct this study was gathered in the form of semi-structured interviews that were to be held one-on-one with both students and instructors. The reason why semi-structured interviews were selected is that it is the most suitable method to achieve the balance between structure and flexibility and allow the researcher to uncover the main themes and to dive deeper into the experiences and perceptions of the participants (Merriam and Tisdell, 2016). The duration of the interviews was about 25-35 minutes in case of students and 35-45 minutes in case of instructors. All the interviews were audio-taped with the consent of the participants to maintain accuracy and completeness of the data. The transcriptions were then word-to-word and subjected to thorough thematic analysis, as well as to maintaining the wordings used by the participants.

The interview protocols included the guiding questions which were core questions based on objectives of the study. Some of the guiding questions were:

- For students: What are your weaknesses in business writing (tone, structure, format, grammar, etc.)?
- What do you believe is the cause of these challenges?
- The extent of instructor feedback is how beneficial is it to you?
- What are your views regarding the use of digital tools or artificial intelligence software in your writing process?
- For instructors: What do you find to be the shared difficulties in business writing amongst students?
- What are your methods of giving feedback on written work of the students?
- Which do you consider to be the best instructional measures to enhance business writing?
- What are the institutional or contextual restrictions to the teaching of business writing?

These directing questions ensured that there was uniformity in the interviews and gave the participants the chance to expound on their experiences. It is also in the semi-structured format that a researcher was able to make follow up questions where necessary to explain or elaborate on the answers given by the participants**.**

### 3.4 Data Analysis

Analysis of the data was done using thematic analysis based on six phases of thematic analysis as outlined by Braun and Clarke (2006). This method was suitable when determining patterned meanings in the contexts of business writing issues, and pedagogical experiences of instructors in regard to the students. NVivo software was applied to help in data organization, coding and developing themes. The analysis was initiated by familiarization where the researcher read and re-read the transcripts of the interviews and listened to the chosen audio recordings again in order to have a holistic interpretation of the data. The second step was inductively generated initial codes, which were represented by highlighting meaningful parts in all transcripts. The ideas that were repeated were taken into codes, among which were the problem with tone retention, the absence of practice in writing before, the lack of feedback, and overreliance on AI tools. The third stage involved sorting out of the related codes into candidate themes, which included things like structural and linguistic challenges, instructional and institutional factors and technology-mediated writing habits. The fourth phase then entailed reviewing these initial themes to attain coherence within each theme and clear distinction between themes. At this phase, a few themes were combined, narrowed, or eliminated according to NVivo-generated clusters of codes and the correspondence between student and instructor data. The fifth phase involved defining and naming of the themes which needed to be a true reflection of the experience of the participants and respond to the research questions. The last group of themes as a structured way of representation of the main challenges, factors, and potential ways of enhancing the business writing proficiency. The main research was done by the principal researcher. A second researcher coded 20% of the transcripts independently to increase the credibility and trustworthiness of the findings and compared the two sets of codes to have consistency. Small discrepancies were talked through until all agreed upon a common ground, which is an informal measure of inter-coder consistency, but a formal statistical reliability coefficient was not computed. Such systematic analysis and approach made the results of the research to be data-based and reported in a clear and rigorous manner**.**

## 4. FINDINGS AND RESULTS

The thematic analysis produced three broad themes that were similar to the objectives of the research (1) business writing problems, (2) factors contributing to the problem, and (3) improvement methods. Although these themes are similar to the construction of the research questions, the deeper investigation was made with the help of important cross-cutting patterns

especially the theory-practice gap in writing instruction and dual effect of digital tools. Teacher reflections also added another dimension of understanding, as they served to place the experiences of the students in a wider pedagogical and institutional context.

## 4.1 Theme 1: Challenges in Business Writing

### 4.1.1 Structuring and Formatting Difficulties

Several students proved to have difficulties in arranging their thoughts logically and formatting their work according to the standards of professional writing, like reports and proposals. In some cases, I have difficulties in organizing the material correctly. The reason behind reports being more difficult is that they must be well-formatted. Teachers agreed on this point, stating that learners are able to grasp the material and are not able to convert it into structured forms, what past studies refer to as a disconnect between the conceptual knowledge and the conventions of a specific genre (Devitt, 2015).

### 4.1.2 Balancing Tone and Professionalism

Students always complained that they could not find the right professional tone without either sounding too formal and general. It seems to me that it is hard to stick to the formal and at the same time maintain the message simple. (Student 2) According to the instructors, the problem of tone is frequently due to the insufficient exposure of the students to the real-life business communication patterns, confirming the theory-practice gap in classroom teaching.

### 4.1.3 Language Accuracy and Clarity

There is accuracy in language used and clarity is present as well. Clarity, vocabulary and grammar became the recurrent areas of concern. When I do grammar errors or when I use a wrong vocabulary, the message might sound unprofessional. This is in line with the studies of writer anxiety (Cheng, 2004), in which anxiety of mistakes causes most writers to hesitate and write less fluent. Teachers complained that they wasted a lot of time correcting simple language problems and this did not give them the time to impart advanced writing skills.

### 4.1.4 Lack of Confidence

Some of the respondents explained that they felt quite nervous or uncertain when starting writing assignments. I am a bit nervous the first time, but as I start, I tend to have confidence. (Student 1) This affective aspect demonstrates the intersection of these aspects, cognitive and affective. The

teachers noted that a lack of confidence is usually caused by the lack of practice and the inability of the students to be put into real-life writing situations.

### 4.2 Theme 2: Contributing Factors Educational Preparation and Background.

Students indicated that their degree of preparedness was different according to the backgrounds of schooling. There are the theory and less practice of writing assignments sometimes. (Student 8) This was also repeated by instructors who commented that there were wide gaps in basic writing skills among new groups. This disconnect underlies the mismatch between the literacy practices at the school level and those in the university.

#### 4.2.2 Restricted Practice Experience.

Learners believed that they were not provided with an appropriate time to practice business writing. The assignments are more theory oriented rather than practice in writing. (Student 9) Teachers admitted that curriculum requirements curtailed their teaching experience as in many cases, the courses of business communications crowded various genres in a limited time span and, as a result, did not provide a chance of scaffolded instruction.

#### 4.2.3 Lack of Feedback and Instructions.

Students reported that they needed more specific, timely and action-oriented feedback. Comprehensive feedback using examples works best with me... I can learn better." (Student 10) Instructors said that it is best to give as much feedback as possible but impractical in terms of workload and large classes- replicated in the feedback fatigue literature (Hyland, 2019).

#### 4.2.4 Effect of Technology and AI Tools.

Students appreciated AI tools in generating ideas and improving grammar but also saw their weaknesses. I use AI tools to get ideas... I do not use them fully, however. (Student 12) Teachers said that AI was a two-sided sword: on one hand, it can be useful, but on the other, it can undermine the personal skills of students in critical thinking and writing. This support/dependence dynamic is an indication of the new AI-assisted writing paradox.

### 4.3 Theme 3: Strategies for Improvement

#### 4.3.1 Personal Strategies

Students reported the usage of sample texts, copying of rough drafts, and the learning of helpful phrases. I attempt to read professional samples... and I also train myself to revise my drafts. (Student 5) It means that there is an increase in student agency, but it was reported that a significant number of students require support in assessing sample quality, particularly online.

#### 4.3.2 Pedagogical Support

Students found themselves to like practical exercises, case studies and real-life writing tasks. It is facilitated by group practice, peer review, and case studies, which are easier and more interesting (Student 15). Another recommendation I heard was more practical assignments but based on institutional means to assess as an impediment to practice. The teacher feedback and guidance will be provided through the following method.

#### 4.3.3 Teacher Feedback and Guidance.

Constructive feedback was considered a necessity among the students to be improved. I would desire teachers to provide real-life practice exercises... and positive criticism. (Student 13) Teachers stressed the importance of workshops or training that would enable them to provide genre-based and more direct feedback. The significance to life as a professional. The students understood the business writing as a long-term value in regard to employability. Practically nowhere can one do without a clear communication... This view was confirmed by instructors, who said that employers often mention writing weaknesses in internship reports and graduate evaluations in favor of the necessity to reinforce business writing pedagogy.

This study offers a context-specific examination of the challenges faced by undergraduate students in business writing at private universities in Pakistan. By integrating students' and instructors' perspectives, it highlights the theory practice divide and the double-edged role of AI tools issues underexplored in the local context.

Practical recommendations include writing workshops more practice-based assessment to increase critical thinking. Future research could include quantitative studies to assess the impact of targeted interventions, comparisons between public and private universities, or longitudinal studies tracking students' business writing development. Strengthening pedagogy in these ways will better prepare students for professional communication demands while enhancing academic performance.

## 5. Conclusion

This paper aimed at investigating the issues experienced by undergraduate students in business writing, the elements that cause the problems and the measures that can be used to help improve the situation. The results showed that students are faced with various obstacles, such as structuring and formatting, tone and professionalism and grammatical accuracy and clarity. Lack of confidence is also another aspect that many students felt at the beginning of business writing activities and it only increases their performance. A number of causal factors were also identified including the lack of practice in writing formal business texts, inadequate feedback of instructors, and lack of consistency in preparation of previous school education. Although AI tools such as ChatGPT were reported as effective in generating ideas and helping with grammar, students admitted they can be addictive, and using them can affect the process of learning to write independently. Nevertheless, despite these problems, the participants were aware of the good strategies of enhancing their writing. They involved individual habits like reading professional samples, redrafting and revision, and peer learning activities. Meanwhile, students stressed the significance of pedagogical support with the help of practical examples, group work, case study, and positive feedback. They also highlighted the immediate correlation between good business writing and professional achievement, and this is why it is urgent to tackle these issues. The paper brings to the paucity of research on business writing within the Pakistani context by offering knowledge about the experiences of undergraduates. It draws attention to the necessity of having more practice-based, feedback-driven methods of teaching business communication. To teachers, the results emphasize the need to balance theory teaching and practice and also to provide students with techniques of writing effectively in the workplace. The implications of the findings to the policy maker and curriculum developers to fit business writing into the higher education setting in a more systematic manner is based on the results of the research.

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