DEVELOPING BUSINESS ENGLISH WRITING COMPETENCE AMONG UNIVERSITY ENTREPRENEURSHIP STUDENTS: THE ROLE OF GENRE-BASED INSTRUCTION AND FEEDBACK

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Introduction

English is an important means of communication in contemporary business and entrepreneurship. University entrepreneurship students may need to communicate with customers, investors, business partners, suppliers, and international organizations through professional emails, business proposals, reports, marketing texts, product descriptions, and business plans. Therefore, effective Business English writing is an important component of their future professional competence.

Business English writing involves more than grammatical accuracy and specialized vocabulary. Students need to understand purpose, audience, organization, ***genre conventions, register, and appropriate language choices. A learner Sentabr write*** grammatically correct sentences but still struggle to produce an effective business proposal, professional email, or executive summary. Consequently, Business English writing instruction should develop both linguistic competence and awareness of professional genres.

Research on second-language writing emphasizes the importance of ***organization and discourse-level development. Miller and Pessoa (2026) identified*** difficulties among undergraduate writers in areas such as thesis statements, topic

sentences, and organization. Similarly, Plakans (2013) demonstrated the importance of developing writing assessment criteria from actual learner performance. More recent research indicates that feedback can improve writing at both surface and deeper levels, including grammar, organization, and content (Scherer et al., 2024).

Building on this research, the present study focuses specifically on university entrepreneurship students and investigates how genre-based Business English instruction combined with structured feedback can develop their professional writing competence.

Background and Rationale

Business English is a specialized area of English for Specific Purposes (ESP), in which instruction is connected to learners' academic and professional needs. Entrepreneurship students are a particularly relevant ESP population because they may need English to develop business ideas, communicate with customers, present products, seek investment, negotiate with partners, and prepare professional documents.

Different business texts have different purposes and conventions. For example, a customer-service email requires a different structure and register from a business proposal, while a marketing text has a different purpose from an executive summary. Students therefore need to understand how language and organization change according to genre, audience, and communicative purpose.

Recent research supports the relevance of genre-based approaches to professional writing. Al-Mutawa (2025), for example, examined business emails written by university students and demonstrated the usefulness of genre analysis for understanding professional Business English writing. Acar (2023) further showed that genre pedagogy can connect writing instruction with assessment and formative feedback.

Feedback is also important in developing writing competence. Scherer et al. (2024), in a large meta-analysis, found that feedback can improve different dimensions of writing depending on its focus. Peer feedback can also support revision.

Gao et al. (2023) found that both providing and receiving peer feedback could contribute to L2 writing development, while Li and Hebert (2024) reported improvements following an online peer-mediated and self-reflective revision process.

Together, these studies suggest that genre awareness, feedback, and revision can play important roles in L2 writing development. However, their application to Business English writing among entrepreneurship students requires further investigation.

Problem Statement and Research Gap

Although written communication is important for entrepreneurs, entrepreneurship students may receive limited systematic instruction in professional English writing. Business English courses may emphasize grammar, vocabulary, speaking, and general communication while providing fewer opportunities to write authentic professional texts such as business proposals, professional emails, reports, product descriptions, and marketing materials.

This may create a gap between students' general English knowledge and their ability to communicate effectively in professional contexts. The central issue is therefore not simply whether students can write grammatically correct English, but whether they can use English effectively to achieve specific entrepreneurial purposes.

Existing research has examined L2 writing, genre pedagogy, assessment, feedback, and professional communication separately. However, comparatively limited research has brought these areas together in the specific context of entrepreneurship students learning Business English writing. The proposed study addresses this gap by examining how genre-based instruction, structured feedback, and revision can contribute to students' professional writing development.

Aim and Research Questions

The main aim of the study is to investigate the development of Business English writing competence among university entrepreneurship students through genre-based instruction and structured feedback.

The study will address the following questions:

What are the main Business English writing needs of university entrepreneurship students?

What difficulties do entrepreneurship students experience when producing professional texts in English?

To what extent does genre-based instruction improve students' Business English writing competence?

How does structured feedback influence students' revision and writing development?

How do students perceive genre-based instruction and feedback in Business English writing?

Methodology

A mixed-methods research design will be used to investigate both changes in students' writing performance and their experiences of the instructional process.

Participants will be university students enrolled in entrepreneurship programs and taking Business English courses. The study will begin with a needs analysis using questionnaires and semi-structured interviews with students and teachers. Where possible, entrepreneurship educators or business professionals may also be consulted to identify the most relevant professional writing genres.

Potential genres may include professional emails, business proposals, product descriptions, marketing texts, executive summaries, and business reports.

Following the needs analysis, students will receive genre-based writing instruction. They will examine professional texts and identify their communicative purposes, audiences, organizational structures, language features, and levels of formality. Students will then apply these features in their own writing.

The instructional process will include:

Genre analysis → Planning → Drafting → Feedback → Revision → Final text → Reflection

Students will receive structured teacher and/or peer feedback. Feedback will address both surface-level features, such as grammar, vocabulary, spelling, and

punctuation, and deeper-level features, including organization, content, coherence, task achievement, and audience awareness. This approach is consistent with recent research demonstrating the value of feedback for different dimensions of L2 writing (Scherer et al., 2024).

Students' writing will be assessed using an analytic rubric covering task achievement, organization, coherence, vocabulary, grammatical accuracy, professional register, genre awareness, audience awareness, and overall communicative effectiveness. Pre- and post-intervention writing samples will be compared to identify changes in performance.

Qualitative data will be collected through interviews, questionnaires, writing reflections, drafts, feedback records, and classroom observations. The qualitative data will be analyzed thematically to explore students' perceptions of genre-based instruction, feedback, revision, and the relevance of Business English writing to entrepreneurship.

Expected Contribution

The study is expected to contribute to Business English, ESP, L2 writing, genre pedagogy, and entrepreneurship education.

Pedagogically, it may provide evidence for designing Business English courses around the actual writing needs of entrepreneurship students rather than relying mainly on general academic writing. The study may also demonstrate how genre-based instruction and structured feedback can be integrated into professional writing development.

The research may further contribute to the development of a Business English Writing Framework for Entrepreneurship Students, connecting:

Entrepreneurial needs → Professional genres → Genre instruction → Feedback → Revision → Assessment → Writing competence

Such a framework could potentially be adapted for university programs in entrepreneurship, business administration, management, and related disciplines.

Conclusion

Effective written communication is an important component of entrepreneurial competence. Entrepreneurship students may need to communicate with customers, investors, partners, and organizations through a variety of professional texts. Developing this ability requires more than grammatical accuracy; students need awareness of genre, audience, purpose, organization, register, and professional conventions.

The proposed study therefore investigates Business English writing among university entrepreneurship students through genre-based instruction and structured feedback. While previous research has examined L2 writing, genre pedagogy, and feedback, fewer studies have brought these areas together within entrepreneurship education.

By identifying students' writing needs, examining their difficulties, and investigating the effects of genre-based instruction and feedback, the study aims to provide both theoretical and practical contributions to Business English and entrepreneurship education.

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