# A Quantitative Analysis to Enhancing Business English Negotiation Writing Skills in Curriculum Cycle Model and Genre Approach

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## Abstract

**Purpose:** Effective business negotiation writing is crucial for fostering successful international transactions. This study explores the efficacy of a curriculum cycle model and genre theory in improving Chinese university students' proficiency in business English negotiation writing. The research investigates the impact of the curriculum cycle model on students' writing abilities, perceptions, and preferences through a quantitative approach. **Research Design, Data, and Methodology:** Quantitative data analysis examines 108 sophomore students' pre-test and post-test writing performances. The population for this study is the undergraduate students majoring in English, Wuchang University of Technology, Wuhan, China. The research methodology involve regression, including coefficient, t-value, p-value, and confidence Interval (CI). **Results:** Quantitative analysis of pre-test and post-test scores for students reveals a statistically significant relationship between initial proficiency (measured by pre-test scores) and post-training performance, with each unit increase in pre-test score associated with a 0.612-unit increase in post-test score. Participation in the training program led to an average 0.198-unit higher post-test score, indicating its positive impact on skill development. **Conclusions:** Through collaboration and continuous improvement, educators can ensure that business communication courses remain relevant and impactful, equipping students with the skills and knowledge they need to thrive in the global marketplace.

**Keywords:** Business English, Negotiation Writing, Curriculum Cycle Model, Language Teaching, Academic Writing

**JEL Classification Code:** E44, F31, F37, G15

## 1. Introduction

In today's globalized economy, effective communication in business negotiation writing is vital for facilitating successful international transactions and collaborations. Business negotiation letters serve as critical documents that outline terms, proposals, and agreements between parties. However, mastering the genre-specific conventions and linguistic features of business English negotiation writing poses challenges for non-native speakers, particularly in navigating cultural nuances and professional etiquette.

Negotiation is a social interaction that aims to reach an agreement through bargaining between parties with different ideas or interests. It takes place in every aspect of our lives.

Almost everyone engages in negotiations, such as bargains over what movie to watch and where to get dinner among common people, political negotiations on global issues among countries, and business negotiations related to international trade companies. With the increasing integration of the world economy, trade between countries is becoming increasingly frequent. As the key to international trade success, business negotiation plays an important role in various international trade activities, occupying an indispensable and vital position. In other words, mastering good business negotiation skills is essential for international business practitioners.

This study tackles the challenges of teaching business negotiation writing to non-native speakers by implementing

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a curriculum cycle model specifically designed for business English correspondence courses. This model, which includes context exploration, text exploration, joint construction, and independent application stages, is aimed at scaffolding students' learning and enhancing their proficiency in negotiating business writing tasks. The research delves into the effectiveness of this pedagogical approach in improving students' writing skills and fostering their confidence in handling negotiation genres within the business English context.

## 2. Literature Review

### 2.1 Genre Theory

Genre theory comprises the concept of genre and genre analysis. The word "genre" derives from French and has the same root as the Latin word "genus," which refers to the classification or categorization of things (Bawarshi & Reiff, 2010). The earliest studies of genre theory can be traced back to ancient Greece and Rome. However, for a long time, genre research has been confined to the realm of literature and rhetoric until the Russian scholar Bakhtin first introduced it into the field of linguistics in 1929. After that, numerous linguists started to explore different genres in various discourse communities, especially after the theoretical paradigm of language learning research and literacy shifted from a cognitive perspective to a social perspective.

Genre theory has found significant applications in various areas of language education, such as discourse analysis (Hasan & Williams, 1996), composition study (Bazerman, 1994), and ESL/EFL instruction (Bhatia, 1993). Scholars and researchers have leveraged their genre study findings to develop practical teaching instructions. This has led to the establishment of three prominent schools of genre analysis and genre research for language education: English for Specific Purposes (ESP), represented by Swales (1990) and Bhatia (1993), represented by Miller (1984) and Bazerman (1994), and Sydney School or Systemic Functional Linguistics (SFL) represented by Martin (1984). Each of these schools has defined and described the concept of genre from their unique research perspectives.

Swales (1990) of the ESP school was the first to define the genre. He defines *genre* as "a group of communicative events with a shared communicative purpose." This definition is further interpreted by Bhatia (1993) as (1) a genre is a recognizable communicative event; (2) a genre is not a general communicative event but a highly conventional communicative event with a distinct internal structure; (3) in constructing a discourse, one must follow the conventions of a particular genre; (4) notwithstanding the conventions and constraints of the genre, an expert may convey one's

intention or communicative purpose within the framework prescribed by the genre. According to Martin (1984) of the SFL school, the genre is "a staged, goal-oriented, and purposive activity in which speakers engage as cultural participants." That is, genre is the recognized social behavior in the culture. According to Miller (1984) of the NR school, the genre is considered "social behavior," and she points out that "a rhetorically sound definition of the genre must center not on the content or the form of discourse, but on the social purpose it is used to achieve."

Despite differences in definition and research scope, all three schools agree that the communicative purpose determines the genre's existence, and the schematic structure of the same genre discourse is the same. Therefore, the communicative purpose can be considered the most important aspect of the genre and can be used to distinguish and describe different discourse genres, such as cover letters, business negotiation correspondence, scientific research papers, legal documents, etc. Moreover, owing to variances in cultural aspects or discourse variables, genre users can be creative and develop a discourse that fits a certain context or situation without damaging its core structure.

Nowadays, the concept of genre has been widely applied in the education context, especially in ESL and EFL writing classes, since it is believed that each writing text has its particular generic structure and language features related to its specific communicative purpose, social context, and communication mode.

To fully understand how different written genres accomplish these tasks, it is necessary to evaluate the overall organization, structure, social aim, and distinctive language elements of each genre. In that instance, the texts must be examined in more specific circumstances, i.e., the context of the situation. Halliday (1978) divides language's social surroundings into three dimensions: field (what is going on), tenor (who is involved), and mode (the specific channel of communication). Martin (1984) then groups these social variables as registers and puts forward a more abstract contextual stratum of the genre that weaves register variables together to achieve participants' goals.

As can be seen from Figure 1, the related genre analysis models, major schools, and their respective teaching implementation focus will be elaborated as follows:

The first one is the ESP (English for Specific Purposes) model, which originated from the seminal work of Swales (1990) and grew to become a major school with the contributions of others such as Bhatia (1993). The genre analysis of ESP school focuses on academic (following Swales) and professional settings (following Bhatia). According to ESP scholars (Bhatia, 1993; Hopkins & Dudley-Evans, 1998; Swales, 1990), the fundamental concept of genres are "communicative events" that are distinguished by their "communicative purposes" as well as

by various patterns of structure, style, content, and intended audience. The ESP model sees the genre as a tool for language analysis and teaching language to non-native speakers in academic and professional contexts. The business negotiation genre in this study belongs to this research realm and will be discussed in ESP schools' research scope and teaching application
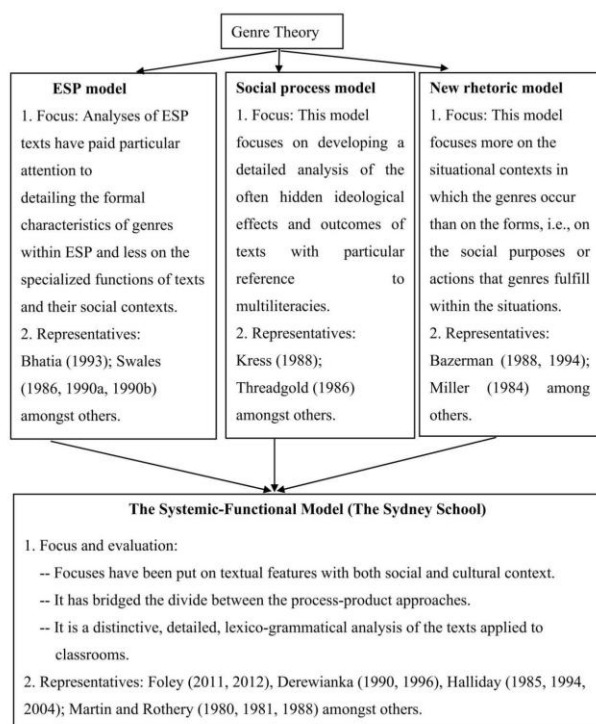


**Figure 1:** Gerne Theory

## 2.2 Business Negotiation Writing Genre (BNWG)

Negotiation refers to the kind of social interaction in which two or more parties attempt to reach an agreement on their competing interests and finally settle down in a way that all parties consider preferable to any alternative (Huţiu, 2017). It has many forms and could occur in various contexts ranging from family disputes to discussing business trade details or country-level foreign affairs negotiation. In this study, business negotiation concerning international trade transaction details will be the research focus.

In most international trade practices, several rounds of business negotiations related to commodity type, price term, shipment, trade terms, packaging, and many other business details will occur between buyers and sellers. There are two major forms: the verbal form of face-to-face negotiation and the written form of business correspondence communication. However, since the development of the internet and the distance between countries, in real business scenarios, most

international business negotiations are conducted in the form of business correspondence, including faxes, e-mails, or any other textual forms. The business negotiation writing genre in this study refers to the specific genre used in the business negotiation process in the form of business English correspondence. The reasons why it is defined as a business negotiation writing genre, the scope of this genre, the definition of business negotiation letters, and the generic features, and lexico-grammatical features of this kind of genre will be elaborated on in the following sections one by one.

To establish the concept and scope of the business negotiation writing genre (BNWG) in this study, it is necessary to gain a comprehensive understanding of the ESP domain. Dudley-Evans and John (1998) have provided an ESP classification, which we have further adapted from the one proposed by Hutchinson and Waters (1987). This classification, as depicted in Figure 2, serves as the foundation for our exploration of the BNWG:
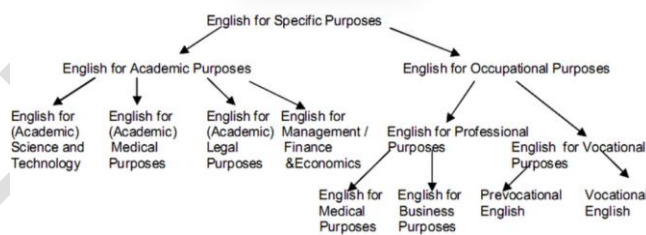


**Figure 2:** Classification of ESP

## 2.3 Writing Approaches

Writing is one of the most difficult abilities to master, especially when learning a second language. As for English writing, numerous linguists and language teachers have explored effective and applicable language teaching methodologies to improve students' writing skills at home and abroad. Over the past few decades, there have been three primary approaches to teaching ESL writing: process, product, and genre. These methods are well-known in ESL/EFL writing instruction and have also influenced researchers and educators in this field. The following three sections will go through each approach in more detail.

### 2.3.1 Product Approach

The first one is the product approach, which derives from the behaviorism theory in psychology and holds that the teaching of writing is an accomplishment through the development of sets of habits through the process of stimulus and response (Nunan, 2001), the typical traditional text-model approach. The teaching procedures are as follows: first, the teacher provides sample essays to the students and then gives an analysis and explanation of words, sentences,

text structure, and content of the essay. Next, students compose essays on similar topics by imitating the model. The final stage is the teacher's evaluation and marking of students' output. Emphasis is placed on the explanation of language points and the evaluation of the final product.

The mastery of the sentence structure and sound system of the target language is seen as the goal of language instruction. The teaching of writing is language-driven, emphasizing correctness based on adherence to and imitation of models (Krashen, 1984). When students receive sufficient writing instruction (stimulus), they can write freely and clearly (response). Writing instruction has been considered to evolve from grammar instruction and writing learning to strengthen structural drills. The method merely produces "mindless copies of a particular organizational plan or style" (Eschholz, 1980), and writing is viewed as "an exercise in habit formation" (Silva, 1993). Product-centered pedagogy is, in essence, teacher-centered. The instructor instructs students on what and how to write, and all assignments are written for the instructor. The products are graded, corrected, and commented on without further input before being returned to the students.

In conclusion, the product approach views writing primarily as a demonstration of one's knowledge of language structure, with writing development primarily a result of imitating teacher-provided input in the form of texts (Badger & White, 2000). However, writing is not just a display of grammar knowledge and conventional regularities, but also a tool for communication. This teacher-centered approach, despite its merits, is gradually losing ground due to its limitations, which have become apparent through various experiments and teaching practices.

**2.3.2 Process Approach**

Since the 1980s, a new perspective on teaching writing has emerged due to research into how people write. At that time, writing studies began to transfer their focus from the written product to the writing process. The theoretical basis of process teaching is a communicative theory, which holds that writing is a communicative activity among groups instead of the sole action of the writer. It focuses on students' writing process and writing ability and fully cultivates students' thinking ability. According to Graves (1983), teachers should assist students in grasping and internalizing the full writing process, which includes gathering material, planning, drafting, peer-conferencing, and peer-editing. During this process, students are given ample time and opportunities to select a topic, collect data, discuss, write, and revise.

Compared with the product approach, the merits of the process approach are as follows: first, the process approach focuses on the writing process, which will assist students in understanding their writing process and processes, such as

pre-writing, drafting, revising, and rewriting. Second, students have adequate time to edit and rewrite, and their critical thinking skills may improve due to this process. At the same time, students and teachers exchange ideas on improving so students can find their writing style. Third, student-centered classroom activities instill a sense of ownership in students. The process approach emphasizes a learner-centered setting, so students learn actively in class rather than passively responding to stimuli.

Despite adding a new dimension to writing teaching, the process approach still has limitations. According to Horowitz (1986), it could be more effective in assisting students in composing assessment essays. Badger and White (2000) argue that the process approach to writing exhibits a fairly monolithic perspective since it fails to take into account the genre of the article. In other words, this approach needs to provide sufficient linguistic knowledge input to students.

In addition, what should happen in class regarding the product approach could be clearer. When will the writing be completed? What steps should be taken during the editing and revision process? The length of the writing process necessitates that students have more classroom time to experiment and develop their writing rather than guaranteeing the finished product. What exactly is the product evaluation? Should written work focusing on personal growth be reviewed, and how and when?

In conclusion, the product method cannot reflect the social context of writing and offer students sufficient useful input, and the teaching and assessment procedures need to be clarified.

**2.3.3 Genre-based Approach**

Since the two dominant approaches have been shown to have flaws, the genre approach, which derives from discourse analysis, has acquired considerable attention since the mid-1980s (Swales, 1990).

It is founded upon genre theory, which provides valuable insights into the efficient instruction of language, particularly in reading and writing. Swales (1990) posits that genre theory is an analytical framework that elucidates a genre's organizational patterns and linguistic features to convey its communicative intent. According to Bhatia (1993), genre analysis integrates linguistic research with sociological and psychological approaches. Communication purpose is the focal point of genre analysis, and each type of writing serves a unique purpose.

The genre-based approach is grounded in the belief that writing is a social and communicative act deeply embedded in cultural and situational contexts. Each genre serves a particular function and adheres to recognizable patterns that facilitate communication. For instance, the structure of a business report is vastly different from that of a narrative story, reflecting their distinct purposes and audiences.

Recognizing and employing these patterns can significantly improve the clarity and effectiveness of students' writing.

One of the genre-based writing approach's core strengths is its practical applicability. Educators can demystify the writing process by introducing students to real-world examples and guiding them through analyzing and replicating these texts. This hands-on learning enables students to internalize the conventions of various genres, equipping them with the skills to adapt their writing to different professional, academic, and personal contexts.

In the context of English for Specific Purposes (ESP), the genre-based approach is not just valuable, it's indispensable. ESP courses aim to prepare learners for specific communication tasks relevant to their fields, such as writing business emails, research reports, or legal documents. By focusing on the genres that students will encounter in their professional lives, educators can ensure that their instruction is both relevant and practical.

Moreover, the genre-based approach aligns seamlessly with constructivist and functionalist theories of language learning. Constructivist theory emphasizes active learning and the importance of context in the construction of knowledge. Similarly, the genre-based approach involves active engagement with authentic texts and contexts, fostering deeper learning. Functionalist theories, such as Systemic Functional Linguistics (SFL), further complement this approach by highlighting the relationship between linguistic choices and their communicative purposes. SFL provides a robust framework for analyzing how language functions within different genres, enhancing students' understanding of the interplay between form and meaning.

## 2.4 Teaching and Learning Cycle

The teaching and learning cycle, also known as the curriculum cycle, is a fundamental framework in genre-based pedagogy. It stands as a beacon, guiding educators in the implementation of a genre-based approach in the classroom. Many scholars have explored various methods to create a context of the target situations, provide text as models, support learners through multiple learning processes with teacher guidance and interaction, and encourage reflection on writing practice. Among these, Callaghan and Rothery (1988) introduced the three-phase wheel model, which is considered the original version of the teaching and learning cycle model. The detailed learning processes of this original model are illustrated in Figure 3.

There are three stages in this original model: The initial stage of this cycle is called "Modelling." In this stage, the teacher introduces the model text and its features of a genre that students are supposed to learn, such as functions, social purpose, schematic structure, and lexico-grammatical features. The second stage is 'Joint Construction,' which

comprised of two steps: first, students are required to understand the context of the new text of the same genre, share and generate ideas, collect and organize the information they need through some collaborative classroom activities to be ready for the joint construction; second, students and teacher co-construct the new text together under the teacher's guidance. The final stage is 'Independent Construction'. During this stage, students work on their text from preparation, drafting, conferring with peers and teachers, editing, and finally, producing a text independently (Zurdianto, 2016).
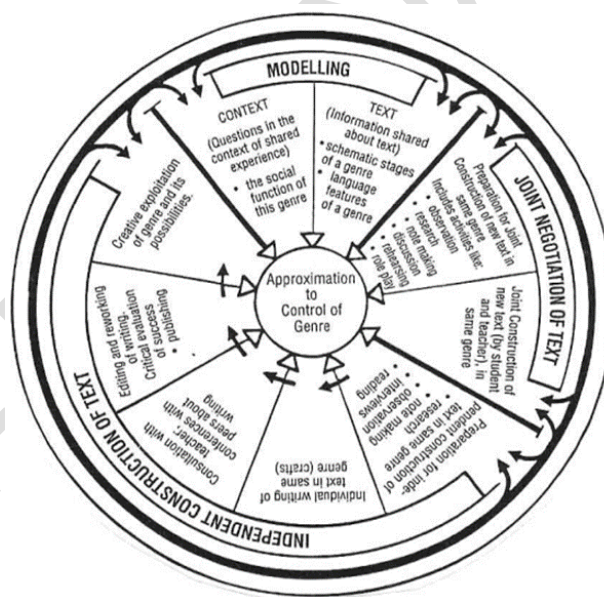


**Figure 3:** Teaching and Learning Cycle by Callaghan and Rothery (1988)

## 3. Research Methods and Materials

### 3.1 Research Methodology

The research comprised quantitative analysis of pre-test and post-test writing performances. Quantitative data were analyzed using descriptive statistics to measure improvements in students' writing abilities before and after the intervention.

### 3.2 Population and Sample Size

This study employed a quantitative approach to investigate the impact of the curriculum cycle model on students' business English negotiation writing skills. A sample of 108 sophomore students enrolled in a business English correspondence course participated in the study.

# 4. Results and Discussion

## 4.1 Demographical Profile

In exploring the demographic composition and satisfaction levels of sophomore students enrolled in a particular course, several key insights emerge. The study encompassed 108 students, with a nearly equal distribution between male (51.9%) and female (48.1%) students. This gender balance indicates a representative sample that allows for a comprehensive analysis across various demographic factors.

Age distribution revealed that a significant proportion of students were either 18 years old (41.7%) or 19 years old (35.2%), with the remainder falling into the 20-year-old bracket (23.1%). This age distribution underscores the youthful composition of the sophomore cohort, reflecting their stage of academic progression and developmental phase.

Turning to satisfaction levels regarding the course, the majority of students expressed positive sentiments. Specifically, 27.8% of students reported being "Very Satisfied," while a larger segment, comprising 46.3%, indicated they were "Satisfied" with the course. This high level of satisfaction highlights the perceived effectiveness and value of the course content and instructional delivery.

Conversely, a smaller proportion of students voiced dissatisfaction, with 16.7% feeling "Neutral," 7.4% "Dissatisfied," and a minimal 1.9% "Very Dissatisfied." These findings suggest areas where improvements in course delivery or content might be considered to address the concerns of the minority dissatisfied group.

Overall, the demographic profile and satisfaction levels provide valuable insights into the sophomore student experience within the course. The balanced gender representation, coupled with the predominantly young age range, sets the context for understanding their engagement and feedback. The predominantly positive satisfaction levels underscore the course's effectiveness in meeting the needs and expectations of the majority of students, while also signalling areas where enhancements could potentially enhance overall student satisfaction and engagement.

This summary encapsulates the essential findings of the demographic and satisfaction analysis, offering a clear snapshot of the student cohort's composition and their perceptions of the course.

**Table 1:** Demographic Results

| Demographic Characteristic (n=108) | Frequency | Percentage (%) |
|---|---|---|
| **Gender** | | |
| - Male | 56 | 51.9% |
| - Female | 52 | 48.1% |
| **Age (years)** | | |

| Demographic Characteristic (n=108) | Frequency | Percentage (%) |
|---|---|---|
| - 18 | 45 | 41.7% |
| - 19 | 38 | 35.2% |
| - 20 | 25 | 23.1% |
| **Satisfaction Level on Course** | | |
| - Very Satisfied | 30 | 27.8% |
| - Satisfied | 50 | 46.3% |
| - Neutral | 18 | 16.7% |
| - Dissatisfied | 8 | 7.4% |
| - Very Dissatisfied | 2 | 1.9% |

## 4.2 Pre-Test and Post-Test Analysis: Business Negotiation Writing Performance

This report presents an analysis of pre-test and post-test results for 108 sophomore students ' performance in business negotiation writing. The purpose of the analysis is to assess the effectiveness of a training program designed to improve students' skills in this area.

**Table 2:** Regression Results Table

| Variable | Coefficient | Standard Error | t-value | p-value | 95% CI Lower | 95% CI Upper |
|---|---|---|---|---|---|---|
| **Intercept** | 0.345 | 0.067 | 5.145 | <0.001 | 0.210 | 0.480 |
| **Pre-test Score** | 0.612 | 0.043 | 14.234 | <0.001 | 0.527 | 0.697 |
| **Training Program** | 0.198 | 0.032 | 6.125 | <0.001 | 0.134 | 0.262 |

**Notes:**
**Coefficient:** Estimates the effect size of each variable on the post-test score.
**Standard Error:** Measures the precision of the coefficient estimate.
**t-value:** Indicates the strength of the relationship between the predictor and the outcome.
**p-value:** Tests the null hypothesis that the coefficient is zero.
**95% Confidence Interval (CI):** Provides a range of values within which the true population parameter is likely to fall.

In interpreting the quantitative results of the regression analysis, several key points can be highlighted:

*Intercept:* The intercept represents the estimated mean post-test score when both the pre-test score and participation in the training program are zero. In this context, it serves as a baseline estimate of students' expected post-test performance without any prior training or initial skills. This baseline provides a starting point against which the effects of the pre-test score and training program can be assessed.

*Pre-test Score:* The coefficient associated with the pre-test score (0.612) indicates that for each unit increase in the pre-test score, we expect, on average, a 0.612-unit increase in the post-test score, holding all other variables constant. This finding suggests a positive relationship between initial skills demonstrated in the pre-test and subsequent improvements in negotiation writing skills as measured by the post-test.

*Training Program:* The coefficient for the training program variable (0.198) indicates that students who

participated in the training program had, on average, a 0.198-unit higher post-test score compared to those who did not participate, controlling for their pre-test scores. This finding suggests that the training program was associated with a modest but statistically significant improvement in students' negotiation writing skills. The positive coefficient underscores the effectiveness of the program in enhancing students' abilities in business negotiation writing.

*Control Variables:* It's important to consider any control variables included in the regression analysis that were not explicitly mentioned in the interpretation. Control variables such as gender, age, prior writing experience, or educational background might have been included to ensure that the observed effects of the pre-test score and training program were not confounded by these factors.

*Implications:* These results suggest that both initial skills (as measured by the pre-test score) and participation in a targeted training program are significant predictors of improvement in negotiation writing skills among students. Educators and curriculum developers can use these findings to design more effective training programs aimed at enhancing students' business communication abilities. Further research could explore additional factors influencing these outcomes, such as the duration and intensity of the training program, individual learning styles, and the specific components of the curriculum cycle model that contributed most to the observed improvements.

# 5. Conclusion and Recommendation

## 5.1 Conclusion and Discussion

The discussion focuses on interpreting the findings from the study on the effectiveness of a training program designed to enhance students' skills in business negotiation writing. This study employed both quantitative and qualitative methods to assess the impact of the curriculum cycle model on students' writing performance and their perceptions of the learning process.

The findings indicate that the curriculum cycle model, which encompasses stages of context exploration, text exploration, joint construction, and group-independent instruction, positively influenced students' negotiation writing abilities. Quantitative analysis revealed statistically significant improvements in students' writing scores from pre-test to post-test. This suggests that the structured approach of the curriculum cycle model effectively supported skill development in business negotiation writing.

In conclusion, the study demonstrates that the curriculum cycle model effectively enhances students' business negotiation writing skills within the Business English correspondence course. Moving forward, continued research and curriculum development efforts should focus on refining instructional strategies that promote active learning, integrating industry-relevant content, and further investigating the long-term impact of genre-based approaches on students' professional development. By addressing these areas, educators can better prepare students for success in business communication contexts, equipping them with the necessary skills to navigate complex negotiation scenarios effectively.

## 5.2 Recommendation

In recent years, the importance of effective business negotiation writing skills has become increasingly evident in preparing students for professional success in globalized industries. This essay presents a series of recommendations derived from a study that explored the effectiveness of the curriculum cycle model in improving students' negotiation writing abilities. These recommendations aim to guide educators, curriculum developers, and educational institutions in enhancing pedagogical strategies and supporting student learning in business communication.

To ensure that students are adequately prepared for real-world negotiation scenarios, it is essential to continually develop and update curriculum materials. One crucial recommendation is the integration of practical negotiation scenarios into the curriculum. By incorporating realistic case studies and industry-specific examples, students can apply their negotiation writing skills in diverse contexts. This approach not only enhances their understanding of negotiation strategies but also prepares them to navigate complex business environments confidently.

Collaboration with industry professionals is another pivotal aspect of curriculum development. By engaging industry stakeholders in curriculum design, educational institutions can ensure that course content remains current and relevant. Industry partnerships provide valuable insights into emerging trends, allowing educators to tailor curriculum materials to meet the evolving needs of the business community.

Effective pedagogical strategies are essential for engaging students and fostering their development in negotiation writing. Active learning methodologies, such as problem-based learning and case studies, are highly recommended. These approaches encourage students to actively apply theoretical knowledge to practical scenarios, promoting critical thinking and decision-making skills. By engaging in hands-on negotiation exercises, students can enhance their ability to formulate persuasive arguments and negotiate favorable outcomes.

Furthermore, the integration of technology-enhanced learning tools holds promise in transforming the learning experience. Virtual negotiation platforms and online

simulations simulate real-world negotiation environments, allowing students to practice their skills in a risk-free setting. These technological tools facilitate peer collaboration and feedback, enabling students to refine their negotiation writing abilities through iterative practice.

## 5.3 Limitation and Further Study

Future studies on business negotiation writing skills using the curriculum cycle model should address several key limitations identified in current research. These include the need for larger and more diverse participant samples to enhance generalizability across different student populations and educational contexts. Additionally, future research should incorporate longer-term follow-up assessments to evaluate the sustainability of improvements in writing skills over time. Methodologically, there is a call for the development and use of more objective and comprehensive measurement tools to accurately assess students' negotiation writing abilities. Contextual factors such as socio-economic background and cultural influences should be more thoroughly explored to better understand their impact on learning outcomes. Moreover, future studies could explore the integration of technology to enhance engagement and collaboration among students. Longitudinal studies tracking students' progress over extended periods would provide deeper insights into the long-term educational impacts of the curriculum cycle model. Addressing these areas in future research endeavors will advance the field by refining educational practices and improving outcomes in business communication education.

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