NAMIBIA UNIVERSITY OF SCIENCE AND TECHNOLOGY

FACULTY OF HUMAN SCIENCES

DEPARTMENT OF COMMUNICATION

AN EVALUATION OF THE WRITING COMPETENCIES OF 3RD YEAR STUDENTS OF BACHELOR OF BUSINESS MANAGEMENT AT NAMIBIA UNIVERSITY OF SCIENCE AND TECHNOLOGY

BY

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THESIS SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF ENGLISH AND APPLIED LINGUISTICS AT NAMIBIA UNIVERSITY OF SCIENCE AND TECHNOLOGY

SUPERVISOR: PROF HAILELEUL ZELEKE WOLDEMARIAM

7 June 2022

Declaration of original work

I, **Beatrice Mutonga**, hereby declare that the work contained in the thesis 'an evaluation of the writing competencies of 3rd year students of Bachelor of Business Management at Namibia University of Science and Technology is my work and that I have not previously in its entirety or part submitted it at any university or other higher education institution for the award of a degree.

Signature: 7 June 2022

Certification page

It is certified that the thesis titled 'An evaluation of the writing competencies of 3rd year students of Bachelor of Business Management at the Namibia University of Science and Technology submitted by Ms Beatrice Mutonga towards partial fulfilment of the Master of English and Applied Linguistics degree, is based on the investigation carried out under our guidance. The thesis has therefore not been submitted to the academic award at any other University or academic institution.

Haileleul Zeleke Woldemariam

Supervisor: Prof Haileleul Zeleke Woldemariam

7 June 2022

Dedication

Firstly, I would like to thank God for giving me the strength and strength of mind to complete this thesis. I dedicate this thesis to my children my pillars of strength who are my sons, Daven Muntande and Prince Simasiku for being such wonderful and well-mannered boys. They stood by me during sleepless nights and trials of conducting this research. Secondly, I would like to dedicate this paper to my father Mr John Mutonga for his motivation and support throughout my academic journey for believing in me and for constantly encouraging me to do my best to set a good example for the family. I will forever be thankful.

Thank you

Acknowledgements

Firstly, I appreciate and recognize the support and mentorship of my supervisor Professor Haileleul Zeleke Woldemariam.

Secondly, I would like to extend my sincere gratitude to NUST management, staff for granting me permission to collect data at NUST. My most sincere gratitude goes to the third-year students of the Department of Business Management of the 2020 and 2021 cohorts for being willing respondents. Thirdly, my gratitude goes to the management and staff and the First National bank and standard bank for allowing me to collect data at their respective institutions.

Lastly, I would like to extend my sincere gratitude to individuals who also contributed to the success of this master's study in different ways. They are Ms Ellis Hiyolwa, Mr Ben Nkomo and Mr Eben Kalola.

Above all, I would like to convey my gratitude to the almighty God for the strength he gave me throughout my studies. I am thankful that I made it this far.

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ABSTRACT

This study evaluated the writing competencies of 3rd-year students of Bachelor of Business Management at Namibia University Science and Technology. The rationale behind the study was to generate an understanding of the elements students find challenging when they engage in academic writing at the same time assessing their writing competencies and finding out what is lacking in their writing skills and whether there is a gap between their writing competency and what is expected of them in their professional world. The relevance of mastering the academic writing competency is crucial in the sense that the same skill is required when in the world of work. These students are not only required to write in class, but the skills should be able to assist them when they are employed in different organisations. To accomplish this aim, the study used a mixed-method research design. A total study population of NUST students (N1 = 80) and bank employees (N2 = 60) was used. The sample size was derived from the Krejcie and Morgan, (1970) sample size determination table and hence, the sample from NUST students (S1 = 70) and bank employees (s2 = 50). The study used a sample size of 70 students which translates to a purposive sampling procedure which is an alternative sampling technique of non-probability sampling. This procedure is more operational for the reason that it is an inherent bias method and stays robust even when tested with other control groups. The research tools used were a writing competency test and questionnaires. The study findings revealed that students find it difficult when they are given writing activities both at university and at work. The following are some of the major errors committed by students: inappropriate use of tenses, unable to use the correct essay structure, lack of punctuation, lack of coherence, inappropriate sentence formation, unable to use discourse markers and unable to comprehend the essay question. The study findings collected from the banking indicates that they value all the language skills, but the writing skill is rated higher since they are engaged in a lot of writing. Also, the study revealed that a high number of business studies graduates are employed in the banking sector. Therefore, it indicates that there is a gap between what is taught at university and the writing needs expected in the world of work. Therefore, the study recommends that NUST must consider developing an ESP (English for Specific Purposes) course for Business Studies students. This ESP course must be specifically related to their programme of study only.

Keywords/Concepts: English for specific purposes, writing competencies, writing techniques, needs analysis, business students, target needs

LIST OF ABBREVIATIONS

ESP	English for Specific Purposes
NUST	Namibia University of Science and Technology
FNB	First National Bank
EOP	English for Occupational Purposes
ESL	English Second Language
EFL	English Foreign Language
PWR611S	Professional Writing
LSP	Language for Specific Purposes
EAP	English for Academic Purposes
PLU	Principles of language use

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RESEARCH INSTRUMENTS

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Since the attainment of independence in Namibia, the education sector has been constantly searching for that elusive approach that seeks to alleviate the students' poor performance in the Namibian universities particularly in the fields of study that are not linguistically founded. The elusive curriculum design approach cardinally hinges on redesigning English courses. English was declared an official language in Namibia for official business language to be used in the day-to-day business operations in all sectors. English as a medium of instruction continuously gives Namibian students a challenge to write assessment tasks in English in acceptable standards as far as academic writing is concerned.

A study conducted by Kamati and Woldemariam (2016) proclaims that the high failure rate of the Grade 12 learners in Namibia is associated with the fact that both teachers and learners have a low level of proficiency in the English language. This implies that when teachers find it difficult to teach or use the English language competently, they are not sufficiently expected to instruct learners. The study further suggests that when Grade 12 students struggle at the high school level, it is highly likely that they shall correspondingly face difficulties at university level to express ideas logically on paper. Therefore, the role of writing must become vital in schools especially when students enter high school up to university level. Students are supposed to demonstrate competence in writing skills. Therefore, they are expected to express themselves logically to showcase their writing skills on paper (Brisk, 2012).

The international business world is a complicated field with many exotic cultures, which makes the teaching approach to international trade and business transactions more challenging. Given the concept of the global economy, it is inevitable to provide students with comprehensive but professional English relevant courses to meet the needs of international business operation. As long as presenting clear objectives and understanding what students expect of a feasible and practical English for Specific Purposes (ESP) course design would be carried out for a successful and particular Business English teaching (Lee, 2016, p.94).

Juan and Nazil (2013) accept as true that writing is considered a basic skill in the English language and it remains one of the challenging skills among other English language skills. Therefore, Mutimani (2016) indicates that generally English is a second or foreign language to most of the students and Namibia students are no exception. English plays a very significant role in socialising students into the academic discourse.

Furthermore, Tan (2008) posits that the ability to write effectively in English has become more and more important universally. Therefore, students must master the writing skills that will help them in their academic endeavours as well as their possible career possibilities. Mukoroli (2016) postulates that writing is one of the main language competencies expected to be met by university students. However, it is not an easy task as it requires that students should know the academic genres and specifically the language structures. It is for this reason that the current curriculum at NUST is designed in such a way that it accommodates all students to do service courses in English regardless of the programme they are registered for. This means that most if not all students are expected to do Principles of Language (PLU) use as an English beginner course. Some students may be exempted depending on what other courses they might have done before provided they are similar and at the same level with NUST English specification requirements as designed by the English specialist in the Department of Languages.

A study conducted by Krishnamurthy (2010) which she proposes an online or E-learning programme in English as a second language for professional development for education specifically designed for the lecturers or educators. The emphasis is on online training, which is considered the best approach that will encourage teachers to research and experiment and further develop materials for teaching which are relevant to the needs of the students and of the country. This means that educators must be well equipped with the necessary knowledge and skills to be able to teach or train the students in such a way that their needs of the 21st century are met. On the other hand, Mukoroli, (2016) further posits and relates critical thinking to writing competencies and states that students who do not think critically about the content they are studying will only be actively involved in education in a way that is pre-organised by the teacher. Therefore, this means that there is a link between critical thinking and the perceived success in writing competencies. Furthermore, Mukoroli, (2016) recommends and advocates for an academic writing model that will allow students to tap into their cognitive abilities and use their unique writing styles to solve problems and write meaningful texts.

Chen (2011) conducted a study on the writing strategies used by Chinese students. The study concluded that there is a correlation between writing approaches and writing achievement in second language learners at university. This means that it is important for students to consider what type of writing approach to use every time they are required to write an assessment. Furthermore, Maarof and Murat (2013) maintain that students spend most of their time learning English since English writing skills are considered as basic skills that need to be mastered by all students at university. There is still a gap in their writing skills as students find it difficult to write well. A study was conducted by Krishnamurthy, "et al" (2010) on the analysis of English errors made by students at the Polytechnic of Namibia now known as NUST. The study was relevant in the sense that it looked at the errors committed by the students. The identified errors will in the end it helps researchers to develop the relevant methodology that will eliminate the problems. In the end, these students will avoid committing the same slipups over and over again.

Moreover, a study conducted by Fareed (2016) indicated that writing is a very important element in any language because it is used extensively worldwide as a means of facilitating knowledge. This clearly shows that being competent in writing plays a very important role in the academic arena. It is not only beneficial locally but also worldwide. Consequently, it is because of this background that this study evaluated the writing competencies of how 3rd year Bachelor of Business Students write academically and whether the English courses offered during their studies are relevant for their career possibilities and employability skills.

1.2 STATEMENT OF THE PROBLEM

Even though students can express themselves eloquently in English, presently there is a huge gap between how students construct sentences as well as how they align their accepted wisdom on paper given writing tasks to complete for academic purposes. This is self-evident truth suggesting that the students are not satisfactorily proficient when it comes to sequencing their ideas on a piece of paper. An alternative fact that gives the impression worsening the state of affairs is that English, which is used as a certified language is correspondingly a second language in Namibia's fourteen diverse ethnic languages in linguistic structures. At times, countless students feel disempowered due to hopelessness as they fail to voice their profound feelings when writing academic essays (Mukoroli, 2016, p.148)

Therefore, the main purpose of this study is to generate an understanding of the element's students find challenging when they engage in academic writing. In addition, the study needs to assess their writing competencies in order to find out what is lacking in their writing skills and whether there is a gap between their writing competency and what is expected of them in their professional world. The relevance of mastering academic writing competency in university is crucial in the sense that the same skill is of paramount importance in the job industry. These students are not only required to write in class, but the skills should be able to assist them when they are employed in different organisations. In light of the above, the researcher, therefore, realised that one way to fully understand the problem behind the poor writing competency and what is needed in the world of work is by conducting a practical study, where students will be given a competency test in the form of an essay to write. In this study, the writing competencies will be determined by looking at coherence is their texts, the grammar proficiency, the choice of words and all other elements of the writing skills.

Another way is by conducting a needs analysis where the curriculum will be assessed if it is relevant and serves the needs of the prospective students under study. This will be achieved by rolling out the questionnaires to respective banking sectors where most business students find employment after the completion of their studies. This study has been designed to evaluate the writing competencies of the 3rd year students of the Bachelor of Business Management at Namibia University of Science and Technology.

Nevertheless, there has been little research in Namibia in assessing the writing competency and the need to design an ESP course that will suit the needs of the students when they are faced with the challenges in the job industry on elements that involve good writing skills.

1.3 Research Objectives

This research generally aims to evaluate the academic writing competencies of the 3rd year students of the Bachelor of Business at Namibia University of Science and Technology (NUST).

Specific objectives of the study are:

- To evaluate the writing competencies of the third-year students of Business Management at the levels of words, sentences and paragraphs,
- To investigate the writing techniques of the 3rd year students of Business Management such as coherence, unity and variety in academic essays.
- To determine the writing needs of the graduates of the Business Management Department concerning the demands of the work environment in the banking sector.

1.4 Significance of the Research

The researcher believes that the findings of this research will contribute to the re-designing the English courses at NUST and other learning institutions in Namibia so that various specific students' needs can be met. In the context of Namibia University of Science and Technology; this study is believed to be a benchmark. The findings of the study are expected to help NUST educators to assess how efficient their teaching theories are in the classroom in order to make the necessary pedagogical changes. Most significantly, the study can create awareness for the courses or curriculum development team at NUST to give attention to English courses given for various fields of study. In short, it is hoped that the findings of the study can:

- Provide contributions for teachers and syllabus designers to envisage the possible; deficiency or forgotten skill areas of the English course being offered to Business Studies students.
- Raise the awareness of language experts about the need for ESP courses so that different needs analyses would be carried out before English courses are designed.
- Influence the curriculum developers in the Faculty of Business Management at NUST to develop relevant materials that will suit the needs of the 3rd year students to improve their writing skills.
- Provide an opportunity to the university to carry out a broad review on the English Language courses being offered.
- Produce an understanding of the components students find challenging in academic writing.

1.5 Delimitation of the Research

The study was conducted at Namibia University of Science and Technology in the Faculty of Business Management and focused on the 3rd year Bachelor of Business students only. There are various fields of study at Namibia University Science and Technology in which English courses are offered as service courses. It was therefore impossible to access all students registered in these courses so that needs analysis situation can be conducted because every situation requires different language skills. This study was restricted to two needs analysis approaches, which is the current need analysis that will examine what is offered currently and what they need for their target situation.

1.6 Limitations of the Research

This study faced some limitations such as inadequate literature conducted in the Namibian context on ESP which could have been relevant to be used for this study. Due to lack of trust, this type of research might be unfamiliar with the respondents therefore, the respondents might not have given or provided the researcher with reliable information and might be fearful of what and how the information might be used. Furthermore, the study was conducted during the outbreak of the COVID 19 and because of Covid 19 protocols and implications it was not easy to get the students together face- to-face to write the test. Therefore, I only managed to get 27 written test scripts. Another limitation was the time constraint. This was based on the fact that the researcher had to seek permission from the banking sector. A lot of time was consumed due to the nature and security processes of the business sector. Lastly, the duration of the study was also delayed due to protocols involved in the bank when it comes to handling online questionnaires. The banking sector could not handle online questionnaires hence all questionnaires were printed in hard copy.

1.7 Definition of Key Terms

Writing competency

According to Keo (2017) writing competency is the level of understanding you have achieved in regard to writing your own piece of text. This writing competency will take into consideration how logically a subject constructs their words but will also deal with structural concepts such as grammar and punctuation.

Academic writing

Ahmed (2010) defines writing as a thoughtful action that requires enough time on the part of the student to ponder on the precise subject and to analyse and categorise any contextual knowledge.

In this study, academic writing denotes writing done as part of a university requirement. Academic writing is also used for research papers that are used for publications that are read by students, researchers, educators or presented at conferences. A very comprehensive meaning of academic writing could mean any writing task given in an educational environment (Jordan, 1997).

Largely, academic writing refers to the writings completed to fulfil university requirements. However, academic writing skills are of the essence that whether one is an academician, educationalist, or businessperson, academic writing skills are essential in the present-day world. Essays, reports, presentations in addition to research papers are just some examples of documents written in the academic style. Academic writing, when used appropriately, presents a well-polished and professional image to the student or university.

Process genre approach

Badger and White (2000) define the writing process method as an approach that is adopted by students to write more efficiently when they are exposed to multiple examples of text. The process genre approach consists of three mechanisms which are: imitation, understanding and application (P.156).

Academic Vocabulary

Academic vocabulary has been defined by scholars, writers and philosophers in different ways. In broad, academic vocabulary denotes to general terms that appear across a specific discipline. The meanings may differ according to a specific discipline. Furthermore, Marzano and Pickering (2005), place this type of academic vocabulary within the context of academic domain knowledge. Marzano and Pickering (2005) say that teaching specific terms in a specific way is the strongest action a teacher can take to ensure that students have the academic background knowledge they need to understand the content they will encounter in schools.

Soanes and Steveson, (2004), describes vocabulary as the organisation of words that are commonly used in a specific language. This implies that every person has his or her vocabulary and that it is a list of words known by the person, and those words include their explanations of their meanings.

English for Specific Purposes (ESP)

The basis of ESP is to meet the needs of learners in English Language and it is an approach to language teaching in which all decisions as to content and method are grounded on the learner's goal for learning (Hutchinson and Waters, 1987).

ESP is a pedagogical movement found in applied linguistics dedicated to producing research-based materials in the English Language which is usually designed for students who are adults with explicit language goals which are directly related to their specific current or future professional or academic needs in their respective contexts (Dudley-Evans and St John, 1998).

Needs analysis

A needs analysis of ESP course is usually referring not only to a crucial process of gathering information on the requirements of the students but also a basis of curriculum development for general English courses or English for Specific Purposes (ESP) to satisfy the needs of a particular group of students (Iwaii et al., 1999). In this study, the analysis of needs is an approach to statistically process descriptive data collected from the students' responses to a questionnaire of needs analysis adopted from (Balint 2010).

Chapter Two

Literature Review and Theoretical Framework

2.1 Introduction

The purpose of this study was to evaluate the writing competencies of 3rd year Bachelor of Business Management students at Namibia University of Science and Technology. Therefore, this chapter looks at previous studies conducted in the field as well as responding to the research objectives and consequently finding out the existing gap.

2.2 Writing competencies

The use of English is more dominant because the world has changed to the business-environment revolution. Pakir (1999) points out that the spread of English is most likely to continue because of the fast spread of the use of telecommunication, mass communication, business, and internet relations. This means that the world depends on the use of English to successfully conduct business.

Writing is one of the main language skills at university level, and it plays a vital role when expressing an idea or ideas on paper. It can be prepared through assignment projects, research but the clear purpose is to provide the information as required by the lecturer. Hedge (2005) indicates that writing is another form of communicating just like speaking. For any communication to be successful, people should have the reader and the purpose of communication in mind. This means that writing is not only relevant at university or a school setting but is also used in everyday communication in the business world.

Furthermore, the English language has gained its significance across the whole world because of the revolution of the business language. It is because of this background that Maarof and Murat (2013) agree that writing is one of the English basic skills. It is required that students should know how to write regardless of the programme of study they are doing. A study conducted by Alfaki (2015) aimed at looking at the problems faced by university students when they are involved in academic writing. The study revealed that students face different challenges when they are writing, but the most rewarding experience is that writing allows them to get feedback from the lecturer on certain topics and the lecturer can see whether they were able to answer the questions as prescribed using the relevant linguistics methodology. Therefore, this indicates that feedback is a very important tool because it allows the students not to repeat the same mistakes after receiving feedback or being corrected by the lecturer.

A similar study conducted by Masrul (2015) aimed at addressing and assessing the students' competencies in their writing skills at second language level and it is focused on the critical response to a text, how topic sentences are explained and supported by ideas, how responses are organised, how sentences are constructed as well as the grammar usage and word choices. The findings, therefore, revealed that it is advisable to assess the students of their competency before they are placed in an English class. This will determine what the students know and what they do not know so that, if possible, adjustments in the teaching methodology can be adjusted to suit the needs of these students.

In another similar study conducted by Aunurrahman, et al (2017) it is stated that writing can only be successful when students have the background knowledge of their academic competencies in their specific discipline. This necessitates that for any writing activity to be successful it requires that the writer knows some background knowledge in a specific field of what is to be written. There is also need to have the knowledge of the text. These features are known as discourse competencies that serve as particular competencies that enable an individual to communicate his or her idea into a well-organised text using certain language structures (Mutimani, 2016, P.2).

Keshta et al (2013) indicate that writing is not only placing words after words and forming a sentence or writing a sentence after the other to form a paragraph. It requires some form of linguistic knowledge and a well-organised writing pattern that needs to be observed. Writing competencies refer to the phase of purely understanding what students achieved in terms of their own written text.

Hyland, (2003) believes that performance in language growth depends on the improvement in writing skills. Properly organised and well-written text of an effective English Second Language writer should be cohesive, rational, clearly structured, stimulating and must always possess a rich wide range of vocabulary. Rass (2001) indicates that writing becomes a very difficult exercise especially for non-native speakers of English. As students write, they are expected to incorporate or balance the use of correct punctuation, grammar, spelling, vocabulary. Furthermore, the students should know their audience and the purpose of the writing activity.

A study conducted by Sacher, (2016) emphasises that high school students are failing to master the writing skills, thus, they are not proficient enough when it comes to their writing endeavours. It is with this background that there have been many developmental writing programmes that have been recently created to meet the needs of the students. For example, at NUST there is a department that caters for writing needs and this department is called the Writing Unit. The department helps with awareness on

how students can approach academic writing, and how they can be successful. The outcome of the study indicates evidently that the writing crisis should be addressed as a matter of urgency because most students are not proficient writers; thus, enter university with this predicament. Bacha (2002) conducted a study on how students' academic writing skills in higher education can be developed. The study further revealed that it is important for students to develop their writing skills with the university coursework to cope with the university's requirements.

Furthermore, a similar study conducted by Al-Khairy (2013) investigated Saudi English-Major Undergraduates' Academic Writing Problems. It was found out that these students lacked many skills and that they were very weak in their writing skills and committed a lot of errors when they engaged in academic writing tasks.

The study further, strongly recommended that the language courses should be increased to strengthen all the language skills in general and writing in particular, motivate the students to use English with the teachers as well as with each other, introduce modern and novel teaching techniques, equip the classrooms with necessary audio-visual aids, diagnose students' writing problems at the beginning of their studies at university, tailor the course contents according to their needs, introduce group/pair work, peer correction, use dictionaries frequently Al-Khairy (2013).

Furthermore, in another study conducted by Vardi (2000) he explored some of the writing skills indicating challenges faced by students when they move from one stage or grade to the other. This was done by examining what the lecturers expect from them. It was further revealed that lectures expect the students to master the skills from one level to another and that they should invert the university strategies, meaning that it is vital that they know what the lecturers expect from them at each grade or stage.

A study conducted by Crown (1987) examined the types of cohesive ties used in argumentation and narration at three grade levels. The study concluded that there has been an increase in the use of synonyms and collocations in students' writings. The use of synonyms and collocations is important because when used properly they make the language sound natural like that of the native speakers. Crown (1987) further states that students must be encouraged to use synonyms and collocations logically when involved in any writing task. Moreover, coherence in writing is the logical bridge between words, sentences, and paragraphs. Coherent writing uses devices to connect ideas within each sentence and paragraph. Main ideas and meaning can be difficult for the reader to follow if the writing lacks coherence. Coherence can be achieved between words and between sentences.

Alfaki (2015) agrees that writing is a complex process because it requires the knowledge of grammatical devices. This assessment criterion entails the correct formulation of an academic essay title, introduction, body and conclusion. It also includes the correct use of linking words (cohesive devices) in paragraphs. When these elements are connected cohesively then the written text will be coherent and meaningful.

The process of assessing students' writing ability is a complex effort. Witte and Faigley (1981) state that coherence involves elements in the texts that allow them to be understood in the real-world setting. This implies that a writer will write what he or she knows about the real world in general. Coherence can be created between sentences through the use of repetition and transitional devices. Repetition of words across sentences helps recap the same idea between sentences. One way to use repetition to create coherence is to repeat the same word or phrase at the end of one sentence and the beginning of the next sentence to show how the ideas connect. Another way to create coherence between sentences is through transitional devices. There are so many types of transitional devices that show time and help ideas flow efficiently when writing. Transitional words, such as 'first', 'later', and 'then', are a few examples of cohesive devices that show time to help ideas flow smoothly. Transitional devices are like notices that tell the reader what is coming up ahead and where the discussion is going. Therefore, they are vital in any writing tasks.

Tan (2008) postulates that good English writing competency is widely recognised as an important skill for educational, business and personal reasons. He further investigated the English as foreign language learners writing difficulties by analysing the nature and distribution of their writing errors. The study diagnosed word choices, verbs, missing subject-verb tenses as the first three common writing errors committed by EFL learners at Khan Shan University. The study also concluded that the students had poor grammar knowledge, first language interference and limited vocabulary size. A similar study was conducted by Aunurrahman, et al (2017) at a tertiary institution. It focused on English Foreign Language students' writing competencies. The study concluded that students had little control over schematic structure and linguistic features of argumentative writing and further indicated that the students lacked information, organisational skills that reflected the students' critical thinking capacity.

A study conducted by Cook (2003) states that linguistic competence (the language possessed by native speakers) is the underlying knowledge that allows the student to produce correct sentences in the English language. Weigle (2013) describes linguistic knowledge as the mastery of fundamental building blocks of language which includes knowledge of the basic structural elements of language. The study evaluated and assessed the students' competency in writing skills at secondary school level in the English Language

focusing on five major content areas: word completion, sentence making or syntax, comprehension, tenses or grammar and handwriting. The four main skills of the English language are reading, listening, speaking, and writing. A person needs a mastery of various elements to use the language to convey thoughts, wishes, intentions, feeling and information in a written form (Pamela, 1991).

Another similar study conducted by Fareed, et al (2016) focused on English as a Second Learner's writing skills: Problems, factors and suggestions for further improvement. The study further concluded that these Pakistan ESL undergraduate students faced many different problems in their writing because of the untrained teachers, ineffective teaching methods used by lecturers, lack of writing practice, low motivation and usually large classes, and the way the examination was handled caused these challenges.

A recent study was conducted by McDonough and Crawford (2020) on identifying effective writing tasks for use in EFL write-to-learn language contexts. The study compared the effectiveness of two writing tasks at encouraging the EFL students in Thailand to their linguistic knowledge. The evidence thus, revealed that students were indeed able to use their linguistic knowledge especially when given a task on a topic they knew. Therefore, it is indeed important to give students writing tasks that they know. For example, a writing task on the impact of COVID 19 in Namibia in 2020. Similarly, Frans (2014) assessed the students' English writing skills at the Polytechnic of Namibia now known as Namibia University Science and Technology. The study focused on the premise that for the language to be effective it requires the user to be provided with the right knowledge and in this way the user will be able to cope with the complexity and the demanding nature especially in the area of writing skills. Therefore, the article looked at some of the important features of writing skills in English. Thus, the study looked at various English syllabi and the teaching methodologies. Inappropriate syllabi and teaching methodologies were considered to be some of the barriers affecting the mastery of writing skills. Some major findings revealed that there are English beginner programmes designed to assist students who cannot communicate well in the spoken and written elements of the English language. As a result, such programmes prepare students to be ready for the job market out there. This study seeks to find out whether these students are ready enough to go out there in the 21st-century job market given the English writing programmes they are taught at NUST.

Chokwe (2013) investigated the factors affecting the academic writing skills of second language students. The study revealed that there are pertinent challenges negatively affecting the teaching and learning of writing. Some factors include the lack of proper teaching of writing skills at secondary schools and this turns out to be a problem when students go to universities. The other pertinent reason discovered for the poor writing skills in most schools is that students lack proper resources and the families live under

impoverished conditions and depend fully on what the government can only offer. These poor families cannot supplement more study materials   for their children to master writing skills.

2.2.1 Good command of the English vocabulary

Mukoroli (2011) states that there is an increased emphasis on the need for vocabulary development. It is therefore important to note that vocabulary development is crucial for the ESL learner in the process of language learning. This is due to the constant challenge on vocabulary teaching and learning for teachers as well as students.

For any writing communication to be successful, it requires that students should use words appropriately. This means that when students use a greater knowledge of vocabulary the result of their writing will be more efficient. Students encounter challenges in their writing endeavours and these problems range from the use of tenses, subject-verb agreement and connectors. Silverman, ''et al'' (2015) conducted a study to investigate the relationship between language skills and writing outcomes for linguistically diverse students. The study concluded that to communicate ideas effectively in writing, students need to use words appropriately. Therefore, the need for greater vocabulary, should be supported. In addition to the necessity of vocabulary, morphological skills are vital and this means that the skill requires the students to manipulate meaningful words on paper

 According to Baumann and Graves (2010), academic vocabulary can be well-defined in so many ways but specifically, he emphasised the domain-specific academic vocabulary which is usually used in disciplines such as Mathematics, health, and many others. The second domain is general academic vocabulary, which is the most common discipline. Baumann and Graves (2010) further categorised vocabulary as words that appear in a text across several disciplines. Therefore, it is imperative for a writer to be conscious of which type of vocabulary discipline to use, and for what purpose. For example, words like "coefficient" are mostly used in the Mathematics discipline. Furthermore, William (2012) maintains that words are used as metaphors to show understanding in specific academic discipline and thus, academic vocabulary must approach words as a means of communication with the content in mind and must be able to assist students to use the words for the intended purpose.

Mukoroli, (2011) further indicates that it is imperative to have an understanding of vocabulary because without the mastery of appropriate vocabulary, the knowledge of the language production will not be possible. Therefore, the growth of vocabulary is one of the essential prerequisites for language acquisition

and this growth can be possible when teachers employ effective teaching and learning strategies in the teaching of vocabulary

2.3 Writing Techniques

For students to be competent in their writing, they should be able to use cohesive devices in their writing appropriately. Hedge 2005.p.83 states that cohesive devices are used as linking words to show how parts of a text are logically connected in a text. They signal the relationship between ideas in such a way that the writer's intentions are clearly outlined. They make obvious the developing thread of meaning which the writer is trying to communicate and these discourse markers often help readers to anticipate what is coming.

Haliday and Hasan (1976) as cited in Mc Culley (1985) postulate that cohesion is a system of language for the construction of sentences, and it forms part of the linguistic method for the construction of written texts that students should use when writing. Bailey (2015) describes cohesion as a means of joining a text together by using reference words such as: like, him, her, theirs and conjunctions.

These cohesive devices are further grouped into five categories, which are Reference Cohesion, which Haliday and Hasan (1976) as cited in Mc Culley (1985) well-defined as relations between an element of the text and something else. This simply means that when students are writing they should be able to use words by referring to another and in this way, interpretation is understood better. For example,   personal pronouns and demonstrative pronouns are common reference words. Substitution Cohesion is another type of cohesive device, which is used to substitute or replace one item within a text. Furthermore, Ellipsis refers to the omission of words and phrases. Cohesion conjunction and lexical cohesion help students to develop the ability to create or use content lexical cohesive ties in their writing.

2.3.1 Paragraph writing

Bailey (2015) indicates that paragraphs are the basic building blocks of academic writing. Sarfo-Adu, (2015) also confirms that paragraphs are indeed the building blocks of essay writing. Well-structured paragraphs help the reader to understand the topic easily by dividing the argument into convenient sections. Hedge, (2005) concurs with the above scholars that effective writing texts should have clear paragraphs and that each paragraph must have a topic sentence leading into supporting statements, which will then develop into a relevant topic.   A paragraph is therefore a group of sentences combined to inform the reader of one idea.

A similar study by Abdulkareem (2013) looked at the academic writing problems faced by Arab post-graduate students at UTM University. The study revealed that the students face L1 interference and challenges between their mother tongue and English. Secondly, the study revealed that students are incapable of using their own words or effectively re-format sentences.

A study conducted by Al-Ghabra and Najim, (2019) examined the types of errors and how often these errors committed by students occur when they engage in writing paragraphs. The study revealed that students had grammar, spelling, punctuation, formatting and coherence errors. Therefore, a competent writer should be able to know the grammar, punctuation coherence and formatting rules. Carol and Wilson (1995) entail that one of the main challenges students encounter when writing is a lack of punctuation use. They further stated that even though students are taught how to use punctuation from lower primary school and in secondary school up to university level, they still face so many challenges. The main reason behind the problem is the fact that punctuation rules are not properly defined. This means that some standardised universal grammar rules should be implemented to help the students to avoid repeating the same errors.

2.3.2 Sentence variety, unity and clarity in sentences

Unity and clarity are very important elements when writing texts. They are required to build sentences and this is to allow the reader to fully understand the text. In writing paragraphs in English, Fajri (2016) conducted a research to find out whether students applied coherence, and word usage appropriately in research papers. The findings showed that some students did not use coherence, and word usage appropriately in writing their paragraphs. Most errors were made in word usage errors. Students made errors in spelling and also omitted words and letters in their writing. There were also errors of coherence. It was found that many errors they made were influenced by their mother tongue and worsened by their difficulties in learning English.

A study was conducted by Fitria (2020) on the writing difficulties in writing essays based on the cognitive process. The study looked at the difficulties and the factors that influence or cause writing difficulties. The study revealed that the students showed difficulties in writing as a result of hiccups in the proper use of grammatical concepts. Furthermore, the study revealed that students have a deficiency of misspelling words, lack of vocabulary and also, they were unable to organise their essays in an accepted manner.

A similar study by Ariyanti and Fitriana (2017) was conducted to assess writing skills. The study revealed that the essays that the students wrote were of poor quality. The study also revealed that the students faced challenges in paragraph organisation, lack of vocabulary and spelling mistakes. Another challenge faced by the students is that of lack of time to complete the writing activity. The study further looked at the needs analysis for the students. It was therefore revealed that there is a gap between the number of students in class and it is a banner to the teacher to improve the quality of the teaching given limited time.

Sentence variety in writing refers to the use of different types of sentences in a text. According to Barry "et al" (1995) using a variety of sentence structures is very important because it avoids uneven writing that can result in a series of short simple sentences. **Sentence unity** is categorised into three categories which are: Unity of substance –this occurs when the ideas presented in a text are not closely related. This means that when there is no unity of substance in the text, readers will get confused. Therefore, to achieve unity of substance there must be a balance of information in a text. The second one is the unity of form and this involves the correct placement of modifiers and the correct use of parallel sentence structures. This means that modifiers in a sentence should be placed correctly. The correct use of parallel sentence structure is very important.

Sentence clarity simply means that the meaning expressed in a sentence should mean the same as they mean to the writer. A study by Zaim and Ningsih (2019, August) was to find out if there was coherence and unity in the students' writing on the background of the research proposal. The study also wanted to find out about the problems they faced and the main cause of the challenges. The study revealed that the majority of students writing had coherence and unity. In addition, students still had problems with incoherence, inappropriate use of nouns and pronouns. The other challenge was using more than one idea in one paragraph.

2.3.3. Determining the purpose of writing in academic writing

 Hedge (2005) asserts that every writer should be driven by a purpose. This means that when writing a formal letter to the principal of the school as an example, to persuade him to change the class schedule, the purpose of writing will guide the writer on what to say and how to say it. In addition, it is very important to pay attention to the audience and purpose. A writer should also consider the kind of writing which should fall under the following categories: description, narration, persuasion and exposition. The different purposes of writing include giving information for example information in textbooks and entertainment in novels or short stories. The writing may take place to persuade the reader, for example

writing in advertisements and lastly to give opinions as in editorials or reviews. Therefore, the purpose of writing may differ depending on the need and target reader in mind.

According to Lindner, ''et al'' (2004) the process of assessing students should be targeted to a specific writing paradigm and should be made suitable for a particular purpose. For example, students may be given a task to write an argumentative essay or a narrative essay in class. This means that the focus is on one of the types of essays. This will allow the students to focus and produce a well-written essay. This will allow for better performance.

A study by Ahmed and Alamin (2012) examined the skills and strategies employed in the comprehension and production of writing tasks at undergraduate level. The findings revealed that students have difficulties in comprehension which means that they could not understand what was required from them. This means that if they do not understand the question they tend to digress. Secondly, the study revealed that students faced grammatical difficulties and this entails that the student failed to write a grammatically correct essay.

2.3.5 Cohesion and Coherence

Liu (2000) states, that writing is a problem that plagues many English Second Language students. The solution to how these students can be assisted has been a challenge to teachers and researchers. Cohesion is related to linking ideas. In addition, it is also concerned with connecting sentences and phrases. Furthermore, coherence on the other hand is concerned with the organisation of discourse with all elements of writing present in a text and fitting together in a text.

A study conducted by Mungugu (2010) investigated the writing of English Second Language by Namibian learners. The findings revealed that a high number of students errors were on the use of tenses. Inappropriate tenses, spelling and wrong use of articles dominated in their written work. According to Reishaan (2013) in his study of the use of tenses in IRAGI advanced EFL learners writing it was revealed that students commit serious tense errors when they are engaged in their writing activities. A similar study by Bukit (2020) indicates that if tenses are not used properly it distorts meaning and makes it difficult to understand the meaning and results in miscommunication.

Fitna (2020) conducted a research on the spelling errors committed by the students in the writing of compositions. The study aimed at finding out the type of spelling errors dominated in their essays. One of the findings indicated that the most spelling error was the omission of   letters in a word. He further

stresses the relevance of being able to spell words correctly as this is one of the most important skills in the English language.

2.4 The writing language needs for business students

Considerable research has been carried out on Business English.

> Business English is one of the examples of English for Specific Purpose. In the case of Business English, is largely used in international trade by many whose primary spoken or written language is English. In a globally connected world, Business English is becoming increasingly important as more and more companies need their staff to be literate in business communication. The goal of any Business English course is to allow its users to effectively communicate with others in a business environment, whether that communication is in correspondence, face- to -face meetings, or other methods. Therefore, a Business English Language curriculum/course must embrace topics such as reading, writing of letters and resumes, business phrases, terms of sale, advertising, and marketing. Related to the definition of Business English or English for Business Purposes, it shares the important elements of needs analysis, syllabus design, course design, and the selection and development of materials with all ESP fields of work (Fitria, 2019, P.1).

The study conducted by Makamani (2012) looked at the courses offered at higher level on communication courses offered by the Department of Communication by former Polytechnic of Namibia now (NUST). The English courses aim at improving the English curriculum that will meet the needs of the students' target situation. This means that there is a necessity to have a course designed or aligned to meet the students' needs in the world of work. Currently, NUST offers different generalised English courses. It is with this background that the study envisages that the findings from the study are aimed at bolstering efforts to implement an ESP curriculum that meets the expectation of learners' writing demands by the target situation. Similarly, Lee, (2016), investigated the learner's views on the need for an English for Specific Purpose course. The study revealed that 80% of students indicated that there is a need for an ESP course and that it is very helpful in preparing for their future job market. Furthermore, the study revealed that the most important language skill required was the writing skills (Rao, 2017).

> The students at any university need the mastery of English Language for academic needs as well as employability skills. ESP is an approach to language teaching and learning. The course is

designed in such a way that the raw data about a learning need is interpreted to produce an integrated series of teaching-learning experiences. A material design model consists of four elements: input, content focus, language focus and tasks. The theories of language or the nature of language have been viewed as falling into three main dimensions: structural, functional and interactional views. Course designers have to create or find out some innovative activities or tasks for the learners to acquire the competency levels. The EST course should be planned and designed to meet the needs and competencies of the students (Rao, 2017, p. 1).

A study conducted by Mungongi (2018) on the role of English for Specific Purposes in enhancing workplace literacies for graduates employed in the commercial sector in Windhoek, indicates that the ESP courses in higher education do not meet the demands of the employers in the workplace. This means that there is a gap between what students are taught at university and the employability skills required in the industry. The study further concluded that there is a need to introduce more ESP courses that will meet the needs of the industry.

St. John (1996), Dudley –Evan and St John (1998) suggested that a set of core business skills is required in the business world. The skills include the oral skills such as telephone etiquette, giving presentations, taking part in meetings, socialising, negotiating and correspondence in writing. Similarly, the study conducted by Chew, (2005) on Hong Kong bankers presented various tasks that were not identified in the previous studies, such as daily commentary, opinion letters, internal newsletter, press releases, invitations and roadshows. A combination of all these skills is therefore, necessary to be included in the Business English students' curriculum. By so doing the curriculum will meet the needs as per demand by the 21st-century business world. Cowling (2007) examined a detailed description of the needs analysis in the stage of developing English Language courses at an industrial firm in Japan. The outcome of the study revealed that it requires proper planning and care when executing the stages in the course design. Baskurtmen (2012) indicates that needs analysis and Language for Specific Purposes (LSP) are intertwined and that it helps students to function well linguistically within an academic, professional and workplace environment. Hence, it makes it important to conduct a needs analysis study.

Kelly, (2015) defines and relates the concept of language needs to the linguistic resources, which learners need to successfully cope with the forms of communication in which they are going to be involved in the short or long terms. These needs are identified as part of a specific process that consists of gathering the information together. It is of great importance to assess what uses will be made of the language learnt and thereby determine what types of content should be taught on a priority basis. This process is the

starting point for the development of language programmes intended for learners. It must lead to the development of tailor-made courses, which are the only means of meeting the expectations of the relevant groups. However, it should not be reduced to a technique for specialists, as the needs cannot be defined without input from those concerned.

Needs analysis for Business English students is one of major concern in the field of language acquisition research. Analysis of language learners' needs is seen as the first step towards the preparation of a language course. Richards & Rodgers (1986:P.156) maintain that language needs analysis is concerned with identifying general and specific language needs that can be addressed in developing goals, objectives and content in the language classroom. Needs analysis is seen as a device for gathering information about learners and their needs in language teaching. ESP is an area with high regard for needs analysis. In most cases, students' needs are often rather specific and often textbooks do not fulfil their needs.

A study was conducted by Zafar (2016) on how business language courses can be made more effective to undergraduate students. The study was conducted at the Mohanmad Ali Jinnah University at Ilamabad. The study was based on analysing writing errors and finding the best strategies that can work to reduce common language errors. The study further revealed that the most prominent errors were the L1 interference errors. The study helped in the needs analysis because it is from the findings that the Business English writing training for the group of students was made more effective. Another similar needs analysis study was conducted by Alsamadani (2017). This study aimed at finding the needs analysis in ESP context in Saudi Engineering students. The focus of the study was to determine the areas in which they are lacked writing and reading skills. The study revealed that there is a gap between reading and writing skills. Moreover, the findings helped to determine that there was a need to strengthen the ESP course taught to the engineering students.

A needs analysis was introduced into language teaching through the ESP movement as early as 1960. The demand for the specialised programme grew and applied linguists began to employ needs analysis procedures in language teaching and material development. When talking about ESP needs analysis is mandatory. It is important to acknowledge that scholars (Evans and John 1996. P, 45) are the backbone of ESP. Graves (2016) states that it is important to use needs analysis as an ongoing process in teaching as this helps the learners to reflect on their learning, identify their needs and gain a sense of ownership and take control of their learning. De Vargas & Anderson (2004:1) state that conducting needs analysis helps an ESP practitioner to properly plan and decide the best way to address the needs of the learners.

Kayaoğlu and Akbaş (2016) conducted a similar study on medical students' English language needs. The rationale behind the study was that regardless of the future profession's students need reading, writing and speaking skills in English. The study revealed that these medical students value the process of learning English. Secondly, the findings revealed that the students valued speaking as this was more important in the medical field since they interacted with patients. A study conducted by Chew (1994) described the needs analysis as a term that puts a distinction between what learners will be required to do with the foreign language in the target situation and how best learners might best master the target language during the period of training.

Huh (2006) conducted a study on the needs analysis of English Second Language Business English courses aimed at improving learners' general business English communication skills. The outcome of the study indicated that there is a need for more studies in ESP and that the study provided a sound basis and valuable implications for curriculum developers and teachers in developing Business English courses. It is therefore relevant to mention that needs analysis is not only limited to the courses in linguistics but any other field. A study conducted by Čapková, and Kroupová (2017) on the needs analysis of students of Economics indicated that the most concern about educationalists is the relevance of their programmes to their graduates' success concerning the current competitive world of work.

Furthermore, a doctoral dissertation study by Taşçı (2007) was conducted to find out the academic and professional English language needs. The findings of the study revealed that most professionals need to improve their English reading skills. The main results of the study revealed that medical students studying in Turkish-medium contexts primarily need to improve their English reading skills to research their problem-based learning classes. In addition to English reading skills, medical students regard speaking skills as an interactive way of learning English in groups. This finding indicates a changing trend in the students' perceptions of their foreign language needs in comparison with the previous needs analyses of English language needs in medical contexts. The overall findings of this study revealed that there is a need to increase the class hours, provide technological equipment, and appoint trained instructors for the efficient teaching of medical English.

Edwards (2000) conducted an ESP study in a business context involving senior banking officials from the bank. The focus of the study was to find out what they needed to improve their language skills in comparison to what they had. The study revealed that mostly the EFL teachers are underprepared and overworked themselves to successfully finish the ESP responsibility. A similar study by Monaghan, et al (2007) states that because the success of students in school, in their personal lives, and their work world

is in large part dependent on their ability to communicate in written words. It was concluded that it is vital that teachers know the most effective means of teaching writing.

Farren (2016) conducted a study on addressing the needs of English language learners in mainstream classes in Ireland. The findings suggest that some teaching strategies are relevant in teaching English language learners to identify workable strategies in ensuring that the students master the language skills.

A similar study conducted By Fatsah, Ashrafiany, & Basalama, (2020). The focus of the study was to find out the students' writing difficulties in writing essays and the facts involved based on their cognitive capabilities. The study revealed two challenges faced by the students which are; prewriting and the pre-drafting. The pre-writing stage is a stage in which writing involves getting a topic while the pre-drafting includes getting the topic and organising the essay. It is therefore important that students should have the skill and knowledge on how to organise an essay.

Furthermore, Zhu (2004) conducted a study on writing courses. The study categorised the writing assignments required in undergraduate and graduate business courses and examined the characteristics as well as the skills needed to complete the assignments. The findings indicated that the assignments included both general academic and specific genres. Furthermore, these genres were designed to initiate students onto the real world hence they were a problem-solving mechanism.

Mognhode and Woldemariam (2015) conducted a study on the English language needs of business students at the University of Adama Science and Technology in Ethiopia. The findings of the study revealed that the business students were not satisfied with the English courses offered at the university and that there was a big gap between the target group and the necessities in the target situation. For example, the result indicated that business students had specific limitations in performing specific tasks in English. This means that students felt that there was a gap between what they could do when performing tasks in English as compared to their needs. A similar study on the specific English language needs of engineering students at Adama Science and Technology was conducted by Tesema and Woldemariam, (2016). The findings revealed that there was a huge gap between their needs and what the course offered, and their future targets as compared to their present competencies. Similar studies have been conducted not only in the field of linguistics but in other fields as well. The English language is the most commonly used in the world. The need to learn the language further has been increasing and the need for excellence in the

language has grown in the language sector. Therefore, it becomes difficult to separate needs analysis from any ESP course. A study was conducted by Vahdany and Gerivani, (2016) on an analysis of the English language needs for medical students and general practitioners at the Guilan University of Medical Science. The study aimed at finding out the English language needs in the context of EFL. Therefore, the result of the study indicated that both medical students and general practitioners valued reading skills followed by writing skills.

Similarly, Adulruman (2007) investigated ESP learners who are studying medicine at Sudanese University. The study came up with a lot of observations on what is required from these students in their daily lives such as the use of English. The study discovered that students should listen to the radio, understand watch documentaries on TV. It was further revealed that students also need English in their academic life to understand and comprehend English. Lastly, it was also revealed that these students required reading, writing and speaking skills in English in order to be competent medical practitioners. This points out that English plays a vital role in medical studies because these medical students have to read medical textbooks which are mostly written in English. This indicates that the needs analysis is inseparable from any ESP course. This notion is backed up by St.John and Dudley –Evan (1998) that needs analysis is the cornerstone of ESP and the process of establishing the *'what'* and '*how'* of the course.

2.4.1 Present situation analysis

In a target situation analysis, the question is: What English language skills do the students require in a particular field of study in order to communicate effectively in their future careers? This is the basic question to investigate the target needs of the learners. In the present situation, the point of departure is to know what the students currently know. The analysis focuses on the background of the students, their current language levels and their learning styles. The study would like to know the current language proficiencies. Hutchison & Waters (1987, P. 62) pointed out the advantages of the present situation analysis as:

> A situation analysis to determine the destination. It can also act as a compass on the journey to give general direction, but we must choose our route according to the vehicles and guides available (i.e. the condition of the learning situation), the existing roads within the student's mind (i.e. their knowledge skills and strategies) and learners motivational for travelling.

Therefore, the current situation analysis serves as a base for an ESP course. Based on the information we gather through the present situation analysis of the students; we can prepare language courses relevant to the learners.
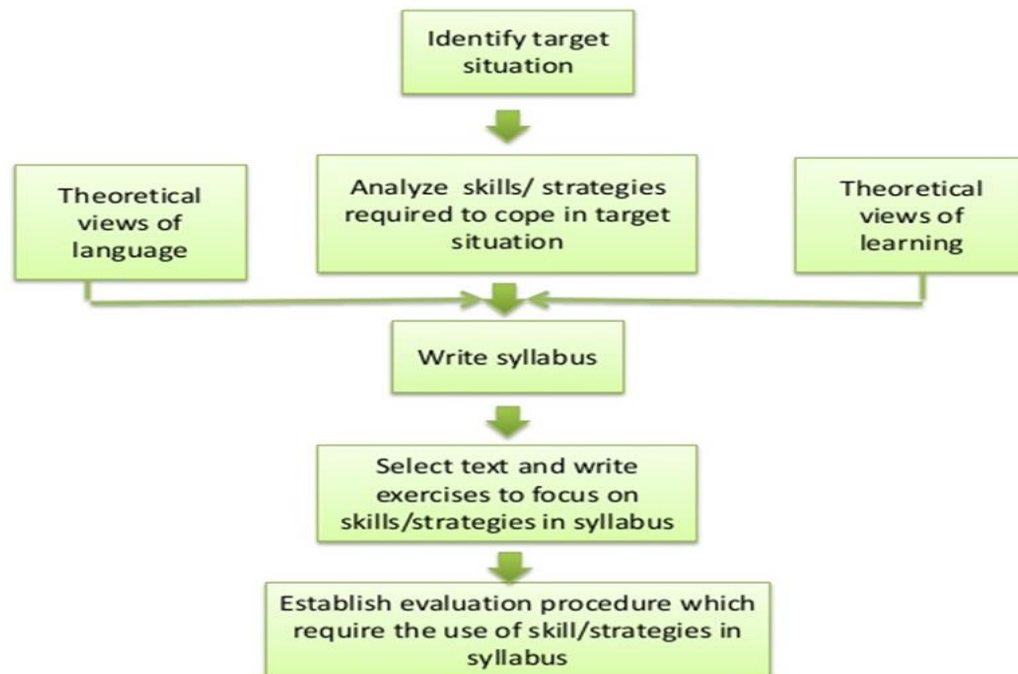
Figure 1 ILLUSTRATION EXAMPLE OF THE ESP COURSE DESIGN

Retrieved from https://images.app.goo.gl/au9ZMAL5u7TAd5NP8

2.5 Research gap (s)

Students are less proficient in academic writing. The job market requires highly proficient employees in their respective fields. The investigation consequently sought to narrow the gap and come up with interventions that shall equip graduates with the necessary writing skills. The study findings, however, indicated that there is a mismatch between what the students possess in terms of their writing skills and the target needs in their professional life of the world of work. However, this type of research has not been studied at NUST and little research has been done in the country.

2.6 Theoretical framework

To address the aforementioned purpose, the researcher approached this study from a theoretical framework of the two approaches process-genre approach as postulated by Hutchinson and Waters,

(1987). The two approaches to writing which are Process and Genre approaches were combined to achieve the purpose of this study. Badger & White (2000.P.156) define the Process Writing Approach as an approach that assumes that students learn more effectively when exposed to multiple examples of text. For the purpose of this study the two approaches were combined to form a theoretical framework which introduces and describes the theory that explain why research problem under study exists. However a theory on its own describes an overall way of working on how to approach something. The theory of learning of the Process Genre Writing approach consists of three components: imitation, understanding and application and focused on linguistics skills than linguistic knowledge such as grammatical knowledge or structure. Badger and White (2000) proposed the merging of the two approaches. The merging of the Process and Genre approach was necessary because of the limitations of the Process Approach when used alone.

Teaching writing is of special importance and has increased interest in high schools in recent years. There are several approaches to teaching writing used by teachers and educators for many years to remember. And yet, even though learners might have reached an advanced level of language communication, one of the major concerns voiced by language teachers is that their level of writing competency seems to be lower than expected. Many scholars have stated that second language (L2) practitioners are still in search of a coherent, comprehensive theory Rusinovci (2015, p, 699).

Mukoroli (2016) states that the Process Genre Approach permits for individual and emotional meaningful writing instructions that allows a second language writer to reflect on their personal experiences and to extend their self-understanding concerning the cultural linguistics and emotional factors. The Process Approach focuses on how a text is written instead of the outcome. As noted in Hyland (2003), the Process Approach has a major impact on understanding the nature of writing and the way writing is taught. Research on writing processes has led to viewing writing as complex and recursive – not linear. The Process Approach, therefore, emphasises the importance of a recursive procedure of prewriting, drafting, evaluating and revising.

Dudley and John (1998) state that the Process Approach focuses on the idea that writing should be viewed as problem- solving with specific reference on thinking and process. Brown (2001) agrees that writing is a thinking process in which the writer produces a written product after they go through different writing processes. The Genre Approach emerged around the 1970s and became popular around the 1980s. According to Yan (2005), this approach was developed so that students could benefit from learning

different types of written texts. The Genre Approach emphasises the social context in which the writing is produced. Thus, this approach views writing as predominantly linguistic.

The Genre Approach, however, places a greater emphasis on the social context in which the writing is produced. For this study, therefore, the Genre Approach plays a significant role because it gives direction to students to follow the different types of writing to. Swales (1990), describes the Genre Approach as a class of communicative events. He further explains that the members of the communicative events share some set of communicative purposes which are recognised by the expert members... Badger & White (2005) noted that the central aspect of the situation is the purpose, writing to be a successful one and to know why he or she is writing. He further gives examples of different kinds of writing such as letters, and memos.

Babalola, (2012) investigated the effects of the process –Genre-Based Approach on the written English performance of computer science students. The result of the study indicated that there is a significant effect on the Process Genre approach on the performance of written English by computer science students involved in the treatment. Effects of Process-Genre based approach on the written English performance of computer science were measured by looking at the students in a Nigerian polytechnic. Rodriguez (2013) as quoted in Mukoroli (2016) states that when meaningful literacy pedagogy is used as a basis for second language writing class, it allows students to be engaged in the writing process and most significantly, to expand language use for their real lives beyond the classroom. The pre-writing activity would involve introducing techniques that help the students discover and engage a topic. Instead of turning in a finished product right away, students are asked for multiple drafts of work. After discussion and feedback from readers, the learners would revise the drafts. Many methods can be employed in a classroom using the Genre Approach. For example, the writers should know the target situation meaning that they should know whom they are writing for. Secondly, the students should be aware of the type of genre required for that specific text. This type of pedagogical approach according to Hyland, (2003) emphasises the collaboration between teachers and students. This way the teacher takes an authoritative role to support students as they move towards their potential level of performance.

However, there have been some shortcomings to the Genre Approach. One of them is that there is little help done by teachers to assist students. This means that this approach does not allow students to express their ideas, but they fully depend on their facilitator to find suitable materials for them. Therefore, this can be problematic because students should be encouraged to be self-independent thinkers. This is the combination of the two theories relevant to promote Krashen's (1973) notion of the input theory which

entails that input and interaction play a very important role through feedback in the process of writing. This means that the input may be obtained from the instructor or other learners.

Nordin, (2017) provides an example where the teacher may provide input at the beginning of the lesson when a text of a particular genre is being introduced. A teacher may explain the differences between internal and external (internal means meant for internal staff members in the organisation as for external this one will refer to the receipts outside the organisation. Therefore, the audience and the purpose of the writer determine the structure, the organisation, the tone and the choice of words used in a text.

Figure 2: Application of the Process Genre Approach
Adapted from Badger and White (2000)
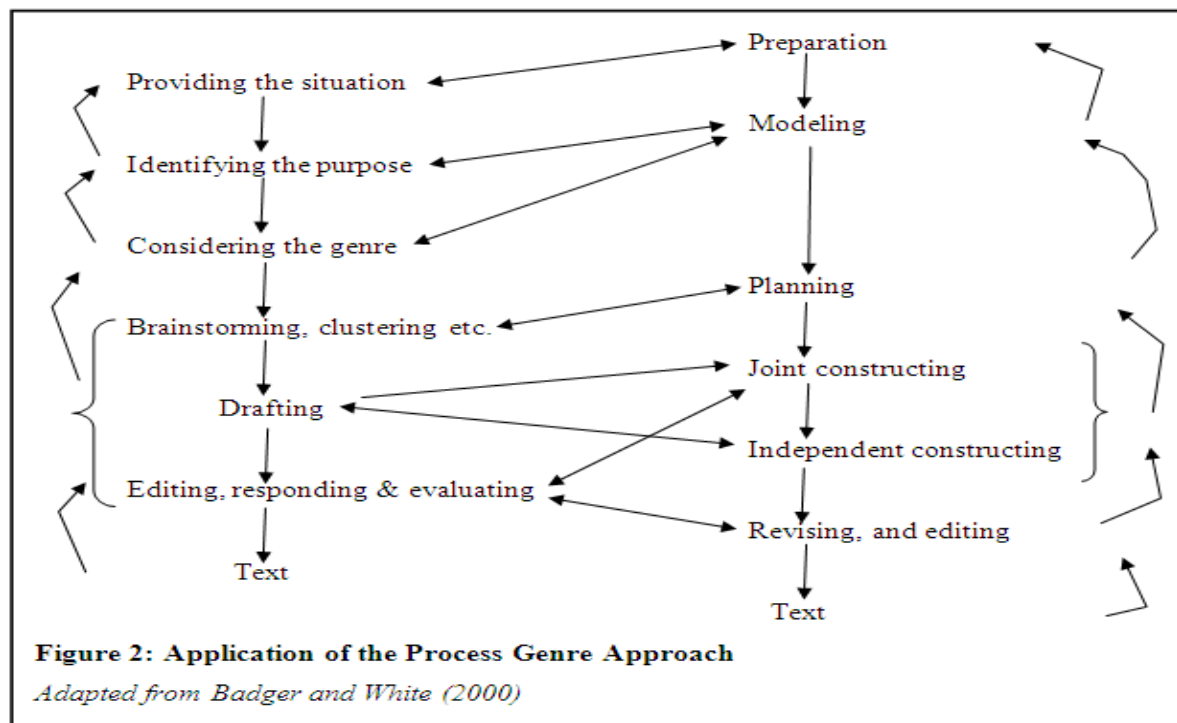
Figure 2 ILLUSTRATION OF THE APPLICATION OF THE PROCESS GENRE APPROACH (page 159)

Implementing an integrated approach of Process-Genre Approach in English writing classes ensures that the usefulness and power of process writing pedagogy (pre-writing, drafting, feedback, and revising) are not replaced entirely by using only the Genre Approach. These two integrated approaches can be seen as complementing each other throughout the whole writing process (Rusinovci, 2015, P.704).

Marzulina and Saputra (2015) conducted a study to find out whether or not there is a significant difference in students' writing achievement when they are taught using The Process Genre Approach.

The findings revealed that teaching writing using the Process Genre Approach had very important differences in how they mastered the writing skills. Marzulina and Saputra (2015) further states that the two approaches to writing were combined to improve the students' writing skills, it also helps students to use their writing process to construct a text a genre they are familiar with.

Chapter Three

Research Methods and Procedures

3.1. Introduction

This chapter discusses the methodology engaged in the study. The section outlined the research design, research paradigm, research approach, sampling processes, data collection and analysis as well as the ethical consideration for this study. Iipinge (2013) refers to research methodology as both the theoretical and practical elements of conducting research.

3.2 Research Design

In order to answer the objectives of the study, this study followed an exploratory sequential mixed methods research design. Creswell and Clark (2017), state that this type of design offers strong points that counterbalance the flaws of both quantitative and qualitative research. This encompasses the first phase of qualitative data collection and analysis, followed by a second phase of quantitative data collection and analysis that builds on the results of the first qualitative phase.

The study aimed at evaluating the writing competencies of 3rd year Bachelor of Business Management students at Namibia University of Science and Technology. This study collected data from the writing competency test that the students wrote. For the purpose of this study, this design addressed whether there was a relationship between the 3rd year business students writing competencies and the English courses offered at NUST and whether there was any need to improve their course curriculum to meet their needs so that they could improve their writing competency and meet their level of academic achievement. Furthermore, further assessment was done to find out if these English courses assisted these students in meeting their needs in business management and world at work. In order to collect relevant information to address the issue of employability skills, questionnaires were populated to the banking sector. These questionnaires targeted general employees, managers and supervisors.

 Owing to financial constraints and time, the researcher selected only 3rd year students pursuing a degree in Business Management in 2021 in the investigation. Following a purposive sampling procedure, data was also collected from First National Bank (FNB) and Standard Bank (SB) whereby 15 employees, their supervisors or managers of these banking sectors completed questionnaires for the researcher to find out

if there was any mismatch/gap. From these questionnaires, the outcome determined whether or not the graduates employed there needed the writing skills taught to them during their studies at NUST.

3.3 Research Paradigm

The study used a pragmatic philosophical paradigm. Pabel, (2021) asserts that it is a stance associated with the mixed approach and it seeks to understand a phenomenon under study from an individual decision maker within an actual real-world situation. Pragmatic study combines qualitative and quantitative research approaches. This is to allow better understanding and untimely solve the problem. The justification of choosing pragmatic paradigm as an approach is that the study focussed on practical solutions above philosophical discussion. Therefore, in this study the two methods were complementary to one another.

3.4 Research Approach

The researcher employed a mixed design to collect data. Ackoff (2010, p.23) is of the opinion that mixed research involves a qualitative and quantitate approach which is the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure. Mixed methods research is both a method and methodology for conducting research that involves collecting, analysing, and integrating quantitative and qualitative research in a single study or a longitudinal programme of inquiry. The purpose of this form of research is that both qualitative and quantitative research, in combination, provide an expanded understanding of a research problem or issue than either research approach alone. In fact, the research design is the conceptual structure within which research is conducted; it constitutes the blueprint for the collection, measurement and analysis of data. As such the design included an outline of what the researcher used to formulate a problem to the final analysis of data.

3.5 Research Setting

The data of this study was collected at NUST in the Faculty of Management Sciences in Windhoek and was conducted in the school lecturer halls at a time convenient for the sampling. The other data samples were collected from First National Bank and Standard Bank main branch in Windhoek. The setting was convenient for the sample because the student's attended classes at NUST. Hence it was also convenient and easier to get in touch with the participants. The data from FNB and Standard Bank was easy to collect because the respondents were at their respective workplaces.

3.6 Study Population

The target group was selected from 3rd year students pursing a degree in Business Management. As per registration statistics obtained from the statistician office at NUST, there were 80 registered students in the third year for the Bachelor of Business Management during the 2021 cohort semester 1. Owing to COVID 19 regulations and protocols, the study focused on the fulltime students with a study population of 80 registered students. These were students who were available on campus. On the other hand, the study population of the banking participants (employees) were 25 employees in total.

3.7 Sampling method

For any investigation to be successful, defining the sample size is imperative. To realise the goals of this investigation the researcher used a purposive sampling procedure. Tongco, (2007) defines purposive sampling as an alternative sampling technique of non-probability sampling which is more operational for the reason that it is an inherent bias method, and it stays robust even when tested with other control group. Cherry-picking the purposive sample is fundamental to the quality of data gathered; thus, reliability in addition to competence of the informant must be ensured.

Operating under the new normal (COVID 19 pandemic era), the purposive sampling technique was necessary for the reason that it allows the express inception of emergencies. Sampling is an act, a process, or a technique of selecting a suitable sample, or a representative part of a population for the purpose of determining parameters or characteristics of the whole population. Salant and Dillman (1994) theorise that the sample size is determined by regarding the four factors namely: the population size, how much sampling error can be tolerated, how varied the population is with respect to the characteristics of interest and the smallest subgroup within the sample for which estimates are needed. It is worth mentioning that the most important thing taken into consideration is that the sample drawn from the population must be representative so that it allows the researcher to make inferences.

 Data was collected from First National Bank and Standard Bank were supervisors or managers and other ordinary employees of these banking sectors completed a questionnaire. Therefore, purposive sampling was used to select the samples. This was because of the nature of the banking sector where there are not a lot of employees in one branch. Owing to time and COVID 19 regulations this method was necessitated. Therefore, 15 fifteen employees from Standard Bank and FNB were selected for this study. This comprised five employees from managerial positions and 10 employees occupying different positions. From these questionnaires the outcome was assumed to determine whether or not the students employed there

needed the writing skills taught to them during their studies at NUST. Furthermore, the 28 students were selected to write a competency essay test.

3.7.1 Sample Size determination

Sample size is a market research term used for defining the number of participants chosen to represent part of the study population (Malone, Nicholl & Coyne, (2016). In this study, there were two groups of participants that formed the study population. These were NUST students (N1 = 80) and bank employees (N2 = 60). The sample size was derived from the Krejcie and Morgan, (1970) sample size determination table. Therefore, the sample from NUST students (S1 = 70) and bank employees (s2 = 20).

Table 3.2 Summary of the chosen sample

Study sample (NUST students) N1	Study sample (Bank employees) N2
S1 =70	S2 =60

   S = Sample size

The main reason for adapting the Krejcie and Morgan, (1970) sample size determination was that the population and samples were already predetermined. On the quantitative side of the study, bigger numbers generated more accurate results. The method that was used to calculate the sample size on the table provided a 0.5% degree of accuracy from a mathematical formula:

s = X^2 NP (1 − P) ÷ d^2 (N − 1) + X^2 P (1 − P).

3.8 Research Instruments

For the purpose of this study the following types of instruments were used. The researcher populated a google form questionnaire to the 3rd year Business Management students as well as the banking sector. The competency test in a form of an essay was also administered to the students. Therefore, to collect data the researcher used the following:

3.8 1. Writing competency test for the Business Management students

In a form of written essay tests, the students were assessed in terms of what type of sentences they used and whether their essay were coherent enough in terms of their writing skills. The students had to demonstrate if they were able to write coherent sentences by using cohesive devices. The test was administered to 28 students who were given an option of two questions and to choose only one of them. Due to COVID 19 lockdowns and protocols out of the 70-sample size, only 28 students were available and

successfully wrote the competency test and their papers were marked. The tests were marked according to the departmental marking scheme format.

3.8.2 Questionnaire

The researcher used a google form questionnaire with open and closed form of questions. The questionnaires were distributed to the stakeholders and business graduates employed in the business world.

30 questionnaires were printed in hard copy and distributed to FNB and 30 were distributed to Standard Bank. However, only 40 in total from both banking institutions were completed. 32 were completed by the Business Management graduates employed and 8 were from the banking managers or supervisors. These questionnaires were used to assess whether there was a need to change the English courses currently offered and whether there was a need to change the curriculum so that these courses could meet the needs of Business Management students.

Another online google questionnaire was rolled out to Business Management students to complete. This was to get their opinions on whether the English courses taught to them were helpful in terms of improving their writing skills. A total of 70 Students responded to the open-ended questionnaire.

3.9 Data Analysis

The researcher collected data from the google form questionnaires and written texts. Therefore, data was analysed by identifying common patterns within the responses and critically analysing them in order to achieve research aims and objectives. After the data was collected, the researcher embarked on the task of analysing it. Anderson (2011) believes that analysis of data requires a number of closely related operations such as formation of categories, the application of these categories to raw data through coding, tabulation and then drawing statistical inferences. The data was condensed into a few manageable groups and tables for further analysis. Thus, the researcher classified the raw data into some purposeful and usable categories.

3.10 Ethical Considerations

The researcher had responsibility to the research participants, colleagues and the people to whom the researcher presented the findings. Therefore, the researcher considered ethical concerns as stated in Baker's (2008) four Principles of Autonomy which are: autonomy, non-maleficence, beneficence and justice.

The researcher ensured that everyone who participated in the study had freely consented to participation, without being coerced or unfairly pressurised. This means that the participants were well-informed about what participation entails and reassured and that declining would not affect any services they received. The researcher obtained written consent from anyone who participated in the study.

It is not always easy or even possible to measure the dangers of a certain context to a given population, let alone to individuals. It is therefore essential to protect the identity of the person from whom the researcher gathered information. The researcher ensured that every information that was collected and the identity of the participants were protected at all times and were not left lying around in notebooks or unprotected computer files.

CHAPTER FOUR

MAJOR FINDINGS AND DISCUSSIONS

4.1. Introduction

In this chapter the data collected were analysed according to the research objectives. The results presented were from both students and those employed in the banking sector as well the data collected from the written essays written by 28 students. A questionnaire was populated online to the third-year Business Management students. The main objective of the questionnaire was to understand their practical experience with the English course and whether it had impacted them in terms of their writing skills. Lastly, the two questionnaires were populated to the two-banking sectors namely First National Bank and Standard Bank.

4.2. An analysis of students writing competencies and techniques

A group of 30 students were given an essay competency test to write. These students were given an option to choose from two topics. In the first topic students were required to write their experiences with the use of e-learning at NUST, advantages and disadvantages of using e-learning in the COVID 19 era. The second option was a question on their future work opportunities and career opportunities after completing their degree programme. The study population was 80 and the calculated sample size was 70, however the researcher was only able to get hold of 28 students, and this was due to the Covid-19 challenges. In order to determine the possible challenges and weaknesses of the students' writing skills the following weaknesses were identified and analysed as indicated in the table below:

Table 4.1 The pie chart below is an illustration of the findings unzipped by the investigation

Errors committed	Number of students	Percentage
Tenses	26	86.66%
Essay structure	24	80%
Punctuation	27	90%
Lack of coherence	28	93.3%
Sentence formation	26	86.66%
Discourse markers	27	90%
Comprehension	28	93.3%

The table above indicates findings revealed from the essays written by the 3rd year Business Management students. The essays were analysed and marked according to the approved NUST marking grid of essays. The findings indicated that quite a significant number of students could not use tenses correctly. In addition, the students failed to follow the proper use of the essay structure which is arranging the essay into three parts, namely: introduction, body and conclusion. Furthermore, the incorrect use of punctuation marks or no punctuation marks at all was observed as per table above. Owing to poor use of tenses and inappropriate essay structure, lack of coherence was detected in the students' essays. As a result of the above shortcomings, more lexical and syntactical errors marred their essays. Another observable trend was that students could not form sentences correctly when they were given a written essay. For example, some of them could not write grammatically correct sentences as intimated above. Coupled with many errors mentioned above, the students failed to use discourse markers which are fundamental elements in any writing activity. Lastly, the findings indicated that students did not interpret the question properly and most of what they wrote was irrelevant to the discussion.

Standard Essay Marking grid for Professional Writing (PW) in the languages department at NUST. The Marking grid was used to access students' essay.

4.2 ESSAY MARKING GRID

| PWR611S Essay Rubric (30)	Weak	Below-average	Average	Above-Average	Excellent
Spelling and punctuation (Use of punctuation does not interfere with flow; presence or absence of run-on sentences, comma splices, fragments, etc.)	1	2	3	4	5
Vocabulary and word choice (Confusing to clear; ordinry to exceptional, making meaning obscure or clear; use of imagery)	1	2	3	4	5
Grammar (Subject-verb agreement, articles, missing words, verb tenses, presposition use: from correct to incorrect)	1	2	3	4	5
Quality of content (Original, creative, interesting, detailed: poor to average to engaging content)	1	2	3	4	5
Structure (Thesis statement, topic sentences, supporting sentences, concluding sentence; paragraph division, organised, planned: from poor to excellent, poorly planned to well-planned; simple, compound and complex sentences)	1	2	3	4	5
Understanding of topic (Detail, development, transitions, examples and illustrations: simple or repetitive to advanced ideas)	1	2	3	4	5

Respondents from the 3ʳᵈ Bachelor of Business Students at NUST

Figure 4. 3 students' experience with Professional Writing (PW) as a course
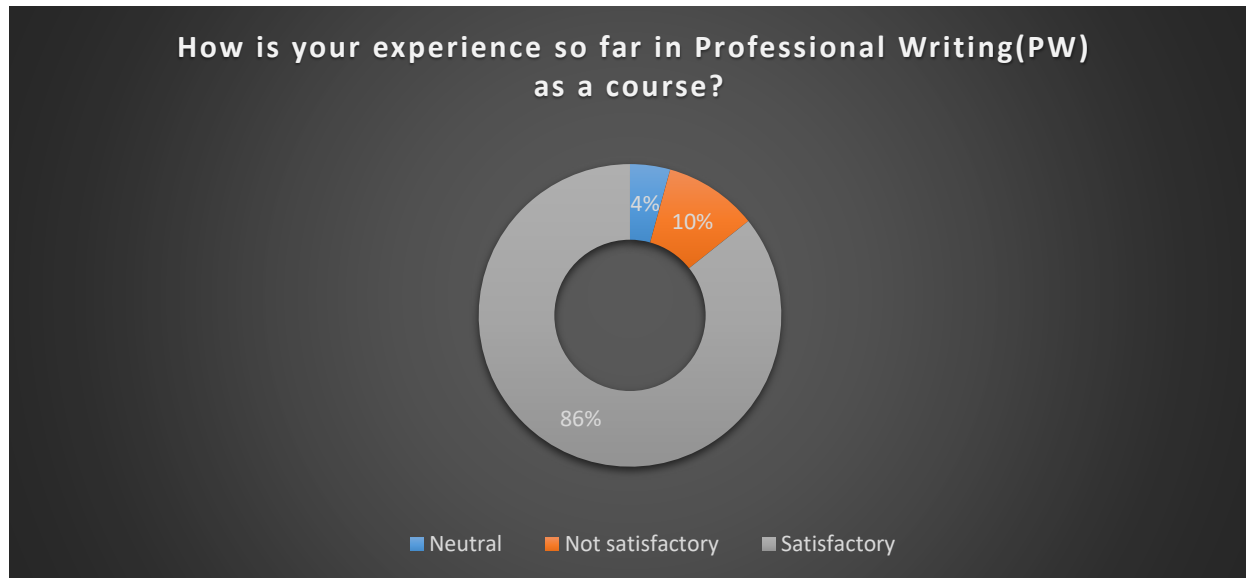

The data presented in figure 4.4 was obtained when the students were asked to indicate their view on how their experience has been so far with Professional Writing as a course. The data received indicates that 86% of the respondents expressed that their experience had been satisfactory and 4% indicated that their experience had been neutral and 10% indicated that their experience was not satisfactory. The figures indicated that the students were generally happy with the course.

**Figure 4. 4 Previous English Language experiences**
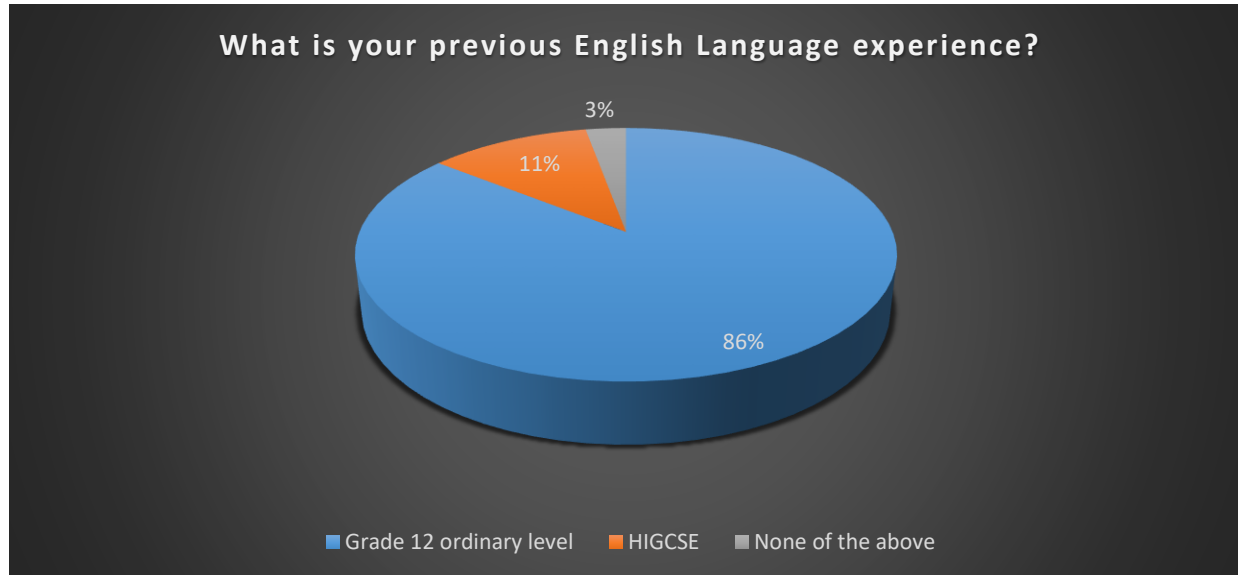
According to the Namibian examination bodies the above study findings indicate that most of the respondents did Grade 12 Ordinary Level which represents a total percentage of 86% and 11% indicated that they did HIGSE in Grade 12 while 3% indicated that they did not do any of the above.

**Figure 4. 5 Relevance of PWR611S as an EAP course to Business Management students**
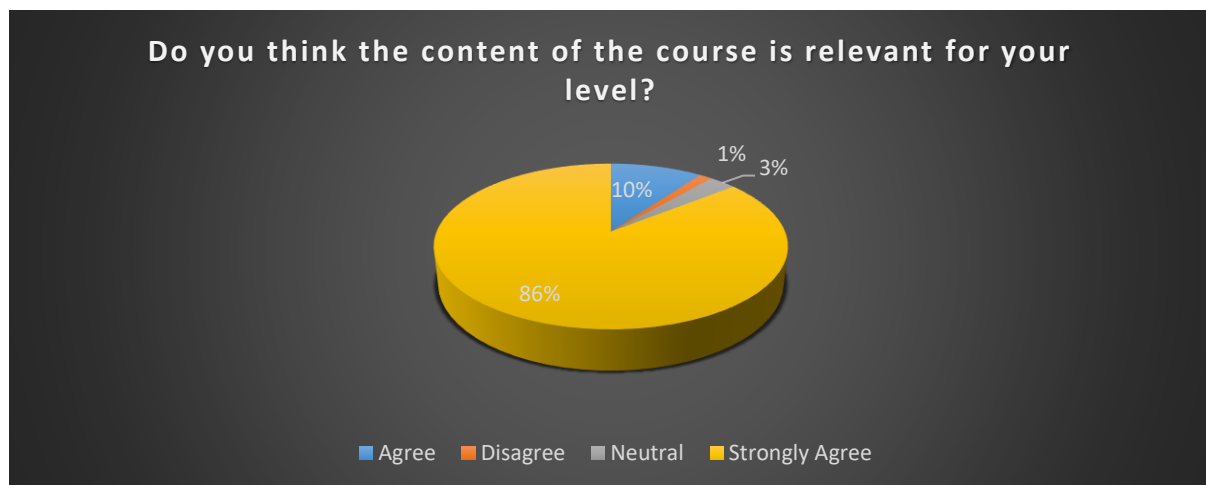
The study findings reveal that the content studied in Professional Writing as a course was relevant for their level as third-year Business Management students as compared to their future job opportunities. Out of 70 participants statistics converted to percentages the majority of the respondents of 86% indicated that they agreed that the content of the course was relevant for their level. The findings then suggest that the respondents were generally satisfied with the course.

Figure 4. 6 Relevance of the written task compared with the field of study
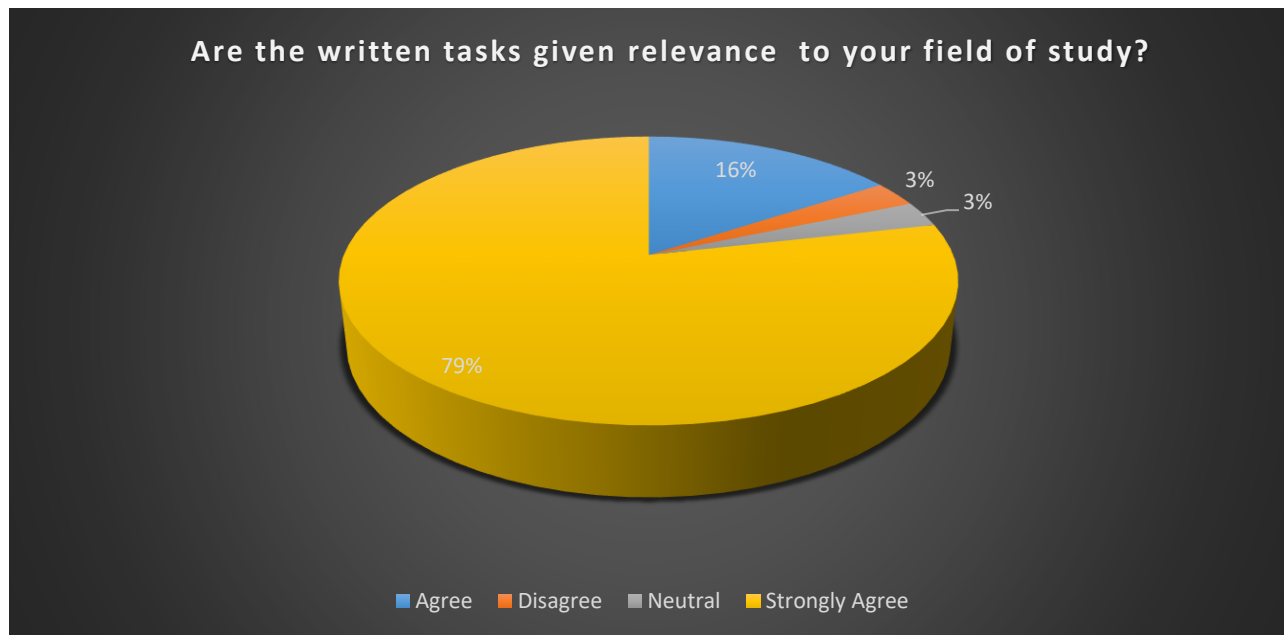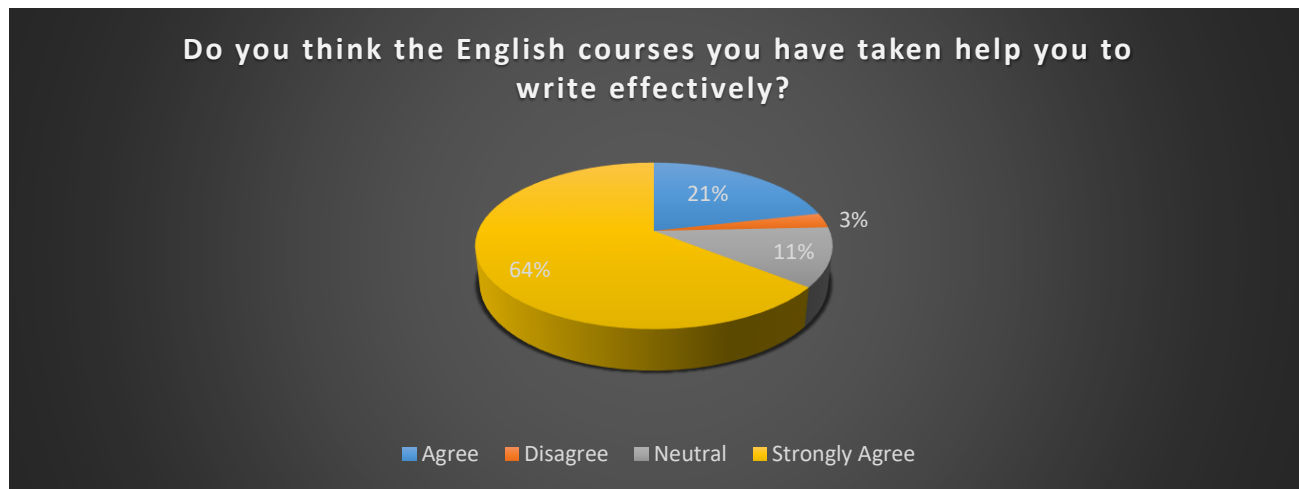

The study findings indicate that the majority of the respondents of 3rd year students with a high number of 79% indicated that they strongly agree that the written tasks given to them were relevant to their course. On the other hand, a total percentage of 16% indicated that they agreed and 3% indicated that they were neutral. This means that they were not sure if indeed the written tasks were relevant to their field of study and 3% indicated that they disagreed that the written tasks given to them were not relevant or not linked to their study programme. The higher percentage suggests that the written element offered during their studies in Professional Writing as course were relevant enough as per comparison to their field of study and possible job opportunities.

Figure 4. 7 Improvement of the students writing skills after studying Professional Writing
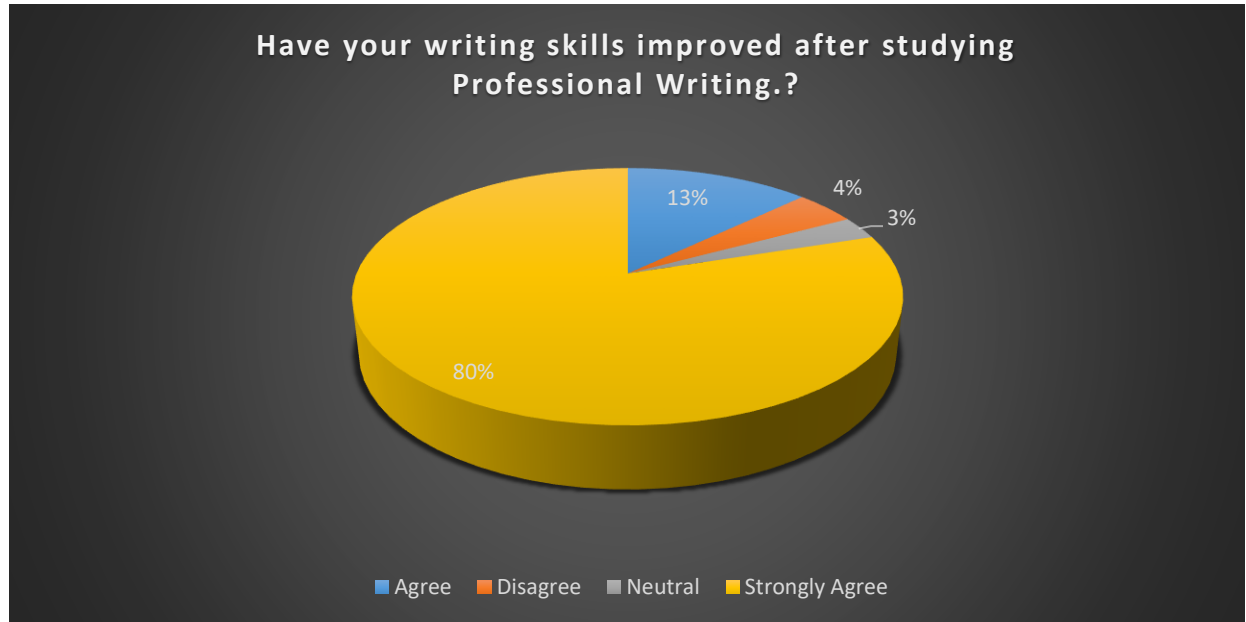
The above data represents the responses from the 3rd year Business Management students as they were asked to indicate if their writing skills had improved after studying Professional Writing as an EAP course. As it can be seen from the Figure above the findings reveal that a percentage of 52% of respondents indicated that they agreed that their writing skills had improved after studying Professional Writing. 14% indicated that they disagreed with the notion that there was an improvement to their writing skills while 10% responded and opted for a neutral position.

Figure 4. 8 The relevance of the English courses compared to their writing skills

Do you think the English courses you have taken help you to write effectively?

21%

3%

11%

64%

■ Agree   ■ Disagree   ■ Neutral   ■ Strongly Agree

The responses indicated above were analysed using descriptive statistics and presented in percentage. 64% of students' responses is rated high as they indicated that they strongly agreed that the English courses they had taken during their studies helped them to write effectively. 21% indicated that they agreed that the English courses they had taken helped them to write very well. 11% took a neutral position meaning that they were not sure, and the lowest rating is 3% of the respondents who indicated that they disagreed.

Figure 4. 9 The need for more language skills

Do you feel that you need more language skills than you have now?

17%

3%

9%

71%

■ Agree   ■ Disagree   ■ Neutral   ■ Strongly Agree
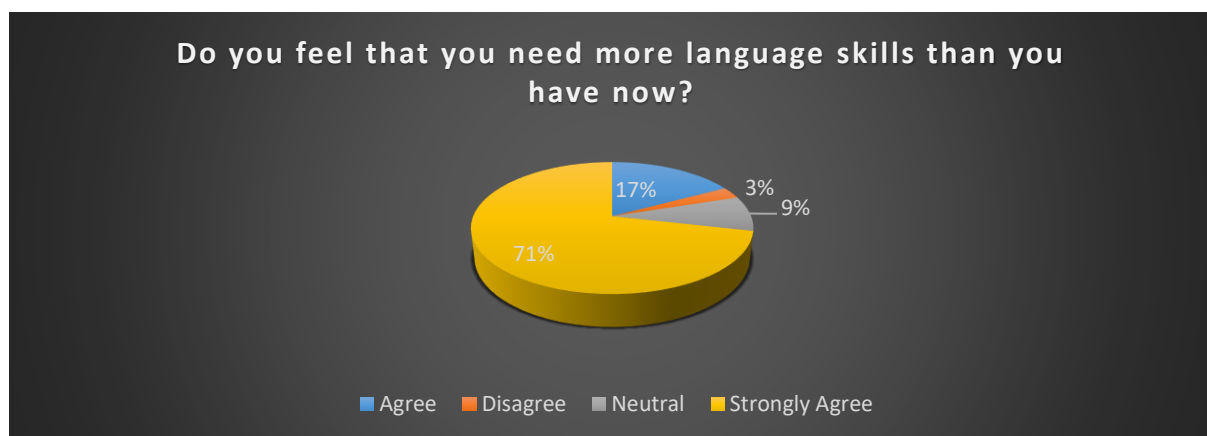
The study findings reveal that respondents were asked to indicate if there was a need for more language skills than what they had learned so far. 71% of respondents indicated that they strongly agreed and 17% indicated that they needed more language skills. Furthermore, 3% indicated that they disagreed. The findings then imply that that the students felt that they needed more than what they were taught.

**Figure 4. 10 The students rating as per important language skills**

Which Language skills do you think is important for you in relation to your field of study and the need for future job opportunities?
21 responses

- Writing skills
- Speaking skills
- Listening
- Reading
- Not sure
- Both

28.6%
33.3%
38.1%
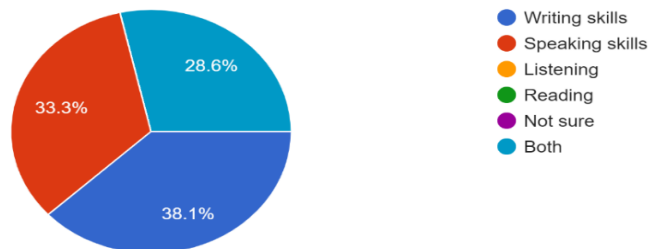
From the pie chart above the respondents were asked to indicate which language skill was more important concerning their future job opportunities. The findings of the study indicated that 29% valued both skills as important, and 38% valued writing as more important and 33% indicated that they valued speaking skills as more important.

Figure 4. 11 The need for English for a specific course for Business Management students

Q5 In preparation for the world of work; Do you agree that there is a need for English courses related for Business students only ?
21 responses

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree
- Neutral

28.6%
23.8%
42.9%
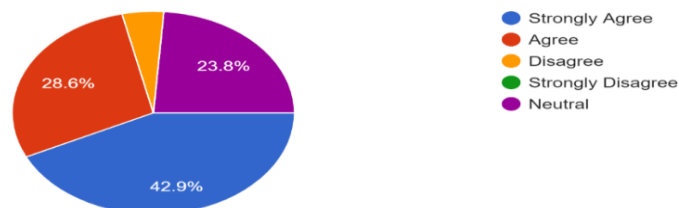
The study findings reveal that 43% of the majority of students indicated that they strongly agreed that there was a need for English courses related to Business Management students only. This was followed by 29% of the respondents that indicated that they agreed and followed by 24% who indicated a neutral position since they were not sure. And the 4% indicated that they disagreed that there was no need for an English course for Business Management students. The findings then indicated that the respondents saw a need to have an ESP course for the Business Management course.

Figure 4. 12 Problems of Business Management students when given a written task

Table 4.3
The below table indicates the writing challenges encountered by the 3rd year Business Management students when they were given written task to write.

RESPONSES FROM STUDENTS	Frequency
Acquiring relevant content concerning the identified key terms/words/concepts related to the instruction as specified by the written task.	3
Constructing of sentences	4
Grammar use	7
Lack of exposure since we are focused on a theory rather than practices	2
Lack of vocabulary, poor grammar, poor spelling, incorrect use of punctuation marks, students' readiness and lack of exposure to books and reading materials.	4
No problems	4
Presentation skills and construction of sentences	3
Professional Writing	7
Relaying words from Afrikaans to English	6
Moving away from the context in a discussion	5
Challenges in tenses and lack of professional language use	4
Putting sentences together to make sense in the English Language	4
The use of high sounding words to impede meaning	3
Unable to compose a message in active voice	4
Challenges in constructing grammatically correct sentences	7
Unable to write a business proposal	3
Grand Total	70

The table above indicates the statistical responses on the problems students faced when they were given written tasks to perform. The respondents indicated different challenges such as acquiring relevant content concerning the identified key terms/words/concepts related to the instruction as specified by the written task. Constructing of sentences, poor grammar use, lack of vocabulary, poor spelling, students' readiness and lack of exposure to books and reading materials. Mother tongue influence of relaying words from Afrikaans to English, tenses, and lack of professional register were also among the challenges faced by the students. Coupled with the above were; poor diction, failure to use the Active and Passive voices and incompetence in writing a business proposal. The findings imply that the students encountered different challenges when doing written tasks. Hence then, the findings implied that the solution to the

problems was to introduce an ESP course so that the English courses would focus on a specific group of students.

The table below indicates the total suggestions from the students on what the language syllabus designers ought to consider when preparing for English courses for Business students

Figure 4.13 students' suggestions for language syllabus designers

Students' suggestions for language syllabus designers	Frequency
A good syllabus design is a key ingredient to achieving a successful conclusion to a Business English course.	5
A small research component to test writing abilities	6
Introduction of Business Communication courses	4
Include essential English phrases for business meetings and encourage English pronunciation	2
Encouraging many business terminologies and how to use contextual grammar in business	3
Training in the mastery of all English skills	8
No suggestion	2
For the course to have more practical example in activities	4
The course must include student participation instead of the course being teacher centric.	4
There should be more emphasis on aspects related to academic writing and academic referencing. Another addition is more emphasis on the APA referencing style as prescribed by NUST.	4
Conduct a needs analysis study	10
To use business related- English when conducting lectures	7
Include writing skills	8
Include , referencing and research methods	3
Grand Total	70

The respondents were asked to suggest how the language syllabus designers may consider when preparing an English based syllabus. The findings indicate that a good syllabus design was a key ingredient to achieving a successful conclusion to a Business English course. Another suggestion was to involve many business terms and how to use grammar in the business context. The course must include student participation instead of the course being teacher centric. Writing skills, referencing and research methods were relevant in the Business English course

Figure 4.14: The benefits of the English courses
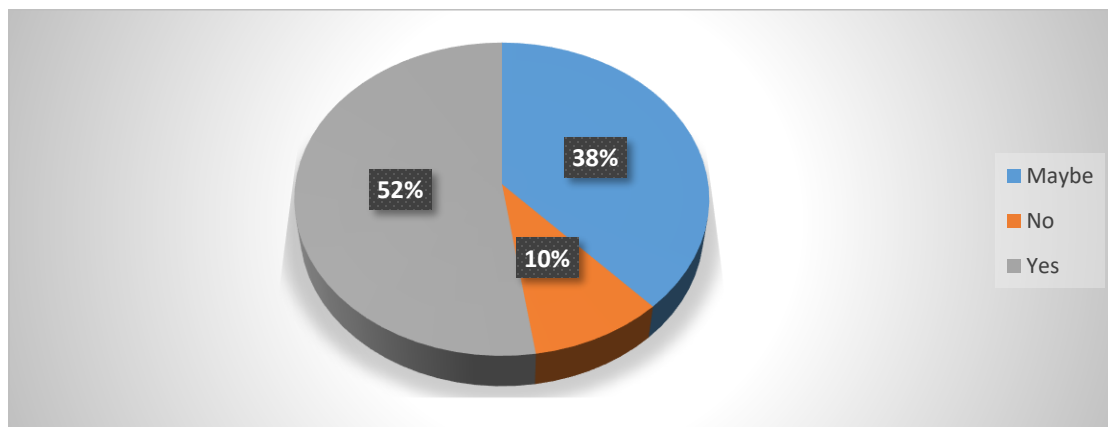
The participants were asked if they had benefitted enough from the English courses offered to them and whether they were relevant in the business world. 52% of the respondents indicated a yes and 38% not sure. 10% indicated that they did not benefit anything from the English courses.
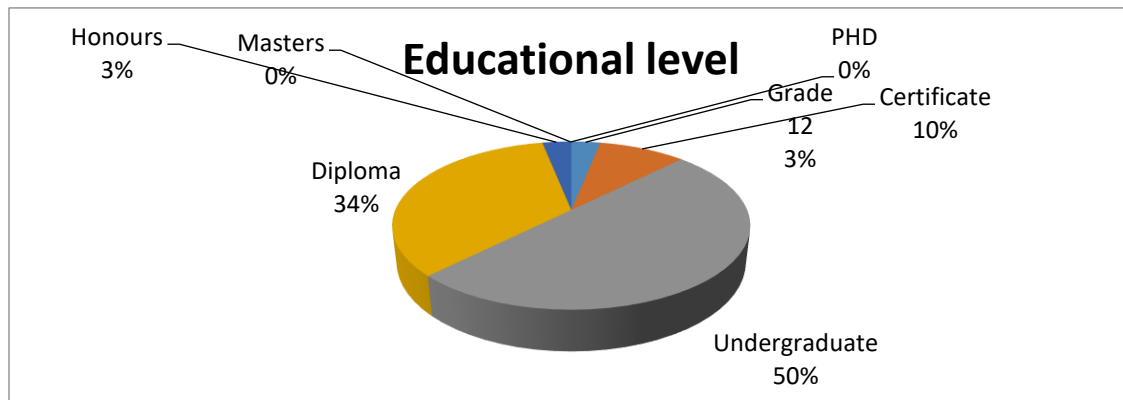
Section C

4.2 Respondents from the Employers' questionnaire in the banking sector

This is to respond to objective number three which seeks to justify the writing needs of the third-year Business Management students concerning the demands of their future work environment.

Demographic Information: Figure 4.16 Educational level

Figure 4.15

The findings presented on the above figure indicated the qualification information about the majority of employees in the two-banking sector namely; FNB and Standard Bank which that 84% of the respondents acquired an undergraduate qualification in the form of a diploma or degree. 3% indicated that they had honours degrees, with 0% masters and PHD while 34 % indicated that they had attained diplomas and 3% just attained Grade 12 certificates.

Figure 4.16 Qualification

QUALIFICATION

The figure above indicates the qualification level of the managers in the banking sector. The figure indicates that 46% attained an undergraduate degree, while 23% indicates that they were Honours holders. 8% attained Master's degrees, 8% with Diplomas and 15% with Grade 12 certificates.
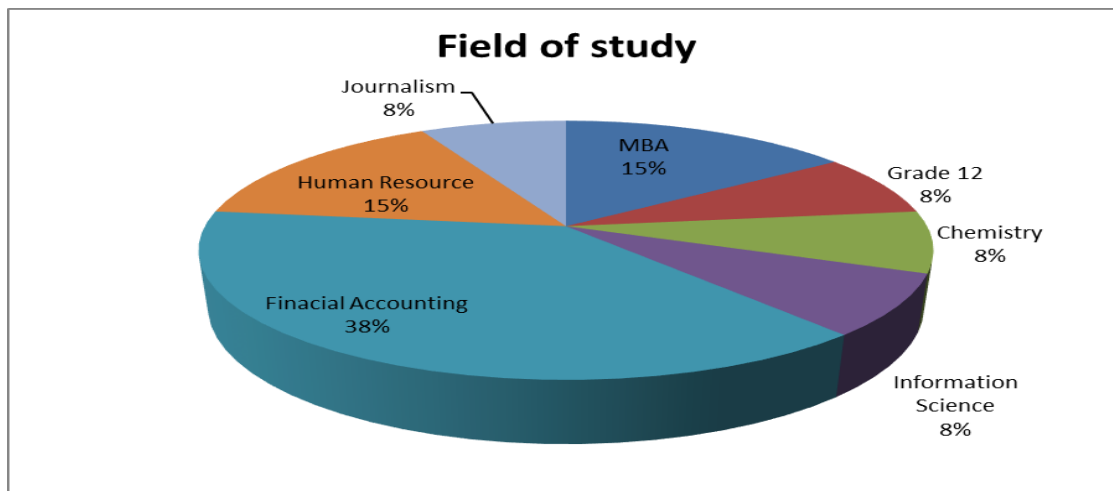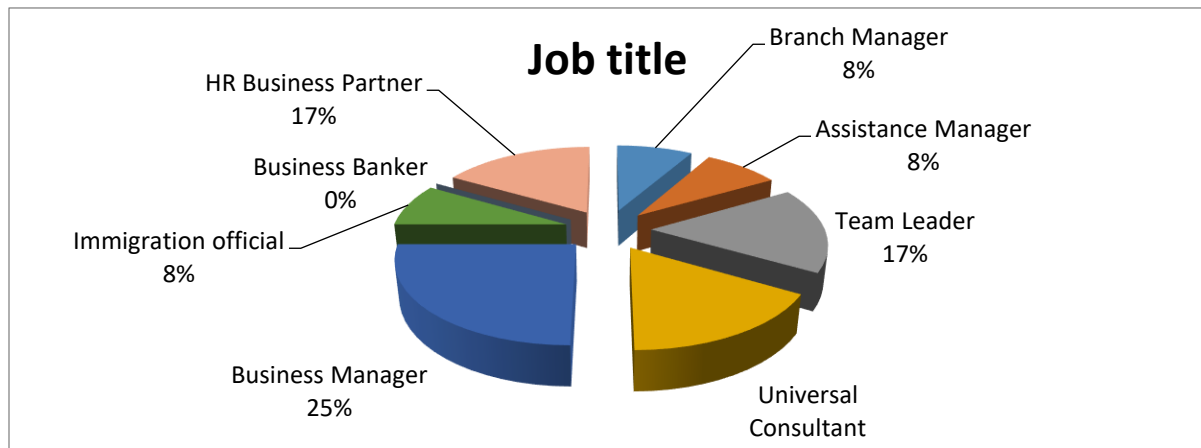
Figure 4.17 Field of study

Figure 4.17 above indicates the field of study of the employers. It indicates that 38% studied Accounting-related courses, 15% studied Human Resources, and another 15% studied Masters in Business Management while 8% reached the Grade 12 level and 8% studied Chemistry and another 8% studied Information Science.

Figure 4.18 Job Title

The findings indicate the job titles of the employers in the 2-banking sector. The highest percentage indicates that 25% are Business managers, 17% are universal consultants and another 17% are team leaders and HR business partners respectively. Another 8% are business managers and assistant managers.

Figure 4.19 Writing communication
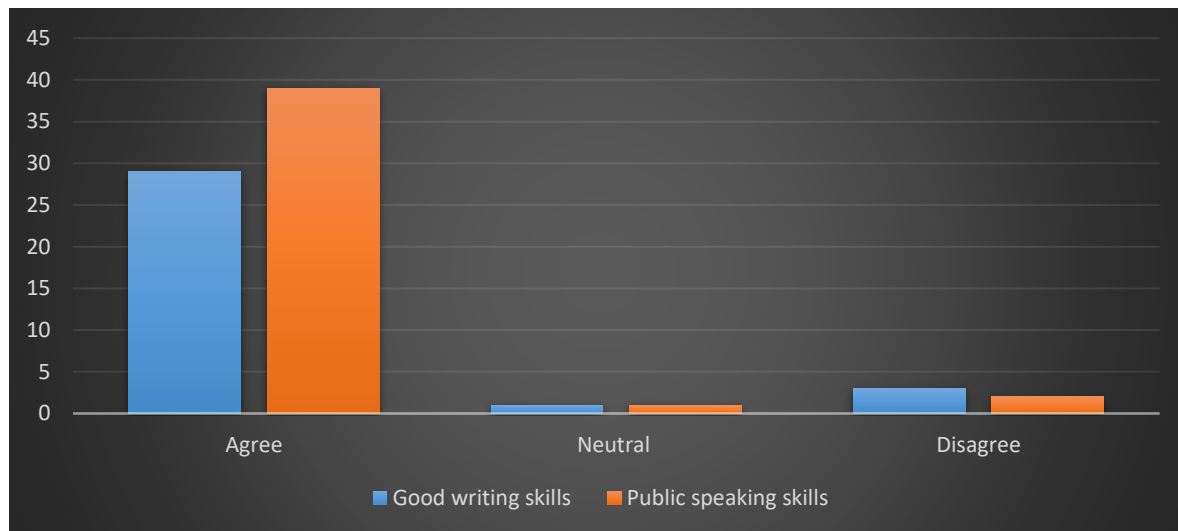
The figure above represents the business graduates' response. They were they asked to indicate the frequency or how often they performed some writing activities in their everyday work. The findings revealed that a higher number of respondents wrote e-mails followed by reports and letters respectively.

The findings indicate that some writing activities were happening in the banking sector and that they must have been taught how to write well at tertiary level.

Figure 4.20 Percentage of business students employed in the banking sector

Business graduates

47%   53%

- Employed in the banking sector
- Not employed in the banking sector
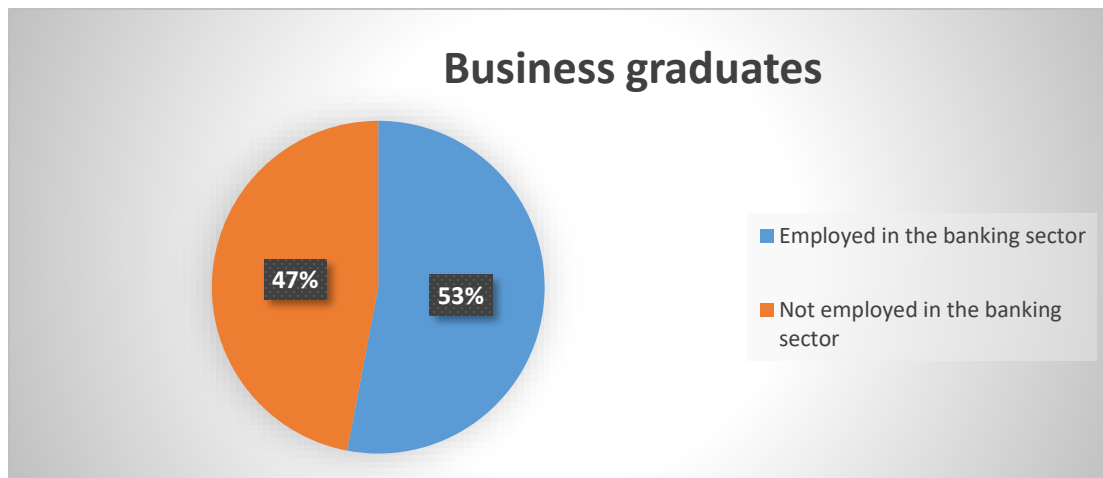
The study findings indicate that 53% of business graduates are employed in the banking sector than the other students who studied other programmes. This then makes this study relevant in the sense that the banking sector is indeed a possible business institution where business students can be employed.

Figure 4.21 Type of English skill preferred at the banking institution

English Skills Preferred

Listening 24%   Reading 24%

Speaking 26%   Writing 26%
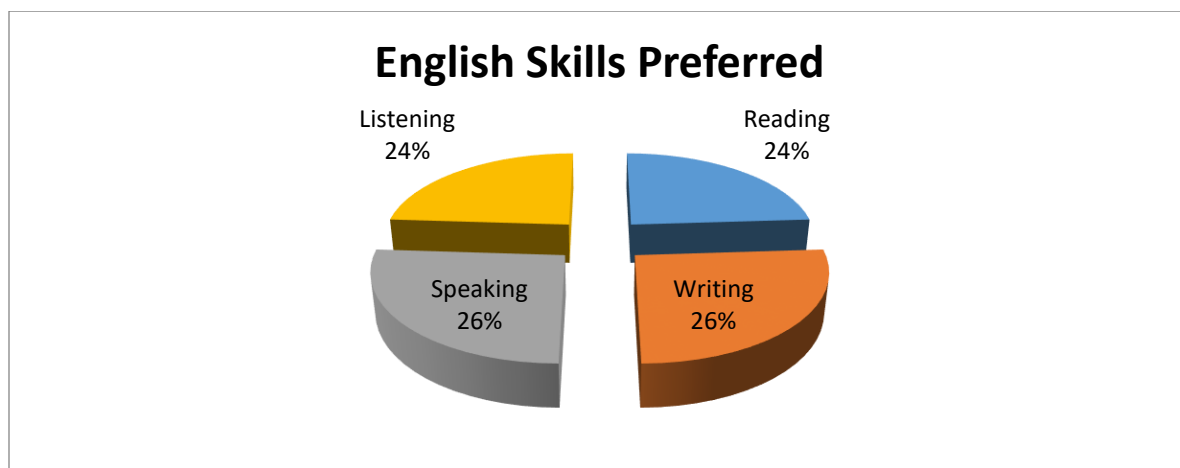
The study findings indicated in figure 4.22 show the type of English skills preferred in the bank. The respondents indicated that all skills were valued between 24% and 26 %. This makes the four-skills important at the banking institution.

Figure 4.22 The purpose of the English language in the banking sector
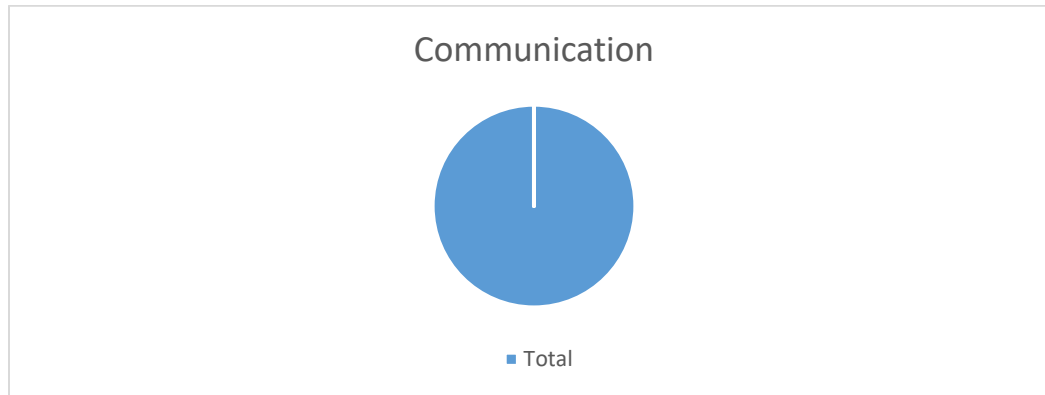
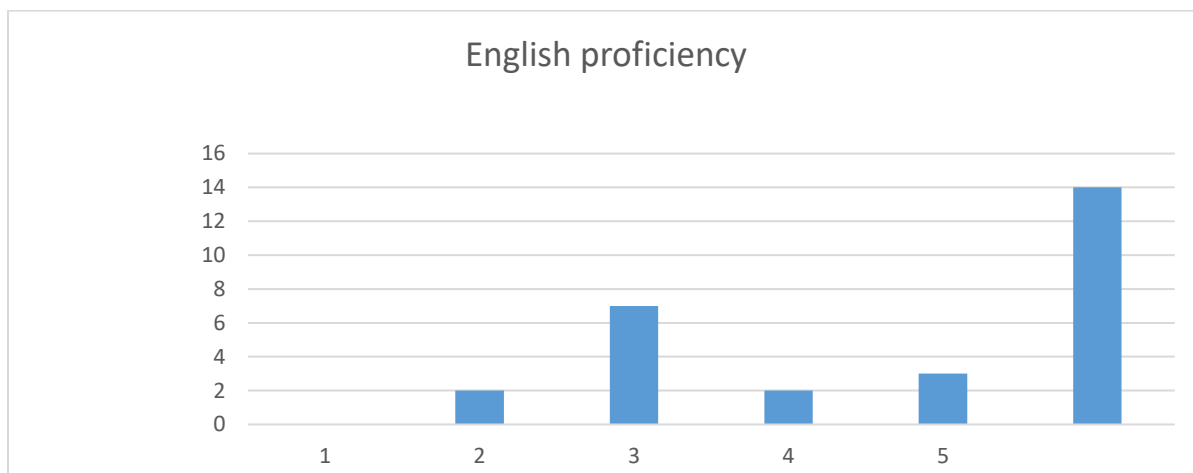The study findings indicate that 100% of the respondents indicated that the purpose of the English Language in the banking is used for communication purposes. Hence, it is an indicator that there is a common goal in the use of English for communication purposes.

Figure 4.23 General ratings of the English proficiency of the business students

The study findings indicated the rates of English proficiency in the banking sector. The respondents were asked to rate the proficiency level of the graduates in the banking sector out of 5. The findings indicate that most of the respondents said that the level of the graduate's English proficiency is 5/5 followed by 3/3. The findings above indicate that most of the respondents rated the business students in the banking sector 5/5 which is very good. This was followed by the highest of 2/2. This then implies that there is a

need to improve the English proficiency of business graduates in the banking sector. Therefore, the only solution is to come up with an ESP course.

Figure 4.24 Problems in writing

The study findings above indicate that a high number of respondents indicated that they do not experience challenges when they write. This was followed by respondents that indicated that grammar and spelling errors created problems followed by tenses and lastly sentence structure.

Figure 4.25 Suggestions on how to improve the writing skills
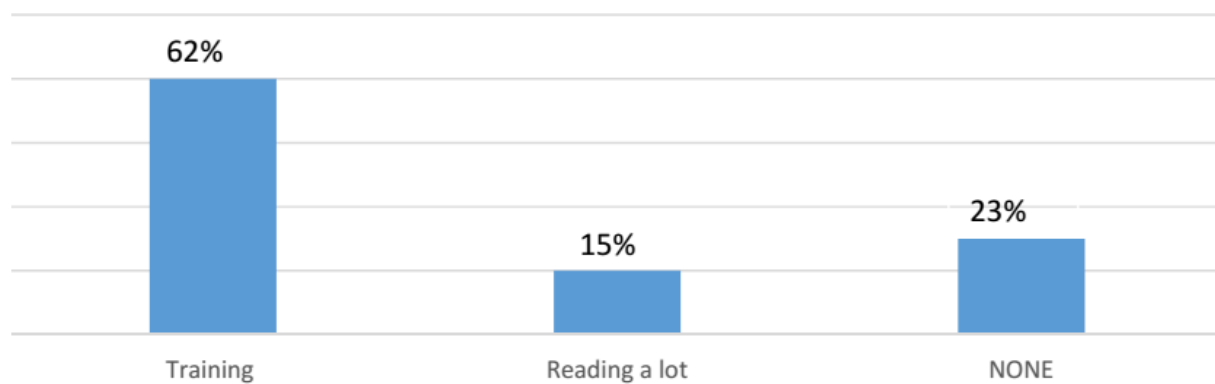
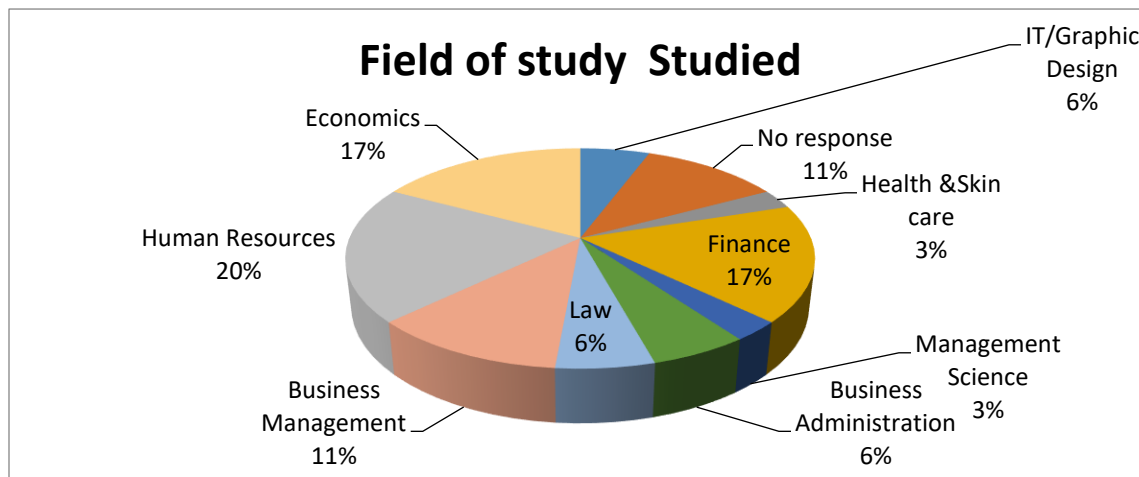The figures above indicate some suggestions on how writing skills can be improved. The respondents indicated that a majority suggested that these employees should get some training, and some indicated no suggestion and some suggested that employees should read a lot as this will help them write well.

Section D

4.3 Respondents from the Business Graduate questionnaire in the banking sector

Figure 4.26 Field of study

Field of study Studied

- IT/Graphic Design 6%
- Economics 17%
- No response 11%
- Health &Skin care 3%
- Human Resources 20%
- Finance 17%
- Law 6%
- Management Science 3%
- Business Administration 6%
- Business Management 11%

The findings above indicated that most of the respondents studied Human Resources and they represent 20%. 11% indicates that they studied Business Management, 17 % studied Finance 3% Health, 6% Law and 6% studied IT and Graphic Design while 11% decided to remain anonymous to the field of study they studied at university level.

Figure 4.27 Job Position in the Bank

CURRENT JOB POSITION

- Accountant 13%
- Student intern 5%
- Team Leader 10%
- HR Coordinator 5%
- Securities Custodians 8%
- Bank Teller 13%
- Administrator 24%
- Express Consultant 11%
- Quarantee Specialist 5%
- Land Coordinator 3%
- Manager 3%
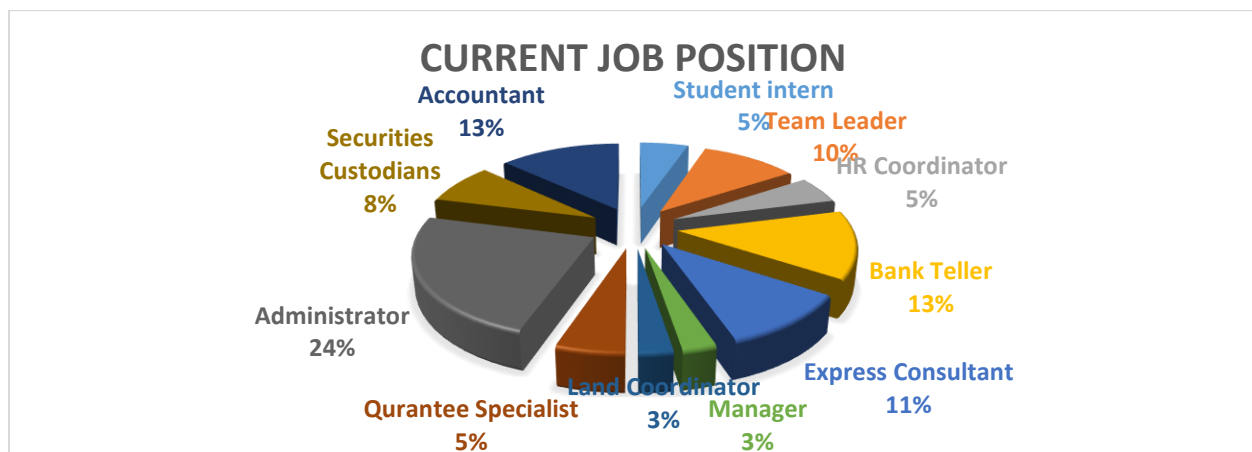
The majority of respondents indicated that they were administrators, seconded by bank tellers and accountants who represented 13% respectively. 11% as consultants, 10% team leaders and 8% represented security officers and the rest of the respondents indicated a share of 5% each representing student interns, human resources coordinators, and guarantee specialists. Lastly, 3% indicated that they were managers and another 3% are land coordinators. The findings above indicated that there were different positions hence there were different roles performed at the bank. Therefore, it means that the bank did not only accommodate business students only.

Figure 4.28 Tasks performed at the Bank
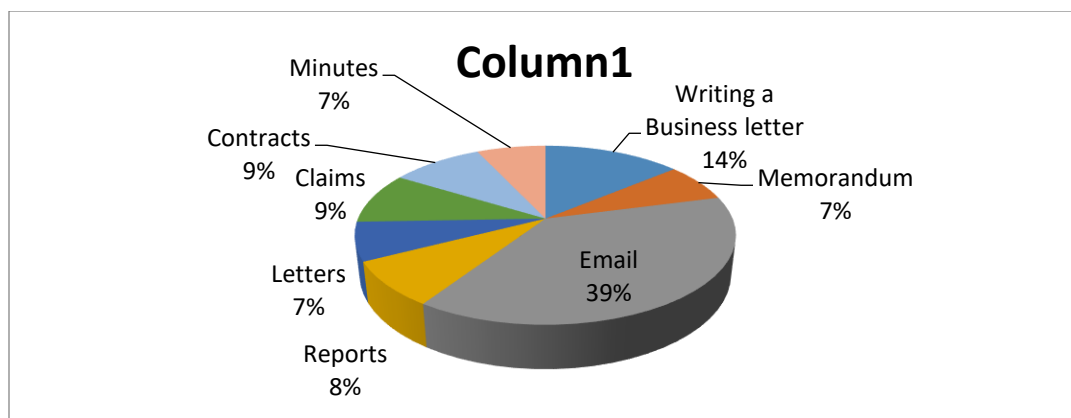
The findings revealed that the majority wrote business letters every day. When it comes to writing memorandums a majority of respondents indicated that they wrote memorandums sometimes or rarely while a small number indicated that they wrote memorandums every day. When it comes to emails, the majority of respondents indicated that they wrote emails every day and a small percentage indicated that they did not write emails regularly. When it comes to writing reports respondents indicated that they sometimes did it, some never did and some wrote on daily basis.

When it comes to writing letters, most of the respondents indicated that they rarely wrote letters in the banking sector, followed by respondents that indicated that they wrote letters every day and some indicated that they never write, and some rarely write. When it comes to claims, the majority of respondents indicated that they never wrote claims followed by some that indicated that they wrote claims every day and some indicated that they only wrote claims sometimes and rarely. As for contracts, the respondents indicated that they never wrote contracts and some indicated that they wrote contracts every day, while an equal number indicated that they rarely and never wrote contracts. The majority of respondents indicated that they never or rarely wrote minutes while some respondents indicated that they wrote minutes every day and some of them indicated that they only wrote minutes sometimes.

**Figure 4.29 Preferred Language skills in the Bank**
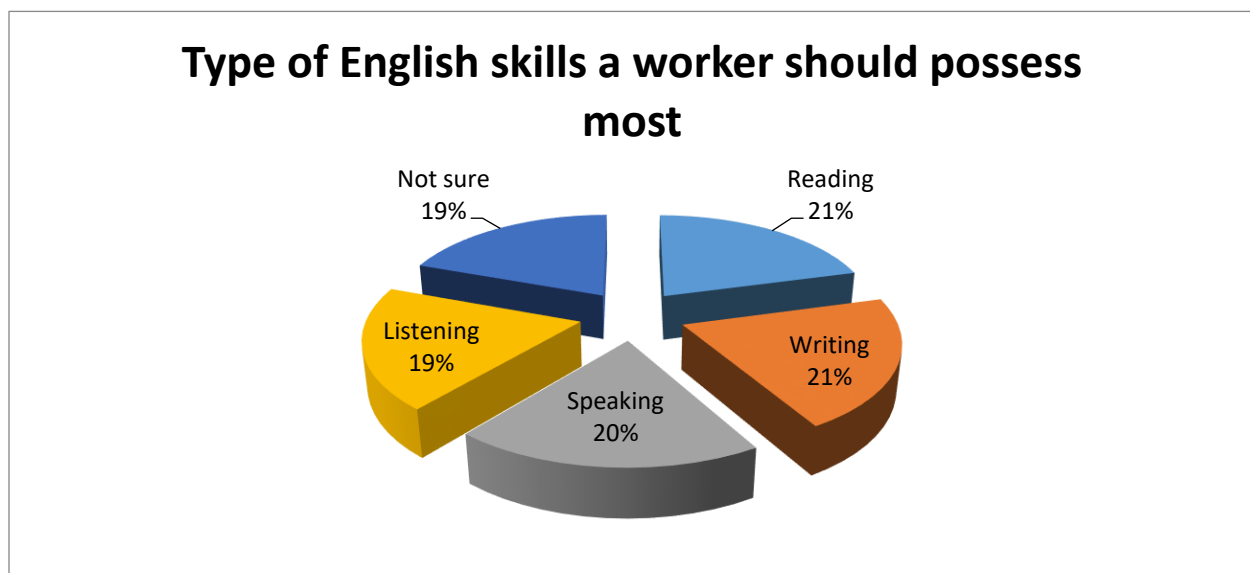
The figure above indicates that 21% of respondents prefer to have reading and writing skills and 20% preferred speaking while 19% indicated that they preferred listening skills and 19% were not sure. This indicates that they value all language skills as important to them and their career.

Figure 4.30 Purpose of English in the Banking sector

Purpose of using English in the organisation

Communication
Purposes
100%
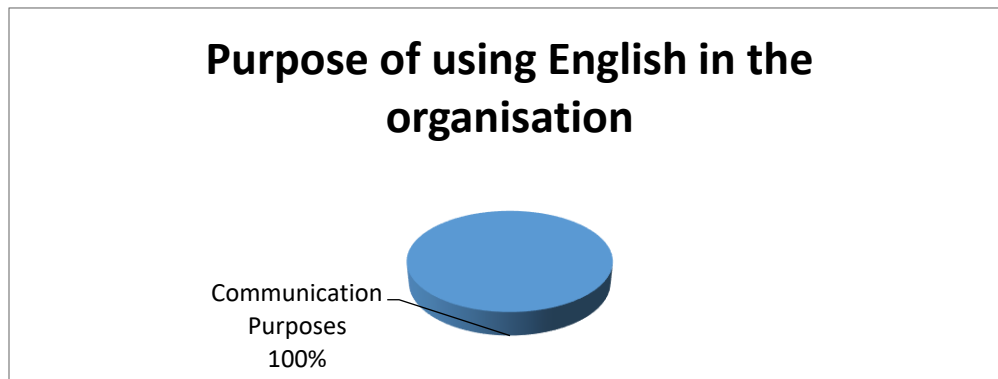
The figure above indicates that the respondents indicated that they used English in their organisation for no other reason but general communication purposes.

Figure 4.31 Ratings of English proficiency compared to the job requirement

1
3%

2
6%

3
6%

5
50%

4
35%
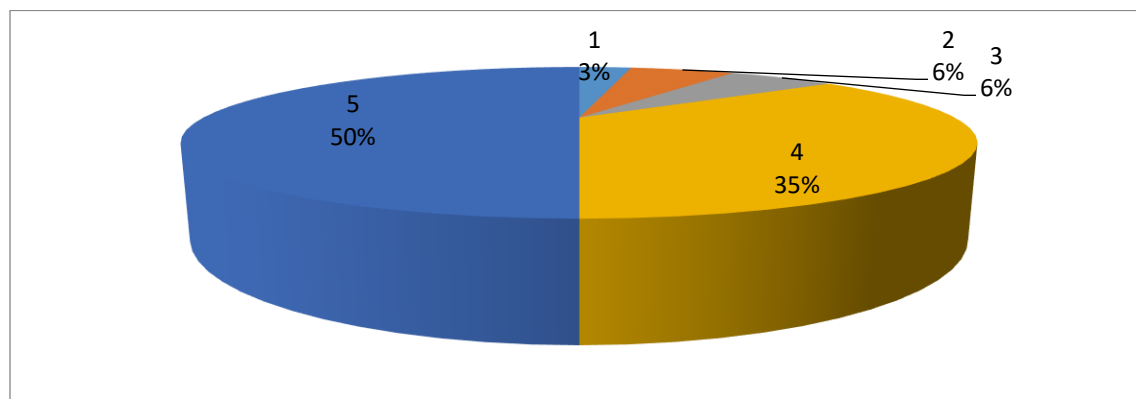
The findings of the study revealed that 50% of the respondents rated their English proficiency 5/5 and 35% rated their English proficiency 4/4 and 6% were at 3/3 and another 6% of 2/2 and lastly 3% rated their English proficiency as per their job requirement at 1/1. The analysis of the findings above suggests that a high number of business students are generally competent in the English language, while another 50% indicated that they are not competent when compared to the English requirements in their work environment.

Figure 4.32 Writing skills received from the tertiary institution
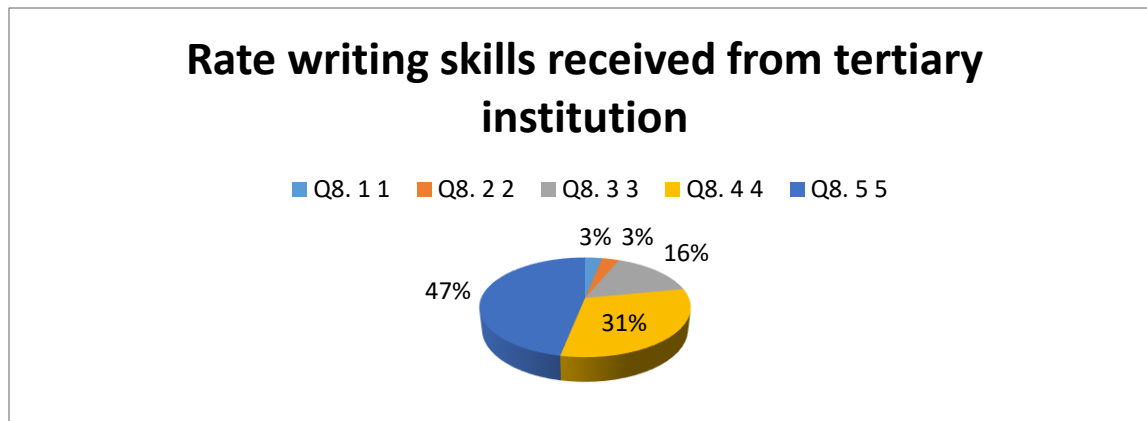
The findings of the data reveal that 47% of participants indicated that they rated the writing skills received from Tertiary at 5/5 and 31% rated themselves 4/4 while 26% rated themselves 3/3 and 3% rated 2/2 and 1/1 respectively. This means that the majority believes that they acquired some writing skills at tertiary schools. There were still a reasonable percentage that rated their writing skills lower than 4/4.

Figure 4.33 Problems encountered when writing

The study revealed that the students encountered challenges such as lack of general writing techniques. A large number of respondents indicated that they rarely or never encountered writing problems at all.

Figure 4.34 The need for writing skills
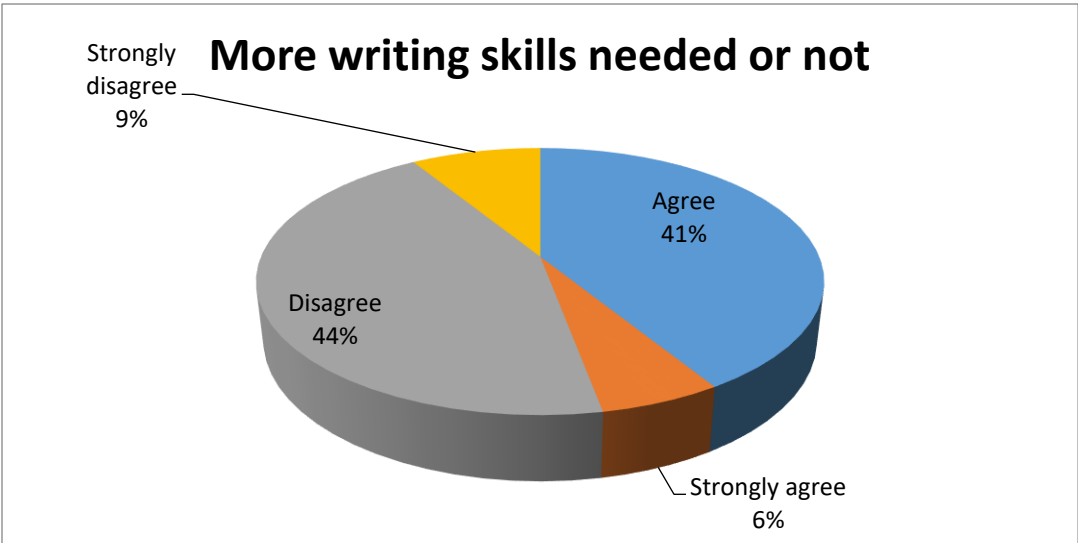
The figure above indicates an equal share of respondents where it shows that they agreed that there was a need to be taught more writing skills and another 44% disagreed with this notion.

Figure 4.35 The language skill important for business students
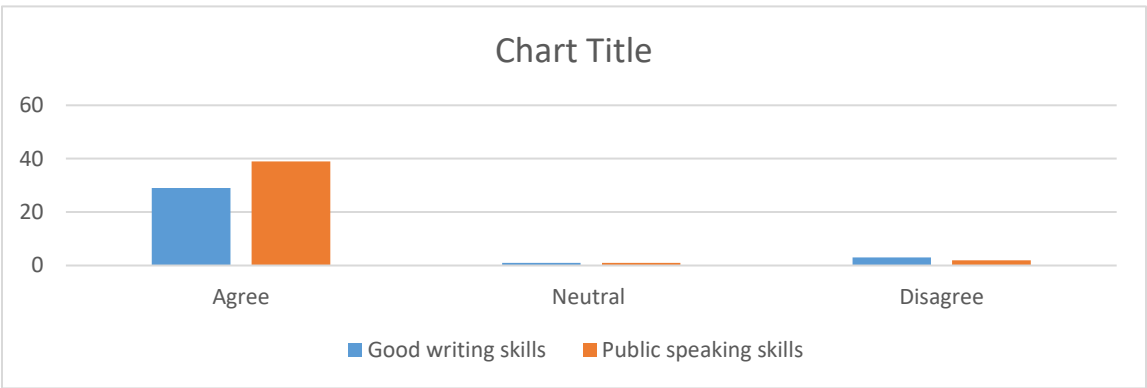
The respondents were asked to indicate the most important language skill in the banking sector. The findings revealed that they valued public speaking skills seconded by good writing skills. The findings suggested that although they valued writing, they used public speaking skills in their interaction   with customers on daily basis.

Figure 4.36 English courses and writing effectively

ENGLISH COURSES HELPS IN WRITING EFFECTIVELY

Neutral
3%

Q12. 1 strongly
disagree
15%

Q12.2 Disagree
3%

Strongly agree
41%
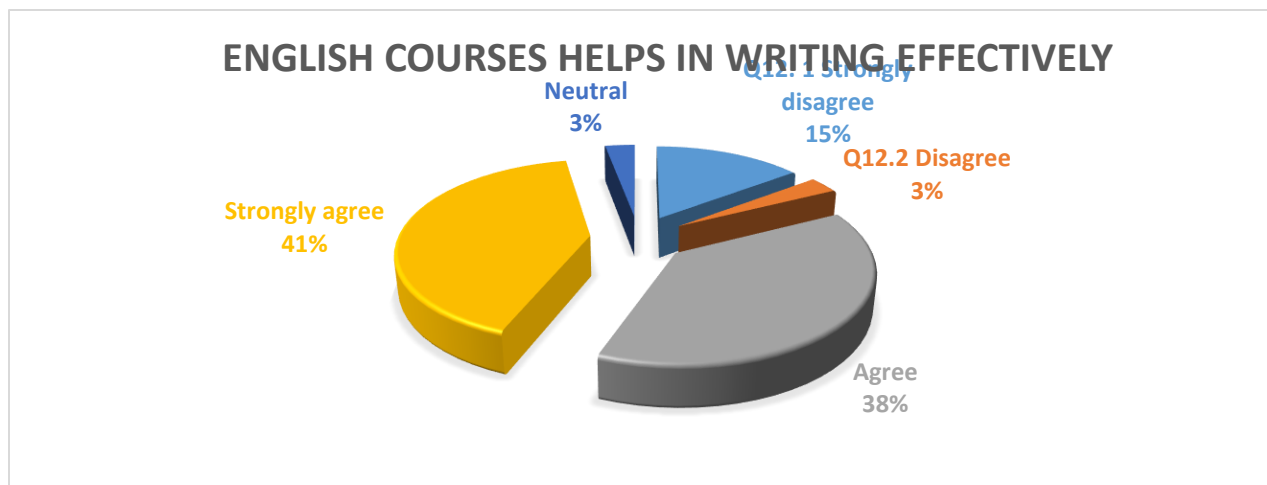
Agree
38%

The respondents were asked to indicate whether the English courses they took at tertiary helped them to write effectively or not. The data above indicates that 38% of respondents indicated that they agreed and 41% strongly agreed that the courses helped them to write effectively. 15% indicated that they strongly disagreed and 3% disagreed while 3% were not sure.

Figure 4.37 Recommendation on Business trainers to give emphasis
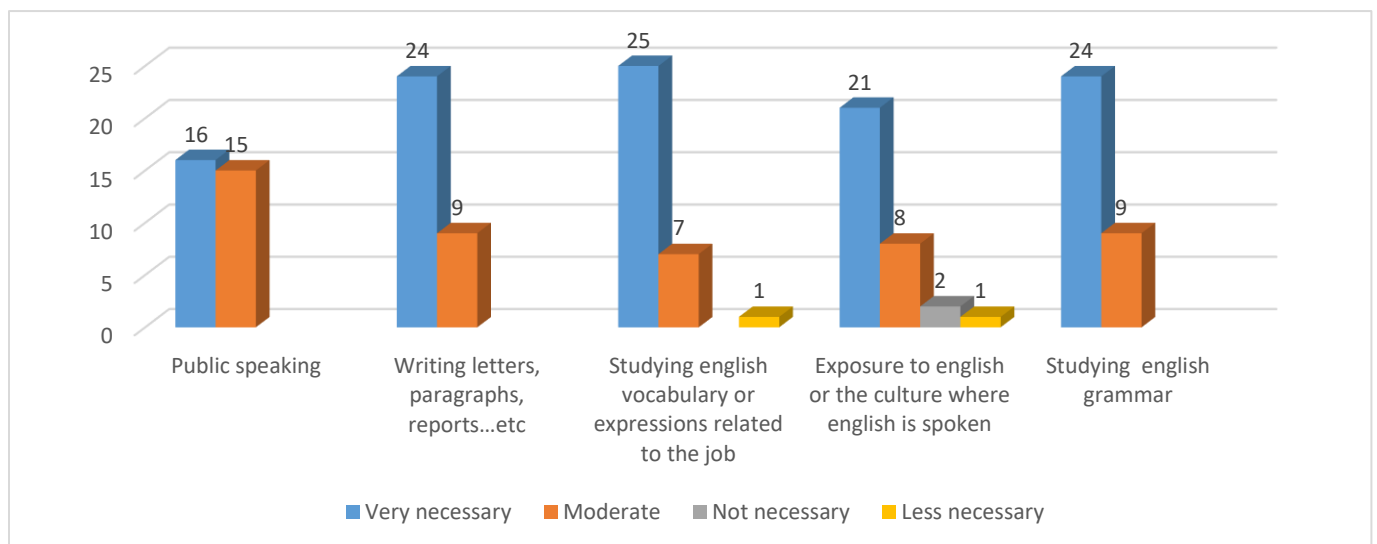
Students were asked to give recommendations on what they thought the English trainers should emphasise when training these business graduates. They suggested that they should focus on public speaking skills, writing letters, reports, grammar and appropriate vocabulary.

Figure 4.38 Suggestions on how to improve English writing proficiency

How to improve English writing proficiency

Category	Value
Provide refredher courses	18%
Provide Public Speaking	6%
Introduce Language courses	3%
Provide advanced English lessons	3%
English Proficiency Test	3%
Keep a English Dictionary	3%
Check spelling mistakes after writing	3%
Speak English more	3%
Read a lot	59%

0%   10%   20%   30%   40%   50%   60%
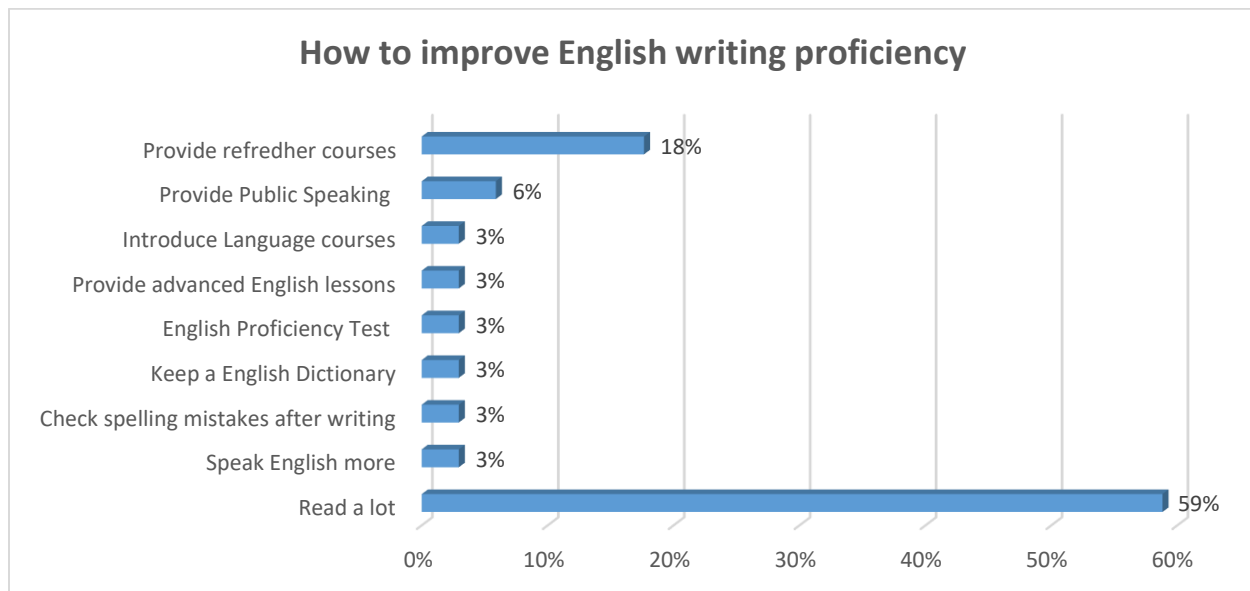
59% of the respondents indicated that to improve their English proficiency, students should read a lot followed by 18% of respondents who suggested that the university should provide English courses. The other suggestions included keeping a dictionary and that students be given a proficiency written test to determine their level of understanding. The other suggestions include speaking English more often which means that practice makes perfect. The lecturers or the educators should teach advanced English lessons.

4.4 Discussions

This section presented the discussion findings regarding the evaluation of the competencies of the 3ʳᵈ year Bachelor of Business Management students. From a total of 70 samples 28 students participated in the competency test. A total of 25 3ʳᵈ year Bachelor of Business Management students participated in the online questionnaire while 13 banking managers and 32 ordinary employees from FNB and Standard Bank participated by completing questionnaires. The discussion incorporates the findings from the close and open questions in both questionnaires and the written competency test. However, it should be noted that only results about the competencies of the writing skills and the needs analysis will be included in the discussion. Furthermore, the discussion will include the findings concerning the literature review and in comparison, the gap discussed in the literature section.

The discussion section is divided into the following sections: The evaluation of the perceived writing competencies of third-year Business Management students; The writing techniques of the 3ʳᵈ year Business Management students such as coherence, unity and variety in the essays of the students and the perceived writing needs of the third-year Business Management students concerning the demands of their future work environment specifically the business world.

4.4.1 The writing competencies of the 3ʳᵈ year students of Business Mangament

The use of Tenses

Bukit (2020) explains that tenses are the rules in English that are used to explain events that show when the events will take place. As per the students' essays, it was observed that students do not use the correct tenses. This is supported by a study conducted by Mungugu (2010) on investigating the writing of English second language in Namibian learners. The findings revealed that a high number of students errors were that of tenses. Inappropriate tenses, spelling and wrong use of articles are dominant in their writing. It is therefore imperative that students are familiar with tenses to ensure that there is no miscommunication in their writing. This notion is also supported by a study conducted by Weigle (2013) who agrees and emphasises that it is important that students should master the basic linguistic knowledge in the use of tenses since tenses form a fundamental building block of language. A study was conducted by Reinshaan (2013) on the use of tenses to improve writing skills. The study revealed that EFL learners commit serious tense errors when they engage in written work.

Inappropriate use of punctuation marks

Many students showed that they are unable to use the correct punctuation. This means that these students did not master the use of punctuation marks and therefore need to be taught the different punctuation marks and how they are applied in written work. McCaskill (1998), cited in Rahmawati, (2020) explains that punctuation is used in any text so that sentences become clearer for the reader. This means that punctuation plays a vital role in helping a reader to establish pitch.

Similarly, Carol and Wilson (1995) entail that one of the main challenges students encounter when writing is a lack of proper punctuation use. They further stated that even though students are taught how to use punctuation from lower primary to university level, they still face many challenges rules. This means that students must be taught the rules that govern the use of punctuation marks in order to avoid errors in punctuation.

4.4.2 The writing Techniques of the 3rd year Business Management students

Lack of competency in writing was established from the essays written by the 3rd year students. One of the major challenges or weaknesses established from the analysis is that most of the students fail to use discourse markers in their writing. An essay without discourse markers does not flow smoothly The main purpose of discourse markers is to help connect ideas, sentences and paragraphs into a coherent whole. Therefore, these students must be taught how to incorporate discourse markers in their essays.

Unsuitable essay Structure

The first weakness was established from the students' essay structures. The accepted standard essay structure should be divided into three parts namely, an introduction, where the writer introduces the topic by presenting the thesis and topic statement. Secondly, is the body, which includes the in-depth analysis and discussion of the topic and lastly, is the conclusion where the writer is expected to draw the evidence together and briefly summarise the concluding arguments. It was established that many students could not apply the simple structure of an essay. Basic essay writing structure is one of the basic important elements taught in the English syllabus at NUST. It is unfortunate that some of these students failed to apply the structure of an essay competency activity. It is quite commendable that a few students managed to adhere to the essay structure. A sample below was taken from the students' essays which indicates that some students were unable to follow an essay structure.

Paragraph formation

Many of the students under study were unable to organise their essays into paragraphs. The ability to arrange sentences into basic acceptable paragraphs is an important skill in academic writing. Many of them did not have an idea of how to arrange their sentences into coherent paragraphs. Alfaki (2015) agrees that writing is a complex process because it requires the knowledge of grammatical devices. This assessment criterion entails the correct formulation of an academic essay title, introduction, body and conclusion. It also includes the correct use of linking words (cohesive devices) in paragraphs. When these elements are connected cohesively then the written text will be coherent.

There should be a need to teach these student's how they can logically arrange their sentences into a coherent paragraph. With this information, I can safely conclude that there is a gap between what they know and what is expected of them in the industry.

Unsuitable sentence formation

Another observable trend is the inappropriate sentence formation in the students' essays. Some students used fragmented sentences. A general rule when it comes to compiling sentences is that a grammatically correct sentence should have a subject-verb and complete thought. It is commendable that some students managed to construct grammatically correct sentences.

It was also observed that students can use simple sentences only but fail to use a combination of all types of sentences. Therefore, students should be taught how to use all types of sentences to ensure that they will be able to express themselves clearly.

Lack of coherence and unity

Witte and Faigley (1981) indicate that coherence in writing involves elements in the texts that allow it to be understood in the real-world setting. This implies that a writer will write what he or she knows about the real world in general. Generally, most of the students were able to organise their ideas together, but the challenge is that the ideas were put randomly without proper connecting devices. For example, coherence can be created between sentences through the use of repetition and transitional devices. For example, repetition of words across sentences helps recap the same idea between sentences. One way to use repetition to create coherence is to repeat the same word or phrase at the end of one sentence and the beginning of the next sentence to show how the ideas connect. Connecting ideas when writing is a task students find difficult to do. Furthermore, Msanjila (2005) indicates that one of the major reasons

why students struggle to write coherent texts is because of poor teaching in schools. Therefore, these students must be taught how to use cohesive devices in their writing.

Another study conducted by Ahmed (2010) focused on the organisational challenges Egyptian students encountered when they were given an essay task to write. The findings indicated that these students encountered challenges on cohesion and coherence in their essay writing activities. The findings further revealed that some major causes of the writing challenges included lack of motivation from students, lack of self-confidence and writing anxiety.

Major Strengths

One of the major strengths observed in the student writing competency test is that the majority of students were able to show their ability in comprehending the question asked. Fareed (2016) indicates that students can only be able to produce a well-written text if they know what they are writing about. In this case, we can conclude that the students were able to interpret questions correctly. This was evident between the two essay questions given to the students. They managed to attempt the two questions appropriately regardless of the question chosen. It is worth noting that some students digressed especially in the second question where they were supposed to write about their future expectations.

Huy (2015) agrees that the most salient feature in writing is the interpretation of any given topic. This means that it is important to give students topics that are within the realm of their experience.

4.4.3 Perceived writing needs of the 3rd Year Business Management students

A needs analysis was introduced into language teaching through the ESP movement in the 1960s. The demand for the specialised programme grew and applied linguistics began to employ needs analysis procedures in language teaching and material preparation. It is important to acknowledge that Evans & John (1996) are the backbone of ESP. Grave (2000) states that it is important to use needs analysis is an ongoing process of teaching and it helps the learners to reflect on their learning, identify their needs and gain a sense of ownership and take control of their learning.

Needs analysis for Business Management students is one of the major topics in the field of language acquisition research. Analysis of language learners' needs is seen as the first step towards the preparation of a language course. Richards and Rodgers (1986:P.156) maintain that language needs analysis is concerned with identifying general and specific language needs that can be addressed in developing goals, objectives and content in the language classroom. Similarly, this study looked at the needs of business students in terms of their writing skills. Needs analysis is seen as a device for gathering information about learners and their needs in language teaching. ESP is an area with high regard for needs analysis. In most

cases, students' needs are often rather specific and textbooks do not fulfil their needs. This was evident enough in the findings, for example, the incorrect use of punctuation as cited in Rahmawati, (2020) explains that punctuation is used in any text so the meaning is clearer for the reader. This means that punctuation plays a vital role in helping a reader to establish the pitch.

Furthermore, the students' questionnaire from the banking sector revealed that there is a need for an English course specifically related to business students. Grave (2000) agrees that it is important to use needs analysis in an ongoing process of teaching to help the learners to reflect on their learning, identify their needs and gain a sense of ownership and take control of their learning. De Vargas & Anderson (2004:1) state that conducting needs analysis helps an ESP practitioner to properly plan and decide the best way to address the needs of the learners.

4.1 Summary of the chapter

This chapter presented the findings from the different data collected. The first section looked at the data collected from the students' written essays. From the essays, different errors were identified and presented according to their themes. The second section was the data collected from the students' questionnaire determining the relevance of the English course and their needs. The third and last section discussed data collected from the banking sector. This was both from the top management and their subordinates.

Chapter Five

Conclusions and Recommendations

5.1 Conclusions

The current study findings on the writing competencies of business students indicate that students face a lot of challenges when it comes to writing skills. This was observed after careful analysis of the written essays. The writing competencies include the incorrect use of tenses in English. Tenses are used to explain present, past and future events. Another common trend observed was the students' inability to use correct punctuation marks. McCaskill (1998) as cited in Rahmawati, (2020) explains that punctuation marks should be applied correctly in all written exercises. The main aim of punctuation marks is for the reader to understand the meaning conveyed in the text. However, it was observed that the students could not use punctuation marks effectively**.**

Secondly, the deficiency in using appropriate vocabulary was identified in the findings. Mukoroli, (2011) indicates that the use of correct vocabulary is very important. Therefore, students must have an understanding of the knowledge of vocabulary. Therefore, the growth of vocabulary is one of the essential prerequisiteof Language improvement. Therefore, these writing challenges impede the success or performance of the graduates when they are in the world of work. It is therefore concluded that the Professional Writing course that these students did during their studies was unable to address these challenges. This notion is supported by Monghode and Woldemariam, (2015) who agree that when there is a gap in the mastery of language skills, the English course offered serves no purpose..

The use of English has become more dominant in the business environment. To prepare the business students to be competent writers in the business world, it is also important that students ensure that they can use the writing techniques when they are given writing activities. It was observed in the essays that the majority of students failed to use cohesive devices in their writing. Cohesive devices are words or phrases used to join sentences or paragraphs together to achieve coherence (Hedge 2005. P.83).

The study revealed that the students encountered challenges as aresult of poor writing techniques especially their failure to come up with coherent texts.. Witte and Faigley (1981) state that coherence involves elements in the texts that allow them to be understood in the real-world setting. This implies that a writer will write what he or she knows about the real world in general. Coherence can be created between sentences through the use of repetition and transitional devices. Repetition of words across sentences helps recap the same idea between sentences. One way to use repetition to create coherence is to repeat the same word or phrase at the end of one sentence and the beginning of the next sentence to show how the ideas connect. Transitional devices are like notices that tell the reader what is coming ahead and where the discussion is going. Therefore, ensuring that the text is coherent enough requires some techniques that the students should master at undergraduate level as these techniques are vital for any writing task.

Many of the students under study were unable to organise their essays into paragraphs. The ability to arrange their sentences into basic acceptable paragraphs is a very important skill in academic writing because part of a coherent essay starts from the arrangement of sentences to paragraphs. Many of the students do not have an idea of how to arrange their sentences into a coherent paragraph. Alfaki (2015) agrees that writing is a complex process because it requires the knowledge of grammatical devices. The assessment criterion entails the correct formulation of an academic essay title, introduction, body and conclusion. It also includes the correct use of linking words (cohesive devices) in paragraphs. When these elements are connected cohesively then the written text will be coherent. There should be a need to teach these students how they can logically arrange their sentences into a coherent paragraph. With this information, I can conclude that there is a gap between what they know and what is expected of them in the industry.

Needs analysis is concerned with identifying general and specific language needs that can be addressed in developing goals and objectives (Richards and Rodgers 1985. 156).Grave, (2000) agrees that it is important to use needs analysis because it is an ongoing process of teaching and it helps the students to reflect on what they know and what is lacking. This is particularly reflected in the data collected from First National Bank and Standard Bank. These are institutions where business students are likely to get employed. A study conducted by Mungongi (2018) on the role of English for Specific Purposes in enhancing workplace literacies for graduates employed in the commercial sector in Windhoek, indicates that the ESP courses in higher education do not meet the demands of the employers in the workplace. This means that there is a gap between what students are being taught at university and the employability skills required in the industry. One can conclude that the deficiency is caused by the general English course that was offered to these students. The study further concluded that there is a need to introduce more ESP courses to meet the needs of the industry.

The findings on the ratings of the four language skills for both business graduates and the employer in the banking sector indicate that they value both language skills as very important. However, it was indicated that they need more public speaking to interact with customers on the day –to- day running of business. Furthermore, the findings on the need for more language from the questionnaire answered by the 3rd year students, the majority of students indicated that there is a need for English related courses for business students. This notion is backed up by the study conducted by Makamani (2012) on the courses offered by the Department of English by the former Polytechnic of Namibia now NUST. The English courses aim at carving position for an English curriculum that will meet the needs of the demands of the learners' target situation. This means that there is a necessity to have a course designed or aligned to meet the students' needs in the world of work. Currently, NUST offers different generalised English courses. It is with this background that the study envisages that the findings from the study are aimed at bolstering efforts to implement an ESP curriculum that meets the expectations of students' writing demands by the target situation.

Students were asked to give recommendations on what they suggest the English trainers should emphasise when training these business graduates. They further suggested that they should focus on public speaking, writing letters, reports, grammar and vocabulary.

5.2. Recommendations

The main purpose of this study was to evaluate the writing competencies of the 3rd year Business Management Students at NUST and analyse the existing gap between what is required of them in the world of work. Based on the research objectives the preceding chapter provides recommendations based on the findings presented in the previous chapter. The essays analysed indicate that students lack writing competencies. Lack of competencies was identified from the marked essays. The lack of writing competencies includes inappropriate use of punctuation marks. The findings indicate that students do not use punctuation marks correctly . Secondly, the study revealed that students under study do not know how to use the different tenses correctly and this makes it difficult for the meaning to be understood correctly. It Is therefore recommended that English courses offered to these students include an extensive section on tenses.

The essays that the students wrote indicated that students experience a lot of problems when they are given a written task. The use of discourse markers is weak. Discourse markers are connecting words used to connect ideas, paragraphs or sentences. It was observed that students fail to incorporate discourse markers in their writing. It is recommended that the course designers include the use of discourse markers in the ESP courses

The respondents indicated different challenges such as acquiring relevant content concerning the identified key terms, words or concepts related to the instruction as specified by the written task. Poor sentence construction, poor grammar use, lack of appropriate diction and poor spelling contributed to poor writing skills Furthermore, the challenge that contributed to the errors mentioned above was Mother tongue influence. The solution to the problems will be to introduce an ESP course so that the English courses will focus on the above-mentioned challenges for this specific group of students. It is also imperative to encourage students to avoid code-switching, which is the process of shifting from one linguistic code (a language or dialect) to another.

Figure 4.20 indicates some suggestions from the employers in the banking sector on how the writing skills can be improved. A majority of respondents suggested that these employees should get some professional training on how to improve their writing skills, while some suggested that employees should develop a culture of reading in order to familiarise themselves with the appropriate language skills.

The findings of the study indicate that the curriculum developers in the Faculty of Business Management at NUST must develop relevant materials that will suit the needs of the 3rd year students to improve their writing skills. This should correlate with the needs students have to learn in their professional work.

5.3. Suggestions for future research

The findings of this study can be of great importance for the Departments of Languages and Business Studies respectively. This is to ensure that there is a match between what is needed in the world of work, and what they are taught at university**.** It is recommended that possible future research be conducted to produce an understanding of the components students find challenging when they engage in academic writing The researcher believes that the findings of this research will contribute to the re-designing of the English courses so that specific students' needs can be met.

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ANNEXURES

RESEARCH INSTRUMENTS

APPENDIX A

Essay writing competency test

The English writing competency of 3rd year Business Management Students at NUST

For the purpose of this research the following test questions shall be used

Write an essay on one of the following topics. The essay should not more than 1 page long.

Choose one question only

Writing competency test

Question 1

What is your experience so far with the use of e-learning at NUST? Advantages and disadvantages of using e-learning during COVID 19.

Question 2

What is your future work opportunities after you have completed your course? What you plan to do and how relevant is the course to your future career path.

Your essay should have: Introduction, Body and Conclusion

Thank you

APPENDIX B

MARKING GRID

PWR611S Essay Rubric (30)					
	Weak	Below-average	Average	Above-Average	Excellent
Spelling and punctuation (Use of punctuation does not interfere with flow; presence or absence of run-on sentences, comma splices, fragments, etc.)	1	2	3	4	5
Vocabulary and word choice (Confusing to clear; ordinry to exceptional, making meaning obscure or clear; use of imagery)	1	2	3	4	5
Grammar (Subject-verb agreement, articles, missing words, verb tenses, presposition use: from correct to incorrect)	1	2	3	4	5
Quality of content (Original, creative, interesting, detailed: poor to average to engaging content)	1	2	3	4	5
Structure (Thesis statement, topic sentences, supporting sentences, concluding sentence; paragraph division, organised, planned: from poor to excellent, poorly planned to well-planned; simple, compound and complex sentences)	1	2	3	4	5
Understanding of topic (Detail, development, transitions, examples and illustrations: simple or repetitive to advanced ideas)	1	2	3	4	5

APPENDIX C

Sample size determination table

N	*S*	*N*	*S*	*N*	*S*
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354

APPENDIX D

Employers' Questionnaire Banking sector

The English Language Needs of Business Studies Students

* Required

This questionnaire is intended to collect data for scientific research. The aim of this study is to evaluate the writing competencies of 3rd-year students of the Bachelor of Business at Namibia University of Science and Technology. The information provided will remain confidential and will be used only for the intended research purpose.

Q1 Background Information

Employers Background Information Section

1.   Qualification *

Mark only one oval.

◯   Certificate

◯   Diploma

◯   Undergraduate degree

◯   Honours

◯   Masters

◯   PHD

2.   Field of study *

_____

3.   Current job position *

_____

4.   Job title *

5.   Q2. How often do you perform the following activities in English *
        Mark only one oval per row.

	Everyday	Sometimes	Rarely	Never
Writing a business letter	⬭	⬭	⬭	⬭
Memorandum	⬭	⬭	⬭	⬭
Email	⬭	⬭	⬭	⬭
Reports	⬭	⬭	⬭	⬭
Letters	⬭	⬭	⬭	⬭
Claims	⬭	⬭	⬭	⬭
Contracts/Agreement	⬭	⬭	⬭	⬭
Minutes	⬭	⬭	⬭	⬭
Letters	⬭	⬭	⬭	⬭

6.   Q3. How many Business Studies graduates are currently employed in your organisation?
        Provide your answer in percentage. *

        _____

7.   What type of English skills do you prefer a business worker to possess? *

        Check all that apply.

        ☐ Reading
        ☐ writing
        ☐ speaking
        ☐ listening

8.   Q4. What purpose is English mostly used for in your organisation? *

        _____

9. Q5. How do you rate the English writing proficiency of the company workers in general and business graduates in particular? * *Mark only one oval.*

- ◯ 1
- ◯ 2
- ◯ 3
- ◯ 4
- ◯ 5

10. Q6. What problems do you observe in your company when it comes to writing English? E.g. spelling mistakes etc..... *

_____

_____

_____

_____

11. Q6. What do you suggest can be done to improve the English writing proficiency of workers? *

_____

_____

> Q2. How often do you perform the following activities in English

12. Q2. How often do you perform the following activities in English *

_____

_____

	Everyday	Sometimes	Rarely	Never
Writing a business letter	◯	◯	◯	◯
Memorandum	◯	◯	◯	◯
Email	◯	◯	◯	◯
Reports	◯	◯	◯	◯
Letters	◯	◯	◯	◯
Claims	◯	◯	◯	◯
Contracts/Agreement	◯	◯	◯	◯
Minutes	◯	◯	◯	◯
Letters	◯	◯	◯	◯

13. Q3. How many Business Studies graduates are currently employed in your organisation? Provide your answer in percentage. *

_____

14. What type of English skills do you prefer a business worker to possess? *

Check all that apply.

☐ writing
☐ speaking
☐ listening
☐ reading

15. Q4. What purpose is English mostly used for in your organisation? *

_____

_____

_____

16. Q5. How do you rate the English writing proficiency of the company workers in general

and business graduates in particular? * *Mark only one oval.*

◯ 1

◯ 2

◯ 3

◯ 4

◯ 5

17. Q6. What problems do you observe in your company when it comes to writing English?
     E.g. spelling mistakes etc..... *

_____

18. Q6. What do you suggest can be done to improve the English writing proficiency of
     workers? *

The English language needs of business graduate workers questionnaire banking sector

The English Language Needs of Business graduate (workers) questionnaire Banking sector

This questionnaire is intended to collect data for scientific research. The aim of this study is to evaluate the writing competencies of 3rd-year students of the Bachelor of Business at Namibia University of Science and Technology. The information provided will remain confidential and will be used only for the intended research purpose. * Required

Q1 Background Information

2. Section for Business graduate (workers)

---

1.   Qualification *

Mark only one oval.

- ⬭ Certificate
- ⬭ Diploma
- ⬭ Undergraduate degree
- ⬭ Honours
- ⬭ Masters
- ⬭ PHD

2.   Field of study *

_____

3.   Current job position *

_____

Q2. How often do you perform the following activities in English

4.   Q2. How often do you perform the following activities in English? *

Mark only one oval per row.

	Everyday	Sometimes	rarely	never
Writing a business letter	⬭	⬭	⬭	⬭
Memorandum	⬭	⬭	⬭	⬭
Email	⬭	⬭	⬭	⬭
Reports	⬭	⬭	⬭	⬭
Letters	⬭	⬭	⬭	⬭
Claims	⬭	⬭	⬭	⬭
Contracts	⬭	⬭	⬭	⬭
Minutes	⬭	⬭	⬭	⬭

5.   Q4. What type of English skills do you prefer a business worker to possess most? *

Check all that apply.

☐ Reading
☐ Writing
☐ Speaking
☐ Listening
☐ Not sure
☐ Both

6.   Q4. What purpose is English used for in your organisation? *

_____

7.   Q5 How do you rate your English writing proficiency compared to the requirements of your job? *

Mark only one oval.

( ) 1

( ) 2

( ) 3

( ) 4

( ) 5

8.   Q6. Rate the writing skills you received from your tertiary institution compared to the

demand for your work? * *Mark only one oval.*

( ) 1

( ) 2

( ) 3

( ) 4

( ) 5

9.   Q7. What problems do you face when given written tasks to perform in English while at work? *

Mark only one oval per row.

	Everyday	Sometimes	Rarely	Never
Lack of grammar	( )	( )	( )	( )
Lack of coherence texts	( )	( )	( )	( )
Lack of punctuation	( )	( )	( )	( )
Lack of general writing techniques	( )	( )	( )	( )

10. Q7. Do you feel that you need more writing skills than you have now? *

Mark only one oval.

- ◯ Agree
- ◯ Strongly agree
- ◯ Disagree strongly
- ◯ Disagree

11. Q8. Business students should possess the following skills? *

Mark only one oval per row.

	Agree	Strongly Agree	Neutral	Disagree	Strongly Disagree
Good Writing skills	◯	◯	◯	◯	◯
Public speaking Skills	◯	◯	◯	◯	◯
Both skills	◯	◯	◯	◯	◯
Not sure	◯	◯	◯	◯	◯

12. Q9. Do you think the English courses you have taken before have helped write effectively well? *

Mark only one oval.

- ◯ Strongly disagree
- ◯ Disagree
- ◯ Agree
- ◯ Strongly Agree
- ◯ Neutral

13. Q9. What do you recommend business students trainees to give emphasis? *

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	Very Necessary	Moderate	Less Necessary	Not Necessary
Public speaking	◯	◯	◯	◯
Writing letters, Paragraphs, reports, etc.	◯	◯	◯	◯
Studying English vocabulary or Expressions related to the job	◯	◯	◯	◯
Exposure to English or the culture Where English is spoken	◯	◯	◯	◯
Study English grammar	◯	◯	◯	◯

14. Q 10. What do you suggest can be done to improve the English writing proficiency of Business graduate students? *

_____

_____

_____

_____

APPENDIX F

The English Language Needs of Business Students

QUESTIONNAIRE FOR BUSINESS STUDENTS

This questionnaire is intended to collect data for scientific research. The aim of this study is to evaluate the writing competencies of 3rd-year students of the Bachelor of Business at Namibia University of Science and Technology. The information provided will remain confidential and will be used only for the intended research purpose.

1. AGE *

_____

2. Q1. How is your experience so far in Professional Writing as a course? *

Mark only one oval.

◯ Satisfactory

◯ Not satisfactory

◯ Neutral

3. Q2. What is your previous English language experience?

Mark only one oval.

◯ Grade 10

◯ Grade 12 ordinary level

◯ HIGCSE

◯ None of the above

4. Q3.
Mark only one oval per row.

	Agree	Disagree	Strongly Agree	Strongly Disagree	Neutral
Do you think the content of the course is relevant for your level?	◯	◯	◯	◯	◯
Are the written tasks given relevant to your field of study?	◯	◯	◯	◯	◯
Have your writing skills improved after studying professional writing.?	◯	◯	◯	◯	◯
Do you think the English courses you have taken help you write effectively?	◯	◯	◯	◯	◯
Do you feel that you need more language skills than you have now?	◯	◯	◯	◯	◯
Row 6	◯	◯	◯	◯	◯
Row 7	◯	◯	◯	◯	◯

5. Q4. Which Language skills do you think is important for you in relation to your field of study and the need for future job opportunities?

Mark only one oval.

$\bigcirc$ Writing skills

$\bigcirc$ Speaking skills

$\bigcirc$ Listening

$\bigcirc$ Reading

$\bigcirc$ Not sure

$\bigcirc$ Both

6. Q5. In preparation for the world of work; do you agree that there is a need for English courses related for Business students only?

Mark only one oval.

$\bigcirc$ Strongly Agree

$\bigcirc$ Agree

$\bigcirc$ Disagree

$\bigcirc$ Strongly Disagree

$\bigcirc$ Neutral

7. Q6. As a business student. What problems do you face when given written tasks to perform in English?

_____

_____

8. Q7. What do you suggest for language syllabus designers to consider when preparing for English courses for Business students?

_____

_____

9. Q8. Do you think you benefitted enough in the English courses you have studied so far?

Mark only one oval.

( ) Yes

( ) No

( ) Maybe

APPENDIX G

APPROVAL LETTER FROM NUST

NAMIBIA UNIVERSITY
OF SCIENCE AND TECHNOLOGY

13 Jackson Kaujeua Street
Private Bag 13388
Windhoek
NAMIBIA

T: +264 61 207 2118
F: +264 61 207 9118
E: registrar@nust.na
W: www.nust.na

Office of the Registrar

03 December 2020

Ms. Beatrice Mutonga Miyaze
Email: bmutonga@nust.na
Windhoek
NAMIBIA

Dear Ms. Mutonga,

RE: CONSENT TO CONDUCT YOUR RESEARCH WITH THE NAMIBIA UNIVERSITY OF SCIENCE AND TECHNOLOGY STAFF AND STUDENT

The email dated 02 December 2020, has reference.

Approval is hereby granted for you to conduct the research on *"An evaluation of writing competencies of 3rd year Bachelor of Business Management students at the Namibia University of Science and Technology''*

Any information gathered during the research is to be used for the purpose of the study only and must be treated as confidential. The results of the study should be shared with the University. Individual information of staff and students will not be made available, nor will biographical information of students be made available in such a way that individual students can be identified.

I wish you all the best with your research.

Yours sincerely,

Ms. Selma Heelu
ACTING REGISTRAR

CC:
　　　Deputy Vice-Chancellor: Research and Innovation
　　　Assistant Registrar

NAMIBIA
UNIVERSITY
OF SCIENCE AND
TECHNOLOGY

P/Bag 13388
Windhoek
NAMIBIA

2020 -12- 0 3

REGISTRAR
OFFICE OF THE REGISTRAR

APPENDIX H

ETTHICAL CLEARANCE FROM NUST

FACULTY RESEARCH ETHICS COMMITTEE (F-REC)

DECISION: ETHICS APPROVAL

BIA UNIVERSITY
NCE AND TECHNOLOGY

Ref: S009/2020
Student no.: 212112287

Issue Date: 26 July 2020

RESEARCH TOPIC

Title: An evaluation of writing competencies of 3rd year Bachelor of Business Management students at the Namibia University of Science and Technology

Researcher: Beatrice Mutonga Miyaze
Tel: +264 81 615 1101
E-mail: beatricemiyaze36@gmail.com

Co-Supervisor: Prof Haileleul Z Woldemariam
E-mail: hwoldemariam@nust.na

Dear Ms Mutonga Miyaze,

The Faculty of Human Sciences Research Ethics Committee (F-REC) of the Namibia University of Science and Technology reviewed your application for the above-mentioned research. The research as set out in the application has been approved.

We would like to point out that you, as principal investigator, are obliged to:

- maintain the ethical integrity of your research,
- adhere to the Research policy and ethical guidelines of NUST, and
- remain within the scope of your research proposal and supporting evidence as submitted to the F-REC.

Should any aspect of your research change from the information as presented to the F-REC, which could have an effect on the possibility of harm to any research subject, you are under the obligation to report it immediately to your supervisor or F-REC as applicable in writing. Should there be any uncertainty in this regard, you have to consult with the F-REC.

We wish you success with your research, and trust that it will make a positive contribution to the quest for knowledge at NUST.

Sincerely,

Prof Rewai Makamani
Acting Chairperson: FREC and Associate Dean: Research and Innovation
Tel: +264 61 207-2688
E-mail: rmakamani@nust.na

Prof Alinah K Segobye
Dean: FoHS
Tel: +264 61 207-2418
E-mail: asegobye@nust.na

APPENDIX I

APPROVAL LETTER FROM FNB

Human Resources Department

130 Independence Ave
@Parkside building

PO Box 204
Windhoek

jaco.calitz@fnbnamibia.com.na

Tel: 264 61 2998421
Cell: 0814751381

Beatrice Mutonga Miyaze

Beatricemuyaze36@gmail.com
Student No. 212112287

2021/03/31

To whom it may concern

RESEARCH APPROVAL LETTER

Hereby we acknowledge and approve the request of Beatrice Mutonga Miyaze in order to conduct the research specified as follows:

"An evaluation of writing competencies of 3rd year Bachelor of Business Management students at the Namibia University of Science and Technology"

Research should be conducted in collaboration and with the approval of the Organisational Effectiveness Department, First National bank.

Research should be focussed on entry level positions in the bank and with their direct reports (supervisors and team leaders).

All the best in your future endeavours.

Kind Regards

Organisational Effectiveness Specialist

Jaco Calitz

APPENDIX J

APPROVAL LETTER FROM STANDARD BANK

Ms. Beatrice Mutonga Miyaze
Beatricemuyaze36@gmail.com
Student No. 212112287

Learning and Development
P.O. Box 2733
Windhoek, Namibia
Tel: + 264 (061) 294 2040

Date
28 January 2021

To whom it may be concerned

<u>Re: Research approval letter granted to Ms. Beatrice Mutonga</u>

Your request to conduct research in Standard Bank Namibia has been approved on the following conditions:

1. You are to conduct research on your stated research topic, which is **"An evaluation of writing competencies of 3rd year Bachelor of Business"** and not to deviate from this topic without written approval from the bank.
2. Stick to your stated research objectives, which is generally is around investigating the writing competencies and future needs of your target audience.
3. Comply with all relevant research ethics as per the Faculty of Research Ethics Committee.
4. Observe any other relevant matter related to conducting of research with subjects
5. Your research is to be limited to academic purpose as stated and not for commercial gain.

For any further information, please contact me.

Yours faithfully

EMusaso
....
Elliot Musaso
Consultant: Learning and Development

Standard Bank Head Office, Erf 1378, No. 1 Chasie Street, Kleine Kuppe,
PO Box 3327, Windhoek, Namibia | www.standardbank.com.na | Tel Switchboard: +264 (61) 294 9111

Directorate: H Maier (Chairman), VJ Mungunda* (Chief Executive), N Bassingthwaighte, M Dax, L du Plessis*, B Rossouw, J Muadinohamba, I Tjombonde, P Nyandoro+, A Mangaie#, P Schlebusch#. Company Secretary: S Tjjorokisa *Executive Director #South African +Zimbabwean

Standard Bank Namibia Ltd Reg. No. 78/01700

APPENDIX K

LANGUAGE EDITING LETTER

NAMIBIA UNIVERSITY
OF SCIENCE AND TECHNOLOGY

Faculty of Human Sciences

Department of Communication

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Private Bag 13388   F: +264 61 209 9890
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NAMIBIA   W: www.nust.na

NAMIBIA UNIVERSITY OF SCIENCE AND TECHNOLOGY
FACULTY OF COMMERCE, HUMAN SCIENCES AND EDU
 CATION

DEPARTMENT OF COMMUNICATION

Tel: 061-2072095 Cell: 0812954690
Email: mmhene@nust.na
3 February 2022
TO WHOM IT MAY CONCERN.

I am writing to certify that a thesis entitled **AN EVALUATION OF THE WRITING COMPETENCIES OF 3RD YEAR STUDENTS OF BACHELOR OF BUSINESS MANAGEMENT AT NAMIBIA UNIVERSITY OF SCIENCE AND TECHNOLOGY** presented in partial fulfilment of the requirements **FOR THE DEGREE OF MASTER OF ENGLISH AND APPLIED LINGUISTICS AT NAMIBIA UNIVERSITY OF SCIENCE AND TECHNOLOGY** was presented to me by **BEATRICE M. MUTONGA** student number **212112287** for **LANGUAGE EDITING.**

I read through the entire thesis and did some track changes, which if carefully followed and implemented, will result in a thesis with an appropriate English language level for submission and examination.

Do not hesitate to contact me if you have any queries. Thank you.

Yours sincerely

Dr Max Mhene
(Lecturer-Literature and Communication)