



A STUDY ON PROBLEMS AND APPROACHES FOR THE ENHANCEMENT
OF ENGLISH WRITING SKILLS FOR UNDERGRADUATE STUDENTS:
A CASE STUDY OF STUDENTS MAJORING IN MARKETING
IN THE ACADEMIC YEAR 2025*

การศึกษาปัญหาและแนวทางการพัฒนาทักษะการเขียนภาษาอังกฤษสำหรับนักศึกษา
ระดับปริญญาตรี : กรณีศึกษานักศึกษาสาขาวิชาการตลาดปีการศึกษา 2568



Chareeya Soisuwan¹, Kris Lietz¹, Araya Ariya²

ชรียา สร้อยสุวรรณ¹, กริช ลีทซ์¹, อารยา อริยา²

¹Faculty of Liberal Arts, North Bangkok University,

²Faculty of Management Sciences, Lampang Rajabhat University

¹คณะศิลปศาสตร์ มหาวิทยาลัยนอร์ทกรุงเทพ,

²คณะวิทยาการจัดการ มหาวิทยาลัยราชภัฏลำปาง

Corresponding Author E-mail: pattikorn1473@gmail.com

Abstract

This study aimed 1. to identify English writing problems among marketing undergraduates at North Bangkok University as baseline evidence for qualitative development, and 2. to develop and validate appropriate approaches for enhancing English writing skills that are contextually relevant to 21st-century learning in higher education. An Embedded Mixed-Methods Design was employed, with the qualitative approach serving as the core method and the quantitative component embedded to provide supportive data. In Phase 1, quantitative data were collected from 100 marketing students through a questionnaire to identify common writing problems. In Phase 2, qualitative data were obtained from three focus group discussions with five English language experts and marketing instructors to design, refine, and validate enhancement approaches.

Quantitative findings indicated that students encountered English writing problems at high to very high levels, particularly in grammar, subject-verb

*Received August 31, 2025; Revised October 18, 2025; Accepted October 24, 2025



agreement, and logical organization. The proposed enhancement framework consists of four key dimensions: 1. Learner, 2. Instructor, 3. Teaching Materials, and 4. Assessment. Expert validation confirmed the high appropriateness of the framework (IOC = 0.66–1.00). The findings highlight the need for an integrated, process-oriented approach that combines learner engagement, teacher feedback, digital learning tools, and authentic assessment. The developed framework can be implemented as a model for business English writing instruction in Thai higher education.

Keywords: English Writing Skills; Enhancement Approaches; Embedded Mixed-Methods Design; Marketing Undergraduates; 21st Century Learning

บทคัดย่อ

บทความวิจัยนี้มีวัตถุประสงค์เพื่อ 1. สำรวจปัญหาทักษะการเขียนภาษาอังกฤษของนักศึกษาสาขาการตลาดระดับปริญญาตรี มหาวิทยาลัยนอร์ทกรุงเทพ เพื่อใช้เป็นข้อมูลพื้นฐานในการพัฒนาแนวทางการพัฒนาเชิงคุณภาพ และ 2. พัฒนาและตรวจสอบแนวทางการเสริมสร้างทักษะการเขียนภาษาอังกฤษที่มีความเหมาะสมและสามารถประยุกต์ใช้ได้จริงในบริบทการเรียนรู้ของศตวรรษที่ 21 ใช้ระเบียบวิธีแบบผสมผสานวิธีฝังตัว (Embedded Mixed-Methods Design) โดยให้การวิจัยเชิงคุณภาพเป็นระเบียบวิธีหลัก และให้การวิจัยเชิงปริมาณเป็นระเบียบวิธีรองเพื่อสนับสนุนข้อมูลเชิงหลักฐาน ระยะที่ 1 เป็นการสำรวจเชิงปริมาณจากนักศึกษาจำนวน 100 คน เพื่อระบุปัญหาการเขียนภาษาอังกฤษ ระยะที่ 2 เป็นการสนทนากลุ่มกับผู้เชี่ยวชาญภาษาอังกฤษและอาจารย์สาขาการตลาดจำนวน 5 คน เพื่อพัฒนาและตรวจสอบความเหมาะสมของแนวทางที่ได้

ผลการวิจัยพบว่า นักศึกษาประสบปัญหาการเขียนภาษาอังกฤษในระดับมากถึงมากที่สุด โดยเฉพาะด้านการใช้ไวยากรณ์ ความสอดคล้องระหว่างประธานกับกริยา และการเรียงเรียงความคิดเชิงตรรกะ แนวทางที่พัฒนาขึ้นประกอบด้วย 4 มิติหลัก ได้แก่ 1. ผู้เรียน 2. ผู้สอน 3. สื่อการสอน และ 4. การประเมินผล โดยผ่านการตรวจสอบความเหมาะสมจากผู้เชี่ยวชาญ (IOC = 0.66–1.00) ในระดับเหมาะสมมาก ข้อเสนอแนะ คือ การพัฒนาทักษะการเขียนภาษาอังกฤษของนักศึกษาควรใช้แนวทางบูรณาการที่เน้นกระบวนการเขียน การมีส่วนร่วมระหว่างผู้เรียนและผู้สอน การใช้เทคโนโลยีสนับสนุนการเรียนรู้ และการประเมินตามสภาพจริงเพื่อเสริมสร้างความมั่นใจและความสามารถในการสื่อสารทางวิชาชีพของนักศึกษาในบริบทโลกาภิวัตน์

คำสำคัญ: การเขียนภาษาอังกฤษ; การเสริมสร้างทักษะการเขียน; การวิจัยแบบผสมผสานวิธีฝังตัว; นักศึกษาการตลาด; การเรียนรู้ศตวรรษที่ 21



Introduction

English serves as the global lingua franca in today's interconnected world, particularly in international business where it functions as the principal medium for communication, documentation, and operations. Therefore, proficiency in English writing is a vital competence for marketing undergraduates who must be able to convey business ideas, strategies, and proposals effectively across linguistic and cultural boundaries (Hyland, 2019; Richards & Renandya, 2020).

Among the four language skills, writing is considered the most complex (Raimes, 1983; Brown, 2007). For English as a Foreign Language (EFL) learners, it requires mastery of grammatical rules, logical organization, and lexical appropriateness. Studies by Cedar (2004) and Chen & Huang (2003) revealed that many learners struggle with verb usage, sentence construction, and cohesive organization, leading to low writing confidence and reduced communication quality. Writing difficulties are particularly prevalent among Thai university students, whose English learning experience is often limited to structural grammar and vocabulary drills rather than contextual writing practice. Consequently, students majoring in business and marketing frequently produce written work that lacks grammatical accuracy, coherence, and professional tone. Given the increasing demand for effective English communication in digital business environments, it is imperative to investigate the existing problems and develop evidence-based strategies that enhance students' writing competence. The present study aims to bridge this gap by integrating insights from both learners and instructors to propose practical approaches for improving English writing skills among marketing undergraduates (Nation, 2020; Harmer, 2023).

Previous studies on EFL writing have primarily focused on error analysis or grammatical difficulties, with limited emphasis on systemic approaches that address the interplay between learners, instructors, teaching materials, and assessment. To fill this gap, this study seeks to develop a comprehensive framework for enhancing English writing skills tailored to the context of undergraduate marketing students at North Bangkok University. The framework combines quantitative and qualitative findings to propose sustainable, context-sensitive strategies applicable in higher education.



Research Objectives

1. To examine the English writing problems of marketing undergraduates at North Bangkok University.
2. To develop appropriate approaches for enhancing English writing skills among these students in alignment with 21st-century learning principles.

Methodology

This study employed an Embedded Mixed-Methods Design, in which the qualitative approach served as the core method, while the quantitative component was embedded to provide supportive and corroborative data. The design emphasized the qualitative phase as the central process for developing and validating the enhancement approaches for English writing skills among marketing undergraduates, with quantitative findings serving as empirical evidence for identifying key writing problems.

The research process consisted of two integrated phases: 1. Phase 1 (Embedded Quantitative Phase) employed a survey of 100 marketing students conducted to gather statistical evidence on common writing problems. The quantitative results were used to inform and guide the subsequent qualitative analysis. And 2. Phase 2 (Core Qualitative Phase) employed three focus group discussions held with English language experts and instructors to design, refine, and validate the proposed enhancement approaches. Both data sets were integrated, prioritizing the development and validation of pedagogical approaches over descriptive problem analysis. This structure aligns with the principles of Developmental Research, aiming to generate practical, context-sensitive knowledge applicable to English language education in higher education institutions.

Quantitative data were analyzed using descriptive statistics (frequency, percentage, mean, and standard deviation). Qualitative data were analyzed through content analysis to identify recurring issues, conceptual themes, and development approaches. The integration of both data sets allowed for the formulation of a comprehensive and empirically supported framework for enhancing English writing skills among undergraduate marketing students.



Results

The findings of this study are presented in two parts: 1. quantitative results and 2. qualitative findings.

1. Quantitative Results

The quantitative data collected from 100 marketing undergraduates revealed that most students encountered English writing problems at a high to very high level. The six main areas of difficulty are summarized as shown in the table 1.

Table 1 Quantitative Results

No.	Writing Problem	\bar{X}	S.D.	Level
1	Use of grammar, particularly verb tenses	4.65	0.18	Very High
2	Subject-verb agreement	4.51	0.17	Very High
3	Sentence construction and coherence	4.45	0.16	High
4	Context-appropriate word choice	4.39	0.19	High
5	Spelling accuracy	4.32	0.14	High
6	Lack of writing confidence	4.31	0.16	High

Overall, the mean scores ranged between 4.31 and 4.65, indicating that students still struggled with grammatical accuracy, sentence organization, and appropriate business English usage.

2. Qualitative Findings

The results of three focus group discussions with five language experts and marketing instructors indicated four principal domains for enhancing English writing skills as shown in table 2.

Table 2 Qualitative Results

No.	Domains	English writing skills approaches
1	Learner Dimensions	1.1 Encourage students to engage in the Process Writing Approach (Prewriting, Drafting, Revising, Editing). 1.2 Integrate Communicative Writing Tasks related to real-world business contexts, such as composing business emails or marketing reports.
2	Instructor Dimension	2.1 Develop teachers' ability to provide constructive feedback and facilitate peer review sessions. 2.2 Apply Error Analysis techniques to promote students' self-awareness of linguistic mistakes.



Table 2 Qualitative Results (Next)

No.	Domains	English writing skills approaches
3	Teaching Materials Dimension	3.1 Utilize interactive digital tools (e.g., Grammarly, Google Docs, Padlet) to support collaborative learning and language accuracy. 3.2 Develop a Business Writing Handbook tailored to the marketing discipline.
4	Assessment Dimension	4.1 Implement authentic and process-based assessments that evaluate students' development over time. 4.2 Design competency-based writing rubrics aligned with 21st-century communication skills.

All proposed approaches were validated by experts and rated as highly appropriate, with an Index of Item–Objective Congruence (IOC) ranging from 0.66 to 1.00

Discussion

The findings indicate that marketing undergraduates experienced major difficulties in English writing, particularly in grammar, subject–verb agreement, and idea organization. These results align with previous studies by Cedar (2004), Chen & Huang (2003), and He (2016), which demonstrated that EFL learners commonly face structural and lexical errors influenced by their first language and limited writing practice.

This study reaffirms the significance of adopting a process-oriented and learner-centered approach to writing instruction. As Raimes (1983) emphasized, writing should be viewed as a process rather than a final product, while Hyland (2019) advocated for creating socially interactive learning environments that allow students to co-construct meaning with instructors through feedback and peer collaboration.

Moreover, the integration of digital tools such as Grammarly, Padlet, or Google Docs in writing instruction corresponds with Nation (2020) and Harmer (2023), who argue that technology enhances collaborative writing, encourages learner autonomy, and supports immediate feedback for language accuracy.

The four proposed enhancement dimensions - learner, instructor, teaching materials, and assessment - collectively form a Writing Learning Ecosystem, aligning with Fullan (2021) notion of whole-system educational reform,



emphasizing that 21st century skill development must involve all stakeholders in a sustainable and iterative process.

Body of Knowledge

This research, entitled “Development and Validation of Approaches to Enhance English Writing Skills among Undergraduate Marketing Students” aimed to 1. examine the English writing problems of undergraduate students majoring in marketing, and 2. develop appropriate approaches to enhance their English writing skills. The study revealed that marketing students encountered significant difficulties in several aspects of English writing. The major problems were related to grammar particularly verb tenses and subject verb agreement sentence construction, logical organization, and the use of context-appropriate vocabulary in business communication. These findings indicate that English writing remains one of the most challenging skills for EFL learners and reflect the limited opportunities for authentic writing practice among Thai university students.

All proposed approaches were validated by a panel of experts and were rated as highly appropriate, with an Index of Item–Objective Congruence (IOC) ranging from 0.66 to 1.00. These results indicate a high level of validity and suitability, confirming that the developed strategies align with the research objectives and can be effectively applied to enhance the English writing skills of marketing undergraduates.

In summary, the body of knowledge gained from this study demonstrates that improving English writing competence requires a holistic approach that integrates learners, instructors, learning materials, and assessment systems. The proposed framework contributes to both theory and practice by offering a sustainable model for writing skill development aligned with 21st-century learning principles.

Conclusion This study contributes to both theoretical and practical understanding of English writing instruction in EFL contexts. The findings underscore that effective development of English writing skills requires an integrated framework that simultaneously addresses the learner’s writing process, the teacher’s feedback competence, the use of interactive digital materials, and authentic, competency-based assessment systems.



The proposed framework can serve as a model for curriculum development in Business English Writing courses across Thai universities, promoting learner engagement, linguistic accuracy, and communicative competence necessary for global business contexts.

Recommendations

1. Universities should integrate English writing skill development into business and marketing curricula to enhance graduates' global communication competence.

2. Teachers are encouraged to employ process writing with structured peer feedback and digital-supported collaborative learning.

3. Further studies could explore the relationship between digital tool usage and professional writing competence or develop a hybrid model for online academic writing instruction in business disciplines.

References

- Brown, H. D. (2007). *Principles of Language Learning and Teaching* (5th ed.). White Plains, NY: Pearson Education.
- Cedar, P. (2004). Transferability and Translatability in Writing: A Study of EFL Students in Indonesia. *International Education Journal*, 4(3), 88–100.
- Chen, Y. M. & Huang, R. F. (2003). The Impact of Reading on EFL Learners' Writing. *Academic Exchange Quarterly*, 7(3), 128–133.
- Fullan, M. (2021). *The Right Drivers for Whole System Success*. Melbourne: Centre for Strategic Education.
- Harmer, J. (2023). *How to Teach Writing* (3rd ed.). Harlow: Pearson Education.
- He, X. (2016). Action Research on English Writing Teaching for Non-English Majors in Chinese Vocational Colleges. *Sino-US English Teaching*, 13(5), 380–389.
- Hyland, K. (2019). *Second Language Writing* (3rd ed.). Cambridge: Cambridge University Press.
- Nation, I. S. P. (2020). *Learning Vocabulary in Another Language* (2nd ed.). Cambridge: Cambridge University Press.



- Raimes, A. (1983). *Techniques in Teaching Writing*. New York: Oxford University Press.
- Richards, J. C. & Renandya, W. A. (2020). *Methodology in Language Teaching: An Anthology of Current Practice* (2nd ed.). Cambridge: Cambridge University Press.

