

Applying Pro Writing Aid and BASDELL Model in Business English Writing Classes for Management Sciences Students

Dr. Mohamed A. Aboulfotoh

A lecturer of English, Dept. of Basic Sciences

Management Sciences Academy (MSA)- Beni-Suef, EGYPT

Abstract

Due to the rapid developments of technology and its effects on learning English for Specific Purposes (ESP), the study aimed at applying ProWritingAid (PWA) and BASDELL model to improve business English writing skills and reduce writing anxiety of management sciences students. Participants were randomly assigned into two groups: experimental (N=30) and control (N=30). The experiment lasted eight weeks at a rate of two sessions per week in the second term of the academic year 2022/2023. Instruments, designed by the researcher, were: A Checklist of Business English Writing Skills (CBEWS), A Test of Business English Writing Skills (TBEWS), a rubric to score it and A Writing Anxiety Scale (WAS). The pre/post-test experimental and control group design was adopted. Results showed that ProWritingAid and BASDELL model improved business English writing skills and reduced writing anxiety as the scores of experimental group students' business English writing skills were higher than those of the control group students. Findings provided insights into the inverse correlation between writing skills and anxiety.

Keywords: *Anxiety, BASDELL, Business, English, Management, Writing*

Introduction

English is a prerequisite for success in all academic programs. Today's business programs assist their students to utilize its skills effectively in their future workplace. Business writing should be taught in a way that copes up with both the requirements of the business field and rapid developments of technology. Hence, Artificial Intelligence

(AI) powered writing tools and business writing models should be applied in ESP classes.

As a productive skill, writing is conveying the intended message in the written form precisely (Eltorky, 2014; 3). Due to globalization and rapid growth in business communication, there is an increased need for skilled graduates in business writing skills (Arputhamalar & Padmasani Kannan, 2015; 74). These skills include writing a variety of genres e.g. 'e-mails, letters, reports, memorandums (memos), etc. (Kondal, 2020; 297), and each genre has a purpose and a structure that assist an audience with understanding about what the text is (Eltorky, 2014; 3).

Writing, as a professional communication skill in the business field (Lin, Hwang, Fu, & Chen, 2018; 117), has a remarkable role in the field of international trade and commerce (Kondal, 2020; 297). It becomes a compulsory skill to be mastered (Ying, 2022; 27). However, it was found that the second-year management sciences students lack the essential skills in memo-writing, i.e., the organization of ideas and cohesiveness (Arputhamalar & Padmasani Kannan, 2015; 74). Additionally, they were unable to write linguistically correct and structurally appropriate business reports. The findings of Kondal's study (2020; 304) highlighted that:

- Students' writing lacked logical sequence, and structure: introduction, body, and conclusion.
- Their sentences were grammatically incorrect, and usage of business vocabulary was inappropriate.
- They did not have enough knowledge about different forms of business writing using the proper format, structure, and vocabulary.

- They failed in using mechanics of writing especially spelling. They had studied English as a compulsory subject and did not have enough idea about the steps of writing business report, memo, etc.

Moreover, many complaints came from employers because of employees' poor business writing skills which had a negative effect on the growth of the company (Arputhamalar & Padmasani Kannan, 2015; 75). Regarding these skills, Kassem, (2017; 152) found that there was a clear weakness in them as they lacked the skills and techniques to write well and had a high level of writing anxiety.

Business writing is one of the most difficult and neglected skills (Yavuz, Ozdemir, & Celik, 2020; 62). Management sciences students' main emphasis on professional subjects rather than on English skills. They experienced difficulties in producing various types of writing business letters, reports...etc. This might also be due to their lack of proper exposure and inadequate knowledge of business writing models which can assist them to use more formal language and professional style than other types of writing (Kondal, 2020; 298).

In general, employers have noted that the new hires, especially recent college graduates, can't write concisely. Their low level has been attributed by Ying, (2022; 27) to unattractive and ineffective teaching business writing models by which they can focus on topic, supporting details, coherence and cohesion, grammar, and vocabulary in a non-threatening environment. To tackle this problem, Slutsky, and Sardegna, (2018;1) have recommended using business writing models, based on the premise that students

need to practice how-to write steps efficiently to perform their tasks.

Writing business is a challenging skill to master because of the cognitive demands of writing. The students experience high levels of debilitating anxiety which is an overwhelming emotion of fear or apprehension that manifests psychological signs such as sweating, increased pulse rate, and tension. To gain confidence, they should be equipped with a business writing model. As peers' and instructors' evaluations are dreaded by students, ESP writing classes can benefit from computer-mediated activities in which creative tools decrease negative feedback online (Cequeña & Gustilo, 2014; 18).

According to Rasool, Qian, and Aslam (2023;10:11), students have felt anxious whenever they were given a topic to write about. Although they have many ideas, they struggle to organize them, and are unable to write cohesively or find the right words because of their limited vocabulary. Moreover, grammatical accuracy is their weakness. Examination fear may be another reason for anxiety.

In this regard, several studies indicated that students with high levels of writing anxiety were poor writers. The findings of these studies briefly were: (a) Students with a high level of anxiety got low scores on standardized tests of business writing (Cequeña & Gustilo, 2014), (b) Writing quality was negatively affected by writing anxiety (Kassem, 2017), (c) Writing involved a high level of anxiety as the students worked individually (Fathi, & Nourzadeh, 2019 and Rasool, Qian & Aslam, 2023), and (d) Most of them considered business writing as a process

that provoked much anxiety. Likewise, creating a non-threatening environment was essential to reduce writing anxiety through business writing models (Lin, Hwang, Fu, & Chen, 2018;117; &Ying, 2022; 27). Therefore, Sun and Asmawi (2023) used different models to assist students in overcoming writing anxiety, i.e., Presentation-Assimilation-Discussion Class Model.

To reduce students' writing anxiety, several technological tools were suggested by researchers, one of which was blog-mediated instruction (Fathi & Nourzadeh, 2019), wikis (Kassem, 2017), and Edmodo (Yavuz, Ozdemir, and Celik 2020). Using the blended learning mode of task collaborative learning in developing business writing skills, the findings of Ying's study (2022; 27) indicated that the experimental group outperformed the control group in their overall scores in writing skills and recommended to change the traditional teaching model and implemented the teaching model based on "Classroom + Computer AI". The current teaching method of "chalk + blackboard" was changed to "computer + large screen projection". It was difficult for this traditional classroom teaching method to adapt to the requirements of the new information age. Thus, it is necessary to promote business English writing with the help of AI.

Computer-based applications, such as Automated Writing Evaluation (AWE), Automated Essay Scoring (AES), and Automated Written Corrective Feedback (AWCF), are increasingly becoming alternatives to facilitate business writing skills. New writing tools, powered by AI and available in mobile devices, are promising tools to assist students in improving these skills that are hard to learn through traditional training (Nazari;

Shabbir & Setiawan, 2021; 1). Emphasizing the role of AI, Gayed, Carlon, Oriola, and Cross (2022; 1) utilized an AI-based web application called “AI KAKU” to develop writing skills.

Students have limited level in writing because their cognitive (working memory) resources were spent on low-level writing tasks (word production & translation) at the expense of time being allocated to higher-level writing tasks (organization and revision). Linh and Thanh Ha (2021; 5) have found that the most considerable difficulties faced by students are the cognitive elements, the emotional dimension, and the sociocultural component of writing. In writing, a lecturer’s feedback is meaningfully used as an evaluation material for a piece of writing.

Nazari, Shabbir, and Setiawan (2021;8) utilized Grammarly as an AI-powered writing tool to improve self-efficacy, and engagement. Results suggested that Grammarly affected cognitive, non-cognitive, and emotional domains of learning and AI application could be an efficient writing tool. Monitoring the writing process and offering valuable productive feedback to students were too time-consuming, and subjective. One of computer-based applications (AWE) is Pro Writing Aid (PWA).

PWA enables instructors to create a non-threatening environment to teach and assess students in editing writing because they can learn and edit their own writing without expecting feedback from others. Thus, they can self-monitor their own mistakes, be active and learn by themselves. They can improve the quality of their writing significantly without considering the existence of the lecturers in a direct situation as PWA can check Spelling, Grammar, and Punctuation (SPAG) (Nasution, & Fatimah, 2018; 364).

Due to increasing advances in technology, Wang (2014) has recommended using new practical models to improve business English writing skills. Since it is not only related to writing skills, but also to business knowledge. For a meaningful and an interesting practical environment, Lin, Hwang, Fu, and Chen, (2018; 117) have noted that the students need a model to improve their business writing skills without anxiety. As a business writing model, the BASDELL is an instructional model developed by Janet Basdell (2007). The students can apply it to any business document from an email to a lengthy report, business case or bid. It helps them approach their writing task in a logical process that consists of the following steps:

- B/ Brief – understand why you are writing the business document. What message are you trying to convey?
- A/Audience – consider who will read it. What do they want? How can you get your message across easily?
- S/Structure – create the structure. Plan your writing so that it follows a logical structure. Do you remember being told that planning what you are going to write is the secret to do well in business writing.
- D/Draft – write the first draft. Just getting started is often the hardest part, especially for students who know that they struggle to write effectively. Start and see what flows and if you hit a mental block then mark it and leap past it.
- E/Edit – edit and polish it. Read it and ask yourself whether your message is getting across? Are some of the phrases awkward? Can you make it easier to read?
- L/Leave It – put it to one side and come back to it since your mind will be fresh and you will see what you've written, not what you think you've written.

- L/Learn – get feedback from the readers. Find out what the students who received it think. What did they like? What caused unexpected difficulties?

While previous studies on writing and anxiety have established the facilitative effects of technology on improving writing skills and identified the sources of anxiety, these studies lack findings on how an instructional setting that utilizes PWA and BASDELL model may both aid in the development of writing skills and reduce anxiety associated with the demands of business writing.

Context of the Problem

According to the course specifications of advanced “Business English 2” at MSA, Beni-Suef, Egypt, the second-year management sciences students should be able to use English language skills in their career with an emphasis on developing business writing types, e.g., e-mails, letters, memos, reports...etc.

From the researcher’s teaching experience as a lecturer of English at MSA (second term 2022/2023), it was noticed that students' writing level in general and business writing in particular was low. They didn't know the steps of how to write and felt much anxiety toward writing tasks due to fear of evaluation or negative feedback. Business writing might be neglected because the students' emphasis was mainly on professional subjects rather than on English skills. Moreover, there were many students who came from technical schools whose English writing background or level wasn't satisfied. The large number of MSA students in ESP class affected badly the lecture's way in teaching writing and giving feedback.

The problem was indicated by the studies of Arputhamalar & Padmapani Kannan, 2015; Eltorky, 2014; Kassem, 2017, Kondal, 2020; Gayed, Carlon, Oriola &

Cross, 2022; Rasool, Qian & Aslam, 2023; & Ying, 2022, which confirmed that there was a low level in business writing skills and high level in writing anxiety.

To document the problem, the researcher conducted a pilot study (Appendix A). It was applied to (50) second year MSA students in the second term of the academic year 2022/2023. The pilot study consisted of two questions: (a) Match each one of Business English writing genres with its characteristics., and (b) Write a One-page Report with the following headings: Introduction, Findings, Conclusion, and/or Recommendations. The results revealed that there was a weakness in business writing skills as nearly (70%) of the students didn't achieve the mastery level (70%). They were unfamiliar with different types of writing and couldn't organize their ideas efficiently or know how to write properly.

As the needs analysis questionnaire is the starting point in ESP, the researcher prepared it and submitted it to the MSA second-year students (N=100). It included: (a) What do you feel when you are tasked to write then evaluated by the instructor? (b) What are the biggest challenges in business English writing? and (c) How can you produce business English writing document? Analysing the data obtained, it was found that nearly 80% of students' responses signified that they felt a big challenge in writing business genres and had much anxiety.

Statement of the Problem

The problem could be stated in: "the low level of the second-year management sciences students' business English writing skills and the high level of writing anxiety".

Delimitations of the Research

The research was delimited to four business English writing sub-skills: format, content, organization, and

mechanics. It was focused on four business genres: business e-mail, report, memo, and minute.

Significance of the Research

Significance of the research focused on: (a) applying BASDELL model and PWA to improve students' business English writing skills, and (b) addressing an important aspect of the writing process which was reducing the students' writing anxiety.

Definition of Key Terms

- Pro Writing Aid (PWA): is a database-based software used automatically to edit writing. It can assist instructors in correcting students' writing assignments because it provides various kinds of feedback, including grammatical mistakes, syntax, text complexity, total word count, and vocabulary range, through statistical modelling and algorithms, and then the overall writing value is given. From the various kinds of feedback, it also provides suggestions to change the writing error to be corrected (Wahyuda, 2022; 12). PWA is an editing AI software tool for management sciences students to improve their business English writing skills. It is a free sign-up website: <https://prowritingaid.com/sign-up>
- BASDELL is defined by the free library as an innovative instructional business writing model, developed by Janet Basdell (2007) and reverses the traditional teaching and learning pedagogy. This collaborative business writing model focuses on the practical dimension of how to write business tasks more than the theoretical one. It gives students the opportunity to realize the steps of writing and conceptualize good writing without fear or

anxiety. It is a process oriented more than a product oriented that includes activities to scaffold students' acquisition of linguistic knowledge and composing strategies.

- Business English Writing is a professional written communication type that include including e-mail, report, memo, etc. Each business genre has its own characteristics or features. While letters serve to send and receive information internally and externally, reports are the presentation of facts and ideas for various business purposes. Memos are vital for inter-office communication (Arputhamalar, & Padmasani Kannan, 2015; 77). Each genre consists of communicative features, organizational structure, and linguistic features. Based on the writers' purpose, the genre determines the conventions of writing. While using genres in writing classes, the communicative purposes and the structural features are identified (Kondal, 2020; 300).
- Writing Anxiety was defined by Cequeña and Gustilo (2014; 4) as negative, anxious feelings about oneself as writer, one's writing context or task affected the writer as he or she scribbled down his or her ideas on a paper. Writing Anxiety was identified psychologically by Rasool, Qian and Aslam, (2023;10) as feelings of worry, fear, or apprehension of making mistakes or being judged. It can be measured by Writing Anxiety Scale (WAS) adopted from the study of Kassem, (2017; 159:160).

Literature Review

Business English Writing Skills

Due to the economic globalization, business English writing skills have increased significantly. This has given a

boost to the improvement of them from the first years of preparation. In the light of MSA regulation 2022/2023, the second-year management students should be able to: (a) associate their academic skills with the occupational ones that are essential to a job performance like good business English writing skill, and (b) communicate effectively in writing a variety of business tasks such as e-mails, memos, etc.,

Business documents are written for a reason: to convey information, cause something to happen, or influence a decision. But most of them are difficult to interpret because they are badly structured. Since ESP focuses on the needs of a profession, new models can be adopted to bring out a significant difference in teaching writing. One way to make the writing process easier and ensure you communicate effectively is to use a tried and tested model (Arputhamalar, & Padmasani Kannan, 2015; 77).

Writing is integrated with other skills e.g., reading, grammar knowledge, and vocabulary. By paying attention to these aspects, the students express their ideas, deliver them into drafts, and combine the words into sentences and paragraphs (Nasution, & Fatimah, 2018; 362). Business writing sub-skills were identified by Kondal (2020; 304) into: identifying the purpose, context, situation, and style of writing a business report. Students can write cohesive texts through using appropriate vocabulary, verb forms and linkers with a smaller number of errors and arranging ideas coherently and in a proper sequence.

Business English writing is one of the most important requirements in doing any business. However, nearly 90% participants (graduates) have considered it to be the most difficult skill in the program (Li & Chen, 2017; 700).

Moreover, David's suggestions (2013; 18) were summarized as follows:

- Writing business documents seem more approachable through writing models.
- Writing activities should be integrated in a real-life business-related context.
- Writing tasks should be designed as teamwork activities rather than individual ones, allowing students to get involved in collaborative work with their colleagues to benefit from each other's language skills and ideas.

Writing skill is considered as the most challenging skill to learn compared to other skills because of several stages that must be done, starting from brainstorming, drafting, structuring, and editing (Wahyuda, 2022; 12). Exploring the theories of learning underpinning business English writing, Zhang, and Wang, (2016: 4) found the following:

(a) Constructivism assumes that the students' writing competence can be improved through some cognitive and interactive activities. For example, they can explore online resources such as scaffolding for follow-up writing under the appropriate instructions and publish their writing on the internet, and both peers and instructors do comments to make interaction.

(b) Content-Based Instruction (CBI) is organized around the content or information that students will acquire, rather than around a linguistic or other type of syllabus. Needs analysis is technically the prerequisite for an appropriate course design in ESP, and its two main concerns are —Target needs (i.e., what the learner needs to do in the

target situation) and learning needs (i.e., what the learner needs to do to learn).

Many researchers tackled business English writing skills in various ways. Eltorky (2014) attempted to overcome the shortcomings in teaching business writing skills for Business Administration students by using four constructivist strategies: scaffolding, mind mapping, problem-based learning, and inquiry-based learning model. Besides, it emphasized the importance of providing students with activities and tools to develop their awareness of learning as it assisted them to understand how to plan, monitor, and evaluate their writing. The study of Pujianto, Emilia and Sudarsono (2014) focused on the implementation of process genre approach in teaching report writing in a senior high school. It was found that the low-achieving students needed modelling at teacher-student interaction stages. Utilizing wikis by Wang (2014) to improve students' business English writing skills, findings indicated that students who were engaged in the collaborative writing tasks gained mastery in business writing. New models were recommended to develop business English writing because of increasing advances in technology.

Likewise, Arputhamalar and Padmasani Kannan, (2015) indicated the need for new models to teach memo-writing skills to tertiary second year students as they lacked the essential skills in writing a memo. Sicat (2015;160) enhanced college students' proficiency in business writing via Schoology. Regarding pedagogies associated with the teaching of business writing, the traditional method of teaching was described as a typical class having an

instructor who directed all activities and presented knowledge in discrete parts to be passively ingested by students and to be recalled later.

Moreover, Kassem (2017) concluded that the use of wikis had a positive effect on management students' business English writing skills as well as it reduced their writing anxiety. Slutsky, and Sardegna, (2018) reported guidelines and strategies for writing memos. When planning a memo, students should consider a model of four fundamental things: audience, language, content, and context for the message. Kondal (2020) proved that the process genre approach impacted positively on the students' writing performance. Ying (2022) used the blended learning mode of task collaborative learning in improving business English writing skills. Sun, and Asmawi (2023) investigated the effect of Presentation-Assimilation-Discussion (PAD) class model on Chinese undergraduates' business English writing Performance. It was, therefore, recommended that more research into models to decrease writing anxiety appeared to be of the utmost importance.

Slutsky, and Sardegna, (2018;1) recommended the application of writing models; that is, 'the study of written models with direct, guided practice' and the 'explicit study of formats, styles, tones, vocabularies, sentence structures, etc.' especially for those 'not familiar with different types of written genres'. This combined model-based method of instruction would better prepare college graduates for entering the workforce. In this research, the BASDELL model is a process-genre one that focuses on writing stages and the characteristics of the genre to produce the final product based on a collaborative students' work modified by PWA to edit it and reduce their writing anxiety.

Writing Anxiety

Writing anxiety, the negative feelings of worry, fear, or apprehension of writing, was investigated by many researchers to: (a) identify the possible causes or factors, (b) the relationship between writing and anxiety, and (c) find out techniques that could pave the way for establishing a free anxiety learning environment.

Many aspects of learning environment can cause writing anxiety, such as cognitive and linguistic features including limited vocabulary, content, and structure. Writing anxiety was divided by Rasool, Qian and Aslam (2023;2) into three-dimensions as cognitive, somatic anxiety, and avoidance behaviour. Cognitive anxiety refers to pessimistic perceptions about writing and feeling of negative evaluation. In contrast, somatic anxiety refers to physical actions such as trembling, sweating, and uncomfortable breathing. Avoidance behaviour displays activities related to avoiding situations when writing. Cognitive anxiety was discovered to be the predominant type in both situations.

The primary reason for writing anxiety was often associated with pen and paper writing under time pressure. This resulted in fear and a lack of writing practice throughout an academic career (Cequeña, & Gustilo 2014). Contextual variables were related to instructors, instructional practices, and classmates, such as discouraging or strict teaching styles, disinterested writing themes and unfamiliar formats, and negative or inadequate feedback may also contribute to writing anxiety (Liu & Ni, 2015).

Previous studies have documented the relationship between writing anxiety and performance along with other variables. Cequeña and Gustilo (2014;1) revealed that

students with low, average, and high writing anxiety reported common causes of their writing anxiety such as limited vocabulary, difficulty in organizing their thoughts when asked to write under pressure and fear of students' and instructor's evaluation. Students who wrote well exhibited lower writing anxiety compared with those who did not.

To determine the extent of writing anxiety, Cequeña, & Gustilo, (2014; 12) noted that the students' difficulties that made them feel anxious when writing were limited vocabulary (13%), organization of thoughts (12%), grammar usage (10%), their difficulty in generating (7%) and translating ideas (7%). In comparing the replies of students across anxiety levels, a marked difference can be seen: the low-anxious students have less difficulties. Rasool, Qian and Aslam (2023: 10-11) attributed the reasons that caused students' anxiety whenever they had to write in English such as organizing ideas, limited vocabulary, correct grammar, and fear of evaluation.

Some techniques could pave the way for establishing a free anxiety learning environment. Cequeña, and Gustilo (2014) investigated if online portfolio through weblogs (blogging) could develop writing proficiency and reduce writing anxiety. Reducing writing anxiety was often associated with pen and paper writing under time pressure. Kassem, (2017) investigated the effect of using wikis on developing business writing skills and reducing writing anxiety of Business Administration students. Fathi and Nourzadeh (2019) assured the positive effects of blog-mediated instruction on students' writing performance and anxiety. The online gamification tool 'Edmodo' was used by Yavuz, Ozdemir, and Celik (2020; 62) to reduce

students' writing anxiety levels because of using the traditional pen and paper.

Rasool, Qian, and Aslam (2023; 11) concluded that students' writing anxiety was due to different factors ranging from linguistic challenges and fear of negative judgment to a lack of self-confidence and bad prior experiences. Therefore, some training programs on how to motivate their students to write and how to react to their written products in terms of choosing the proper error correction strategy so that other students do not comment or laugh at someone's mistake, can be arranged. Training should begin early in writing process, using a process-based approach, as many studies have highlighted the anxiety-inducing influence of those who use product-based pedagogies. More research into models to decrease writing anxiety appears to be of the utmost importance.

In conclusion, the previous studies indicated the correlational relationship between students' writing skills and their writing anxiety. However, none of these studies attempted to identify the effects of integrating PWA into the BASDELL model on improving business English writing skills and reducing anxiety. While previous studies on writing and anxiety have established the facilitative effects of technology on the improvement of writing skills and in identified the sources of anxiety and their relationship to language performance, these studies lacked findings on how an instructional setting based on integrating PWA into BASDELL model may both aid in the improvement of business English writing skills and reduce anxiety associated with the demands of writing.

Integrating PWA into BASDELL Model

In this digital era, management students should utilize technological tools to develop their business English

writing skills and place immense value on written communication through practical business writing models (Arputhamalar, & Padmasani Kannan, 2015; 77).

Today, most private high educational institutes update their programs to cope with the requirements of the workplace. It can't neglect the rapid development of technology, especially AI in classrooms learning. AI is an umbrella term to describe automated devices that can behave of human intelligence processes such as learning, reasoning, and self-correction. New writing applications potentially offer flexible and time-saving additions to the writing curriculum such as (AWE), (AES), and (AWCF). AWE provides various kinds of feedback, starting from grammatical mistakes, syntax, text complexity, total word count, vocabulary range, statistical modelling, and algorithms, and then gives the overall writing value (Linh & Thanh Ha, 2021; 5).

Hockly (2019; 82) explained how AWE works by comparing a written text to an extensive database of writing of the same genre, written in answer to a specific prompt or a rubric. AWE can be used for summative and formative assessments. The use of AWE as a summative assessment began in the 1960s and was considered as a new breakthrough which was cheaper and faster compared to human evaluators. The evaluation results and assessments were only limited to writing errors in terms of structure, grammar, and word selection, etc.

AWE systems serve as formative assessment tools and provide information that students can use to improve their writing. They are learning tools for students and support the instructor by reducing the burden of grading and providing timely, substantive feedback on students' written

responses (Correnti, et al., 2022;1). AWE, as tools in the form of software or applications was used to check writing and provide feedback to writers regarding errors in their writing (Wahyuda, Putera& Khuseini, 2022;26). PWA is a free web-based program to evaluate a text, accessed through <https://prowritingaid.com/sign-up>. It can be used freely with a single account and gives an evaluation and score of a text based on many writing aspects such as grammar, spelling, style, overused words, or readability. It is competent to check any misuse of words or sentences as it provides the error evaluation or correction in many linguistic properties (Ariyanto; Mukminatien1, & Tresnadewi, 2019;1354). An example of using the program can be seen in figure 1.



Figure 1. Pro Writing Aid Editing Page (Ariyanto; Mukminatien1, & Tresnadewi, 2019; 1354)

PWA, as an AWE program, is a web-based application that provides correction suggestions for errors in writing. It can be utilized to check words used, provide an analysis of the sentence structure contained in writing, measure the length of a sentence, and analyse the transitions of each paragraph (Wahyuda, 2022; 7). Moreover, it is an online software or tool that provides editorial features to the editors; used in combination with Microsoft Word, Google

Docs, Scrivener, or Google Chrome. It assesses SPAG which is in total 16 problems: style, grammar, overused words and phrases, clichés, sticky words, diction, repeats, combination, length, pronouns, alliteration, homonyms, transitions, thesaurus, house style check, and plagiarism report (Nasution & Fatimah 2018; 362).

Many researchers explored the use of PWA. Ariyanto; Mukminatien, and Tresnadewi, (2019) investigated the students' and teacher's perception toward the use of a combined feedback practice using PWA and teacher feedback in an ESP writing college level class. Tran and Nguyen (2021) investigated the effectiveness of technologies such as Paragraph Punch, PWA, and a web-based learning management system in increasing student involvement and simplifying the peer review process. Wahyuda, Putera, and Khuseini, (2022) used the PWA to improve writing skills. Results showed that the PWA is effective to be used to improve students' writing skills of XI senior high school. Wahyuda (2022; xviii) examined the effectiveness of Grammarly and PWA toward writing skill across students' writing level.

Nasution, and Fatimah (2018; 365:367) implemented the use of PWA in editing students' writing in the following stages: pre-teaching, whilst-teaching, and post-teaching. (a) Pre-Teaching Activities: First, the objectives of the lesson were identified. Second, the media and internet connection were checked and prepared to be used in the learning process then presenting some pictures or videos in introducing PWA as a tool to assist the students to write. The instructor introduced the PWA to the students, explained the definition, the function and benefit of using PWA in writing a text. Then, the instructor prepared the

topic of text used in the classroom. (b) Whilst-Teaching Activities: The students watched the video text carefully about how to use PWA. Then, the instructor explained how to log in to the web. After that, they put a sample text to the space given in the web to know the result of the text. From the text, the results came up and were explained to the students as indicated below:

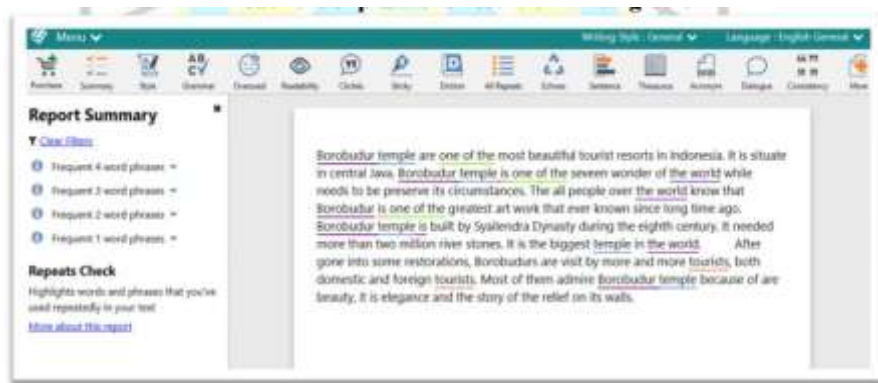


Figure (2) Pro Writing Aid Editing Text (Nasution, & Fatimah, 2018; 366)

Based on the results of writing above, students knew that the first colour was green, it meant there were some wrong words (style error words). Green showed passive voice, direct speech, and abbreviation used. The second colour was blue it meant that there were 5 issues with blue underlines. The third colour was purple which meant that there were 8 vague or abstract words and eight dictions which were unclear. The last one was red colour; the students knew how many clearly their words were on their task. It meant that, there were 3 verbs and 2 nouns (Nasution, & Fatimah, 2018; 366). (c) Post-Teaching Activities: instructor asked the students whether they understood the use of PWA or not. Lecturers explained the benefit of using PWA to encourage the students to use it at homes. In the next meeting, lecturers asked the students to use PWA by themselves.

PWA, as a useful tool to develop business English writing skills, did not only verify the grammatical issue, but also checked other factors made students' writing become more interesting. Then, when they had many varieties of words, it was easy for them to use it while expressing their ideas through writing. By using PWA, they got some substituted words that increased their vocabulary, were able to self-learn and would not feel bored since they learnt by themselves (Nasution, & Fatimah, 2018; 365).

Moreover, PWA generated corrective or direct feedback on many language properties. Corrective feedback was a response to a student's linguistic error which consisted of the indication of an error, its correct form, and its metalinguistic information about the error. Indeed, PWA was competent in generating all of them in a very short amount of time and enhancing the students' writing quality in terms of its accuracy on grammar, spelling, etc. with the indication of error underlined or highlighted. Most of the time, it also gave the correct version of the error and an explanation of why it was considered an error. With this system, the students could autonomously learn grammar, punctuation, etc., and revise their works (Ariyanto; Mukminatien & Tresnadewi, 2019; 1354).

There were many advantages of PWA in editing writing skills. First, instructors used it to create a good atmosphere in classroom to make editing writing more effective, meaningful, and interesting. Second, it assisted them to choose and use the appropriate material, interesting media, and strategy in editing writing. Third, PWA could be used in various types of writing to improve students' writing ability and increase their motivation to learn it. So, the

students enjoyed the learning process in the class (Nasution, & Fatimah, 2018: 365).

Unlike Grammarly, there was small number of studies utilized PWA to analyse the students' errors in writing. Ariyanto, Mukminatien, and Tresnadewi, (2019), for instance, investigated students' responses towards the demerits of PWA through an open-ended questionnaire. Of the 20 reports, these included style, grammar, overused words, clichés, thesaurus, repeats, length, pronoun, alliteration, transition, diction, and plagiarism. PWA integrated with other applications like Ms. Word, Open Office, Google Docs, Scrivener, and Google Chrome for the ease of editing as indicated in figure 3.



Figure 3. Grammer Check, the grammatical errors issued by ProWritingAid

Thus, the need for this research came as a reflection of these needs and requirements. ESP focused on the needs of the students then activities were done based on these needs. Accordingly, PWA, as an AI too, should be developed and integrated into business English writing models, i.e., BASDELL model, to suit students' preferences and needs. B.A.S.D.E.L.L. is a business writing model developed by Janet Basdell (2007). It assists students to approach business writing tasks in logical steps as follows:

- **B is for Brief:** Business documents are written for a reason. Focusing on why you are writing will assist you to decide what to say and how to say it. Whether you have a brief or not, make sure that you can answer these pre-writing questions:
 - a) What does the client/manager/director/ want?
 - b) When do they want it?
 - c) Where do they want it?
 - d) Why do they want it?
 - e) What is the delivery schedule?
 - f) What are the competitors' strengths?
 - g) Who do I need to convince?

These questions are guidelines and students can devise their own and use them as a checklist before they start writing.

- **A is for Audience:** Consider who is going to read the document, and tailor the content, vocabulary and writing style accordingly. Think about the writing style and tone; should it be persuasive and personal to the reader (like a bid)? Terminology should always be consistent and vary the style and tone due to who will read the document.
- **S is for Structure: Create/Plan the Structure of the Document:** Even an email has structure. First, think about what you need to say and then devise the order in which to say it. The order often depends on the audience. Think about what your audience already knows about the subject and try to link the new information to that. Start in general terms and then drill down to the detail, linking topics where possible and clearly showing where new, unrelated topics start using Mind Maps to help you plan your document. Another way is simply to write topics and

sub-topics on post-It notes and stick them on a whiteboard. This is a good brainstorming technique. If you prefer to list topics, Word Outline View is worth investigating. You can create an outline of your document and then 'drag and drop' topics around in the same way as with the post-It notes.

- **D is for Draft:** Write the first draft. When writing, it may spend too much time struggling to get the right word or phrase, and this breaks the 'flow'. The best way is to write as quickly as possible. If you get stuck, just put a few XXXs to mark the spot, skip over it and continue. It's often quite hard to write an overview, introduction, or summary first, so you might want to leave these until the end.
- **E is for Edit.** Polish it: When you've written the first draft, you can begin to polish it. Search for any remaining XXXs and fill in the blanks; the things you struggled to find words. Look at each paragraph in turn. Does it describe a single concept, or do you need to break it up? Does it need a 'topic sentence' at the start: a short sentence that encapsulates the paragraph? Are the headings appropriate? Look at each sentence. Does it say anything useful? Is it too long? Will the audience understand it? Look at the words and punctuation. Are there any unnecessary words? Could you change some of the complex words for more familiar ones? Have you overdone the passive voice? Have you eliminated punctuation errors?
- **L is for Leave it:** The lecturer can divide students in teams to use PWA. Put it to one side for a while, then re-read it with a fresh eye.
- **L is for Learn:** Get feedback from the readers: what works and what does not. If a document or email

doesn't get the response you hope for, don't just shrug your shoulders, and move on. It may be that you fail to communicate your message to your audience.

Research Questions

The present study was guided by the following research questions:

1. What are business English writing skills required for the second-year management sciences students?
2. What are the bases/features of applying PWA and BASDELL model to improve business English writing skills and reduce writing anxiety among the second-year management sciences students?
3. How effective of applying PWA and BASDELL model to improve business English writing skills and reduce writing anxiety among the second-year management sciences students?

Hypotheses

- (1) Hypothesis 1: "There was a statistically significant difference among the mean scores of the experimental group and the control group of improving business English writing skills in the post-assessment at the level of $\alpha \leq 0.05$, favouring the experimental group".
- (2) Hypothesis 2: "There was a statistically significant difference among the mean scores of the experimental group and the control group of improving format skills in the post-assessment at the level of $\alpha \leq 0.05$, favouring the experimental group".
- (3) Hypothesis 3: "There was a statistically significant difference among the mean scores of the

experimental group and the control group of improving content skills in the post-assessment at the level of $\alpha \leq 0.05$, favouring the experimental group”.

(4) Hypothesis 4: “There was a statistically significant difference among the mean scores of the experimental group and the control group of improving business structure skills in the post-assessment at the level of $\alpha \leq 0.05$, favouring the experimental group”.

(5) Hypothesis 5: “There was a statistically significant difference among the mean scores of the experimental group and the control group of improving mechanics skills in the post-assessment at the level of $\alpha \leq 0.05$, favouring the experimental group”.

(6) Hypothesis 6: There was a statistically significant difference among the mean scores of the experimental group and the control group of reducing writing anxiety in the post-assessment at the level of $\alpha \leq 0.05$, favouring the experimental group”.

Method

Participants

The participants were (60) students, enrolled in the second year at MSA, Beni-suef higher institute of management sciences. They were assigned through the cluster random sampling technique into two groups: one was as a control group ($n= 30$) and the other was as an experimental ($n=30$).

Setting

The experiment was applied to the second-year management sciences students at the Information Technology (IT) Unit, MSA, in the second term of the academic year 2022/2023.

Instruments

To achieve the purpose of the research, these instruments were designed:

- 1) A Checklist of Business English Writing Skills (CBEWS)
- 2) A Test of Business English Writing Skills (TBEWS)
- 3) A Writing Anxiety Scale (WAS): was adopted from Kassem's study, (2017, 159:160)

Purpose of the CBEWS

The checklist aimed at identifying some business English writing skills required for the second-year management sciences students.

Description of the Initial Form of the CBEWS

The checklist included four sub-skills: (1). format, (2). content, (3). organization, and (4) mechanics. Each item was in a three–Points–Likert format for identifying if it was “Very Important = 3”, “Somewhat Important = 2”, and “Less Important = 1” by ticking (√) in the space provided. At the end of it, there was a part for the jury’s suggestions. The CBEWS was prepared in the light of following sources: 1) The survey of literature and related studies: (Eltorky, 2014; Arputhamalar & Padmasani Kannan, 2015; Kassem, 2017; Nasution, & Fatimah, 2018; & Kondal 2020). 2), the Regulation of MSA and specifications of the foreign language course (2).

Validity of the CBEWS

The CBEWS was submitted to jury of EFL Curriculum and Instruction (n=10). Modifications were made as shown in the table (1)

Table 1: CBEWS Major Modifications Given by the Jury

Skill	Initial Form = (12) items	Final Form = (12) items
(3) Organization	The item: “Write cohesive texts using appropriate business vocabulary, verb forms and linkers.”	This item could be modified to: “Use appropriate business vocabulary concisely and clearly.”

As shown in table (1), the final form of the CBEWS consisted of (12) items: (3) for format, (3) for content, (3) for organization, and (3) for mechanics. One item was modified according to the jury’s modifications. Thus, the CBEWS was valid (Appendix B).

Test of Business English Writing Skills (TBEWS)

The objective of the test was to identify the second year MSA students’ level in business English writing skills. The test was used as a pre-post. As a pre-test, it was used to make sure that those students of both the experimental group and the control group were at the same level before the treatment. As a post-test, it was used to investigate the effects of the intervention on developing these skills.

Description of the Test

TBEWS comprised four questions. Question 1: Write a one-page report on ways to reduce spending in your department without losing productivity. Question 2: Write a one-page memo to outline the company policy regarding the proper use of information resources by all personnel. Question 3: Write an e-mail to the Dispatch manager indicating the reasons behind the Delivery Delay. Question 4: Write a business letter to the manager of the company telling him the business plan and the developments achieved in your department. The test was prepared in the light of the following sources:

1. The **CBEWS** which was refereed by the jury's members.
2. Reviewing the literature and studies: (David, 2013; Cequeña & Gustilo, 2014; Pujianto, Emilia & Sudarsono, 2014; & Kondal, 2020)
3. Advanced Business English Language Practice Course prepared and taught by the researcher.

Validity of the Test and Rubric

To decide content and face validity, the test and the 4-point scoring rubric were submitted to the jury of EFL experts and professors (N=10) in Curriculum and Instruction. They were given "4" marks when their performance was high, "3": if they had minor mistakes, "2": if they had some mistakes, and "1": if they made many mistakes and their performance was low. They were asked to read the test items and gave their suggestions to the following: (1) Were the test items appropriate for the second year students' level? (2) Were the test items appropriate and sufficient to measure business English writing skills? and (3) Were the rubric indicators appropriate and sufficient to reflect writing performance? Modifications were made in a response to the remarks of the jury. All their suggestions were included in the final version of the test and rubric. Thus, the test and rubric were approved as a valid and appropriate tool for measuring and correcting business writing (Appendix C).

Piloting the Test

The participants chosen for piloting the test were (25) students, other than those of the experimental and control groups, selected from the second year MSA students. To estimate the test time, the time taken by the fastest student: (80 minutes) was added to the time taken by the slowest

one (100 minutes) then divided by two. It was estimated that (90 minutes) would be enough to answer the test.

Scoring the Test

The total score of the test were (96) marks which were distributed into (24) marks for each question. A 4-point rubric was developed for scoring the test. Four fundamental aspects of quality business writing were measured through this rubric: (1) format, (2) content, (3) organization, and (4) mechanics. The rubric consisted of four parts scored on a four points Likert scale ranging from “4” to “1” marks. The students were given a rating between “1” to “4” for their writing performance in the test. Two experienced raters volunteered to participate in scoring each student’s paper. The raters independently rated the student’s business documents using the scoring rubric designed previously by the researcher. In addition, the researcher provided raters with a set of anchor papers as examples to guide them on the scoring process.

Reliability of the Test (Test-Retest Method)

The Test-Retest method was used to assess the consistency of the test results from one time to another. To measure the reliability of the test, it was administered to a randomly chosen group of (25) second year MSA students, other than the participants of the experiment on Saturday 1st of March 2023. Then, it was administered again after two weeks to the same group on Thursday 16th of March 2023. To calculate the reliability of the test, Pearson Correlation formula was used as shown in table (2).

Table 2: Reliability of the Test

Skill	No. of Participants	Pearson Correlation
Business English Writing	25	0.75 **

** Correlation is significant at the 0.05 level (2-tailed).

As shown in table (2), the test was reliable. The Pearson Correlation between the two administrations was (0.75) for English writing skill at 0.05 level which was highly reliable and statistically accepted.

Writing Anxiety Scale (WAS)

The WAS (Appendix D) was adopted by the researcher from Kassem's study, (2017, 159:160). It was designed to measure the degree of writing anxiety of the students when writing business documents in English. It comprised (12) statements all of which were answered on a five-point Likert Scale, ranging from 1 (strongly disagree) to 5 (strongly agree). Students with scores of 75% and more were assumed to suffer from a high level of writing anxiety whereas those whose score ranged from 50% to 74% were assumed to have a moderate level of writing anxiety. Students with a score of less than 30% were identified as students with an acceptable level of writing anxiety.

Purpose of the Intervention

This research aimed at integrating PWA into BASDELL model for improving business English writing skills and reducing writing anxiety of the second-year management sciences students. By the end of the intervention, MSA students were expected to improve these skills during the training sessions using BASDELL model and PWA.

Duration of the Program

The program lasted for 8 weeks at a rate of two sessions a week, and every session lasted for two hours. The experiment was carried out during the second term of the academic year 2022-2023.

Description of the Program

The program consisted of sixteen sessions taught by the researcher. First, the pre-post-test of business English writing and WAS were administered to the two groups; one

was the experimental group, and the other was the control group. To make sure that the level of control and experimental was equivalent (homogeneous), the pre-post-test of business English writing skills and WAS were administered to them before implementing the program on 17 th March 2023. The means, standard deviation, and t-value of the two groups were computed. An Introductory session was the first session.

Procedures

An Introductory Session

- Before starting the experiment, an internet connection was checked.
- The lecturer introduced the PWA to the students, explaining the definition, the function and benefits of using PWA in writing a text.
- The students watched the video text carefully because it gave them prior knowledge about how to use PWA by themselves, e.g. <https://www.youtube.com/watch?v=mOODAVLknYQ>
- After the video was finished, lecturers and students discussed PWA web together.
- The lecturer introduced the BASDELL Model Worksheet to the students, explaining its definition, steps, and benefits of using PWA in BASDEL model for writing a text.
- The lecturer divided students into cooperative teams of 7-8 members. Each team had a leader and a scribe. A leader organized the roles among his colleagues and a scribe was responsible for writing down the notes or answers they focused during the writing process.
- Each session had formative assessment through PWA then peer's and lecturer's feedback. After the intervention, there was a summative assessment through TBEWS and WAS.

Intervention included two sessions:

The lecturer prepared the topic of text that they were going to write about using BASDELL model worksheet as follows:

Table 3 :BASDELL Model Worksheet

Session (1)			
(1) B=Brief	(2) A=Audience	(3) S=Structure	(4) D=Draft
-Students brainstorm or ask these prewriting questions: - Why they are going to write(reason) - How they are going to say, what does the manager/client want, when/where do they want? What is the delivery schedule? etc.	-Ss identify for whom they are going to write the document (Audience) then think or tailor the content, vocabulary or terminology, style of writing or tone accordingly. -Ss see what flows and if you hit a mental block then mark it and leap past it.	-Ss select suitable structure of each genre. -Ss plan their writing so that it follows a logical structure. -Ss visualize ideas using mind maps, then write topics& sub-topics on post-it-notes.	Ss write the first draft as quickly as possible. If they get stuck on the right or suitable words or phrases, skip, and continue. leave it until the end.
Session (2)			
(5) E= Edit	(6) L= Leave	(7) L= Learn	
-When Ss have written the draft, they begin to polish it and find the words left. -Ss can log into the PWA web and put the draft or a sample text to the space given in the web to edit the text and modify it.	- Ss read it with a fresh eye. PWA can check spelling, grammar, and punctuation. Ss can realize their own mistakes, be active and learn by themselves. They can improve the quality of their writing significantly without considering the existence of the lecturers in a direct situation.	-Each team can get feedback from the other team. If they don't get the response, it will be that they fail to communicate your message to your audience. -Ss get their feedback from the readers and find out what others who received it think. What did they like? What caused unexpected difficulties?	

Development of the Program

To explore the influence of integrating PWA into BASDELL model for developing business English writing skills and reducing writing anxiety of the second-year

management sciences, the Instructor's Manual was designed (Appendix E).

Experimental Design

Post – Testing

On Wednesday, 17th of May 2023, the instruments were administered to both the control and the experimental groups. For a high level of objectivity, the control, and the experimental groups' sheets (both in pre and post) were mixed and given serial numbers. Only the serial numbers appeared. Finally, data were collected. During the sessions of the program, MSA students were motivated and engaged in business English writing skills using BASDELL model and PWA. They were aware of identifying the characteristics of each business genre, followed the logical sequence of BASDELL writing model, and reduced their writing anxiety.

Results

Validating Hypotheses of the Research:

Hypothesis 1: stated that “There was a statistically significant difference among the mean scores of the experimental and control groups' business English writing skills in the post-assessment at the level of $\alpha \leq 0.05$, favouring the experimental group”.

Table 4: presented the t-value and the level of significance of the experimental and control groups' business English writing skills in the post-assessment.

Skill	Group	N	Mean	S. D.	T-Value	D.F	Sig.(2-tailed)
B-English Writing	Experimental	30	71.26	4.17	8.84	58	0.05
	Control	30	55.26	8.98			

As shown in table (4), there was a statistically significant difference among the mean scores of the experimental group and control group of business English

writing skills in the post-assessment at the level of $\alpha \leq 0.05$, favouring the experimental group, where t-value was (8.84) which was significant at the level of significance (0.05). Thus, this hypothesis was accepted.

Hypothesis 2: stated that “There was a statistically significant difference among the mean scores of the experimental and the control groups' format skills in the post-assessment at the level of $\alpha \leq 0.05$, favouring the experimental group”.

Table 5: presented the t-value and the level of significance of the experimental group and control group of format skills in the post-assessment.

Skill	Group	N	Mean	S.D.	T-value	D.F.	Sig.(2-tailed)
format	Exp.	30	16.23	2.45	2.75	58	0.05
	Cont.	30	14.366	2.78		58	

As indicated in table (5), there was a statistically significant difference among the mean scores of the experimental group and control group of format skills in the post-assessment at the level of $\alpha \leq 0.05$, favouring the experimental group, where t-value was (2.75) which was significant at the level of significance (0.05). Thus, this hypothesis was confirmed.

Hypothesis 3: stated that “There was a statistically significant difference among the mean scores of the experimental group and the control group of content skills in the post-assessment at the level of $\alpha \leq 0.05$, favouring the experimental group”.

Table 6: presented the t-value and the level of significance of the experimental group and control group of content skills in the post-assessment.

Skill	Group	N	Mean	S.D.	T-value	D.F.	Sig.(2-tailed)
content	Exp.	30	17.50	2.20	6.92	58	0.05
	Cont.	30	13.56	2.19		58	

As shown in table (6), there was a statistically significant difference among the mean scores of the control group and the experimental group of content skills in the post-assessment at the level of $\alpha \leq 0.05$, favouring the experimental group, where t-value was (6.29) which was significant at the level of significance (0.05). Thus, this hypothesis was validated.

Hypothesis 4: stated that “There was a statistically significant difference among the mean scores of the experimental group and the control group of structure skills in the post-assessment at the level of $\alpha \leq 0.05$, favouring the experimental group”.

Table 7: presented the t-value and the level of significance of the experimental group and control group of structure skills in the post-assessment.

Skill	Group	N	Mean	S.D.	T-value	D.F.	Sig.(2-tailed)
structure	Exp.	30	18.36	2.18	8.67	58	0.05
	Cont.	30	13.23	2.38		58	

Table (7) showed that there was a statistically significant difference among the mean scores of the experimental group and control group of structure skills in the post-assessment at the level of $\alpha \leq 0.05$, favouring the experimental group, where t-value was (8.67) which was significant at the level of significance (0.05). Thus, this hypothesis was validated.

Hypothesis (5): “There was a statistically significant difference among the mean scores of the experimental group and the control group of mechanics skills in the post-assessment at the level of $\alpha \leq 0.05$, favouring the experimental group”.

Table 8: presented the t-value and the level of significance of the experimental group and control group of mechanics skills in the post-assessment.

Skill	Group	N	Mean	S.D.	T-value	D.F.	Sig.(2-tailed)
mechanics	Exp.	30	18.73	2.18	6.42	58	0.05
	Cont.	30	14.23	2.38		58	

Table (8) showed that there was a statistically significant difference among the mean scores of the experimental and control group of mechanics skills in the post-assessment at the level of $\alpha \leq 0.05$, favouring the experimental group, where t-value was (6.42) which was significant at the level of significance (0.05). Thus, this hypothesis was accepted.

Hypothesis 6: There was a statistically significant difference among the mean scores of the experimental group and the control group of reducing writing anxiety in the post-assessment at the level of $\alpha \leq 0.05$, favouring the experimental group”.

Table 9: presented the t-value and the level of significance of the experimental group and control group of writing anxiety in the post-assessment.

Post Writing Anxiety	Group	N	Mean	S.D.	T-value	D.F.	Sig.(2-tailed)
	Exp.	30	22.16	1.94	-32.55	58	0.05
	Cont.	30	49.83	4.22			

As shown in table (9), there was a statistically significant difference among the mean scores of the experimental group and control group of reducing writing anxiety in the post-assessment at the level of $\alpha \leq 0.05$, favouring the experimental group, where t-value was (-32.55) which was significant at the level of significance (0.05). Thus, this hypothesis was validated.

Discussion

Validating the six hypotheses of the research had indicated that there were statistically significant differences among the mean scores of the experimental group and control group students favouring the experimental group in the post assessment of B-English writing skills test and WAI due to the proposed intervention. This was clear in their real practice in terms of format, content, organization, and mechanics during and after the training sessions. This might be attributed to the following aspects:

The researcher identified the target needs and learning gaps among MSA students through conducting a needs analysis questionnaire, interviewing with the MSA staff members, reviewing both the Regulation 2023 and the specifications of English course 2, and the literature and related studies. This guided the researcher to select the content that stimulates them to communicate effectively. The content included interesting real business cases or genres focused on practical and useful ESP knowledge and activities that assisted students to self-regulate their steps in BASDELL writing model. In addition, implementing PWA could decrease the burden of cognitive load of writing process in a collaborative way that brings fun together. Moreover, PWA was an AI editing learning tool that improved students' writing and modified their performance without fearing of negative feedback from others or teachers. This was assured by the studies of Nasution, and Fatimah, (2018), and Ying, (2022).

Validating the first hypothesis confirmed improving the overall B-English writing skills (format, content, structure,

and mechanics) due to the proposed intervention. This result was consistent with the results of many studies such as the studies of Kondal (2020), Slutsky, and Sardegna, (2018) and Sun, & Asmawi (2023) which recommended using B-English writing models in ESPP. Hence, BASDELL, as a business writing model, was effective for developing students' B-English writing skills. This model enabled MSA students to know the steps of how to write in a non-threatening environment which was essential to reduce writing anxiety. They were able to think in English quickly, accurately, and creatively and were motivated to write each genre modelling the writing process which led to improve their writing performance and quality. This was clear in MSA students' worksheets, writing performance and quality.

Validating the sixth hypothesis indicated reducing writing anxiety due to the proposed intervention. This result was consistent with the results of studies such as Cequeña, & Gustilo 2014; Liu & Ni, 2015; Kassem, 2017; Qian & Aslam, 2023; Fathi & Nourzadeh, 2019; and Yavuz, Ozdemir & Celik, 2020).

The role of AI in teaching writing and reducing anxiety was assured by the studies of Nasution, & Fatimah, 2018; Nazari, Shabbir & Setiawan 2021; Wahyudi, Putera & Khuseini 2022; Rahama & Zen, 2023; and Rasool, Qian & Aslam, 2023. PWA was a participatory tool that was beneficial for visually, auditory, and tactile learners providing demonstrations. It stimulated MSA students to practice B-English writing skills beyond the classroom including spelling, Grammar, punctuation, and content.

Monitoring their writing progress and reflecting on their performance, the students learned to perform writing tasks without anxiety in the PWA sessions.

Conclusions

The following conclusions were extracted in the light of the previous findings: (1) The improvement of MSA students' business writing skills and reducing writing anxiety was due to the activities of BASDELL model e.g. Brainstorming, Audience, Structure, Draft, Edit, Leave, and Learn, (2) The program accommodated diverse students' needs, and characteristics giving them numerous opportunities to interact in real ESP writing situations. (3) Integrating AI powered writing tools e.g., Pro Writing Aid (PWA) into business writing models should be taken into consideration in ESPPs.

References

- Ariyanto, M.; Mukminatien, N., & Tresnadewi, S. (2019). Students' and Teacher's Perceptions towards the Implementation of Pro Writing Aid and Teacher Feedback. *Journal Pendidikan: Teori, Penelitian, Dan Pengembangan*, 4(10), 1353. <https://doi.org/10.17977/jptpp.v4i10.12843>
- Arputhamalar, A. & Padmasani Kannan, S. (2015). Growth of Business English and the need to teach Memo-writing Skills to Indian Tertiary-level Learners. *International Journal of English Language & Translation Studies*. 3(2), 74- 83. Retrieved from: <http://www.eltsjournal.org>
- Basdell, J. (2007). Write on! Janet Basdell describes her model for successful business writing. *Training Journal*. <https://www.thefreelibrary.com/Write+on!+Janet+Basdell+describes+her+model+for+successful+business...-a0172091266>

- Cequeña, M. & Gustilo, L. (2014). Can Weblogs Reduce Writing Anxiety and Facilitate Improvement in Writing Skills? *Asian Journal of English Language Studies (AJELS)* 2,1-23
- Correnti, R.; Matsumura, L. & Wang, E.; Litman, D. Zhang, H. (2022). Building a validity argument for an automated writing evaluation system (eRevise) as a formative assessment. *Computers and Education Open*, 3, (4).1-15
- David, I. (2013). Developing Business English Writing Skills: Views of Students at the Bucharest University of Economic Studies. *Synergy*, 9, (1). 12-19
- Eltorky, N. (2014). *A Suggested Proposed Program Based on Constructivism Theory for Developing Business Administration Students' Writing Skills*. PhD. Thesis, Faculty of Education, Ain Shams University
- Fathi, J. & Nourzadeh, S. (2019). Examining the Effects of Writing Instruction through Blogging on Second Language Writing Performance and Anxiety. *Issue in Language Teaching (ILT)*, 8, (1), 63-91
- Gayed, J.; Carlon, M.; Oriola, A. & Cross, J. (2022). Exploring an AI-based writing Assistant's impact on English language learners. *Computers and Education: Artificial Intelligence*. 3, (1), 1-7
- Hockly, N. (2019). Automated Writing Evaluation. *ELT Journal*, 73(1), 82–88. <https://doi.org/10.1093/elt/ccy044>
- Kassem, M. (2017). Developing Business Writing Skills and Reducing Writing Anxiety of EFL Learners Through Wikis. *English Language Teaching*, 10(3), 151-164
- Kondal, B. (2020). Impact of the Process Genre Approach on the Management Students' Business Writing Skills. *ELS Journal on Interdisciplinary Studies in Humanities*, 3(2), 297-307. DOI: <http://dx.doi.org/10.34050/els-jish.v3i2.9721>

- Li, D. & Chen, B. (2017). Technology-Enhanced Business English Writing Teaching. *International Journal of Information and Education Technology*, 7, (9),700-706. DOI: <http://dx.doi.org/10.18178/ijiet.2017.7.9.957v>
- Lin, C.-J.; Hwang, G.-J.; Fu, Q.-K., & Chen, J.-F. (2018). A Flipped Contextual Game-Based Learning Approach to Enhancing EFL Students' English Business Writing Performance and Reflective Behaviours. *Educational Technology & Society*, 21 (3), 117–131
- Linh, T., & Thanh Ha, N. (2021). The Impacts of Technology-based Communication on EFL Students' Writing. *AsiaCALL Online Journal*, 12, 54–76
- Liu, M., & Ni, H. (2015). Chinese University EFL Learners' Foreign Language Writing Anxiety: Pattern, Effect, and Causes. *English Lang. Teach.* 8, (3), 46–58. Available online at: <https://eric.ed.gov/?id=EJ1075210>
- Nasution, A. & Fatimah, S. (2018). The Use of Pro Writing Aid Web in Editing Students' Writing. *Journal of English Language Teaching (JELT)*. 7, (2), 362-368
- Nazari, N.; Shabbir, M.; & Setiawan, R. (2021). Application of Artificial Intelligence Powered Digital Writing Assistant in Higher Education: Randomized Controlled Trial. *Heliyon* 7, (5),1-9
- Pujianto, D.; Emilia, E. & Sudarsono, M.I. (2014). A Process-Genre Approach to Teaching Writing Report Text to Senior High School Students. *Indonesian Journal of Applied Linguistics*, 4 (1), 99-110
- Rahama, M. & Zen, L. (2023). Errors in Students' Writing (Reports from Pro Writing Aid). *Journal of English Language Teaching*, 7, (2), 202-209

- Rasool U., Qian J. & Aslam MZ. (2023). An Investigation of Foreign Language Writing Anxiety and its Reasons among Pre-service EFL Teachers in Pakistan. *Front. Psychol.* 13:947867. <https://doi.org/10.3389/fpsyg.2022.947867>
- Sicat, A. (2015). Enhancing College Students' Proficiency in Business Writing Via Schoology. *International Journal of Education and Research*. 3, (1),159-178
- Slutsky, J. M., & Sardegna, V. G. (2018). Business Writing Strategies and Guidelines for Preparing Effective Memorandums. *Journal for Excellence in Business Education*,5(1), 13. <http://www.jebejournal.org/index.php/jebe/article/view/80>
- Sun, L. & Asmawi, A. (2023). The Effect of WeChat-Based Instruction on Chinese EFL Undergraduates' Business English Writing Performance. *International Journal of Instruction*. 16, (1). 43-60. <http://dx.doi.org/10.29333/iji.2023.1613a>
- Tran, T., & Nguyen, T. (2021). The impacts of technology-based communication on EFL students' writing. *AsiaCALL Online Journal*, 12(5), 54-76.
- Wahyuda, M. (2022). *The Effectiveness of Grammarly and Pro writing aid Application Toward Writing Skill Across Students Writing Level of MAN Batu Students*. Undergraduate Thesis. English Education Department. Faculty of Education and Teacher Training. Universitas Islam Negeri Maulana Malik Ibrahim Malang
- Wahyuda, M.; Putera, A., & Khuseini, M. (2022). The Effectiveness of Pro Writing Aid toward Students' Writing Skills in Senior High School. *Journal of English Teaching and Learning*, 1(1), 25-33. Retrieved from [http: WWW//urj.uin-malang.ac.id/index.php/jetl](http://WWW//urj.uin-malang.ac.id/index.php/jetl)
- Wang,Y. (2014). Promoting Collaborative Writing through Wikis: A New Approach for Advancing Innovative and Active

- Learning in an ESP Context. *Computer Assisted Language Learning*. 28, (6), 499-512 [https://doi.org/ 10.1080/09588221.2014.881386](https://doi.org/10.1080/09588221.2014.881386)
- Yavuz, F.; Ozdemir, E. & Celik, O. (2020). The Effect of Online Gamification on EFL Learners' Writing Anxiety Levels: A Process-based Approach. *World Journal on Educational Technology*. 12 (2), 062–070.<http://dx.doi.org/10.18844/wjet.v12i2.4600>
 - Ying, G. (2022). Research of Enhancing Business English Writing Skills Based on the Blended Learning Model in Vocational. *Canadian Center of Science and Education: Asian Social Science*; 18, (8), 27-34 <https://doi.org/10.5539/ass.v18n8p27>
 - Zhang, X. & Wang, D. (2016). Application of Multimedia Technology in Business English Interactive Teaching. *MATEC Web of Conferences*, 44. 1-4 <http://dx.doi.org/10.1051/mateconf/20164401074>
