

Enhancing Business Communication of BBS Students through ESP Practices: The Role of Intercultural Communicative Competence

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Abstract

Background: The integration of intercultural communicative competence (ICC) with English for Specific Purposes (ESP) practices remains underexplored in business communication course for Bachelor of Business Studies at Tribhuvan University (TU).

Objectives: This study attempted to explore the challenges that English language teachers face while applying ESP practices to the students of BBS and investigate how ESP practices help in developing ICC of students of BBS at TU.

Methods: This descriptive phenomenological study used in-depth interviews with six English language teachers selected purposively from six constituent campuses of TU in Kathmandu Valley.

Results: Five major themes emerged syllabus-theory gaps, literary overemphasis, ICC underutilization, technology deficit, and inadequate teacher training.

Conclusion: The business communication syllabus of BBS must be restructured to replace literary texts with ESP-aligned, ICC-integrated, AI-enhanced authentic business materials, supported by mandatory teacher training in TBLT and CLIL.

Novelty: This study provides empirical evidence on ESP-ICC integration challenges in BBS programs, offering actionable recommendations for curriculum revision at TU.

Keywords: English for Specific Purposes, intercultural communicative competence, business communication, descriptive phenomenology

Introduction

There is increasing necessity of ESP in business communication due to English as a global English in academia. Moreover, English has been practiced as a language of global lingua franca in every walk of life. ESP emphasizes on context, purposes, and target discourse communities; however, General English (GE) focuses on broad linguistic competence rather than specific English use in a particular domain ([Dou et al., 2023](#)). In this globalized economy, business communication has been extended beyond linguistic competency of the practitioners.

ICC is essential for the extension of global business which is impossible without ESP since English language has been established as a global lingua franca ([Mihajlovic, 2022](#)). English language has emerged as a global medium of communication in the field of business, trade and commerce among professionals from cultural origins, making it the de facto global language of business ([Shegebayev, 2020](#)). It is considered as a subset of ESP since English has been used for business purposes. Business English is particularly connected to international trade for commerce and business communication. With the increasing globalization of the business sector, English has been becoming increasingly widely used as a lingua franca ([Situmorang et al., 2023](#)). English as a global English, it has been using in accounting, e-business, finance, insurance, information communication technology (ICT), artificial intelligence (AI), marketing, real estate business, stock exchange, international trade, politics, diplomacy, and transportation. Thus, practice of ESP is essential in business communication to make it more dynamic and specific. Making business contact is essential in today's environment with the help of ESP in business communication. This phenomenon has had significant linguistic, ideological, social, political and pedagogical ramification and advantageous interactions and conflicts between global and local forces regarding the impact of globalization of English language in academic field, business, trade, politics, and diplomacy ([Ashrafova, 2025](#)). According to [Kamble](#) (2026), communicative competence encompasses understanding not just a grammatical norm but also when and how to use English in a particular sociocultural situation.

In this sense, the function of communication competence includes critical thinking, emotional intelligence, intercultural sensitivity, and adaptability which are essential components for ICC in the 21st century. ESP has grown significantly within this framework as a successful strategy for helping learners to improve their communication skills in business communication. ESP is more than just teaching English; it is about educating students to function well in particular professional settings, like engineering, management, business communication, medicine, agriculture and law, where communication through English is specifically related to professional practices. Effective professional contact is ensured by the multifaceted structures of communication competence in ESP, which includes linguistic, discursive, social, and strategic competencies. In the context of ESP, communication ability

encompasses more than just learning the language system. More importantly, ESP also includes employing language as a practical instrument for problem-solving, teamwork, and professional thinking. Each competence influences the learners' abilities to communicate effectively in their particular field of study or future career in a different but connected way. Furthermore, these elements are supplemented in contemporary educational environments by incorporating crucial soft skills like cooperation, flexibility, and critical thinking, which improve the learners' overall communicative performance and employability skills. This study is significant because no prior research has systematically examined ESP-ICC integration in business communication of curriculum of BBS of faculty of management at Tribhuvan University.

Research Questions

This study attempted to address the following research questions:

- (1) What challenges do English language teachers face when applying ESP practices in business communication course of BBS?
- (2) How do ESP practices help develop ICC among students of BBS at Tribhuvan University?

Review of Literature

Intercultural Communicative Competence

Intercultural communicative competence is defined as the capacity to comprehend, respect and use diverse communication across cultures by including cultural awareness and behavioral adaptation ([Thu, 2024](#)). ICC has been used as a conceptual framework by researchers from varied fields: communicative studies ([Naqeeb, 2025](#)). International business experts require adequate training to cultivate knowledge, skills, abilities and other characteristics including consciousness of cultural diversity, understanding adequate cultural practices and manners while collaborating with persons from various cultures, business expertise, and proficiency in a foreign language ([Aggarwal & Wu, 2021](#)). Cultural awareness and English language proficiency are acknowledged as crucial constructs for the business communication in the 21st century.

[Naqeeb](#) (2025) argues that business communication and management developed a theoretical concept of business English as ESP practice in reply to the requirement to comprehend why some persons enabled to be successful in transnational organization; however, others did not enable to succeed. According to them, intelligence of cultural communication includes metacognitive, cognitive, motivational and behavioral intelligences as special types in developing individual' capacity to operate and conduct well in cross-cultural contexts. The metacognitive intelligence refers to the person's cultural sensitivity procedures while involving in intercultural encounters. However, cognitive intelligence emphasizes on the norms, values and cultural practices and conventions required in diverse social behaviors which the students of bachelor of management should learn through the prescribed syllabus and experiential learning. Motivational cultural intelligence shows the skills to devote attentiveness and vigor towards studying about and performance in setting charactered by cultural

differences. The competence to demonstrate adequate verbal and non-verbal action while engaging with the people who are from diverse cultures ([Semenov & Randrianasolo, 2024](#)).

In this regard, [Harper](#) (2023) argues that Byram develops five multidimensional models of ICC which emphasizes on knowledge, values and skills to make ICC successful such as attitudes, knowledge which is about the awareness of the social groups in the targeted country; skills of interpreting and relating which refers to capacity to analyze the required documents of the participants of people of other country or society; skills of discovering and interacting which show the capacity to attain new ideas regarding the culture of participants of other country or society; and critical cultural awareness of political education which refers to the capacity to appraise critically the attitudes, models, and results of own and foreign cultures. Since the contact of representatives of other linguistic cultures in corporate, public, and sociopolitical domains that has become an essential feature of contemporary reality. The issues of ICC have taken on particular importance in the age of globalization. In order to develop students 'communicative competence in both global and local levels with both national and international cultures, ICC is supposed to be incorporated into the English syllabus ([Lee, et al., 2023](#)). The significance of languages and cultures in ICC has been sparked by the current economic globalization ([Dang, 2024](#)).

Communicative Competence

Communicative competence theory shifted language learning from a purely structural approach to a more functional and interactive one. It highlights that true language proficiency means being able to communicate effectively and appropriately in different contexts. Communicative competence theory refers to the ability not only to form grammatically correct sentences but also to use language appropriately in social contexts. The concept of communicative competence was first introduced by Dell Hymes as a response to Noam Chomsky's idea of linguistic competence, which focused mainly on grammar ([Kamble, 2026](#)). [Kamble](#) (2026) argues that effective communication requires understanding when, where, and how to use language, not just knowing its rules. Thus, communicative competence integrates both linguistic knowledge and social understanding contextually and pragmatically.

However, Communicative competence theory has been expanded into four key components such as grammatical competence, sociolinguistic competence, discourse competence, and strategic competence ([Canale & Swain, 1980 as cited in Chen & Huang, 2024](#)). Grammatical competence involves knowledge of vocabulary, syntax, pronunciation, and sentence formation, essentially the formal rules of language ([Canale & Swain, 1980 as cited in Chen & Huang, 2024](#)). Sociolinguistic competence refers to the ability to use language appropriately and contextually based on maintaining the social norms, cultural expectations, and relationships between speaker and listener. Discourse competence is the ability to produce and understand coherent and cohesive texts, whether spoken or written ([Lien, 2024](#)). Strategic competence encompasses the use of communication strategies to overcome difficulties, such as paraphrasing, gestures and asking for clarification ([Canale & Swain, 1980 as cited in Chen & Huang, 2024](#)). However, model of sociolinguistic competence was separated into sociocultural and actional skills ([Pandit, 2025](#)). Actional competence is the ability to

communicate and comprehend communicative intention through the performance and interpretation of speech acts.

Analysis of Business Communication in English Course (MGT 201) of BBS Curriculum

BBS curriculum has allocated 100 marks to MGT 201: business communication ([BBS Curriculum, 2016](#)). The main specific objectives of this course are to develop language skills, grammatical competencies, improve interaction skills in multi-cultural and interdisciplinary environment and acquire a wide interdisciplinary knowledge of different disciplines. The syllabus of business communication has 4 areas or units. The unit 1 is about interdisciplinary approach to learning English which has been allocated 40% of weightage of the total course. The contents in the interdisciplinary section (Unit 1) includes invitation, ancient tales, educational essays, poems, short stories, and short fictions. Likewise, the unit 2 has been allocated 15% of the total course which includes paragraph to short essays, descriptive essays, narrative essays, opinion essays, comparison and contrast essays and cause and effect essays. The unit 3 has been allocated 30% of the total course which incorporates contents on reading and discussion such as reflection discussion, personal written response, further reading writing and discussion, focus on writing skills, formal on writing skills, grammar and punctuation. The unit 4 has been allocated 15% of the total course which includes style of different genres.

However, this syllabus of business communication ([Tribhuvan University, 2016](#)) has not incorporated components of English for specific purposes and intercultural communicative competence which are the essential features and components for the business communication. There are some contents on cultural studies in the syllabus but it lacks main features of intercultural communicative competence and communicative competence in the business communication of curriculum of BBS.

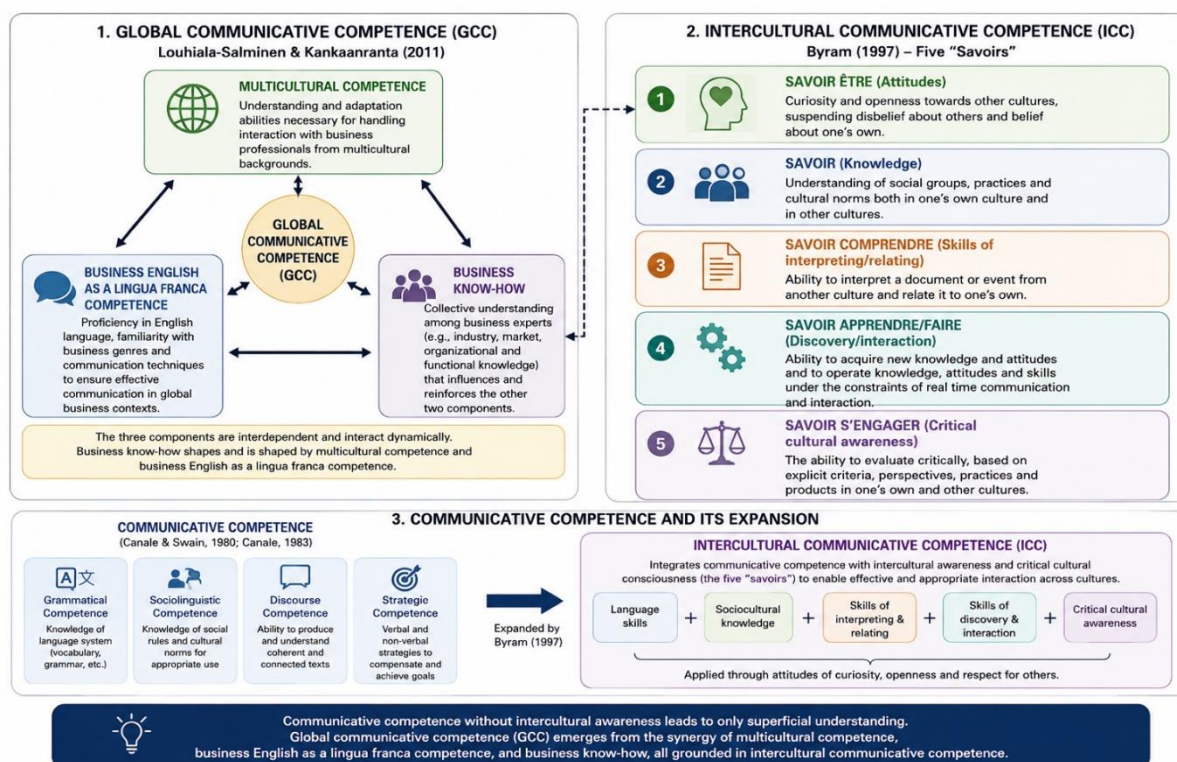
Conceptual Framework

[Kankaanranta](#) (2023) has prepared a model for global communicative competence (GCC) which incorporates multicultural competence, global English as a means of communication in business English. Multicultural competence encompasses the understanding and adaptation abilities necessary for handling interaction with business professionals from multiculturalism while business English as a lingua franca competence incorporates proficiency in English language, familiarity with business genre and communication techniques to ensure effective communication. Business know-how consists of the collective understanding among business experts who influence the other two characteristics. According to [Harper](#) (2023), Byram (1997) defines ICC as the ability to interact effectively and appropriately with people from other cultures, combining language skills with cultural knowledge, skills of interpretation, and critical cultural awareness. He proposes a model composed of five key components (or "savoirs"):

1. Curiosity and openness towards other culture, suspending disbelief about others and belief about one's own;
2. Understanding of social groups, practices and cultural norms both in one's own and other cultures;
3. Ability to interpret a document or even from another culture and relate it to one's own;

4. Ability to acquire new knowledge and attitudes and to operate knowledge, attitudes and skills under the constraints of real time communication and interaction;
5. The ability to evaluate critically, based on explicit criteria, perspectives, practices and products in one's own and other cultures.

Communicative competence focuses on grammatical, sociolinguistic, discourse, and strategic competences ([Kamble, 2026](#)). However, [Harper](#) (2023) argues Byram expands the scope of communicative as intercultural communicative competence by integrating cultural and critical dimension. Communicative competence without intercultural awareness is superficial understanding.



Methods

Research Design

The descriptive phenomenological research design was adopted to accomplish this study. According to [Abraham and Padmakumari](#) (2025), the descriptive phenomenology was originated from Husserl's philosophical tradition. The main reason of adopting this research design was to gather lived data from the participants. The descriptive phenomenological research design was followed to address the research questions of this study. Phenomenology is conceived as “social and cultural situatedness of actions and interactions, together with participants' interpretation of actions” ([Cohen et al., 2018, p. 21](#)).

Participant

The population of this study was all of the English language teachers of Kathmandu Valley of constituent colleges of Tribhuvan University who have been assigned to teach

English for Business communication as ESP course in Bachelor of Business studies. Six English language teachers from 6 constituent campuses of Tribhuvan University from Kathmandu valley were selected through purposive non-random sampling procedure since there are only six constituent colleges of TU in which BBS program has been running so six English language teachers were selected at least one from each campus. One ELT teacher from each campus was selected as participants of this study. The data were almost repeated when we conducted semi-structured interview from six participation so we stopped further collecting data.

Table 1: Participants Demographic

Participant ID	Campus	Age	Qualification
T1	Campus A	34	Master
T2	Campus B	39	Master
T3	Campus C	30	M.Phil.
T4	Campus D	40	Master
T5	Campus E	45	M.Phil.
T6	Campus F	43	Master

Research Tool

We used in-depth interview as a research tool to elicit data from the participants. The guideline questions were developed based on the research questions and theoretical review of literature prior to administer the in-depth interview to ELT teachers who have been teaching business communication in BBS. The in-depth interview became feasible to gather the lived experiences from English teachers concerning the practices of ESP in business communication through the roles of ICC.

Ethical Consideration

We adopted the protocol of ethical consideration strictly in this study in course of collecting data from the participants. Prior to employ in-depth interview, the participants were asked to fill up the consent letter to be ready for interview. In addition, they were assured to maintain the confidentiality and anonymity. The data were used only for this study but not for other purposes. The participants were named with pseudonyms as Teacher1 (T1), Teacher2 (T2), Teacher3 (T3), Teacher4 (T4), Teacher5 (T5) and Teacher6 (T6). The selected constituent campuses were named as Campus A, Campus B, Campus C, Campus D, Campus E, and Campus F to main anonymity and confidentiality. To maintain ethical consideration, ethical approval was obtained from Research directorate of Tribhuvan University. Findings were shared with three participants to verify interpretation accuracy.

Data Analysis Procedure

We followed [Braun and Clarke's](#) (2006) six-phases thematic analysis: familiarization, coding, theme generation, theme review, theme definition, and write-up. The data supporting this study are available from the corresponding author upon reasonable request.

Findings

Five main themes were developed based on the codes and decodes of data collected from the participants. The developed themes were: the gap between theoretical syllabus and practical professional needs, integration of literature vs. pure business communication, ICC as a vital tool for improving business communication, and lack of integration of technology, learner-centered methods and training for teacher professional development.

The Gap Between Theoretical Syllabus and Practical Professional Needs

Business communication is a core subject in the BBS program designed to develop students' ability to communicate effectively in professional contexts. The syllabus includes communication theories and models, writing skills, oral communication, intercultural and ethical communication and literary and interdisciplinary readings which are theory-based teaching and learning sources and areas, such as report writing, presentations, emails, meetings, and interpersonal communication. In this regard, the participant T1 stated *"instead of focusing on those communication skills, it seems as though we're focusing more on the theoretical aspect"*. The contents of ESP syllabus of business communication are based on theory rather than context and needs of learners. ESP course of business communication should be developed on the basis of needs of learners. The graduates of BBS are would-be prospective bankers, accountants, financial managers and financial auditors in the government and non-government offices nationally and internationally so they need to develop their skills in real life communicative skills. There are lack of real-life communication performance skills and business simulations in the syllabus of BBS. The participant, T3 argued that *"whether this kind of writing can make them enable to communicate well in English or not, that is the questionable issue"*. The syllabus of business communication incorporates a large portion of theory and thematic reading texts about culture philosophy, and gender focusing on reading and writing skills. However, there are no any real-world communicative business simulations and economy and financial scientific fictions which are essential for them to develop their different communicative competence such as strategic, discourse, sociolinguistic and grammatical competence of the learners ([Kamble, 2026](#)). Even evaluation system of BBS program at TU focuses on developing reading and writing abilities of the learners and theoretical understanding of communication. However, the students of BBS should develop their communicative competence skills in real world context for their professional career. There are lacks of problem solving assignments, real work-place internships in the syllabus and contents on real world simulation in the course so the syllabus of BBS in business communication should be modified based on the ESP principles and theories to improve business communication in English of students of BBS.

Integration of Literature vs. Pure Business Communication in the Syllabus

The business communication course of BBS of Tribhuvan University was not developed on the basis of ESP principles instead it was developed based on literary and thematic texts. In this context, T1 stated that *"in business communication, we are teaching the discourse in discipline too, under which we are teaching poems, essays, stories, and short*

fiction, which are not only building communication skills." The prospective bankers, financial officers and managers cannot develop their communicative competence depends on the prescribed literary based contents in the syllabus of business communication as a result, they cannot develop their communicative competence required for their workplace and profession to deal with diverse clients in their career. The course of business communication of BBS lacks industry-based assignments, practical labs for communication skills, and workplace internship to develop their communicative competence. The business communication of BBS syllabus specifically includes literary genres and thematic texts which create a debate over whether these teaching and learning materials aid or hinder developing communicative competence of the undergraduate students to fulfil their specific professional communication goals.

In this context, one of the participants T2 asserted that *for communication, vocabulary power is also needed. For those things, teaching both the elements related to communication and at the same time the portion of literature might be better.*" This verbatim reflects the needs of vocabulary power for the graduates in their workplace. However, the vocabulary used in the literary text are rarely applicable in the workplace of management since vocabulary, jargon, and terminology of two disciplines are absolutely different. In a similar vein, the participant, Teacher5 claimed that *"especially, we read literature now, we study literature and philosophy in our English. It means we learn culture, especially western countries and their practices."* The contents of literary courses are not relevant for the workplace and future professional careers of the students. The existing prescribed literary contents of BBS helps the students of management develop their critical thinking skills and interpretive rhetorical skills to some extent but not their vibrant intercultural communicative skills.

ICC as a Vital Tool for Improving Business Communication

Intercultural communicative competence (ICC) is related to promoting capacity to communicate appropriately across cultural boundaries through cultural sensitivity, cultural ideas, skills and attitudes. In business communication, cultural sensitivity, knowledge and skills are to be transformed to the undergraduate students to survive, and sustain in their profession. In this context, T3 asserted that *"intercultural sensitivity is very important these days...the business persons should think and realize how to behave with the persons from other cultures while talking in meeting."* However, there are partial and insufficient contents of ICC incorporated in the course of business communication of BBS program of Faculty of Management of Tribhuvan University. So, the course of BBS should be revisited to make it up-to-date, dynamic and universal.

In this regard, T4 argued that *"intercultural communication competence is the most important components to know while working with diverse ageing persons with different behaviors in banking and global market."* The course of business communication of BBS should be revamped with inclusion of authentic ICC learning and teaching materials to make the undergraduate students of BBS very vibrant and smart in their profession. ESP always advocates for the authentic learning materials to develop the professional caliber of the learners so ICC authentic materials are to be made the part of ESP in the BBS syllabus of TU to develop awareness, sensitivity and knowledge in intercultural communicative competence. In a similar

vein, T6 stated that *“I think the students should be given the assignment on case study of intercultural communicative competence to make them competent in business communication.”*

The course of business communication of BBS should be revisited to make the pass outs of undergraduate learners in BBS professionally competent in their workplaces like banking, marketing, trade, business etc. Therefore, competency-based syllabus of BBS is required by addressing the components of ICC in it.

Lack of Integration of Technology, Methods and Training for Teacher Professional Development

The course of business communication of BBS incorporated more teacher-centered pedagogy, lecture-based instruction and exam-oriented rather than Task-Based Language Teaching (TBLT) method so there is no interactive and practice-oriented learning with meaning focused teaching. In fact, the learners of BBS need to develop meaning focused teaching rather than form-focused teaching. The exam-centered syllabus of business communication discourages the learners' creative and critical thinking skills ([Bastola, 2024](#)). In this regard, T2 argued that *“I usually follow lecture method rather than TBLT with learning by doing strategies in the class since I have ever received any training and workshop institutionally to develop professional development”*. Most of faculties were qualified by TU commission service with the help of academic qualification and publication rather than training and workshop. So, they are to be provided refreshment training to teach business communication. Most of the faculties of TU are not appropriately trained in ESP and Content and Language Integrated Learning (CLIL) methods which is very effective to develop learners' communicative competence through focusing on meaning focus teaching ([Timalisina, 2021](#)).

Another participant T3 stated that *“we faculties are not properly trained. I faced difficulty whenever I started teaching business communication at first...because the university has not provided us any guidance and training.”* The untrained teachers cannot develop their ability of learners' engagement and interaction in real-life communicative situation ([Dahal & Gautam, 2026](#)). The participant, T4 asserted that *“TU should train the ESP teachers first. I have been teaching at one of the constituent colleges of TU for a decade, however, I just had a training once in my career.”* The faculty members of faculty of management require adequate training for English for specific purposes in order to develop their professional development thereby enhancing the business communication of the learners. In this context, T5 stated that *“the contents are traditional oriented and lack of AI integrated syllabus of business communication so graduates of BBS cannot be adjusted in this digitalized world with this tradition course.”* There is no integration of Artificial Technology (AI) in the syllabus of business communication. There are limited authentic contents; however, the course of business lacks the portion of technology particularly, digital technology and AI elements in the course of business communication. The course of BBS only mentions email and blog; however, modern business communication hugely depends on AI. Moreover, another participants T6 asserted that *“Task-Based Language Teaching and Communicative Language Teaching (CLT) could be very adequate to teach business communication but only Grammar Translation Method has been used by the lecturers while teaching business communication of BBS.”* In

order develop the communicative competence and proficiency in English, TBLT and CLT methods would be authentic and appropriate while teaching business communication. There should be authentic contextual learning material in course of business communication to make this course more ESP oriented and global.

Discussion

One of the findings of this study is the gap between theoretical syllabus and practical professional needs. The existing syllabus of business communication emphasizes more on theoretical knowledge and examination-oriented content than practical communicative tasks that required for business communication setting. The course of business English pedagogy should be research-informed and professionally oriented to prepare the students for authentic communication situation ([Chan, 2024](#)). The existing course in business communication of faculty of management at Tribhuvan university fails to bridge the gap between academic instruction and workplace communication demands. [Gimenez](#) (2023) argues that business communication in English should address the growing importance of workplace-oriented communicative practices such as negotiation, presentation, intercultural interaction and digital communication which are missing in traditional course of business communication of BBS.

Another finding of this study is that there are more literary contents than business communication components in the BBS course. The existing course of BBS incorporated grammar and literary texts rather than the contents on professional business communication. This finding aligns with ESP literature that traditional language instruction and contents are dominant despite the practical orientation of ESP program ([Situmorang et al., 2023](#)). In fact, the overreliance on literary and theoretical materials limits students' exposure to authentic business contents, professional correspondence and intercultural communicative competence. However, literary materials may foster intercultural sensitivity if they are used strategically in business writing classes ([Soraya et al., 2024](#)).

Conventional language teaching methods, approaches, strategies and techniques are failure to equip the ESP learners with the pragmatics communicative skills which lack in the existing business communication course. However, ICC integrated course focuses on context-specific language use in developing communicative competence of the learners in their professional workplace. This finding is supported by [Tenieshvili](#), (2025) who argues that ESP is designed to address the specific vocational and disciplinary needs to make it more impactful than general English for business students. In a similar vein, ESP promotes learners' readiness for professional environment by including authentic workplace communication practices ([Bogati, 2024](#)). This study argues that incorporating ESP components in business communication course helps the students of BBS improve their business communicative competence in English. TBLT method of teaching is more effective to develop proficiency in English than lecture method in business communication. The students of BBS need interactive and experiential learning activities which can be addressed by integrating AI technology.

Likewise, another finding of this study suggests that integrating the components of intercultural communicative competence is crucial for effective communication among diverse learners locally and globally. Historically, business English courses incorporated linguistic accuracy or generic business etiquette neglecting the deeper dimensions of intercultural communication. The course of BBS lacks five core dimensions such as intercultural attitudes (openness, curiosity), knowledge of social groups and societal process, skills of interpreting and relating intercultural events, skills of discovery and interaction, and critical cultural awareness which are moving beyond native-speaker norms ([Tsatzali et al., 2025](#)). The components of ICC are underutilized and underrepresented in course of business communication of BBS. There are missing the components of ICC in existing course of business communication. [Zhou and Samad](#) (2024) argue that there is necessity of ICC components in higher education and particularly in business English instruction.

Business communication not only requires linguistic accuracy but also the needs the knowledge and skills of ICC to navigate cultural differences, interpret meanings and adapt communication styles in order to avoid the misunderstanding between speaker and listener who belong to different cultures. Xu et al. (2025) argue that ICC has become a core competence in global education and business in multicultural ICT intersected society. [Mootoosamy and Aryadoust](#) (2024) argue that communicative competence has evolved towards multimodal and ICC in response to ICT and globalization. BBS program is not adequately responding to contemporary communication practices in professional environment due to lack of inclusion of ICT and AI in the course of business communication of BBS. [Gimenez](#) (2023) highlighted the essential of preparing students for ICT mediated workplace communication including online meeting, webinar and digital platforms.

In this context, [Mebitil](#) (2023) states that cultural competence is regarded as a key factor in achieving effective collaboration and communication across cultures. Incorporating ICC in the business communication course of BBS helps the learners enhance their cultural awareness, communicative adequateness and professional confidence ([Shafi, 2025](#)). Furthermore, ESP integrated syllabus in business communication of BBS help them in developing cultural adaptability, teamwork, and leadership skills in global business environment ([Dančišinová, 2025](#)). Another finding of this study emphasizes that teacher preparedness such as training, and workshops to implement effective ESP practices ([Zhou & Samad, 2024](#)).

Conclusion

The main findings of this study were overemphasizing of literary texts in course of business communication of that business communication course of BBS, underutilizing of ICC, lack of AI integration and untrained teachers using lecture methods. Based on the one of the findings of this study that the syllabus of business communication of BBS can be modified and revamped with business writing portfolios, and case studies of presentation-based assignments in industry rather than literary texts like poetry, fiction, drama and essay. The course of business communication of BBS needs to be modified with practical based reports, multiple case studies

assignments in business communication of esteem universities, short fiction on economy and financial domain instead of theory-based texts to develop business communication with knowledge and skills in ESP. Literature related to economy, finance, business should be integrated in business communication syllabus of BBS to make them more ESP friendly and dynamic. The short literary artifacts regarding business and economic short fictions, one-act plays are to be incorporated in ESP course of BBS to develop the business communication skills and strategies in English.

The course of business communication of BBS should be incorporated with the contents of ICC so as to develop the intercultural communicative knowledge, skills and attitudes of the students. This is age of digital era so AI should be integrated in the course of business communication to develop skills of ICT and digital technology of the students of BBS. The teachers of business communication were untraining professionally so they should be provided with adequate training and workshop on AI, ICT and TBLT and content integrated language learning (CLIL) to develop their competency and skills in 21st century pedagogical skills.

The dean of faculty of management should provide training in digital pedagogy and AI to make the faculty members of English language more competent and dynamic to teach business communication. The business communication syllabus of BBS ought to be restructured to replace literary texts with ESP-aligned, ICC-integrated, AI-enhanced authentic business materials, supported by mandatory teacher training in TBLT and CLIL. Further research should (a) experimentally compare ESP-ICC integrated vs. traditional BBS business communication outcomes, (b) investigate employer perceptions of BBS graduates' ICC and (c) examine the impact of teacher training on ESP implementation fidelity.

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