



Analyzing the influence of student research activities on the development of business communication



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ABSTRACT

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This research article examines the transformative role of student research projects in shaping and improving business communication practices. In recent years, there has been a growing focus on equipping students with practical skills that bridge academic theory and real-world application, particularly in business-related disciplines. Despite this trend, limited scholarly attention has been paid to understanding how student research contributes to the development and evolution of business communication strategies. The aim of this study is to fill this gap by analyzing the extent to which student research initiatives influence communication practices in academic and organizational contexts. Using a mixed-methods approach, the study draws on qualitative data from interviews with faculty and business communication professionals, as well as quantitative responses to surveys of students actively involved in research projects. The analysis highlights how student research contributes to the development of relevant communication strategies, promotes critical thinking, and enhances the ability to effectively communicate complex business concepts. The results show that student research plays a vital role in aligning educational outcomes with industry communication needs. This article presents practical conclusions for educators, practitioners, and policymakers seeking to use student research as a tool to improve communication effectiveness in business education and practice. This study may also be useful in recommending ways to develop the business skills of future businesspeople through business communication.

Contribution/Originality: This study uniquely explores the direct impact of student-led research on the development of business communication strategies, an area previously underexplored. By combining insights from both academic and industry stakeholders, it bridges a critical gap between educational research activities and real-world business communication practices.

1. INTRODUCTION

In today's rapidly changing business landscape, effective communication plays a pivotal role in the success of organizations. As businesses strive to adapt to evolving technological advancements, globalization, and shifting market dynamics, the need for skilled professionals who can effectively navigate the intricacies of business communication has become increasingly crucial. While academic institutions have long recognized the importance of preparing students with strong communication skills, there is a growing recognition of the role that research activities can play in enhancing students' understanding and practice of business language skills. The educational process of learning nowadays is no longer centered around the teacher, who was considered the center of the educational process of learning for some time. However, the educational perspective soon changed and transformed,

except that the actual center of the learning process is the learner himself. More recently, the importance of the learning material being matched to the cognitive and intellectual abilities of the learner has been asserted. Learners take into account their previous experiences, trends, and tendencies and endeavor to meet their individual and unique demands effectively for educational purposes and to achieve the best results. The priority shifts from an activity-based approach to an outcome-based approach, that is, the focus shifts from activities and inputs to outputs and outcomes measured by key performance indicators (Alhameedyeen & Alhameedyeen, 2023).

Effective communication is crucial for the success of businesses in today's dynamic and interconnected global environment. As higher education institutions increasingly emphasize the importance of practical skills and experiential learning, students are engaging in research activities that provide valuable opportunities to develop and apply their knowledge in real-world contexts. However, the specific impact of student research activities on the evolution of business language practices remains underexplored. This research aims to fill this gap by considering the impact of student research activities on the development and evolution of business communication strategies. Moreover, this paper explores the various ways in which research engagement can shape students' knowledge, skills, and perspectives, ultimately influencing their ability to communicate effectively in professional settings. By examining the intersection of research activities and business communication, this research seeks to shed light on the valuable integration of research-based learning experiences within business education curricula.

The study draws upon a comprehensive review of existing literature, coupled with empirical evidence gathered through surveys conducted among learners. By analyzing the experiences and perspectives of different stakeholders, the study aims to identify the specific ways in which student research activities can contribute to the evolution of business language practices.

The outcomes of the study endeavor have pivotal implications for educators, curriculum designers, and business professionals involved in talent development. Recognizing the influence of student research activities on business communication can inform the design and implementation of innovative pedagogical approaches that better align with the needs of the evolving corporate world.

Hence, this paper considers how students' involvement in research activities through project work advances their professional communication abilities. Professional improvement is significant for preparing students for the adjustments being made in education and the changes that come with implementing those adjustments.

Additionally, it can provide insights into the skills and competencies that students should acquire to excel in their future careers. As companies continue to meet dynamic challenges and demands, investigating the role of research activities in shaping students' understanding of business communication is of paramount importance. This paper contributes to the growing body of knowledge in the field by uncovering the potential impact of student research activities on the evolution of business communication and serves as a valuable resource for researchers, educators, and professionals seeking to enhance communication competencies in the professional realm.

2. LITERATURE REVIEW

Communication and business communication are two related but distinct concepts. Communication, in a broad sense, refers to the exchange of information, ideas, and thoughts between individuals or groups. It is carried out through various means, such as verbal, non-verbal, written, and visual communication. Conversely, business communication specifically focuses on communication processes within a business or organizational context. It involves the transfer of information both within and outside the company to achieve specific corporate goals. Business communication often includes elements such as professionalism, persuasion, negotiation, and the use of specialized terminology related to the business sphere.

Although the basic principles of communication apply to both areas, business communication encompasses a strategic and purposeful approach with an emphasis on effective communication methods tailored to the corporate environment.

According to various scholars and researchers, business communication refers to the exchange of information, ideas, and messages in a business or organizational environment. It encompasses a wide range of communication activities that contribute to the functioning and effective growth of a business. Scholars have presented various perspectives and definitions of business communication, emphasizing its importance and impact on organizational effectiveness.

Here are some perspectives from well-known researchers:

Peter Little defines business communication as the process of creating and exchanging information, ideas, and knowledge within and between organizational structures to achieve business goals (Little, 1965).

James O'Rourke describes business communication as the transmission of information and meaning in a business environment to achieve organizational goals (O'Rourke, 2023).

According to Bovée, Thill, and Schatzman (2003) business communication is 'the process of exchanging information and ideas within and outside a company to establish and maintain relationships and achieve organizational goals' (Bovée et al., 2003). Lehman and DuFrene (2010) define business communication as 'the process of transmitting information and ideas between individuals or organizations to achieve mutual understanding and coordination of actions' (Lehman & DuFrene, 2010). Han and Nguyen (2024) estimated that the research corpus consists of 179 metaphorical business terms collected from business dictionaries and textbooks. The attributes of the source domain 'travel' were compared with the target domain 'business', and it was found that companies were metaphorically referred to as travelers, tools as vehicles, growth as road maps, and problems as obstacles. These definitions emphasize the importance of effective communication for achieving organizational goals, building relationships, and promoting coordination and cooperation in a professional context.

Effective communication lies at the heart of successful business operations, enabling organizations to foster collaboration, build relationships, and adapt to changing environments. As the business landscape continues to evolve, driven by advancements in technology, globalization, and shifting market dynamics, the pivotal role of strong communication skills for professionals cannot be overstated.

Recognizing this need, academic institutions have long emphasized the development of communication competencies among their learners. However, there is a growing body of literature suggesting that integrating student research activities into business education curricula can significantly improve students' understanding and practice of business communication.

This section provides an overview of the existing literature on student research activities, business communication, and their interconnectedness. A systematic review of relevant articles and publications is conducted to identify trends, patterns, and emerging themes related to the influence of learner research activities on business communication. It considers the theoretical underpinnings and conceptual frameworks related to student research, practical skills development, and the evolution of business communication practices.

The reviewed literature highlights the significant role of student academic endeavors in fostering innovation and promoting productive communication techniques. Several studies have researched the influence of students in studies, contributing to the development of innovative thinking, problem-solving skills, and communication competencies.

Here are some key findings from the literature review:

Increased innovation: Student research activities enable students to generate new ideas, think critically, and develop innovative solutions. They foster a culture of creativity and experimentation, promoting entrepreneurial thinking among students (Morris, 2020). Participation in research projects enables students to address real-world problems and apply theoretical knowledge in practical contexts. This practical experience enhances their ability to generate new ideas and implement innovative approaches (Byrne, 2015).

Development of communication skills: Student research activities promote the development of effective communication skills, including oral and written communication, presentation skills, and collaboration. Students are often required to report the results of their research to peers, mentors, and a wider audience (Meek & Watson, 2003).

By participating in research projects, students engage in discussions, debates, and knowledge exchange with fellow researchers and mentors. This interaction enhances their ability to articulate ideas, provide constructive feedback, and collaborate effectively (Jeyaraj, 2018).

Integration of academia and industry: Student research activities bridge the gap between academia and industry by providing opportunities for collaboration and knowledge exchange. Students working on research projects gain insights into contemporary business practices and industry trends and often interact with industry experts (Taylor, Oberle, Durlak, & Weissberg, 2017). Joint research projects between students and industry partners promote effective communication strategies. Students learn to adapt communication styles and formats to meet industry expectations, bridging the gap between academic and professional communication (Bengina & Limanova, 2021).

Professional networking: Student research activities provide networking opportunities that allow students to interact with peers, faculty, and experts in their field. These networks facilitate the exchange of ideas, resources, and feedback, and promote effective communication within the research community (Vaganova, Lapshova, Kutepov, Tatarnitseva, & Vezetiu, 2020). Building professional networks through research activities helps students develop interpersonal skills, expand their professional connections, and gain access to future career opportunities (Godec, King, Archer, Dawson, & Seakins, 2018).

Promoting personal and professional growth: Participation in research activities contributes to students' personal and professional growth. Through research experience, students develop self-confidence, independence, and critical thinking skills that can be transferred to effective communication in various contexts (Lopatto, 2007). Student research activities provide a platform for developing leadership skills, working in diverse teams, and managing complex projects. These skills contribute to effective communication strategies in a professional environment (Russell, Young, Unsworth, & Robinson, 2017).

Thus, previous studies confirm the idea that student research plays a crucial role in stimulating innovation and promoting effective interaction strategies. Through research participation, students develop critical thinking, problem-solving skills, and effective language competence. In addition, research activities bridge the gap between academia and industry, create professional networks, and contribute to personal and professional growth. The results highlight the importance of integrating student research activities into academic programmes to enhance innovation and effective communication skills among future professionals. This active interaction between teachers, students, and employers creates a link between motivation and learning and improves the products resulting from collaborative work and pedagogical strategies (Caballero, Canquiz Rincón, Rodríguez Toscano, Valencia Pérez, & Moreno Gómez, 2025).

A review of the literature shows that student research initiatives have a significant impact on the development of business communication. By increasing content knowledge, critical thinking skills, information literacy, and communication competencies, these activities prepare students to overcome communication challenges in the evolving business world.

Student research activities make valuable contributions to the development of innovative approaches to communication and the implementation of new communication technologies and strategies in business organizations. By exploring new technologies, experimenting with new strategies, connecting academia and practice, creating new perspectives, conducting user-centered research, and promoting a culture of innovation, students bring new ideas and insights that stimulate the evolution of business communication practices (Manov & Milenkova, 2018). Organizations that recognize the value of student research can use these contributions to stay ahead in the dynamic landscape of business communication (Holstermann, Grube, & Bögeholz, 2010).

After reviewing the works of authors and scholars, it was necessary to determine which competencies students studying business communication should develop to effectively solve communication problems in a business environment.

Here are some of the key competencies they should possess:

Written communication: Students should be able to write clear and concise business documents in written communication, including emails, reports, proposals, and presentations. They should have strong grammar, spelling, and proofreading skills (Bylkova & Chubova, 2020).

Oral communication: Students should have excellent oral communication skills that enable them to effectively present ideas, participate in discussions, and give presentations clearly, confidently, and persuasively (Condruz-Băcescu, 2010).

Interpersonal skills: Students must have strong interpersonal skills to build and maintain positive professional relationships. This includes active listening, empathy, conflict resolution, cooperation, and the ability to work effectively in a team (Bagdasarian & Almabekova, 2014).

Intercultural competence: Given the global nature of business, students need to develop intercultural competence to navigate cultural differences and communicate effectively with people from different backgrounds. This includes understanding cultural norms, adapting communication styles, and demonstrating cultural sensitivity (Barker et al., 2017).

Digital literacy: In the digital age, students must be digitally literate and able to use various communication technologies and platforms. They must be familiar with email etiquette, online collaboration tools, video conferencing, and social media platforms used in professional contexts (Joglekar, Purdy, Brock, Tandon, & Dong, 2022).

Critical thinking and problem solving: Students need to develop critical thinking and problem-solving skills to analyze complex business communication scenarios, identify problems, and propose effective solutions. They should be able to think critically, evaluate information, and make informed decisions (Dwyer, Boswell, & Elliott, 2015). Students with critical thinking skills should be able to construct well-organized arguments, i.e., coherent, reasoned arguments that begin with reliable premises and end with well-founded conclusions (D'Northwood & Rattray, 2024).

Professionalism and ethics: Students should demonstrate professionalism and ethical behavior in their communication practices. This includes honesty, respect, confidentiality, and adherence to ethical standards in business relationships (Kačerauskas, 2019).

Adaptability and Flexibility: Business environments are dynamic and constantly changing. Students should be adaptable and flexible in their communication approaches, willing to learn and adjust their strategies based on the specific needs and challenges of different situations (Martin & Rubin, 1994).

These competencies form a solid foundation for learners who have studied Business Communications to excel in their future professional careers, effectively navigate interaction challenges, and contribute to corporate success.

While there are no specific individuals or organizations attributed to these competencies, they are widely recognized and emphasized within business communication. These competencies align with the expectations of employers, academic institutions, and industry professionals who value coherent communication skills in a professional context. Various academic sources, industry reports, and professional enterprises accentuate the value of these competencies for efficiency in business communication. It is worth noting that specific institutions or scholars may have slightly different perspectives on the exact competencies required, but the ones listed are commonly recognized and valued in the field.

3. METHODOLOGY

To investigate the impact of student research on the evolution of business communication, researchers can use a combination of quantitative and qualitative research methods. This mixed-method approach allows for a comprehensive understanding of the topic, including both measurable outcomes and nuanced perspectives from stakeholders. Our study used surveys. Surveys are valuable research tools and methods for collecting quantitative data on students' perceptions, experiences, and outcomes related to their participation in learning activities. We can develop structured surveys to collect data on specific aspects, such as the impact of research on communication skills, career readiness, and confidence levels. Likert scales and multiple-choice questions provide quantitative data for

statistical analysis. Surveys allow for a representative sample of students, ensuring that a variety of perspectives are covered. The use of surveys was crucial for studying the impact of student research on the development of business communication. They provide a systematic and structured approach for effectively collecting data from a large number of participants (Bielik, 2019). The empirical basis of this study is the data obtained through careful observation and systematic analysis of responses received using questionnaires designed by the authors.

The research bases are the Lingua Research Clubs at L.N. Gumilyov Eurasian National University (Astana) and Abay Kazakh National Pedagogical University (Almaty), which aim to promote research exploration and academic engagement among students, focusing on various aspects of language and linguistics within a technical context. Based on the academic schedule of the Lingua Research Clubs, the focal themes for the clubs' sessions include "Start-Ups" and "Business Communication." Consequently, a decision was made to research the influence of academic endeavors, particularly those centered around the realm of start-ups, on the business communication proficiencies exhibited by students. The data for our research have been meticulously organized in tabular format to facilitate a comprehensive examination of various participant groups, which include both Control Group 1 and Control Group 2 from the esteemed Lingua Research Clubs. Two cohorts of participants, comprising 22 and 23 students respectively, convene weekly every Wednesday from 3:00 pm to 4:40 pm. Throughout our research, we administered two paper-based surveys: the initial survey conducted before the commencement of the study group sessions, and the subsequent survey at the end of the academic year. Specific forms and methods of teaching business English can help bridge the gap between research and pedagogy by communicating research findings to practitioners involved in business English teaching or communication (Chan, 2024).

A comparative study was conducted to investigate the influence of the study, specifically within the domain of start-ups, on the business communication skills of learners.

The study involved students who actively participated in academic activities focused on start-ups, aiming to assess their knowledge and skills before and after their involvement in the research work.

To begin with, an assessment was carried out to establish the baseline knowledge and proficiency levels of the participating students in the area of business communication. This initial evaluation served as a reference point to measure any subsequent changes or improvements observed as a result of their engagement in the research work. The assessment covers different aspects of business communication, including verbal communication, written communication, presentation skills, and interpersonal communication within a business context.

Following the initial assessment, the students were actively involved in research projects and activities centered on start-ups. These activities aimed to enhance their understanding of start-up environments, business communication strategies employed within such professional contexts, and the challenges and opportunities associated with effective communication in the start-up ecosystem. The students were encouraged to conduct literature reviews, engage in group discussions, participate in workshops, and interact with industry professionals to gain practical insights.

The next questions were used during our research survey:

Background information

1. What is your age?
2. What is your gender?
 - 1) Male.
 - 2) Female.
 - 3) Prefer not to say.
3. What is your current academic level?
 - 1) First-year student.
 - 2) Second-year student.
 - 3) Third-year student.

4) Fourth-year student.

5) Fifth-year student.

- Knowledge Assessment

Please indicate your level of knowledge on the following topics related to business communication before engaging in research activities.

- Business Communication Basics:

On a scale of 1 to 5, rate your knowledge level (1 being low, 5 being high) regarding fundamental concepts of business communication, such as effective writing, interpersonal skills, and professional etiquette.

- Technological Advancements in Business Communication:

On a scale of 1 to 5, rate your knowledge level (1 being low, 5 being high) regarding the impact of technology on business communication, including tools such as email, video conferencing, and collaboration platforms.

- Business Communication in a Global Context:

On a scale of 1 to 5, rate your knowledge level (1 being low, 5 being high) regarding cross-cultural communication, global business etiquette, and the influence of cultural differences on effective communication in the business world.

- Research Methods and Skills:

On a scale of 1 to 5, rate your knowledge level (1 being low, 5 being high) regarding research methodologies, data collection, and analysis techniques applicable to studying business communication.

- Research Work Experience

Have you participated in any research activities related to the topic "Exploring the Impact of Student Research Activities on the Evolution of Business Communication"?

a) Yes.

b) No.

During the work of the Science Club, studies on the following topics were conducted with the students:

1/Communication Strategies in Startup Pitches: We have investigated the communication strategies employed by successful startup founders during pitch presentations. Students analyzed the elements of effective storytelling, persuasive techniques, and overall communication style that contribute to a compelling startup pitch (Al-Minhas, 2018).

2/Team Communication Dynamics in Startups: We have explored the communication dynamics within startup teams, focusing on factors such as team cohesion, information sharing, decision-making processes, and conflict resolution.

In addition, students assessed the impact of effective communication on team productivity and overall startup success (Gul, Khan, & Ajmair, 2022).

3/Communication problems in cross-functional startups: studying communication issues that arise in startups with diverse cross-functional teams. Exploring how effective communication methods can be implemented to bridge gaps between different functional areas, such as technology, marketing, and finance (Smart & Barnum, 2000).

4/Communication strategies for investor relations: studying the communication strategies that startups use to interact with potential investors and examining the key elements of effective investor presentations, pitch decks, and communication methods that influence investor decision-making processes (Hoffmann, 2018).

5/Communication and Customer Acquisition in Startups: Studying the Role of Communication in Attracting and Retaining Customers for Startups. Effective Marketing Communication Strategies Were Studied, Including Digital Marketing, Social Media Engagement, Customer Support, and Brand Messaging in the Startup Ecosystem (Buttle & Ang, 2004).

6/Communication in startup ecosystems: Communication networks and ecosystems that support startups, such as startup incubators, accelerators, and coworking spaces, were studied. The ways in which communication methods

in these ecosystems contribute to knowledge sharing, collaboration, and the overall growth of startups have been evaluated (Motoyama & Knowlton, 2017).

7/Communication and Leadership in Startups: The relationship between effective communication and leadership in startups has been studied. The communication styles and strategies used by successful startup leaders have been examined, and how leadership communication affects team motivation, productivity, and overall startup success has been analyzed (Men, Qin, & Mitson, 2025).

These research topics will help students gain a deeper understanding of the dynamics of communication in a startup environment and equip them with the knowledge and skills to communicate effectively in such contexts. Additionally, the research club organized joint teams of five students to actively participate in a startup project.

The students with their start-up projects may participate in the GCIP - Kazakhstan start-up acceleration program, and several projects have also been submitted to the Business.enbek.kz portal to compete for state grants.

Upon the completion of their research work, a post-assessment was conducted to evaluate the impact of their engagement in start-up analysis on their business communication skills. This assessment involved similar evaluation parameters as the initial assessment, allowing for a direct comparison of the students' knowledge and abilities before and after their involvement in the academic work. By comparing the pre- and post-assessment results, it is possible to analyze the progress made by the students in terms of their business communication skills. The study aims to identify any significant improvements observed after their active participation in research work related to start-ups. Additionally, qualitative feedback has also been collected to gain a comprehensive understanding of their perceived development in business communication skills.

Ultimately, this study aims to shed light on the potential positive impact of research work, particularly in the realm of start-ups, on the enhancement of students' business communication skills. The findings of this study can contribute to the design and implementation of future educational initiatives and interventions aimed at fostering effective business communication skills among students interested in the start-up ecosystem.

The following questions were used in the post-assessment survey:

- Impact of Research Work

Please answer the following questions based on your experiences and knowledge gained from participating in research activities related to business communication.

- Did your research work increase your understanding of business communication concepts?
 - a) Yes, significantly.
 - b) Yes, to some extent.
 - c) No, not at all.
- How would you rate the impact of your research work on your knowledge of technological advancements in business communication?
 - a) It greatly enhanced my knowledge.
 - b) It moderately enhanced my knowledge.
 - c) It had little impact on my knowledge.
 - d) It had no impact on my knowledge.
- Did your research work broaden your perspective on business communication in a global context?
 - a) Yes, significantly.
 - b) Yes, to some extent.
 - c) No, not at all.
- To what extent did your research work contribute to developing your research methods and skills?
 - a) It significantly improved my research methods and skills.
 - b) It moderately improved my research methods and skills.
 - c) It had little impact on my research methods and skills.

d) It had no impact on my research methods and skills.

- Please indicate your level of knowledge on the following topics related to business communication after engaging in research activities:

- Business Communication Basics:

On a scale of 1 to 5, rate your knowledge level (1 being low, 5 being high) regarding fundamental concepts of business communication, such as effective writing, interpersonal skills, and professional etiquette.

- Technological Advancements in Business Communication:

On a scale of 1 to 5, rate your knowledge level (1 being low, 5 being high) regarding the impact of technology on business communication, including tools such as email, video conferencing, and collaboration platforms.

- Business Communication in a Global Context:

On a scale of 1 to 5, rate your knowledge level (1 being low, 5 being high) regarding cross-cultural communication, global business etiquette, and the influence of cultural differences on effective communication in the business world.

- Research Methods and Skills:

On a scale of 1 to 5, rate your knowledge level (1 being low, 5 being high) regarding research methodologies, data collection, and analysis techniques applicable to studying business communication.

- Feedback and Additional Comments

How do you think the research work you conducted could benefit your future career or academic pursuits related to business communication?

- Do you have any suggestions or comments regarding the research activities or the topic "Exploring the Impact of Student Research Activities on the Evolution of Business Communication"?

4. RESULTS AND DISCUSSION

In this article, we analyze the valuable responses obtained from a survey conducted among students. By carefully examining the collected data, we aim to unveil insightful observations that shed light on the influence of students' research activities on their business communication competencies.

With a total of 45 respondents, our study includes a range of demographic information, including age, gender, and educational background. By analyzing the survey responses, we aim to uncover intriguing correlations and draw meaningful conclusions (see Table 1).

Table 1. Demographic information.

Variable	Values	Frequencies	Percentage
Age	17	11	24.40%
	18	9	20.00%
	19	13	28.90%
	20	8	17.80%
	21	4	8.90%
Gender	1. Male	29	64.40%
	2. Female	16	35.60%
	3. Prefer not to say	0	0
Education level	1. First-year student	10	22.20%
	2. Second-year student	10	22.20%
	3. Third-year student	13	28.90%
	4. Fourth-year student	9	20.00%
	5. Fifth-year student	3	6.70%

From the data, we can observe that the majority of respondents are within the 17-19 age range, with 17-year-olds forming the largest group. The distribution shows a decreasing trend as ages increase from 17 to 21. The data indicates that most respondents are male, comprising about two-thirds of the total, while female respondents make up the remaining one-third. The highest number of respondents are in their third year of study, followed by first- and second-year students. The smallest group consists of fifth-year students.

Here is the analysis of the following question (see [Table 2](#) and [Table 3](#)).

Table 2. Results of the pre-assessment survey.

On a scale of 1 to 5, rate your knowledge level regarding fundamental concepts of business communication, such as effective writing, interpersonal skills, and professional etiquette.					
		Frequency	Percent	Valid percent	Cumulative percent
Valid	Very low	13	28.9	28.9	28.9
	Low	22	48.9	48.9	77.8
	Moderate	9	20.0	20.0	97.8
	High	1	2.2	2.2	100.0
	Total	45	100.0	100.0	

Table 3. Results of post-assessment survey.

On a scale of 1 to 5, rate your knowledge level (1 being low, 5 being high) regarding fundamental concepts of business communication, such as effective writing, interpersonal skills, and professional etiquette.					
		Frequency	Percent	Valid percent	Cumulative percent
Valid	Low	1	2.2	2.2	2.2
	Moderate	11	24.4	24.4	26.7
	High	17	37.8	37.8	64.4
	Very high	16	35.6	35.6	100.0
	Total	45	100.0	100.0	

Comparing the answers before and after taking “Lingua Discovery” Scientific Club classes, which are shown in [Table 2](#) and [Table 3](#), we observe the following changes:

Improvement in Knowledge Level: The percentage of students rating their knowledge level as very low decreased from 28.9% to 0% after taking the classes. This indicates that the classes have had a positive impact on the students' understanding of fundamental concepts in business communication.

Increase in Higher Ratings: The percentage of students rating their knowledge level as high increased from 2.2% before the classes to 37.8% after the classes.

Additionally, the percentage of students rating their knowledge level as very high increased from 0% to 35.6%. These results suggest that the classes have significantly enhanced students' understanding and proficiency in business communication concepts.

Decrease in Lower Ratings: The percentage of students rating their knowledge level as low decreased from 48.9% before the classes to 2.2% after the classes. This demonstrates that the classes have helped alleviate students' perceptions of having a low understanding of fundamental business communication concepts.

On a scale of 1 to 5, rate your knowledge level regarding research methodologies, data collection, and analysis techniques applicable to studying business communication.

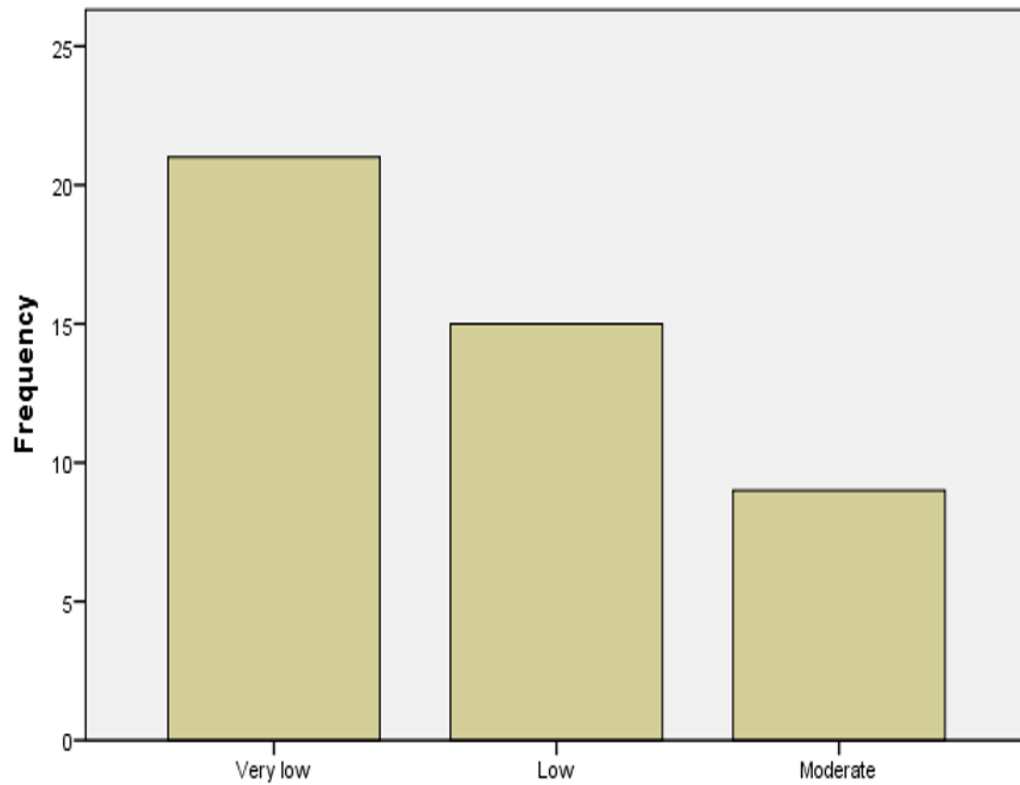


Figure 1. Results of pre-assessment survey.

On a scale of 1 to 5, rate your knowledge level (1 being low, 5 being high) regarding research methodologies, data collection, and analysis techniques applicable to studying business communication.

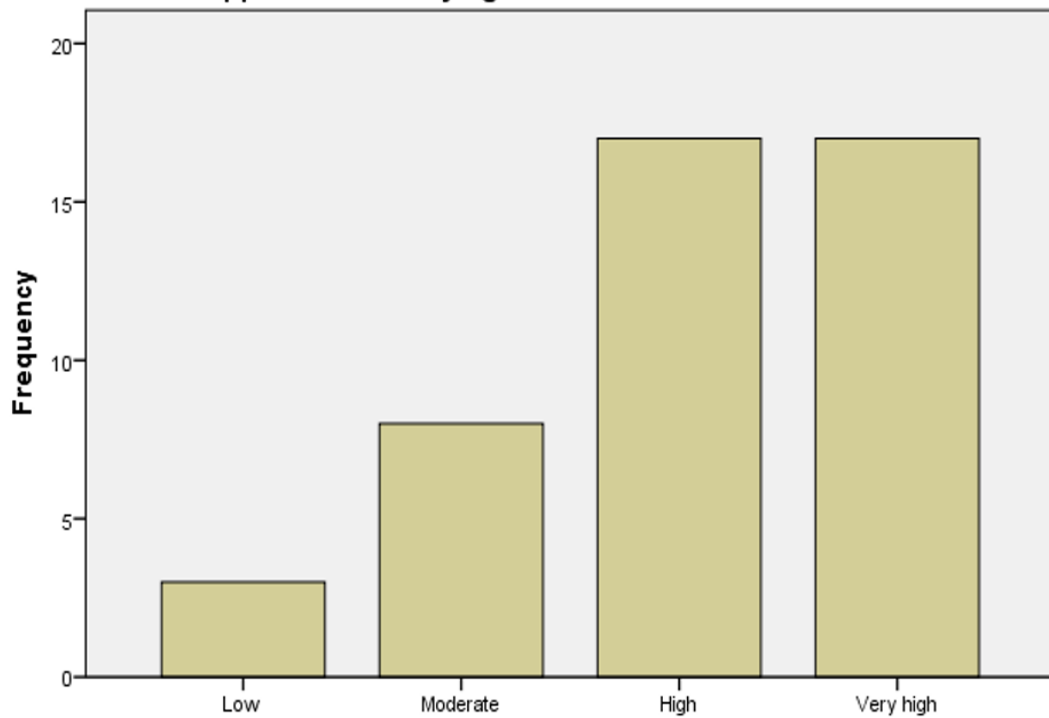


Figure 2. Results of post-assessment survey.

By comparing the students' answers to the question "On a scale of 1 to 5, rate your knowledge level (1 being low, 5 being high) regarding research methodologies, data collection, and analysis techniques applicable to studying business communication," before and after taking the "Lingua Discovery" scientific club classes, we can observe the following changes (see Figure 1 and Figure 2):

The bar for "very low" knowledge level decreased from 21 to 0 after taking the classes. Similarly, the bar for "low" knowledge level decreased from 15 to 3. This indicates that the classes have positively impacted the students' understanding and knowledge of research methodologies, data collection, and analysis techniques. The bars for "moderate," "high," and "very high" knowledge levels increased after taking the classes.

Overall, the bar charts accurately display the positive impact of taking the classes on students' knowledge levels in research methodologies, data collection, and analysis techniques applicable to studying business communication. The charts show a decrease in the lower knowledge ratings (very low and low) and an increase in the higher knowledge ratings (moderate, high, and very high). This indicates that the classes have effectively enhanced students' understanding and expertise in the required sector. Table 4 presents the comparative results of the pre-assessment and post-assessment surveys conducted among students before and after their participation in research projects. The data show a significant improvement in students' business communication skills across key areas such as report writing, presentation delivery, and professional vocabulary usage. These findings indicate that engaging in student research activities positively influences the development of practical communication competencies.

Table 4. Results of pre-assessment and post-assessment surveys.

On a scale of 1 to 5, rate your knowledge level regarding the impact of technology on business communication, including tools like email, video conferencing, and collaboration platforms.				
Values	Pre-assessment		Post-assessment	
	Frequencies	Percentage	Frequencies	Percentage
1. Very low	18	40.0%	0	0
2. Low	19	42.2%	1	2.2%
3. Moderate	7	15.6%	11	24.4%
4. High	1	2.2%	19	42.2%
5. Very high	0	0	14	31.1%
Total		100%		100%

Comparing the answers before and after taking Lingua Research Club's classes, we observe the following changes:

The percentage of respondents rating their knowledge level as very low decreased from 40% to 0% after taking the classes. The percentage of respondents rating their knowledge level as low decreased from 42% to 2.2% after the classes. This demonstrates that the classes have helped alleviate students' perceptions of having a low understanding of the impact of technology on business communication.

Overall, the survey results indicate a substantial improvement in the students' knowledge level regarding the impact of technology on business communication, including tools like email, video conferencing, and collaboration platforms, after taking these classes.

Table 5. Results of pre-assessment and post-assessment surveys.

On a scale of 1 to 5, rate your knowledge level regarding cross-cultural communication, global business etiquette, and the influence of cultural differences on effective communication in the business world.				
Values	Pre-assessment		Post-assessment	
	Frequencies	Percentage	Frequencies	Percentage
1. Very low	21	46.7%	0	0
2. Low	21	46.7%	0	0
3. Moderate	2	4.4%	12	26.7%
4. High	1	2.2%	12	26.7%
5. Very high	0	0	21	46.7%
Total	45	100 %	45	100%

Comparing the answers before and after taking Lingua Research Clubs classes, we observe the following changes (see Table 5).

The percentage of respondents rating their knowledge level as very low and low decreased from 93.4% to 0% after taking the classes. This indicates that the classes had a significant positive impact on students' understanding of cross-cultural communication and related topics. The percentage of respondents rating their knowledge level as high increased from 2.2% to 46.7% after the classes. Additionally, the percentage of respondents rating their knowledge level as very high increased from 0% to 46.7%.

Overall, the survey results indicate a substantial improvement in the students' knowledge level regarding cross-cultural communication, global business etiquette, and the influence of cultural differences on effective communication in the business world after taking the classes. The classes have successfully elevated their proficiency and confidence, leading to a higher percentage of respondents rating their knowledge level as high or very high, and a decrease in the percentage of respondents rating their knowledge level as very low or low.

The literature review provided a theoretical foundation for understanding the importance of business communication in academic and professional contexts. It highlighted various aspects, such as effective communication strategies, interpersonal skills, and the significance of cultural differences in the business environment. These observations served as reference points for designing research activities and assessing their impact on students' development in business communication.

In defining the competencies required for students studying business communication, several key skills were identified, including effective writing, interpersonal communication, professional etiquette, cross-cultural communication, global business etiquette, and technological proficiency. These competencies formed the basis for evaluating the students' knowledge levels before and after the research activities.

The survey conducted before the implementation of research activities provided valuable insights into the students' initial knowledge levels. It revealed that a significant portion of the students rated their knowledge levels as very low or low across various aspects of business communication. This baseline assessment set the stage for measuring the impact of academic endeavors on the students' development.

The post-assessment survey, conducted after students engaged in research activities with the assistance of start-ups, aimed to evaluate the effectiveness of this teaching approach. The survey results demonstrated notable improvements in students' knowledge levels, as evidenced by increased ratings of moderate, high, and very high across all assessed skills. Specifically, there was a significant decrease in the very low and low ratings, indicating a positive influence on students' development in business communication.

Overall, the outcomes suggest that integrating research activities into the teaching process has a substantial influence on students' knowledge and competency development in business communication. Engagement with start-ups provided practical experiences that enhanced their comprehension of the subject matter and facilitated the application of theoretical concepts in real-world scenarios. These results support the effectiveness of research activities in fostering the acquisition of essential skills and competencies required for successful business communication. Further research and exploration in this area can contribute to the continuous improvement of teaching methodologies within business communication.

5. CONCLUSION

In conclusion, this study examined and analyzed the impact of students' research activities on the development of their business communication skills. It was found that defining the competencies required for students studying business communication provides a clear basis for assessing the impact of academic commitments. These competencies encompass many important aspects, such as effective writing, professional etiquette, intercultural communication, and the use of technological tools.

Surveys conducted before and after the implementation of necessary measures played a crucial role in evaluating the effectiveness of this teaching approach, and the results of the study fully confirmed this concept. The initial survey showed that students had limited knowledge in the assessed areas of business communication, highlighting the need for intervention. The follow-up survey after the assessment showed a significant improvement in students' knowledge levels, with low scores decreasing significantly and high scores increasing across all competencies.

The survey results indicate that integrating research activities, particularly through the involvement of start-ups, positively impacts students' development in the field of business communication. Participation in practical research experiences enables students to apply theoretical concepts in real-world contexts, thereby deepening their understanding of the subject and enhancing their competencies. Overall, this study confirms the effectiveness of research activities in promoting the acquisition of essential skills and competencies necessary for successful business communication. Incorporating such activities into the learning process significantly improves students' knowledge, skills, and confidence in this area.

Moving forward, further research and exploration are needed to improve teaching methods and explore innovative approaches to business communication education. By continuously adapting and implementing practical experiences and research activities, teachers can better prepare students to navigate the dynamic and evolving landscape of business communication in the modern world.

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