

Business English is relatively a new subject in Pakistan. Research in this area at the doctorate level is virtually non-existent. This research investigated and analyzed the teaching-learning situation of Business English at the undergraduate level in Pakistan. The study focused on reading and writing skills in Business English teaching (BET). It was an exploratory study with ex post facto design. The study established theoretical framework for Business English as a Discourse and English for occupational purposes (EOP).

The theoretical framework also discussed communication in general and Business or organizational communication in particular. The input to this research comprised empirical data collected through a questionnaire survey from a sample comprising 13 course administrators in the educational institutions, 23 practitioners of Business English, and 316 learners of Business English. There were 13 professional education institutions in 7 cities selected for the sample. The data collected was analyzed through the SPSS (release 12.0) program by looking at average, maximum, minimum, and SD. Results of statistical analysis were interpreted independently.

A contrastive study of practitioners and learners' responses tested 32 hypotheses about BET by using independent sample t-test. The study presented a set of recommendations based on inferences for effective BET. The recommendations aimed at equipping the learners with written communication skills to meet with the field challenges..