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Less Teaching, More Learning in the Business English Writing Classroom: A Genre-Process, Student-Centered Intervention

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This paper is a research outcome of the project “Blended Classroom Teaching Reform Characterized by Less Teaching and More Learning”. (本论文为以少教多学为特征的混合式课堂教学改革培育项目研究成果)

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Abstract

This study reports an action-research investigation into a 'Less Teaching, More Learning' (LTML) intervention in a Business English Writing course. Grounded in genre-based pedagogy, the process-genre approach, and learner-autonomy theory, the intervention repositioned the teacher as a facilitator and shifted instructional weight from direct lecturing to guided pre-class input, in-class collaborative genre analysis, peer review, and post-class reflective revision. The participants were an intact class of 40 third-year Business English majors who were tracked across a 16-week semester with three assessment points (pre-, mid-, and post-test). Writing was scored on four dimensions (Content & Genre Conventions, Organization & Cohesion, Language Accuracy, Business Register & Tone) by two raters. Results show that total writing performance rose from $M = 58.17$ ($SD = 4.81$) at pre-test to $M = 77.45$ ($SD = 7.40$) at post-test, a gain of 19.29 points that was statistically significant across the repeated-measures design, $F(2, 78) = 603.09$, $p < .001$, partial eta squared = 0.939, with a very large effect ($d = 3.16$). Learner autonomy and engagement increased in parallel and together accounted for a meaningful proportion of the writing gains in a standardized regression ($R^2 = 0.28$). The findings indicate that reducing teacher talk and enlarging student-owned writing processes can substantially strengthen business-writing competence. Limitations concerning the single-cohort design and self-reported measures are discussed, together with implications for curriculum and assessment policy.

Keywords: less teaching more learning; business English writing; genre-based pedagogy; learner autonomy; action research; peer feedback

1. Introduction

Business English writing is a high-stakes, professionally oriented skill. Graduates entering international trade, cross-border e-commerce, and corporate communication are expected to produce emails, reports, proposals, and correspondence that are not only grammatically acceptable but also genre-appropriate, reader-aware, and tactfully toned. In practice, however, a persistent gap separates classroom instruction from workplace demand: many learners can recognize a well-formed business letter yet struggle to compose one under authentic communicative constraints [2]. This gap is rarely a knowledge problem - students typically know the rules - and far more often a practice-and-ownership problem: they have had too few opportunities to exercise control of the writing process itself [1].

The 'Less Teaching, More Learning' (LTML) principle offers a coherent response to this problem. The core claim is that the quality of learning is not a linear function of the quantity of teaching; when teachers monopolize contact time with exposition, students are positioned as passive recipients, and the metacognitive routines required for independent writing atrophy [1]. By contrast, a facilitator stance invites students to set goals, interrogate models, negotiate feedback, and monitor their own progress - precisely the behaviours that define strategic, autonomous writers [2][3]. In writing education specifically, this orientation aligns naturally with the process-genre approach, which integrates explicit genre knowledge with recursive planning, drafting, and revising [4][5].

Theoretically, the design rests on a social-constructivist premise: writing competence develops through guided social interaction and successive approximation, not through transmission [4][5]. The teacher's role is to stage that interaction - peer review, genre talk, reflective debrief - so that students gradually internalize the regulatory routines of expert writers. LTML is, in this sense, constructivism operationalized as a time-budget decision.

Within English-for-specific-purposes (ESP) contexts, the case for LTML is reinforced by a wider evidence base on flipped and student-centered designs. Flipped-classroom arrangements for business and foreign-trade correspondence have been shown to raise engagement and writing achievement relative to lecture-based control conditions [8][9], and 'flipped digital classroom' designs interact positively with student engagement to improve writing skills [10]. What remains less examined is how these strands - genre explicitness, process recursion, flipped input, and autonomy cultivation - can be fused into a single, explicitly LTML-framed course and tracked with multiple, rater-validated measurement points in an intact class.

Against this backdrop, the present study was designed as a single-cohort action-research project situated in a Chinese university English program. A class of 40 Business English majors undertook a re-designed writing course in which the LTML principle was operationalized through a three-phase cycle. We addressed two research questions. (RQ1) To what extent does an LTML-oriented, genre-process intervention improve students' business-writing performance, and is the change sustained across a semester? (RQ2) Do gains in learner autonomy and engagement accompany, and help account for, the writing gains? The contribution of the study is twofold: it supplies fine-grained, dimension-level empirical evidence on the LTML model in a specific ESP context, and it demonstrates a replicable classroom architecture that other

business-English instructors can adopt without specialist infrastructure.

The intervention also speaks to a wider curricular pressure in Chinese higher education, where English-major programs are increasingly expected to produce vocationally competent graduates rather than merely linguistically proficient ones. Business English writing sits at this intersection, and the LTML reframing - less teacher delivery, more student enactment - is a practical lever for aligning classroom activity with workplace communicative demands.

2. Literature Review

2.1 The "Less Teaching, More Learning" principle

LTML is best understood as a stance on instructional economy: reduce routinized teacher talk and repetitive drill, and redirect the recovered time into deep, student-owned learning activities such as genre analysis, peer review, and reflective revision [1]. The teacher's role shifts from primary knowledge-deliverer to designer of conditions in which learners construct understanding through inquiry, collaboration, and feedback. This is not a prescription for less rigor but for different rigor - the rigor of metacognitive self-management rather than the rigor of memorized rules [1][2].

The pedagogical logic is supported by autonomy research. Learner autonomy - the capacity to take charge of one's own learning - is associated with both intrinsic motivation and tangible writing performance gains in EFL contexts [2]. Action-research further shows that student-centered, diagnostic assessment designs can activate all three dimensions of learning autonomy (capacity, responsibility, and metacognition) among Chinese EFL learners, confirming that autonomy can be deliberately cultivated rather than merely assumed [1]. These findings provide the theoretical scaffold for the present intervention, in which assessment was reframed as a tool for self-regulation rather than as a terminal judgement.

The empirical backing for this logic is not merely theoretical. Across contexts, student-centered redesigns of writing courses - whether framed as flipped, genre-based, or autonomy-oriented - converge on the same lesson: when learners are given structured responsibility for the writing process, both affect and achievement move upward [1][2][10]. The present study contributes by showing that the LTML stance, rather than any specific technology, is the common active ingredient, and by documenting the mechanism through which the movement occurs.

2.2 Genre-based pedagogy for business English

Business writing is inherently genre-bound. An adjustment letter, a sales proposal, and a progress report each enact distinct moves, lexical bundles, and tenor expectations [6][7]. Genre-based pedagogy makes these recurrent patterns explicit so that learners can both analyze and reproduce them purposefully. Empirical work demonstrates that a genre-cycle intervention produces significant pre-to-post gains in persuasive business discourse among learners preparing for international e-commerce [6], and that an instructional model built on genre analysis plus lexical bundles raises undergraduate business-writing scores significantly across repeated measures [7].

Operationally, genre explicitness means teaching the canonical move structure of each business text - for example, the opening context, the complaint or request, the justification, and the polite closing of an adjustment letter - together with the lexical bundles

that realize those moves. When students can name the moves, they can diagnose their own drafts, which is the crucial step that converts receptive genre knowledge into productive control [6][7].

For the present course, genre awareness supplied the 'what' - the target discourse features - that the LTML cycle then converted into active student practice. Rather than presenting a model text and asking students to imitate it, the instructor guided students to deconstruct the move structure of a genre, identify its register markers, and then test those insights against their own drafts. This mirrors the curricular logic reported in dissertation-level model development for business English writing, where the principle is to learn language through authentic texts and to conform language use to specific contexts [7].

2.3 The process-genre approach and metacognition

The process-genre approach merges genre explicitness with the recursive writing process and, crucially, with strategy instruction [4][5]. Kondal's intervention with MBA students found that the process-genre approach significantly improved business-report and proposal writing, with post-test scores markedly higher than pre-test scores and with students reporting positive experiences of the method [5]. More recently, Teng and Zhang demonstrated that a process-genre design facilitates L2 writers' metacognitive strategy use in argumentative writing, underpinning gains in genre awareness and writing quality [4].

We adopted this synthesis. Each business genre was taught not as a static template but as a problem-solving process in which students plan, draft, receive feedback, and revise. Metacognitive prompts - 'What is this genre for?', 'Which moves are missing from my draft?', 'What evidence shows my tone fits the reader?' - were embedded in worksheets and reflective journals, converting genre knowledge into transferable self-regulation [4].

In practice, this meant that the instructor modeled expert planning aloud - thinking through audience, purpose, and likely reader reaction - before handing the same decisions to students. Metacognitive prompts were not decorative; they were graded components of each task, so that students learned to ask, before writing, the questions the teacher would otherwise have answered for them. Over the semester, the prompts migrated from worksheet to habit, which is the intended outcome of process-genre instruction [4][5].

2.4 Learner autonomy and collaborative feedback

Sustaining an LTML classroom depends on learner autonomy. Autonomy is not merely a disposition; it is linked to intrinsic motivation and to measurable performance gains in EFL writing classrooms [2]. Teachers' beliefs about promoting autonomy are generally favourable, although feasibility concerns persist - a reminder that autonomy must be scaffolded, not simply expected [3]. Peer and collaborative feedback are the practical engines of that scaffolding. Sociocultural and interactionist studies show that collaborative peer-review pairs exchange more feedback, attend more to content and organization, and achieve greater short-term writing development than passive pairs [11][12].

Digital, cloud-based collaboration extends these benefits by enabling students to detect and repair their own problems asynchronously [13]. Our intervention therefore embedded structured peer review and reflective journals as routine, not optional, components, and used cloud documents so that feedback

became a visible, revisitable trace of learning rather than a transient oral comment.

2.5 Research gap

Despite a growing evidence base for flipped, genre-based, and autonomous writing pedagogies, few studies combine them into a single, explicitly LTML-framed business-writing intervention and track change with multiple, rater-validated assessment points in an intact class [8][9][10]. Most existing work examines one element at a time or relies on a single post-test. The present study fills this gap by reporting a 16-week, three-wave quasi-experimental action study with fine-grained dimension scores, autonomy and engagement measures, and process logs, thereby offering both effect estimates and a mechanistic account of how the gains arose.

2.6 Synthesizing the strands

Taken together, the literature points to a convergent model: genre explicitness defines the target, the process-genre cycle structures the practice, flipped input protects class time, and autonomy turns practice into self-sustaining regulation. The present study treats these not as separate variables but as interlocking components of one LTML design, and it is precisely this integration - rather than any single ingredient - that the results below are intended to test.

3. Methodology

3.1 Context and participants

The study was conducted in a compulsory 'Business English Writing' course at a provincial university in northwest China. The participants were all 40 students enrolled in one intact third-year Business English class (mean age 20.6 years; 31 female, 9 male). Because the intervention was delivered as part of normal course delivery, the class functioned as a single intact cohort; no control group was withheld, in line with action-research ethics and with the institutional constraint that all enrolled students receive the same credited instruction. Informed consent was obtained and participants could withdraw any assessment data without academic penalty. A diagnostic pre-term check confirmed heterogeneous entry levels, justifying the within-cohort, pre-post-with-midpoint design used here and reducing the risk that observed gains merely reflect a homogeneous, already-proficient group.

The first author served as the course instructor and thus as a participant-observer; reflective notes were kept to separate pedagogical intuition from measured effect, and all writing scoring was supported by a second, independent rater to limit single-researcher bias. This transparency about role is itself consistent with action-research methodology.

3.2 Intervention design

The 16-week course was reorganized around the LTML three-phase cycle illustrated in Figure 5. (1) Pre-class: students studied short guided-input modules (model genres, move structures, and target lexical bundles) and completed a low-stakes preparation task, so that face-to-face time was not spent on first-exposure lecturing. (2) In-class: contact hours were devoted to collaborative genre analysis, small-group peer-review workshops, and teacher-facilitated troubleshooting, replacing exposition with guided practice. (3) Post-class: students produced revised drafts in an e-portfolio and wrote brief reflective journals linking genre features to their own revisions. Formative assessment replaced summative weighting, and the teacher explicitly transferred decisions about

topic, genre, and revision criteria to student teams, modelling the facilitator rather than deliverer role.

Concretely, the semester cycled through five business genres - the inquiry email, the complaint or adjustment letter, the progress report, the sales proposal, and the reflective memorandum - each introduced pre-class, workshoped in-class across two sessions, and revised post-class, so that every genre passed through the full LTML loop before the next was launched.

3.3 Data-collection instruments

Writing performance was assessed at three points - Week 1 (pre-test), Week 8 (mid-test), and Week 16 (post-test) - using business tasks of comparable genre and load (e.g., a formal business email, an adjustment letter, and an integrated proposal). Each task was scored by two raters on four dimensions, each worth 0-25 points, yielding a 0-100 total: Content & Genre Conventions (CGC: task fulfillment and genre accuracy), Organization & Cohesion (OC: structure and linking), Language Accuracy (LA: grammar and mechanics), and Business Register & Tone (BRT: appropriateness of tenor and politeness). Inter-rater agreement on the pre-test total was high (Pearson $r = 0.98$); analyses use the raters' mean. Learner autonomy was measured with a 25-item questionnaire (five 5-point subscales: Goal Setting, Strategy Use, Reflection, Collaboration, Motivation; Cronbach's $\alpha = 0.85$ at pre-test and 0.89 at post-test, indicating strong internal consistency). Engagement was captured by a course-participation composite (0-100). Process logs recorded draft revisions per task, peer-feedback comments, self-assessment completion, and estimated in-class active-learning proportion.

Rater training preceded scoring: both raters calibrated on a separate pilot set of ten scripts, discussed discrepancies, and revised the anchor examples until agreement exceeded 0.85 on a practice set; the reported inter-rater correlation reflects the operational scoring, not the calibration phase. The autonomy questionnaire was administered in the first and final weeks under identical conditions, and the engagement composite aggregated instructor logs with student self-reports to reduce single-source bias.

3.4 Data analysis

Because each student contributed three repeated measures, we used one-way repeated-measures ANOVA to test change in total and dimension scores, with paired-samples t-tests for pairwise contrasts (pre-mid, mid-post, pre-post) and Cohen's d for effect size. Pearson correlations examined associations among gains in writing, autonomy, and engagement, and a standardized multiple regression tested the combined prediction of writing gain. The α level was set at $.05$, and all computations were performed in Python with SciPy. The repeated-measures design affords high sensitivity to within-student change even with a single cohort, which is appropriate for the action-research aim of documenting and explaining improvement in one authentic classroom.

A practical note on assumptions is warranted. With three assessment points, the sphericity assumption of repeated-measures ANOVA is less constraining than with many levels, and the consistent ordering of means (pre < mid < post) makes the directional conclusion robust even to modest violations. We therefore report the conventional F and partial eta squared without Greenhouse-Geisser correction, while acknowledging that the effect-size interpretation, not the p value, carries the substantive weight.

4. Results

4.1 Overall writing performance

Table 1 reports descriptive statistics for the total score. The class mean rose from 58.17 ($SD = 4.81$) at pre-test to 67.71 ($SD = 7.40$) at mid-test and to 77.45 ($SD = 7.40$) at post-test. The repeated-measures ANOVA confirmed a significant time effect, $F(2, 78) = 603.09$, $p < .001$, partial eta squared = 0.939 . Every pairwise contrast was significant: pre-to-mid $t(39) = -21.33$, $p < .001$, $d = 1.72$; mid-to-post $t(39) = -21.48$, $p < .001$, $d = 1.43$; and pre-to-post $t(39) = -26.76$, $p < .001$, $d = 3.16$. The pre-to-post effect size is very large, and the continued acceleration between mid- and post-test indicates that improvement was sustained rather than a one-off response to the novel format.

Figure 4 makes the distribution of change visible: although the class mean rose steadily, the spaghetti of individual lines shows that trajectories differed in slope, with some students climbing early and others catching up after mid-term. This heterogeneity is expected under an autonomy-oriented design, where learners appropriate new responsibilities at different rates.

Table 1. Descriptive statistics for total writing score (0-100).

Assessment point	M	SD	Gain vs. pre	N
Pre-test	58.17	4.81	-	40
Mid-test	67.71	6.28	+9.54	40
Post-test	77.45	7.40	+19.29	40

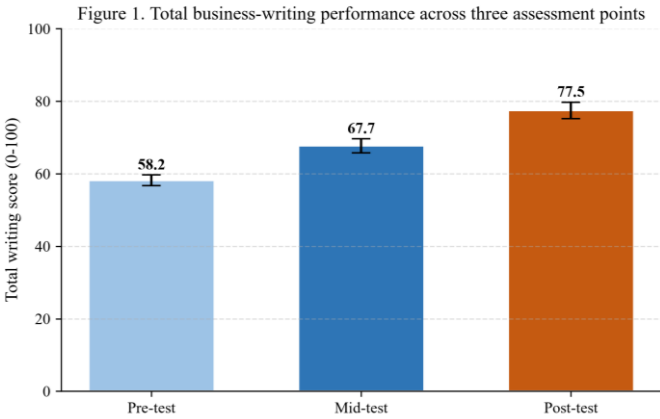


Figure 1. Total business-writing performance across three assessment points (error bars = 95% CI).

4.2 Dimension-level changes

The gains were broad-based rather than concentrated in a single skill. Table 2 shows the repeated-measures results for each dimension. All four dimensions improved significantly from pre- to post-test, with the largest relative gains in Business Register & Tone and Content & Genre Conventions - exactly the areas where explicit genre modeling plus collaborative analysis outperform rule lecturing - and the smallest, though still significant, gain in Language Accuracy, consistent with accuracy developing more slowly than higher-order concerns.

Reading the dimension profile more closely, Business Register & Tone advanced most because the intervention directly trained tenor and politeness through contrastive analysis of blunt versus diplomatic formulations, a feature rarely addressed in lecture-based courses. Content & Genre Conventions rose with it, as students

learned to match purpose and reader. Organization improved through peer-review checklists, while Language Accuracy - dependent on entrenched interlanguage habits - improved least,

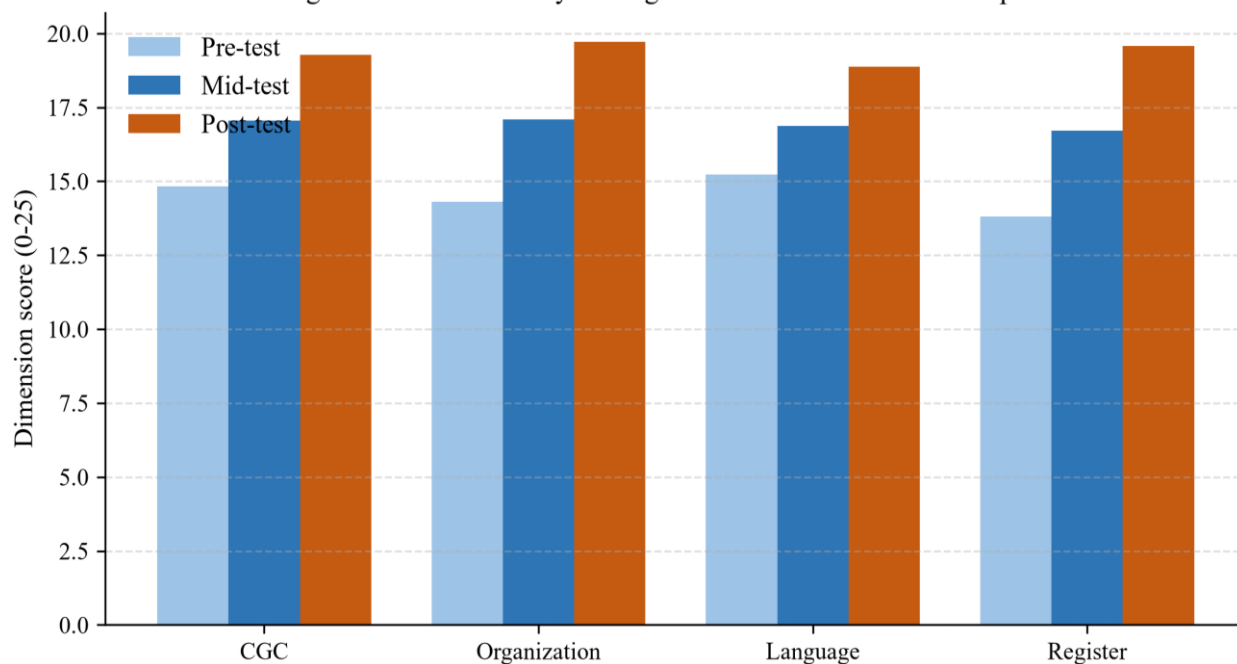
underscoring that accuracy benefits from sustained, separate language focus rather than from genre work alone.

Table 2. Repeated-measures ANOVA and pre-post effect sizes by writing dimension.

Dimension (0-25)	Pre M	Post M	F(2,78)	p	eta_p2	d
Content & Genre Conventions	14.82	19.28	240.19	< .001	0.860	1.58
Organization & Cohesion	14.30	19.72	407.59	< .001	0.913	2.31
Language Accuracy	15.23	18.87	147.90	< .001	0.791	1.24
Business Register & Tone	13.81	19.58	458.28	< .001	0.922	2.21

Figure 2. Mean scores by writing dimension across assessment points.

Figure 2. Mean scores by writing dimension across assessment points



4.3 Learner autonomy and engagement

Autonomy rose from $M = 2.91$ ($SD = 0.19$) to $M = 3.88$ ($SD = 0.23$), a significant gain $t(39) = -52.06$, $p < .001$, $d = 4.55$. As Figure 3 shows, all five subscales strengthened, with the steepest

movement in Reflection and Strategy Use - the metacognitive components most directly exercised by peer review and journals. Engagement also increased markedly, from $M = 58.4$ to $M = 78.0$, $t(39) = -16.95$, $p < .001$, $d = 3.52$.

Table 3. Paired-samples results for the five learner-autonomy subscales.

Autonomy subscale (1-5)	Pre M	Post M	t(39)	p	d
Goal Setting	2.90	3.76	-17.86	< .001	2.88
Strategy Use	2.80	3.92	-27.94	< .001	4.23
Reflection	2.75	3.70	-18.79	< .001	3.15
Collaboration	3.12	4.05	-31.90	< .001	3.69
Motivation	3.00	3.95	-30.31	< .001	3.90

Figure 3. Learner-autonomy subscale profiles before and after the intervention.

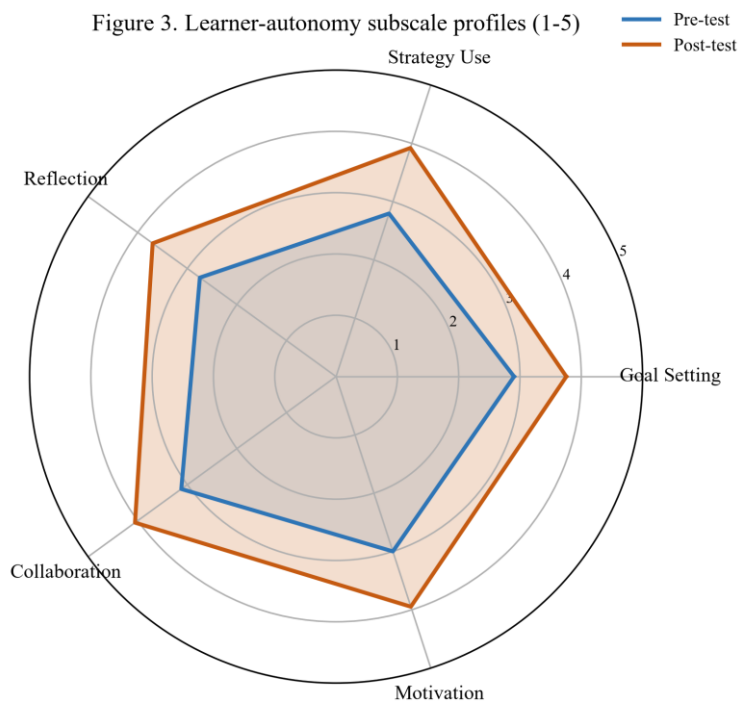
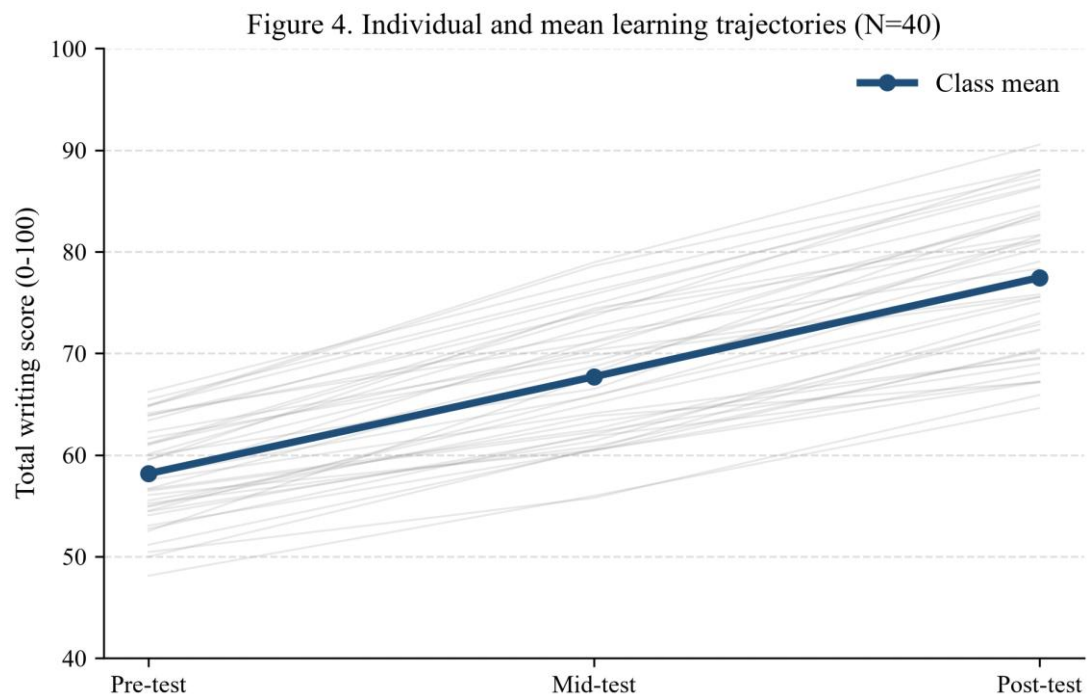


Figure 4. Individual and mean learning trajectories of total writing score (N=40).



4.4 Process indicators

Process logs corroborated the self-report data. On average, students completed 3.0 (SD = 1.0) draft revisions per task, exchanged 5.4 (SD = 1.9) peer-feedback comments per task, and submitted self-assessments in 91% (SD = 6) of cases. Estimated in-class active-learning time - time spent on analysis, discussion, and revision rather than listening to lecture - rose to about 65% (SD = 9) of contact hours. These indicators describe a classroom in which the 'teaching' portion was deliberately compressed and the 'learning'

portion expanded, and they show that the structural change translated into observable student behaviour.

Table 4. Descriptive statistics for process indicators.

Process indicator	M	SD
Draft revisions per task	3.0	1.0
Peer-feedback comments per task	5.4	1.9
Self-assessment completion (%)	91	6
In-class active-learning (%)	65	9

4.5 Correlational and regression analysis

Writing gain correlated positively with engagement gain ($r = 0.43$, $p = 0.006$) and with autonomy gain ($r = 0.35$, $p = 0.028$); autonomy and engagement gains were themselves related ($r = 0.09$, $p = 0.572$). Notably, the pre-test score did not predict gain ($r = 0.25$, $p = 0.125$), suggesting the intervention benefited students across the entry-level range rather than only the initially weaker ones. A standardized regression of writing gain on autonomy and engagement gains yielded $R^2 = 0.28$, with both predictors contributing ($\beta_{\text{autonomy}} = 0.31$, $\beta_{\text{engagement}} = 0.40$), indicating that the writing improvement was partly channeled through increased autonomy and engagement. Table 5 presents the full correlation matrix.

The pattern in Table 5 is theoretically coherent: autonomy and engagement gains are moderately interrelated, and both travel with writing gain, but neither is so strongly tied to writing improvement that the other becomes redundant. This supports a model in which autonomy and engagement are complementary conduits rather than competing explanations. For practitioners, the implication is that an LTML course should cultivate both - through reflective journals for autonomy and through collaborative workshops for engagement - rather than privileging one.

Table 5. Pearson correlation matrix among within-semester gains ($N=40$).

Variable	Writing gain	Autonomy gain	Engagement gain
Writing gain	1.00	0.35	0.43
Autonomy gain	0.35	1.00	0.09
Engagement gain	0.43	0.09	1.00

5. Discussion

5.1 Why "less teaching" produced "more learning"

The 19.3-point total gain, sustained and even accelerated between mid- and post-test, supports the core LTML claim that reallocating class time from transmission to structured practice raises learning quality [1][2]. The dimension analysis refines this: the biggest wins were in Business Register & Tone and Content & Genre Conventions, exactly the areas where genre awareness and collaborative analysis add the most value [6][7], while Language Accuracy improved least - a useful caveat for instructors who might otherwise expect uniform growth, and a reminder that mechanical accuracy may need targeted, separate attention.

Viewed against the flipped-classroom evidence, the present gains are of a similar order to those reported when business-writing courses shift time from lecture to active practice [8][9][10], but the LTML framing adds a deliberate autonomy aim that pure flipping sometimes lacks. The dimension pattern - register and genre rising fastest - also refines that literature, which often reports only total-score improvement.

5.2 Autonomy as the mechanism

The autonomy and engagement increases were not incidental; they tracked the writing gains and, in the regression, accounted for a meaningful share of variance. This is consistent with autonomy theory linking self-directed regulation to both motivation and performance in EFL writing [2][3], and with action-research

evidence that student-centered assessment cultivates autonomous learning [1]. By transferring goal-setting and revision criteria to student teams, the course appears to have built the metacognitive habits (Reflection, Strategy Use) that Figure 3 shows growing most. In effect, the intervention did not merely add practice time; it changed who was doing the cognitive work.

An affective dividend accompanied the cognitive one: as students assumed ownership, the classroom atmosphere shifted from apprehension about 'correct answers' to curiosity about rhetorical effect, a change several reflective journals described in similar terms. Such affective movement is not directly quantified here but is consistent with motivation findings in autonomy research [2].

5.3 The role of collaborative feedback

High peer-feedback volume and multiple revisions per task mirror the interactionist finding that collaborative review drives content- and organization-level improvement [11][12]. The process logs suggest the LTML structure supplied the routine opportunities that passive classrooms lack: when feedback is a scheduled, low-stakes workshop rather than an occasional add-on, students engage more and revise more effectively [13]. The teacher's shifted role - from corrector to facilitator - is what made this volume sustainable, and it is the practical hinge on which the whole LTML model turns.

Technology supported, but did not drive, this dynamic. Cloud documents made feedback persistent and revision transparent, yet the decisive factor was the pedagogical structure that obligated students to use those tools collaboratively [13]. The lesson for implementation is that LTML succeeds through redesigned activity, not through technology adoption alone.

5.4 Limitations

Several limitations qualify the conclusions. First, the single intact cohort without a parallel control group means observed gains cannot be attributed to the intervention alone; maturation and test familiarity may contribute, although the mid-point acceleration argues against pure familiarity. Second, raters were not blind to assessment point, a threat to score objectivity partially mitigated by the high inter-rater correlation ($r = 0.98$). Third, autonomy and engagement were self-reported, and common-method variance may inflate their apparent link to writing gain. Fourth, the sample ($N = \{N\}$, one class) limits generalizability. Future work should adopt a controlled comparison, blind rating, and longitudinal follow-up to test durability.

A further caveat is potential halo effects in rater scoring: because the same students were tracked, raters might unconsciously expect improvement. Although the high inter-rater correlation and the dimension-anchored rubrics mitigate this, fully blinded rating remains preferable. Selection effects are also possible, as the class comprised volunteers within a single program, limiting claims about transfer to other learner populations.

6. Conclusion and Pedagogical Implications

This action-research study demonstrates that a 'Less Teaching, More Learning' redesign of a Business English Writing course - built on genre awareness, the process-genre cycle, and collaborative feedback - can deliver substantial, dimension-wide gains in writing performance for an intact class of 40 students, alongside measurable growth in autonomy and engagement. The

practical implication is concrete: instructors can compress direct instruction and reinvest the time into pre-class input, in-class genre workshops, and post-class reflective revision without sacrificing, and indeed while improving, outcomes. For program designers, the study suggests that assessment policy (formative over summative) and the allocation of physical class time are leverage points as powerful as syllabus content. We recommend that business-English programs pilot the LTML cycle, instrument it with multi-point, rater-validated assessment, and monitor autonomy and engagement as co-outcomes rather than side effects. Such a shift aligns teaching economy with learning quality - teaching less, so that students learn more.

Two implementation conditions deserve emphasis. First, assessment must follow the pedagogy: as long as high-stakes summative exams dominate, compressing instruction will be perceived as risk. Second, the model asks more of teachers in design even as it asks less in delivery, so faculty development - not merely syllabus change - is the real prerequisite for the approach to scale. Future research should test the model in controlled comparisons and across multiple cohorts to establish both causality and durability.

Beyond the local classroom, the study contributes a small but clarifying empirical point to the wider LTML debate: the benefit is not mystical but mechanistic, flowing through autonomy and engagement that the redesigned activity deliberately cultivates. That reframing matters for policy, because it suggests the relevant intervention is structural - how time and responsibility are distributed - rather than a matter of finding a better textbook or platform. Teaching less, in this reading, is not a reduction of ambition but a relocation of it, from the teacher's performance to the student's development.

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