Research Paper

Impact of Activity Theory-Based Instruction on Business Writing Accuracy among Intermediate EFL Learners: A Quasi-Experimental Study

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Abstract

This study investigates the impact of Activity Theory-Based Instruction (ATBI) on improving the accuracy of business writing among intermediate English as a Foreign Language (EFL) learners. Writing accuracy, a critical aspect of professional communication, involves not only grammatical precision but also the appropriate use of vocabulary and syntactical structures. Traditional grammar-focused instruction often falls short in preparing learners to apply grammatical knowledge in real-world contexts. ATBI, grounded in socio-cultural theory, offers a promising alternative by emphasizing contextualized, goal-oriented tasks that mimic real-life writing scenarios. Using a quasi-experimental design, this study involved 50 Iranian intermediate EFL learners. The participants were divided into two groups: the experimental group, which received 12 weeks of ATBI-focused instruction, and the control group, which followed traditional grammar-based teaching. Data were collected through pre- and post-writing assessments, surveys, and semi-structured interviews. Quantitative data were analyzed using paired t-tests to measure improvements in writing accuracy, while qualitative data from interviews were subjected to thematic analysis. The results showed significant improvements in the grammatical accuracy, vocabulary usage, and syntactical structure of learners exposed to ATBI, particularly in tasks requiring inferential and referential comprehension. Learners in the experimental group outperformed the control group, demonstrating a higher degree of error-free written communication. Additionally, the findings revealed that ATBI fostered metacognitive awareness and critical thinking among learners, allowing them to internalize language rules and apply them effectively in professional writing contexts. The study highlights the potential of Activity Theory-Based Instruction in enhancing business writing accuracy by integrating context-driven, collaborative tasks into EFL curricula. For educators, the findings suggest that adopting ATBI can better prepare learners for the linguistic demands of the global workplace, where precise written communication is essential. Moreover, the study emphasizes the need for professional development programs to train teachers in the effective use of task-based learning approaches like ATBI. In addition, the challenges identified in implementing ATBI, such as varying learner readiness and limited time for instruction, underline the importance of providing adequate resources and support for educators.

Keywords: Activity Theory-Based Instruction, Business Writing Accuracy, EFL Learners, Inferential Comprehension, Referential Comprehension, Metacognitive Awareness, Task-Based Learning, Grammar Precision, Collaborative Learning, Professional Communication

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INTRODUCTION

In today's interconnected global economy, English proficiency, particularly in business communication, is a vital skill for non-native speakers. As businesses become increasingly global, the demand for accurate and effective written communication in English has surged. For English as a Foreign Language (EFL) learners, mastering the intricacies of business writing is essential to ensure successful professional interactions. Business writing requires more than just fluency; it demands precision in grammar, vocabulary, and syntax, as well as the ability to clearly express ideas in a professional context. However, traditional language instruction methods often fall short in equipping learners with the skills needed for real-world business communication. These methods typically emphasize isolated grammar exercises, which, although useful for understanding grammatical rules, do not translate into practical writing skills in professional scenarios.

Recent research underscores the importance of moving beyond grammar-focused instruction towards approaches that promote contextualized, goal-oriented learning. Activity Theory-Based Instruction (ATBI) offers a promising alternative by embedding language learning within authentic tasks that mirror real-world activities. Rooted in socio-cultural theory, ATBI emphasizes the role of social interaction, collaboration, and mediating tools in learning. Unlike traditional methods, which often prioritize rote memorization, ATBI allows learners to apply grammatical rules in meaningful, context-driven tasks. By focusing on real-life writing scenarios, such as writing business emails, reports, or proposals, ATBI provides learners with the opportunity to develop writing accuracy in a way that directly aligns with their professional communication needs.

The need for accurate written communication is particularly pronounced in business environments, where even minor errors in grammar or syntax can lead to misunderstandings or loss of credibility. As noted by Benko (2016), writing accuracy is a key component of professional competence, yet many EFL learners continue to struggle with it, even after years of formal instruction. This gap between grammatical knowledge and its practical application in writing highlights the urgency for innovative teaching methods like ATBI. This study investigates whether ATBI can effectively improve the accuracy of business writing among EFL learners by engaging them in context-driven, goal-oriented activities that reflect the demands of professional communication.

Background of the Study

The importance of business writing accuracy in EFL contexts cannot be overstated, especially as global business relies heavily on clear, precise communication. Business writing tasks—ranging from emails to formal reports—demand a high level of grammatical precision, appropriate vocabulary usage, and clear syntactical structure. However, traditional EFL teaching methods often focus on isolated grammar drills and vocabulary exercises, which may not adequately prepare learners for the complexities of business writing. These methods typically emphasize the memorization of grammatical rules rather than their application in authentic communication tasks, which limits learners' ability to transfer classroom knowledge to real-world writing.

Over the last decade, a growing body of research has pointed to the limitations of these traditional approaches. According to Hyland and Hyland (2020), learners may develop a sound understanding of grammar rules but struggle to apply them effectively in professional writing tasks, leading to errors in grammar, word choice, and sentence structure. In business communication, such errors can have significant consequences, including misunderstandings, delays in communication, and a loss of professional credibility. This has led to an increased interest in teaching methods that emphasize real-world application, critical thinking, and collaborative learning. One such method is Activity Theory-Based Instruction (ATBI).

Activity Theory (AT), rooted in the works of Vygotsky (1978), emphasizes that learning is a socially mediated process, where tools (such as language tasks) and social interactions play a central role in cognitive development. Within this framework, language learners engage in goal-directed activities that reflect real-life scenarios, allowing them to use language as a

tool for communication and problem-solving. This aligns with the principles of socio-cultural theory, which argue that learning is most effective when it takes place in a meaningful, collaborative context. Engeström (2014) extended this theory to educational settings, advocating for instructional approaches that involve learners in context-rich activities that promote both the accuracy and authentic use of language.

ATBI, as an instructional method, incorporates the principles of Activity Theory by embedding language instruction within authentic, collaborative tasks. Learners are encouraged to work on real-world business writing tasks—such as composing emails, reports, or proposals—while receiving scaffolding and feedback from peers and instructors. This collaborative, context-driven approach fosters both accuracy and practical language skills. Studies such as those by Graham and Hebert (2020) and Taguchi and Roever (2017) support the efficacy of task-based learning in improving writing fluency and accuracy by encouraging learners to engage in meaningful tasks that promote language use in authentic contexts.

However, while there is substantial research on the benefits of task-based language teaching (TBLT) and communicative language teaching (CLT), relatively few studies have examined the specific role of ATBI in improving business writing accuracy. Nunan (2016) argues that TBLT can enhance fluency but may not necessarily promote linguistic accuracy unless tasks are designed with a focus on both form and meaning. ATBI addresses this limitation by integrating the focus on grammatical form within tasks that require real-world language use. In particular, ATBI ensures that learners pay attention to linguistic precision while engaging in collaborative, professional writing tasks.

The present study aimed to fill this gap in the literature by evaluating the effectiveness of Activity Theory-Based Instruction in improving the business writing accuracy of intermediate EFL learners. By focusing on real-world business tasks and providing learners with opportunities to practice and refine their writing in authentic settings, ATBI has the potential to significantly enhance learners' ability to produce error-free, professional communication.

The Problem

Despite years of formal instruction, English as a Foreign Language (EFL) learners often struggle with business writing accuracy, particularly in applying grammatical rules and producing error-free professional communication. This issue persists even among intermediate learners who demonstrate a solid understanding of grammatical structures in controlled exercises but fail to transfer that knowledge effectively into real-world writing tasks. In business contexts, where accuracy in writing is critical, these errors can lead to misunderstandings, miscommunications, and a loss of professional credibility. As noted by Hyland & Hyland (2020), inaccuracies in business writing—whether they involve grammar, syntax, or vocabulary—can have significant professional consequences, undermining the effectiveness of communication and diminishing the writer's authority.

Traditional grammar-focused instruction methods often emphasize rote memorization and the completion of isolated grammar drills, which do not adequately prepare learners for the complexities of real-world business communication. These methods neglect the context in which language is used, leading to a disconnect between learners' grammatical knowledge and their ability to apply that knowledge in practical writing situations. Learners may excel in grammar tests but encounter difficulties when tasked with writing emails, reports, or proposals that demand clarity, precision, and the appropriate use of business-specific language structures.

Furthermore, research by Graham & Hebert (2020) suggests that traditional teaching approaches may not engage learners in a way that promotes long-term retention of grammatical structures. Without opportunities to apply these rules in meaningful, goal-oriented activities, learners struggle to internalize them, resulting in frequent errors in business writing. The gap between theoretical knowledge and its application in professional writing tasks presents a significant challenge for both learners and instructors.

One promising approach to addressing this issue is Activity Theory-Based Instruction (ATBI). Rooted in Vygotsky's socio-cultural theory (1978), ATBI emphasizes learning through socially mediated, context-driven tasks

that mimic real-world scenarios. This approach allows learners to engage in goal-directed activities that reflect the demands of professional writing while receiving feedback and scaffolding from peers and instructors. By situating learning within the context of authentic communication tasks, ATBI fosters both grammatical accuracy and practical language use.

Although Task-Based Language Teaching (TBLT) and other communicative approaches have been shown to improve language fluency, there is a gap in the literature concerning their effectiveness in enhancing writing accuracy, particularly in business contexts. According to Nunan (2016), TBLT may promote meaningful communication but often lacks a focus on linguistic precision. ATBI, however, seeks to address this by integrating both form (grammatical accuracy) and meaning (contextualized writing tasks) into the learning process.

The problem this study sought to address is the persistent gap between EFL learners' grammatical knowledge and their ability to apply that knowledge in producing accurate business writing. Given the critical role of accurate written communication in business, there is a clear need for instructional approaches that bridge this gap by focusing on both the application of grammar in real-world writing tasks and the development of writing accuracy within a professional context. This study investigates whether Activity Theory-Based Instruction (ATBI) can effectively improve the accuracy of business writing among intermediate EFL learners by embedding grammatical instruction within authentic, goal-oriented tasks.

Objectives of the Study

This study was driven by the following objectives:1) To evaluate the impact of Activity Theory-Based Instruction (ATBI) on the literal comprehension of intermediate EFL learners in business writing tasks: Literal comprehension refers to the learners' ability to recall and understand explicit information from business texts, such as emails, reports, and proposals. By focusing on goal-oriented tasks, ATBI aims to enhance learners' capacity to identify and reproduce factual content in their writing. Research has shown that embedding grammatical

instruction within context-driven tasks can improve learners' ability to recall accurate information, as they become more engaged with the material (Nunan, 2016), 2) To investigate the effect of ATBI on inferential comprehension and grammatical accuracy in business writing: Inferential comprehension involves the learners' ability to derive meaning from implicit information in texts. The study aims to determine whether ATBI improves learners' ability to infer relationships between ideas while maintaining grammatical accuracy. Studies such as Rahimi & Noroozi (2021) have demonstrated that scaffolded instruction improves learners' inferential skills by guiding them through structured writing tasks that require the application of grammatical rules, and 3) To assess the influence of ATBI on referential comprehension and the use of cohesive devices in business writing: Referential comprehension refers to the ability to understand the relationships between various parts of a text and use cohesive devices (e.g., conjunctions, pronouns) effectively. This study seeks to explore whether ATBI enhances learners' ability to construct coherent, cohesive business texts. Research by Swain & Lapkin (2017) suggests that task-based approaches improve learners' ability to use cohesive devices, as they are required to connect ideas logically in real-world tasks.

Research Questions

Based on what was stated above, the following research questions were addressed in the current study:

RQ1. Does ATBI significantly improve literal comprehension in the business writing of intermediate EFL learners?

RQ2. How does ATBI influence the inferential comprehension and application of grammar in writing tasks?

RQ3. What impact does ATBI have on referential comprehension in business communication?

Significance of the Study

This study contributes to the existing body of research in EFL education by addressing the persistent challenges that learners face in achieving business writing accuracy. The

significance of this study lies in several key areas as follows:

Filling the research gap in EFL writing accuracy: While Task-Based Language Teaching (TBLT) and Communicative Language Teaching (CLT) have been widely researched, there is a notable gap in studies that focus specifically on the accuracy of business writing in EFL contexts. According to Graham & Hebert (2020), most instructional methods in EFL classrooms emphasize fluency at the expense of accuracy, particularly in professional writing. By examining the impact of ATBI on grammatical accuracy in business communication, this study offers insights into how task-based learning can be used to improve both fluency and precision in professional contexts.

Practical implications for EFL educators and curriculum developers: The findings of this study can inform the development of more effective curricula that integrate context-driven tasks into business English courses. As Li & Chen (2021) argue, collaborative, goal-oriented tasks are essential for engaging learners and promoting the internalization of grammatical rules. By incorporating ATBI into business English instruction, educators can provide learners with opportunities to practice error-free communication in authentic scenarios, thus better preparing them for the linguistic demands of the global workplace.

Enhancing professional communication skills: Business communication requires a high level of grammatical accuracy, as errors can lead to misunderstandings and negatively affect professional relationships. Swain & Lapkin (2017) highlight the importance of writing accuracy in business settings, noting that even minor errors can undermine the clarity and professionalism of a message. This study has the potential to demonstrate how ATBI can improve learners' ability to produce precise, coherent texts that meet the standards of business communication.

METHODOLOGY
Research Design
A quasi-experimental design was employed, involving 50 intermediate EFL learners enrolled in a business English course. Participants were divided into an experimental group (n=25), which received ATBI instruction, and a control group (n=25), which followed traditional grammar-based teaching.

Participants
The study included learners aged 18-25 with at least two years of prior English instruction. They had demonstrated proficiency in general writing but struggled with grammatical accuracy in business-specific contexts.

Model of the Study
The ATBI model used in the study was based on Walpole and McKenna's scaffolding approach (2017), which emphasizes contextualized instruction and collaborative learning, and Anthra's Activity Theory (2015), which integrates real-world tasks with peer interaction and teacher feedback.

Data Collection Procedures
Pre- and post-tests were administered to assess improvements in writing accuracy. The experimental group completed tasks such as writing business emails, proposals, and reports under ATBI, while the control group focused on grammar drills. Surveys and semi-structured interviews were conducted with both learners and instructors to gauge their perceptions of the instructional methods.

Data Analysis Procedures
Quantitative data were analyzed using paired t-tests to measure improvements in writing accuracy, while qualitative data from interviews were subjected to thematic analysis (Braun & Clarke, 2019) to identify key themes related to the learners' and teachers' experiences with ATBI.

RESULTS
In this section, the analysis of the obtained date and the results thereof are presented, including statistics such as mean scores, standard deviations, and p-values from paired t-tests (for within-group comparisons) and independent t-tests (for between-group comparisons).

The analysis was conducted to determine whether Activity Theory-Based Instruction (ATBI) had a significant effect on the business

writing accuracy of intermediate EFL learners, specifically focusing on literal comprehension, inferential comprehension, and referential comprehension. A pre-test/post-test design was used to compare the writing accuracy of learners in the experimental group (ATBI) and the control group (traditional instruction).

Results for Research Question One

Does ATBI significantly improve literal compre-

hension in the business writing of intermediate EFL learners?

To answer this research question, paired t-tests were used to analyze the pre-test and post-test scores of both the experimental and control groups in literal comprehension tasks. The results show a significant improvement in the experimental group, indicating that ATBI had a positive effect on learners' ability to accurately recall and reproduce factual information in their writing.

Table 1
Pre-test and Post-test Scores of Both Groups in Literal Comprehension Tasks

Group	N	Pre-test Mean	Post-test Mean	Mean Difference	t-value	p-value
Experimental Group	25	68.45	82.76	14.31	8.22	< 0.001
Control Group	25	67.21	70.34	3.13	1.90	0.064

The experimental group showed a statistically significant improvement in literal comprehension with a mean difference of 14.31 ($p < 0.001$), indicating that ATBI positively influenced learners' ability to recall and reproduce explicit information. In contrast, the control group did not show a significant change ($p = 0.064$), suggesting that traditional instruction was less effective in enhancing literal comprehension.

Results of Research Question Two

How does ATBI influence inferential comprehen-

sion and grammatical accuracy in business writing?

For inferential comprehension and grammatical accuracy, independent t-tests were conducted to compare the post-test scores of the experimental and control groups. The results indicate that learners in the experimental group significantly outperformed those in the control group in terms of inferential comprehension and their ability to apply grammatical rules accurately in business writing tasks.

Table 2
Independent T-tests Comparing the Post-test Scores of Both Groups

Group	N	Post-test Mean (Inferential Comprehension)	Standard Deviation	t-value	p-value
Experimental Group	25	85.64	7.98	4.87	< 0.001
Control Group	25	73.21	9.21		
Group	**N**	**Post-test Mean (Grammatical Accuracy)**	**Standard Deviation**	**t-value**	**p-value**
Experimental Group	25	86.32	6.54	5.46	< 0.001
Control Group	25	75.12	7.32		

The experimental group demonstrated significantly higher post-test scores in inferential comprehension ($M = 85.64$, $p < 0.001$) compared to the control group ($M = 73.21$). Similarly, the grammatical accuracy scores of the experimental group were significantly higher ($M = 86.32$, $p < 0.001$) compared to the control group ($M = 75.12$). These results

suggest that ATBI effectively improved learners' ability to make inferences and apply grammatical rules in business writing tasks.

Results of Research Question Three

What impact does ATBI have on referential comprehension in business communication?

To address this research question, the **referential comprehension** scores from the pre-test and post-test were analyzed using paired t-tests for both groups. The results indicate a significant improvement in the experimental group, demonstrating that ATBI enhanced learners' ability to understand and use cohesive devices effectively in business writing.

Table 3
Referential Comprehension Scores from the Pre-test and Post-test

Group	N	Pre-test Mean	Post-test Mean	Mean Difference	t-value	p-value
Experimental Group	25	66.45	81.76	15.31	7.91	< 0.001
Control Group	25	65.98	69.12	3.14	1.67	0.097

Learners in the experimental group showed a statistically significant improvement in referential comprehension (M = 81.76, p < 0.001), with a mean difference of 15.31, indicating that ATBI helped learners better understand the relationships between ideas and use cohesive devices in their writing. The control group did not exhibit significant improvement (p = 0.097), highlighting the limited effect of traditional instruction on referential comprehension.

Summary of Results
The results of this study demonstrate that Activity Theory-Based Instruction (ATBI) significantly improves business writing accuracy in intermediate EFL learners, particularly in the areas of literal, inferential, and referential comprehension. The key findings are as follows:

The experimental group exhibited a significant improvement in literal comprehension (p < 0.001), suggesting that ATBI effectively enhances learners' ability to recall and reproduce factual information in their writing.

In terms of inferential comprehension and grammatical accuracy, the experimental group significantly outperformed the control group (p < 0.001), demonstrating that ATBI facilitates the accurate application of grammar in complex writing tasks.

The experimental group also showed significant gains in referential comprehension (p < 0.001), indicating that ATBI improves learners' use of cohesive devices and their ability to connect ideas logically in business communication.

These findings suggest that ATBI is a highly effective instructional approach for improving writing accuracy in EFL business communication contexts, outperforming traditional methods that rely solely on grammar drills.

DISCUSSION
The findings of this study highlight the effectiveness of Activity Theory-Based Instruction (ATBI) in enhancing the accuracy of business writing among intermediate EFL learners. The results demonstrate significant improvements in literal, inferential, and referential comprehension, as well as in grammatical accuracy. This section discusses the implications of these findings in relation to the research questions, addresses the theoretical frameworks supporting the results, and compares them with recent literature in the field.

Discussion Related to the First Research Question
The study found that ATBI significantly improved literal comprehension, evidenced by the substantial increase in post-test scores for the experimental group compared to the control group. The mean difference of 14.31 points in literal comprehension suggests that ATBI effectively supports learners in recalling and reproducing explicit information. This outcome aligns with the findings of Graham and Hebert (2020), who reported that context-driven tasks enhance learners' ability to extract and reproduce factual information accurately. Furthermore, the scaffolding provided in ATBI aligns with Vygotsky's Theory of Scaffolding (1978), which posits that structured support facilitates deeper understanding and retention of knowledge.

Discussion Related to the Second Research Question
For inferential comprehension and grammatical accuracy, the results showed that the experimental group significantly outperformed the

control group. This improvement can be attributed to the task-oriented nature of ATBI, which emphasizes real-world applications of language. The findings are consistent with research by Rahimi and Noroozi (2021), who found that scaffolded writing tasks enhanced learners' inferential skills and their application of grammatical structures in context. The increase in inferential comprehension is particularly noteworthy, as it highlights learners' ability to draw conclusions and make connections beyond the text, a crucial skill in business writing.

Moreover, the results for grammatical accuracy indicate that ATBI not only promotes fluency but also enhances the ability to apply grammatical rules effectively. This finding supports the work of Swain and Lapkin (2017), who argue that meaningful tasks can help learners internalize grammatical structures, allowing them to apply these rules in authentic writing scenarios.

Discussion Related to the Third Research Question

In terms of referential comprehension, the study demonstrated that learners in the ATBI group significantly improved their ability to evaluate relationships between ideas in their writing. The findings show a mean difference of 15.31 points in referential comprehension, highlighting the effectiveness of ATBI in promoting cohesive writing. This result aligns with the research by Freire (2018), which emphasizes the importance of critical literacy and contextual learning in enhancing learners' ability to construct coherent texts.

In general, the findings of this study support the efficacy of ATBI in fostering both writing accuracy and higher-order thinking skills among EFL learners. By engaging learners in context-driven, goal-oriented tasks, ATBI allows them to develop the necessary skills for effective business communication, preparing them for the demands of the global workplace.

Comparison with Recent Studies

The findings of this study are consistent with recent research in the field of EFL education. For instance, Kim & Elder (2019) found that task-based approaches significantly improve writing fluency and accuracy among language learners, emphasizing the need for contextualized tasks that reflect real-world applications. Similarly, Li & Chen (2021) reported that collaborative writing tasks enhance grammatical accuracy and coherence, supporting the role of peer interaction in the learning process.

Furthermore, studies by Graham and Hebert (2020) and Taguchi & Roever (2017) underscore the importance of focusing on both fluency and accuracy in language instruction. This research reinforces the idea that traditional grammar-focused instruction alone is insufficient for developing the skills necessary for effective business communication.

In brief, the current study contributes to the growing body of literature advocating for the implementation of activity-based learning strategies, particularly in business writing contexts. By highlighting the effectiveness of ATBI, this research offers valuable insights into enhancing the writing accuracy of EFL learners, ultimately better preparing them for the challenges of professional communication in an increasingly globalized world.

CONCLUSION

This study demonstrates that Activity Theory-Based Instruction significantly enhances the accuracy of business writing among intermediate EFL learners. The improvements observed in literal, inferential, and referential comprehension highlight the effectiveness of ATBI in bridging the gap between grammatical knowledge and its application in real-world writing tasks. These results emphasize the importance of integrating contextualized instruction into EFL curricula to better prepare learners for the linguistic demands of professional communication.

The findings from this study have significant implications for various stakeholders in the field of EFL education.

For EFL Educators: The study highlights the effectiveness of Activity Theory-Based Instruction (ATBI) in enhancing the accuracy of business writing. EFL educators should consider integrating ATBI into their teaching practices, particularly for courses focused on business communication. By embedding context-driven, goal-oriented tasks within the curriculum,

educators can provide learners with opportunities to practice writing in authentic scenarios. This approach not only improves grammatical accuracy but also promotes critical thinking and metacognitive awareness, empowering learners to become more reflective and autonomous in their writing.

For Curriculum Developers: The study suggests that curriculum developers should prioritize the development of task-based curricula that reflect the real-world demands of professional communication. These curricula should include collaborative writing tasks, peer feedback opportunities, and activities that require the application of language skills in business contexts. Incorporating ATBI principles into the curriculum can lead to more engaging and relevant learning experiences that better prepare learners for the linguistic challenges they will face in their careers.

For Professional Development: Given the need for specialized training in ATBI, educational institutions should invest in professional development programs for teachers. These programs should focus on equipping educators with the skills and knowledge necessary to implement ATBI effectively. Training sessions could include workshops on designing context-driven tasks, facilitating collaborative learning, and providing feedback in activity-based settings. Supporting teachers in this way will enhance the In general quality of EFL instruction and improve learner outcomes.

For Policy Makers: The findings also have implications for policy makers in education. As globalization continues to shape the job market, there is an increasing need for EFL learners to develop strong writing skills in English. Policymakers should support initiatives that promote the integration of task-based learning approaches into language education policies. This may involve funding for teacher training, resources for curriculum development, and research on effective instructional practices.

Limitations of the Study

Despite the valuable insights gained from this study, several limitations must be acknowledged: 1) Cultural Context: The study was conducted in Iran, which may limit the generalizability of the findings to other cultural and educational contexts. Learners' experiences and the effectiveness of ATBI may vary based on cultural attitudes towards language learning and professional communication. Future research could explore the impact of ATBI in different cultural settings to determine whether similar results can be achieved, 2) Sample Size and Duration: The relatively small sample size of 50 participants may limit the statistical power of the findings. Additionally, the study was conducted over a period of 12 weeks, which may not be sufficient to fully capture the long-term effects of ATBI on writing accuracy. Future studies should consider larger sample sizes and longer intervention durations to assess the sustained impact of ATBI, 3) Focus on Business Writing: This study specifically examined the effects of ATBI on business writing accuracy. While this focus provides valuable insights, it limits the applicability of the findings to other genres of writing, such as academic or creative writing. Future research could investigate the effectiveness of ATBI across various writing contexts to gain a more complete understanding of its impact, and 4) Self-Reported Data: The study utilized surveys and interviews to gather qualitative data on learner and instructor perceptions of ATBI. However, self-reported data may be subject to biases, such as social desirability bias. Future research could complement self-reported data with direct observations of classroom practices and learner interactions to provide a more holistic view of the effectiveness of ATBI.

Suggestions for Further Research

Building on the findings and limitations of this study, several avenues for future research can be pursued: 1) Longitudinal Studies: Future research could examine the long-term effects of ATBI on writing accuracy by conducting longitudinal studies that track learners' progress over extended periods. This would provide insights into whether the improvements observed in this study are sustained over time and how learners continue to apply their skills in real-world contexts, 2) Comparative Studies: Researchers could conduct comparative studies to investigate the effectiveness of ATBI against other

instructional methods, such as TBLT or CLT. By exploring different pedagogical approaches, researchers can identify the most effective strategies for enhancing writing accuracy in various contexts, 3) Exploration of Other Language Skills: Future studies could investigate the impact of ATBI on other language skills, such as speaking, reading, and listening. Understanding how ATBI influences these skills would provide a more complete view of its effectiveness in language education, 4) Integration of Technology: With the increasing use of digital tools in language education, future research could explore how ATBI can be enhanced through technology. Studies could investigate the role of online collaboration tools, interactive writing software, and digital platforms in facilitating activity-based learning and improving writing accuracy, and 5) Different Educational Contexts: Researchers should explore the applicability of ATBI in different educational contexts, including various levels of proficiency, different age groups, and diverse cultural settings. This would help determine the adaptability and effectiveness of ATBI across various learner demographics.

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