IT-BASED GENRE APPROACH IN TEACHING WRITING TO EFL LEARNERS: INSIGHTS FROM INDONESIA

Aldha Williyan[1], Sri Wuli Fitriati[2], Hendi Pratama[3], Zulfa Sakhiyya[4]

1, 2, 3, 4) English Department

Universitas Negeri Semarang

Semarang, Indonesia

alwilliyan@students.unnes.ac.id

Abstract

The process of genre-based instruction must be integrated with technology because of technological advancements in EFL teaching. Undoubtedly, the challenges that today's teachers must overcome are substantially more tough. They must contribute to and understand the growth of information and communication technology in the classroom. This encourages this research to figure out the integration of various applications and web pages in writing class whose teacher implements the genre based instruction. This objective is attained by employing a qualitative methodology through an EFL teacher and 37 EFL students observation during four sessions of the teaching and learning process. The data reveal that a variety of applications and web pages were used by the EFL teacher in genre based instruction to teach writing. Five were used in Building Knowledge of the Field, two in Modeling of Text, one in Joint Construction, and two in Independent Construction. It suggests that the learning process is today tightly linked to the internet as a learning resource and learning tool and is facilitated by technological developments that help both students and teachers. It is therefore impossible to separate the roles of teachers and technology in developing the current educational paradigm from their influence on its advancement.

Keywords – genre based instruction, teaching applications, teaching writing, web pages

Introduction

This study investigates how an EFL teacher integrates various applications and web pages into genre-based instruction to teach writing in an EFL classroom. Digital natives, referring to the current generation of learners, have grown up with technology, unlike their teachers, who are often digital immigrants (Creighton, 2018; Yong & Gates, 2014; Janschitz & Penker, 2022). While some EFL teachers embrace technology enthusiastically, others experience technophobia due to limited confidence or training (Dudeney & Hockly, 2007; Khasawneh, 2018). With the rapid development of information and communication technologies, teachers must adjust their methods to enhance learning outcomes, particularly in writing classes.

The genre-based approach involves four recognized steps: Building Knowledge of the Field, Modeling of Text, Joint Construction of Text, and Independent Construction of Text (Nagao, 2019). By incorporating digital tools into these stages, teachers can make the learning process more interactive and engaging. EFL teachers who successfully blend technology with genre-based instruction can enhance students' writing abilities and motivation (González-Lloret, 2020). Conversely, a lack of technology integration may hinder student motivation and proficiency.

In the digital era, EFL teachers must not only master pedagogy but also effectively utilize technology to support language learning (Caliskan & Caner, 2022). Research supports the use of information and communication technology (ICT) in education, which enhances student engagement and makes learning more accessible and enjoyable

(Ahmadi, 2018). Teachers with access to technology are better positioned to foster language development and improve learning outcomes.

Several previous studies have explored the role of technology in English language teaching. For instance, Mali and Salsbury (2021) examined lecturers' reflections on technology use in writing tasks, while Williyan and Sirniawati (2020) studied educators' experiences with ICT in remote teaching. These studies, alongside research by Aşık et al (2020) and González-Lloret (2020), highlight the benefits and challenges of integrating technology in language education. However, fewer studies have focused on using multiple apps and websites in genre-based instruction. This research addresses that gap by exploring how EFL teachers utilize genre-based instruction to teach writing using various digital tools.

Methodology

The study employed a qualitative research design, which allowed for an in-depth exploration of the integration of applications and web pages in genre-based instruction. Qualitative research enables researchers to understand the experiences, perspectives, and practices of participants in their natural settings (Fraenkel et al., 2023). The participants in this study included an EFL teacher and 37 EFL students. The teacher was responsible for implementing genre-based instruction in the writing class, while the students were actively engaged in the learning process. The data collection process involved observing the teaching and learning sessions conducted by the EFL teacher. The observations took place over four sessions to capture a comprehensive understanding of the integration of applications and web pages. The researcher made detailed notes during the observations, documenting the types of applications and web pages used at each stage of genre-based instruction. The collected data were analyzed using

qualitative analysis techniques. The researcher examined the observation notes and identified recurring themes and patterns related to the use of applications and web pages in different stages of genre-based instruction. The analysis involved categorizing the applications and web pages according to their usage in Building Knowledge of the Field, Modelling of Text, Joint Construction, and Independent Construction.

Finding and Discussion

Applications and Web Pages Integration in teaching Writing

The EFL teacher in this study incorporated TED Talks, a website and application available on Play Store, as a resource to supplement English language instruction. TED Talks are brief video presentations by experts in various fields, covering a wide range of topics in under 18 minutes. These videos are accompanied by transcripts and subtitles in multiple languages. By utilizing TED Talks, EFL teachers can engage students in listening and reading comprehension activities, expand their vocabulary, and provide them with feedback on pronunciation. TED Talks offer concise and information-packed content, making them valuable tools for teaching English as a foreign language (Nguyen & Boers, 2019). Moreover, teachers have the flexibility to select topics that align with students' interests and learning needs. Unlike live conferences or meetings, TED Talks allow teachers and students to control the video playback, pause, slow down, and access captions or transcripts (Wu, 2020). The teacher in this study effectively utilized a TED Talks video to introduce the use of verb 2 for narrating past events. In the first play, students were instructed to attentively listen, while in the second play, the teacher played and paused the video to highlight and write the verb 2 forms on the board. This approach enabled students to engage with the target language features in an

engaging manner, aligning with the Building Knowledge of the Field phase of genre-based instruction. The integration of TED Talks as an instructional resource demonstrates the teacher's effective use of technology and engaging teaching strategies. By leveraging TED Talks, EFL teachers can enhance students' listening and reading skills, expand their vocabulary, and provide authentic English language input from native speakers. The use of TED Talks contributes to creating an engaging and interactive learning environment in which students can actively participate and develop their language proficiency.

Table 1. Applications and Web Pages in Building Knowledge of the Field

No.	Phase	Applications/Web Pages	Duration
1.		TED Talks	15 Minutes
2.		Spotify	20 Minutes
3.	Building the Knowledge of the Field	ELLLO	15 Minutes
4.		Wordwall	20 Minutes
5.		Baamboozle	20 Minutes

The teacher proceeded to group the students and played an audio recording for them to identify instances of verb 1, which they were instructed to convert into verb 2 and form sentences through group discussions. To facilitate this activity, the teacher utilized her smartphone connected to the classroom speaker, playing an Indo English Word Podcast accessed through the Spotify app. Spotify is a widely-used application that allows users to stream music, videos, and podcasts from various creators worldwide (Bäcklander, 2019). While basic features are free, premium subscribers gain additional benefits. Even without a premium subscription, users can enjoy personalized recommendations, create custom playlists, and subscribe to podcasts. The versatility of Spotify Connect enables seamless transitioning between different devices for uninterrupted listening. Utilizing Spotify and its vast selection of podcasts, including those focused on English language teaching, can be an effective means of expanding students' vocabulary with the teacher's creative approach. In this study, the EFL teacher employed a podcast to enhance students' proficiency in verb 2 before progressing to more advanced exercises. By leveraging Spotify and its educational podcast offerings, the teacher provided an engaging platform for students to develop their verb 2 vocabulary. This approach demonstrates the teacher's resourcefulness in utilizing technology to create dynamic learning experiences that foster language acquisition.

Table 2. Applications and Web Pages in Modeling of Text

No.	Phase	Applications/Web Pages	Duration
1.		LyricsTraining	10 Minutes
2.	Modeling of Text	Literacyideas	40 Minutes

In the second session, the class progressed to the Modeling of Text phase, but the teacher began by reviewing the previous session's content related to the usage of verb 2 for describing past events. For the evaluation activity, the teacher

utilized the website LyricsTraining. LyricsTraining employs music videos and song lyrics to create an enjoyable and interactive platform for students to learn and improve their foreign language proficiency. The website offers a Karaoke mode that allows learners to sing along with the complete lyrics. Through regular practice of filling in the blanks, students enhance their vocabulary, grasp idiomatic expressions, and reinforce grammatical concepts. Importantly, LyricsTraining aids students in subconsciously developing their ability to recognize sounds and words in a foreign language, even if they have yet to fully grasp the meanings of all the words being learned. Recent research suggests that even brief exposure to foreign language sounds can lay the groundwork for language acquisition in the brain. Additionally, listening to music provides a valuable opportunity to absorb new information and exposes learners to native speakers with diverse accents and pronunciations, thereby challenging their auditory skills in real-world language situations. This stands in contrast to conventional listening exercises in language lessons, which often feature overly polished pronunciations that may not align with everyday usage. LyricsTraining facilitates access to the lyrics of students' favorite songs, making them readily available for language learning purposes. In this study, the EFL teacher recognized the value of LyricsTraining and selected Coldplay's "Paradise" as a review medium, where learners were required to fill in the gaps using verb 2. The song's high frequency of verb 2 usage made it an ideal choice. This activity served as an excellent introduction to the Modeling of Text phase during the second session.

In the second task, the EFL teacher introduced the Modeling of the Text activity using the Literacy ideas website, which was projected in the classroom. The teacher began by providing the class with a definition of recount text and proceeded to present various types of recount texts. The students were instructed on the structure, linguistic characteristics, and social roles associated with recount texts. Samples of recount texts from the website were shared, and the process of writing them was explained. Through a comprehensive analysis, the generic structures and language features of a selected recount text were examined. Once the students demonstrated their understanding of recount texts, they were divided into small groups to analyze a recount text. The teacher facilitated the discussions by moving around the classroom and supervising the groups. Each group later presented their findings to enhance the comprehension of the other groups regarding recount texts. The utilization of the Literacyideas website greatly facilitated the well-organized and successful execution of the Modeling of the Text activity. Since its establishment in 2015, this website has served millions of educators and students worldwide by providing a growing collection of text-based resources to enhance writing, reading, and language skills. Continuously updated and expanded, the website remains a valuable tool for educators seeking effective pedagogical practices and programs to support their students' development in reading and writing abilities.

The class progressed to the Joint Construction of the Text phase, during which students collaborated in pairs under the teacher's guidance to produce their own text. Regrettably, no applications or web pages were integrated into this phase of the activity. The students were divided into pairs, and the teacher followed a traditional approach, providing feedback on the generic structure, language features, and social function of the text as she moved between groups. Occasionally, the Cambridge Online Dictionary was consulted to clarify English words upon student request. The teacher emphasized

the importance of presenting past events in a logical and coherent manner. Managing a large class posed a significant challenge, but the teacher in this study handled it effectively, though requiring extra energy. Recognizing that many students struggled with organizing events systematically, the teacher provided an explanation on developing past events in a recount text to the entire class. This activity concluded the second session, marking the completion of the Joint Construction of the Text phase. Before adjourning, the students were assigned homework, which involved independently writing a recount text about their most memorable holiday and uploading it to a Google Drive link provided by the teacher.

Table 3. Applications and Web Pages in Joint Construction of the Text and Independent Construction

No.	Phase	Applications/Web Pages
1.	Joint Construction of the Text	Cambridge Online Dictionary
2.	Independent Construction	Google Docs/Google Drive
3		Grammarly

The Independent Construction phase primarily took place as home assignments utilizing Google Docs within a prepared Google Drive. Students were given a three-day deadline to submit their draft recount texts on the drive. The teacher provided feedback and suggestions for revisions through Google Docs, allowing students to identify and address errors in their texts. While some students promptly revised their work based on the teacher's comments, others did not immediately make corrections. The integration of Google Docs into the class activity proved beneficial in providing constructive feedback (Zhang & Zou, 2022). In the fourth session, the teacher projected selected students' recount texts onto the screen and meticulously explained the most common errors made by the students.

Google Docs, a component of Google Drive, enables easy sharing and access to documents from any web browser. It serves as a valuable tool for collaborative writing in the classroom, allowing teachers to provide feedback at various stages of the writing process. With its revision history feature, both teachers and students can review the development of a written piece over time. Google Docs facilitates multiple aspects of writing instruction, including brainstorming, outlining, drafting, revising, editing, collaboration, and feedback exchange. Students can make revisions to their papers while receiving progress checks and comments from the instructor. Uncertain sections of the document can be conveniently highlighted. A significant advantage of using Google Docs in the classroom is the ability for teachers to easily track the evolution of a single document, eliminating the need for physical stacks of drafts and feedback letters from classmates.

During the fourth session, the teacher addressed the errors in the students' recount texts. To assist with the revision of grammatical mistakes, she utilized Grammarly, an online writing aid tool. Grammarly offers spelling, grammar, and punctuation corrections, as well as vocabulary expansion. It provides users with the option to select from six specialized writing modes, such as Business, Academic, Casual, Technical, Creative, and General. The system assigns an overall score to the document based on the identified issues and guides authors through a list of potential grammatical errors. Concise and detailed explanations, including examples of proper grammar usage, are provided for each detected problem. Users have the freedom to accept

or disregard the proposed revisions and are offered suggestions for correcting misspellings. A plagiarism checker helps identify unintentional plagiarism by identifying similar passages and suggesting appropriate references to enhance content credibility. The synonym checker aids in selecting alternative language and avoiding unnecessary repetition. Grammarly provides users with insights into the types of errors made and explanations for the recommended modifications. Following the revision process, students were given one week to finalize their recount texts and submit them through the same Google Drive platform prepared by the teacher.

Discussion
Genre Based Instruction in Teaching Writing
Genre-based instruction prioritizes students' ability to write their own texts by modeling explicit examples and examining text characteristics (Uzun & Zehir Topkaya, 2020). It emphasizes the link between the text and its context. Learning units are designed to help students understand and produce spoken and written texts across various contexts. To achieve this, students need to grasp the social role, structure, and language features of the text. The instructor breaks down the text, addressing its purpose and characteristics (Cheng, 2021), and guides students through the text development process with scaffolding support. The teacher gradually reduces assistance until students can independently write texts. Students practice different text types until they can produce texts autonomously. Genre-based instruction focuses on relevant text units to facilitate meaningful communication behaviors (Thongchalerm & Jarunthawatchai, 2020). It employs texts that benefit students' lives, both receptively and productively, in oral and written forms, within various relevant contexts. Speaking, listening, reading, and writing activities are integrated into authentic communication tasks, treating the book as a tool for real-life activities.

Genre-based instruction focuses on developing students' language skills for real-world communication by emphasizing the diverse purposes for which language is used, such as reporting on experiments, storytelling, and explaining (Ueasiriphan & Tangkiengsirisin, 2019). It also aims to enhance students' understanding of scientific concepts through texts that align with social goals and promote critical thinking for problem-solving in real-life situations. Compared to other approaches, genre-based instruction provides explicit language comprehension, enabling students to grasp the language more effectively (Namaziandost et al., 2019). Additionally, this approach nurtures students' critical thinking abilities through a strong emphasis on reading and writing, which are essential for fostering such skills.

During the Building Knowledge of Field phase, students actively acquire foundational expertise in the subjects they will later explore in their writing and oral presentations. This phase focuses on enhancing students' reading, listening, and speaking skills to facilitate their mastery of the material (Haerazi et al., 2020). It serves as an important stage in the Indonesian education system as it introduces students to language and concepts that will be valuable in the future. Adequate sessions are provided to learners with limited vocabulary to ensure their comprehensive understanding. At this stage, students are exposed to the historical and cultural background of the original text being analyzed (Nagao, 2019). In the classroom, discussions take place to contextualize the text within the broader cultural context and the societal goals it aims to achieve. Both the teacher and students delve into the specific context by examining the register text of the chosen model (Nagao, 2019). Exploring a register involves various activities, including developing knowledge about the topic of the model text and the

social activities in which it is used, such as employment-related activities (Mauludin, 2020). Understanding how the text is used, who utilizes it, and how connections are established and maintained, including modes of communication like phone or face-to-face interaction with interview panel members, is crucial for teachers and students alike.

The initial phase of genre-based instruction involves the construction of a contextual framework by teachers and students. To provide a comprehensive understanding of a topic, teachers can incorporate visuals, music, videos, real-life objects, field trips, guest speakers, and other experiences (Haerazi et al., 2020). Engaging in conversations, surveys, and intercultural research can help establish societal objectives. Teachers may also encourage students to compare model texts with other texts of similar or different types, such as contrasting job interviews with informal conversations among friends. During this phase, teachers design exercises to deepen students' comprehension of the subject matter, characters, setting, plot, and themes of the text (Abdel-Malek, 2019). Comprehension exercises can range from simple to complex, and this phase may span multiple sessions to ensure students have a solid understanding of the material before engaging in writing or discussions on the topic. This preparation facilitates students' ability to express their ideas using the appropriate language. Adjusting the duration of this phase can be achieved by allocating less time to subsequent stages.

In the Modeling of Text stage, the teacher presents a model text to the students, explaining its structure and language features. Through composing a text in front of the class, teachers can demonstrate the writing, revising, and editing processes (Nagao, 2019). During this stage, the rationale behind specific patterns of text organization is examined and discussed to uncover meaning. Text deconstruction allows students to analyze and examine different aspects of a text (Haerazi et al., 2020). Students are assigned the task of analyzing the model text in comparison to other texts of the same genre to identify structural patterns and linguistic characteristics (Thongchalerm & Jarunthawatchai, 2020). The diagnostic principle should be utilized by the teacher to determine the necessary time and type of instruction needed for each student's language development. The process of analyzing and deconstructing texts occurs at various levels, including discourse, sentence, and expression levels (Mauludin, 2020). Teachers have a range of strategies to address grammar and text organization concerns raised by students (Abdel-Malek, 2019). However, the study of text, its social purposes, and the generated meaning are treated differently depending on the nature of the text. To enhance students' understanding, teachers should provide opportunities for reading multiple works within the same genre, enabling students to discern the distinctions among seemingly similar texts.

During the Joint Construction of Text phase, students actively engage in creating their own texts based on the model provided by the teacher. As students gain proficiency in constructing these texts independently, the teacher's role in text preparation diminishes (Haerazi et al., 2020). Scaffolding and the zone of proximal development come into play as teachers or more skilled peers provide meaningful support to individual students, fostering their confidence in producing texts. Although the teacher's authority decreases, they remain responsible for ensuring students' genuine effort and engagement (Hermansson et al., 2019). Given the average class size in Indonesia, it is crucial for teachers to closely monitor each student's contributions. This strategy must be executed effectively to ensure the successful completion of this significant stage.

During this phase, the activities involved are generally similar. The generated text is discussed, edited, and presented, followed by the teacher posing questions about it. Students and teachers may collaborate to co-create a text framework (Haerazi et al., 2020). Teachers often incorporate activities such as jigsaw puzzles and information gap filling, typically conducted in smaller groups (Thongchalerm & Jarunthawatchai, 2020). Dictogloss, self-assessment, and peer assessment are additional options for teachers during this phase (Abdel-Malek, 2019). It is crucial for the teacher to conduct a diagnostic evaluation to determine whether students are ready to progress to the next level or if further work is needed in the preceding stage.

At the Independent Construction of Text level, students engage in learning activities similar to the previous stage, but with the difference that they write texts without direct guidance from the instructor. This allows them to apply the reading, analyzing, and composing skills they have acquired (Abdel-Malek, 2019). It is important for students to independently produce texts at this stage, serving as a measure of their progress and success success (Haerazi et al., 2020; Hermansson et al., 2019). Listening exercises, such as responding to recorded or real information by checking boxes or highlighting text, and answering questions, can be utilized. Speaking tasks, such as oral presentations, role plays, and dialogues, can also be assigned (Thongchalerm & Jarunthawatchai, 2020). Writing assignments typically involve students generating ideas, developing them, and submitting the completed texts to the teacher.

Teachers implementing Genre-Based Instruction must consider several factors. During the Joint Construction of Text stage, the teacher and students collaborate to determine the final form of the text, with a focus on understanding context and meaning (Haerazi et al., 2020). Students actively engage in critical thinking and decision-making as they contribute to the text's development (Yu, 2021). The teacher plays a crucial role in fostering a supportive environment where the target language is used confidently and comprehensively. While gradually transferring control to students, teachers should monitor the difficulty level and ensure that strategies align with the development of students' abilities to produce target texts (Mauludin, 2020). Although students can analyze texts, self-assess, and evaluate peers' work, they still benefit from the teacher's guidance to enhance their critical thinking skills.

EFL Teachers and the Use of Technology

Due to the influence of information and communication technology, EFL learners now have higher expectations for up-to-date and informed learning materials. Therefore, it is crucial for the problem under investigation to be envisioned with greater clarity and accuracy (Tseng & Yeh, 2019; Rosell-Aguilar, 2018). Moreover, students' learning preferences have shifted, and they are no longer interested in outdated or traditional teaching methods. In response, educators must possess a strong understanding of various technologies and employ them effectively to ensure a high-quality education (Sharifi et al., 2018; Siregar et al., 2022). The objective of education is to enable individuals to master technology in all its aspects, allowing them to navigate future challenges and thrive in a competitive global environment.

Technology has a pervasive influence across all aspects of life, including the field of education. In education, the application of technology encompasses various tools and resources used to enhance the learning process. Currently, the internet serves as a valuable learning resource and tool, supporting both students and teachers (Astuti et al., 2022; Machmud et al., 2021). Technological advancements facilitate

students' comprehension of subjects, enable teachers to effectively convey information, and optimize time utilization. Technology significantly contributes to the development of innovative learning approaches, making teaching and learning more accessible for both students and instructors (Yang & Bae, 2022). Furthermore, the learning process no longer necessitates solely face-to-face interaction; it can leverage other resources such as the internet. In summary, EFL teachers are expected to enhance their pedagogical and professional competencies, particularly in utilizing diverse technological tools.

The integration of teachers and technology has been instrumental in shaping the current educational landscape. The pervasive influence of Information and Communication Technology (ICT) in society has extended to the field of education. Educators play a crucial role in ensuring the delivery of quality education by effectively utilizing ICT (Miskiah et al., 2019; Zou et al., 2018; Nugroho & Mutiaraningrum, 2020). Ministerial Regulation No. 16 of 2007 highlights the importance of teachers' competence in utilizing technology to enhance learning experiences. Today's educators face the challenge of adapting to evolving curricula and the need to expand teaching and learning beyond traditional classroom settings (Canals, 2020; Lai et al., 2018). Therefore, teachers must be technologically proficient, creative, effective communicators, and highly productive in order to succeed in contemporary classrooms.

Teacher skills in the information age encompass several important aspects. Firstly, teachers must facilitate and inspire student learning and creativity. They also need to design and develop learning experiences and assessments that align with the digital era (Yulia et al., 2019; Şahin Kızıl & Savran, 2018). Moreover, teachers should serve as role models for digital-age learning and work. They are expected to promote responsibility and digital citizenship among students. Additionally, engaging in continuous professional development and leadership is essential. However, it is evident that not all educational institutions and teachers are fully prepared for this technological shift, and some may experience challenges in embracing these changes (Mackenzie & Clifford, 2020; Di Giacomo et al., 2019; Nimrod, 2018). International guidelines on teachers' tasks in the digital era present a complex scenario, and readiness to adapt becomes imperative. It is crucial for teachers to embrace change, take proactive steps, and keep pace with the evolving technology landscape to avoid falling behind. This research aims to shed light on how EFL teachers leverage various applications and web pages in genre-based instruction to enhance EFL learners' writing, providing valuable insights into the practical implementation of technology in language education.

Conclusions

This study has shown that genre-based instruction effectively clarifies the roles of teachers and students at each phase, promoting the development of well-structured texts. The integration of technology presents new challenges, such as addressing diverse student needs and enhancing critical thinking, but also offers opportunities for interactive and engaging learning. Despite these findings, limitations exist, such as the study's focus on a single context and the challenges of measuring long-term impacts of technology use in writing classes. Future research should explore the integration of specific applications or web pages in greater depth, including comparative studies

across diverse educational settings. Additionally, further investigation into long-term effects of technology use on writing proficiency and student engagement could provide valuable insights.

Acknowledgement

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