

INTEGRATING BLENDED LEARNING INTO A GENRE-BASED APPROACH TO TEACHING ACADEMIC WRITING

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Abstract

The Genre-Based Approach (GBA) has been widely reported as an effective framework for teaching writing; however, its implementation through the teaching cycle in blended learning environments remains underexplored. This study aims to investigate how the genre-based teaching cycle is implemented in teaching writing through blended learning and how it contributes to students' academic writing development. A qualitative case study was conducted involving 30 students enrolled in a genre writing course at the English Language Department of a university in Indonesia. Data were collected through classroom observations, students' reflective journals, and analyses of students' written texts by comparing the diagnostic text to those written at the independent construction stage. The study revealed that teaching academic writing through GBA in a blended learning setting led to observable improvements in the teaching-learning process through GBA stages and in students' academic writing in terms of genre, register, discourse, grammar, and graphic features. These findings show the value of integrating face-to-face and online learning within the genre-based teaching cycle to support academic writing development. The study also provides empirical insights into how GBA can be integrated into blended learning and offers useful guidance for academic writing instruction in higher education through technology-mediated pedagogy, with broader applicability as an instructional model for science-related study programs that require structured and discipline-specific academic texts.

Keywords: Academic Writing, Blended Learning, Genre-Based Approach, Higher Education, Technology.



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INTRODUCTION

Writing plays a crucial role in learning, particularly for ESL learners. Writing practice can enhance learners' ability to recognize grammatical structures, expand vocabulary, and engage in deeper language processing (Khudaverdiyeva, 2025). Intentional planning, evaluating, and editing in the writing process become essential steps in learning a new language (Hyland, 2003). In an academic context,

Graham and Perin (2007) argue that writing ability is a prerequisite for civic and professional life, and it is a predictor of academic achievement. Writing in this context serves not only as an assessment tool but also as a learning process that supports students in developing a more profound understanding of the subject matter (Swales & Feak, 2012). In this sense, writing emerges as a foundational competence for academic and professional success, particularly in producing academic writing that reflects disciplinary knowledge and conventions.

However, many students in various academic contexts find it difficult to write (Mukminin et al., 2015) as writing requires a complexity of competences, such as linguistic, cognitive, and affective domains. In the linguistic domain, for example, students struggle with sentence structure, word choice, cohesive devices, coherence, and grammatical accuracy (Zhang et al., 2025). They also face problems in cognitive areas that involve generating ideas, managing the process of writing, and handling language transfer (Bulqiyah et al., 2021). In addition, the negative emotions belonging to affective categories such as foreign language anxiety and boredom negatively impact the production of EFL writing (Wu & Halim, 2024). By considering these multidimensional difficulties, the pedagogical approach that provides the structure of classroom activities, a scaffold of instructional process, and student engagement in academic writing classrooms is highly demanded.

Among the various approaches to teaching writing, the Genre-Based Approach (GBA) has long been applied because of its effectiveness in classroom practices. GBA is an approach for teaching that provides students with skills to comprehend texts as genres, analyze them, and apply this knowledge to their writing (Martin & Rose, 2008; Tardy, 2019). The learning emphasis on different types of texts is intended to equip students with strong knowledge and skills in using language for diverse purposes (Emilia et al., 2021), including academic genres commonly required in higher education. Informed by Systemic Functional Linguistics (SFL), GBA applies register theory, which explains how language choices are determined by context through three main dimensions: mode (spoken vs written channels), tenor (social role and relationship), and field (topic or activity), which influence how a text is constructed and interpreted in various situations (Eggins, 2004).

The effectiveness of GBA has been reported by many scholars from numerous countries. In Indonesia, Emilia and Hamied (2015) found that GBA is useful for resolving writing problems and improving students' writing skills on exposition text. They unveiled that this approach also stimulates students' positive attitudes toward learning English, helps them become more self-aware to write better, and encourages students to actively participate in the learning process. Moreover, Nagao (2022) conducted research on the use of GBA for students of two different groups in Japan, that is, low and high achievers, to write descriptive writing. She claims that GBA can help improve both levels of students, where less experienced ones can improve their ideational and interpersonal skills, while those of higher levels can improve their textual writing skills. These results demonstrate that GBA can be useful for students of varying proficiency levels. In Australia, the origin country of GBA, Acar (2023) highlights GBA's effectiveness in the assessment process. He found that GBA enabled effective writing classroom assessment techniques, such as diagnostic tests and student participation in evaluations. Genre exploration activities enable teachers to diagnostically assess students' prior knowledge through classroom discussions that reveal how familiar students are with the target genres. Overall, these studies show that GBA has been successful in facilitating writing instruction effectively across diverse contexts and nationalities. Despite the significant benefits offered by GBA, most of the research indicates that the applications of this approach are mostly implemented conventionally in face-to-face interaction, with limited integration of digital learning environments.

The rise of blended learning provides a potential improvement for GBA. Blended learning, commonly known as a combination of online and offline activities to support learning, has emerged as an important phenomenon in recent years. Its benefits have been studied and discussed from both technological and pedagogical perspectives (e.g., Chen & Lee, 2024; Mizza et al., 2025; Mohammadi et al., 2025). In the context of writing instruction, a blended learning environment provides technical and psychological convenience for students because they can write without being limited by space and time (Handoko & Ayumi, 2021). The flexibility offered is especially relevant to writing tasks that require an iterative process and continuous interaction with texts. Consequently, students generally maintain positive attitudes towards its implementation in writing courses (Qi et al., 2024). By gaining all these advantages, blended learning provides a pedagogical space that is aligned with the GBA principles, which emphasize explicit teaching, guided practice, and gradual development of learners' capacity, while enabling technology-mediated interaction, feedback, and text revision.

Studies on GBA in a blended learning context have been conducted by several researchers. For example, Visser and Sukavatee (2020) identified the impact of teaching genre writing in a blended learning situation and students' responses to it. In a similar vein, Hsu and Liu (2019) investigated the use of a genre-based writing instruction combined with an online tutorial system in writing research articles. In addition, Lu (2025) examined how a genre-based instructional approach, used in a blended collaborative learning environment, affects the academic writing of graduate students studying English as a foreign language (EFL), specifically their capacity to write research article introductions.

Despite their contributions, these previous studies primarily focused on learning outcomes and technology implementation, while providing limited empirical descriptions of how genre-based instruction is enacted through the core pedagogical stages of GBA in blended learning classrooms. Specifically, research examining the main stages of GBA teaching informed by SFL—Building Knowledge of the Field, Modelling of the Text, Joint Construction, and Independent Construction (Derewianka & Jones, 2016; Emilia, 2016; Martin & Rose, 2012)—as implemented and experienced by students in blended learning contexts is still relatively limited. In the Indonesian context, these stages constitute a frequently used genre-based pedagogical model (Emilia, 2016). The lack of empirical exposure to these GBA stages implemented in blended classrooms limits understanding of how GBA-based writing instruction operates in blended learning and how it contributes to students' text development. Addressing this gap, the present study explores how the SFL-informed stages of GBA are carried out in a blended learning classroom and how students' texts develop throughout the instructional cycle. By focusing on both the teaching process and the students' text development, the study moves beyond outcome-based evaluations and provides a clearer understanding of how genre-based instruction actually works in blended settings.

RESEARCH METHOD

A qualitative case study was employed to investigate the implementation of GBA to teach academic writing in the context of blended learning. The rationale of the chosen design is that a case study is very helpful to apply when trying to understand a topic, event, or phenomenon in-depth and in the context of real-world experience (Crowe et al., 2011). In addition, Van Lier (2005) mentions that case study research has emerged as a crucial technique for examining complex phenomena that cannot be sufficiently studied using any of the other widely used research techniques. This type of research shows evidence (Damayanti et al., 2023; Vaish & Subhan, 2015) not only based on class observations carried out through the GBA concept, but also based on the results of students' written production. Rather than seeking statistical generalization, the study aims to offer contextual insights into how the genre-based teaching stages operate in a blended learning environment to support academic writing development. The strength of the study lies in the depth of classroom engagement and the triangulation of multiple data sources.

Thirty English language education students at a university in Indonesia participated in this study. The participants were selected using purposive sampling, as they were enrolled in a Genre Writing course. The course aimed to enable students to master and write various types of texts, including analytical exposition, hortatory exposition, and discussion, as part of their academic writing competence in higher education. Due to time constraints, the target genre in this study was focused on analytical exposition. Although rhetorical structure and linguistic features differ across genres, the instructions and stages are applicable to teach other academic genres. The participants involved represented a range of academic ability, ranging from lower to upper academic levels. In addition, for ethical consideration, informed consent was obtained from all participants after they were informed of the purpose of the study, their rights, and how the data would be used. Participation was voluntary, and participants had the right to withdraw at any time without consequence. Data confidentiality was maintained by securely storing all data, which was accessible only to the researchers.

This research was conducted through two main stages: a teaching program via GBA through blended learning and the analysis of students' text development. Prior to the teaching program implementation, familiarization with the academic writing activities was conducted with participants who had agreed to participate in this study. The students were introduced to the teaching program that would include 16 meetings. In this introduction, students were informed that they would study four types of texts (as mentioned previously), each consisting of several stages based on GBA. During these stages, students would discuss materials, work on assignments, and write a final text at the end of each segment. The teaching program was carried out through two modes: offline and online. Offline activities were

conducted in the classroom once a week, while online learning was carried out through a Learning Management System (LMS) officially used at the campus as the research site, serving as the primary technology-mediated platform for instruction and interaction. The students were also trained to apply the LMS that allows the lecturers and students to upload and access various learning materials in the form of documents, audio, and video, and facilitates interaction through online discussion forums to support drafting, feedback, and revision processes in academic writing tasks. Students were informed that, through this platform, they could work on various writing assignments, including a pre-instructional writing test (a diagnostic test) conducted before the implementation of the teaching program, collaborative text writing during the instructional stages, quizzes administered to reinforce students' understanding, and an individual academic text written as a final task. The LMS is shown in Figure 1 below.

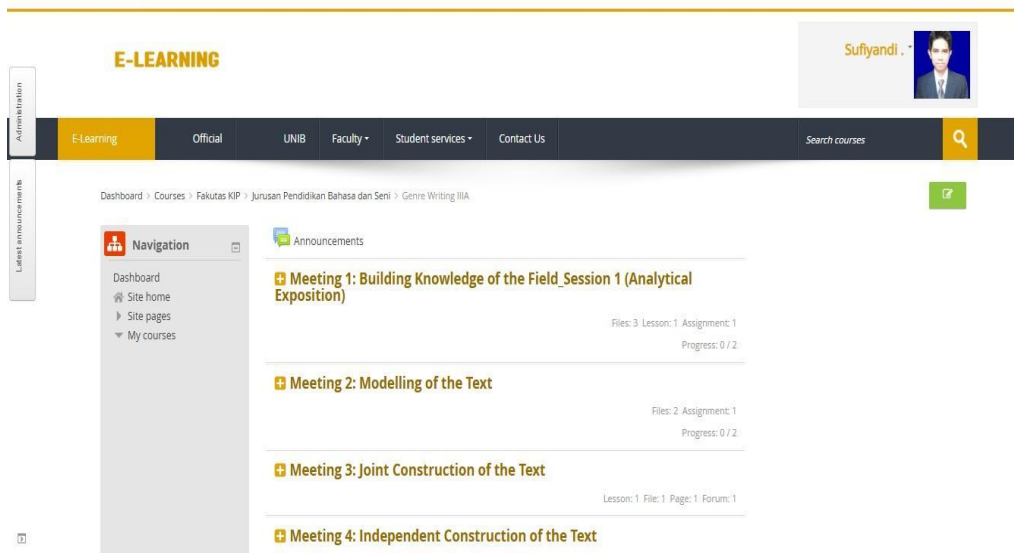


Figure 1. The official LMS used in this study

Following the model of GBA informed by SFL, the teaching program in the blended learning context was conducted through the stages of *Building Knowledge of the Field (BKoF)*, *Modelling of the Text (MoT)*, *Joint Construction of the Text (JCoT)*, and *Independent Construction of the Text (ICoT)* (Derewianka & Jones, 2016; Emilia, 2016; Martin & Rose, 2012). The implementation of the teaching program through GBA in a blended learning context to support academic writing instruction is illustrated in the following table 1.

Table 1. Description of the teaching program

Stage	Objectives	Face-to-face Activities	Online learning (LMS) activities
BKoF	Students can build understanding of the target genre	Discussing relevant issues in the classroom to achieve background knowledge of the target genre.	Accessing supplementary materials in LMS and participating in Online discussion forums to reinforce understanding.
MoT	Students can comprehend the social purpose, schematic structure, and linguistic features of the genre.	Analysing model texts interactively based on its purpose, structure, and linguistic features.	Reading model text before the class, and completing quizzes after the class.
JCoT	Students can produce text collaboratively.	Collaboratively writing text under the lecturer's guidance.	Uploading the group work and negotiating ideas for the text improvement.
ICoT	Students can apply genre knowledge and	Independently producing text and discussing common issues for	Submitting the written text and receiving feedback from the lecturer.

Stage	Objectives	Face-to-face Activities	Online learning (LMS) activities
	produce texts individually.	revisions based on previous learning.	

Note: These stages were repeated for each text type throughout the teaching program.

Table 1 describes the four stages of GBA implemented in both offline and online classes systematically. In the first stage (BKoF), the objective of instruction is to activate background knowledge of the focus text (Derewianka & Jones, 2016). This was undertaken through direct in-class discussions on issues such as vocabulary, grammar, and context related to the targeted text. LMS supported online learning, where students can access supplementary materials in the form of “reading texts, audio, and video for deeper understanding” (Emilia et al., 2021) outside of offline meetings, thus extending academic writing engagement beyond classroom time through technology-mediated resources.

The teaching program in the second stage (MoT) targets students to understand the social purpose, schematic structure, and linguistic features of the text, so that a text model is explicitly explained, analyzed, and discussed (Hammond & Derewianka, 2001). Learning activity during this stage discusses genre features in detail in class and takes online quizzes delivered through the LMS platform. Additional text models were also provided previously in the LMS to ensure students were well-prepared before entering the class, supporting a flipped and technology-enhanced learning process. The third step is JCoT, provided for students to write texts collaboratively. The students discussed the texts directly in class of offline meetings, and wrote the text in LMS so that it could be accessed and seen by all class members, allowing shared drafting and peer visibility in an online academic writing space. Importantly, all these activities are carried out under the guidance of the lecturer (Rossbridge & Rushton, 2015).

In the final stage (ICoT), students were asked to produce an academic text independently by applying the knowledge and writing strategies that have been acquired in previous lessons (Derewianka & Jones, 2016). Face-to-face meetings focused on discussing common problems that arise in student writing, including revision strategies that can be used to improve the quality of the text. Meanwhile, online learning was used to collect student writing results and provide written feedback from lecturers through the LMS, enabling asynchronous feedback and revision cycles. These four stages were applied repeatedly to each genre taught throughout the learning program so that the writing process was expected to occur from the guided to the independent stage in the context of blended learning and technology-mediated academic writing development.

The study employed three main instruments: classroom observations (field notes), students’ reflective journals, and students’ written texts. Firstly, it is important to clarify that the researcher served as both a teacher and a researcher in this study. In line with qualitative research principles, the teacher-researcher perspective views the teacher's role as an important source of knowledge and a reflection of learning processes (Borg & Sanchez, 2015). This role enables the researcher to make learning judgments based on contextual information, adjusting to student responses and the dynamics that take place during the learning observations. Therefore, the researcher used field notes to document what occurred during the teaching program at the research site (Creswell & Creswell, 2018), including both face-to-face and online interactions within the blended learning environment. The researcher was also assisted by a colleague who acted as an observer who remained an outsider to the group under study, observing from a distance by recording field notes without direct involvement in the activities (Creswell & Poth, 2018). The involvement of an external observer was intended to strengthen the credibility of the data and minimize potential bias from the researcher's dual role. Another essential instrument used in this study was students’ reflective journals. The journals are based on students’ experiences during the teaching program that consist of “description, feelings, reaction, learning and evaluation,” and “future action” (Ahmed, 2019). Students wrote reflections at the end of each meeting and submitted them via Google Form, as part of the technology-mediated data collection process.

In addition to classroom observations and reflective journals, the study also collected texts written by the students. In this case, there were two types of student writing that became the data: the text before the implementation of the teaching program and the text written at the end of the program during the independent construction stage. These texts represent students’ academic writing development across instructional stages. In the interest of space, four pairs of texts were selected to represent the texts written by the students. The selected texts illustrated different patterns as evidence of the process of implementing GBA in the blended learning setting.

The data were analyzed qualitatively using interpretive analysis of classroom observations, thematic analysis of reflective journals, and text analysis using a genre-based writing rubric. Since this study was designed as a qualitative case study, the analysis did not involve inferential statistical procedures. Instead, the emphasis was on interpreting patterns, process, and changes observed throughout the process. Observation data, in the form of field notes that record the implementation of the learning program, were read repeatedly in order to capture how GBA in the context of blended learning was implemented. The identification was related to the classroom instructions and interactions through the four stages of teaching activities, including technology-mediated interactions in the LMS. Related to students' reflective journals, thematic analysis was applied by adopting the theory of Braun and Clarke (2006) that includes becoming familiar with the data, developing initial codes, identifying potential themes, refining and validating the themes, and synthesizing the findings in the final report. This process was used to explore students' learning experiences and perceptions of the instructional process in academic writing within a blended learning environment. To capture patterns in students' writing through instructional stages, student texts were analyzed by using an analysis rubric covering genre, register, discourse, grammar, and graphic features (Rose in Emilia, 2016). The rubric functioned primarily as an analytical guide to trace qualitative development in students' academic texts. These different types of data analysis were expected to contribute to trustworthiness and to provide a comprehensive understanding of technology-integrated genre-based academic writing instruction in the context of blended learning.

RESULTS AND DISCUSSION

This section presents the results and discussion simultaneously, divided into two main sections, organized in relation to two research questions linear to objectives: exploring the implementation of GBA through blended learning in the context of academic writing instruction and examining students' academic text development linked to the implementation. In the implementation section, the description is presented through four stages (BKoF, MoT, JCoT, and ICoT) based on the results of observations and student journals across face-to-face and online learning settings. Observations are narrated generally based on notes held by both researchers and colleagues, including classroom interactions and LMS-based activities. Meanwhile, student journals are presented as original excerpts so that if there are errors in grammar, vocabulary, or other mechanisms, they happen naturally, reflecting authentic student responses within the blended learning environment. In the text development section, findings and discussions are presented according to the analytical components consisting of genre, register, discourse, grammar, and graphic features, as indicators of academic writing development throughout the technology-mediated instructional process.

Implementation of GBA through Blended Learning

Prior to the implementation of instructional stages, the teaching program was initiated with an introductory session. The lecturer explained the learning objectives, outlined the materials, and clarified the sequences of the classroom and online activities, as well as the purpose of each activity within the framework of academic writing instruction in a blended learning environment. Based on the data from observation and student reflective journals, several key themes were identified, reflecting pedagogical practices and students' engagement through the cycles of BKoF, MoT, JCoT, and ICoT across face-to-face and technology-mediated learning spaces. These themes are summarized in Table 2.

Table 2. Key themes identified in the implementation of GBA

Stages	Key themes
BKoF	<ul style="list-style-type: none"> • Activation of background knowledge through multiple resources • Continuity of learning between face-to-face and online settings
MoT	<ul style="list-style-type: none"> • Development of students' genre awareness through both learning modes • Integration of online quizzes to reinforce face-to-face learning
JCoT	<ul style="list-style-type: none"> • Improvement of students' ideas and text organization through the class discussion • Practical support for collaborative writing
ICoT	<ul style="list-style-type: none"> • Internalization of writing practices from guided to independent activities • Supportive feedback fostering independent writing tasks

Building Knowledge of the Field (BKoF)

BKoF, an initial step, provides students with an opportunity to familiarize themselves with the targeted genre as a foundation for academic writing. Based on classroom observations, the lesson began with an introduction to the genre being studied. The lecturer explained the materials and discussed key aspects of the text, including its social context, communicative purpose, and participants in relation to academic text production. Learning took place through face-to-face interactions in the classroom with questions and answers, as well as information exchange between students and the lecturer. The first theme emerged from evidence that face-to-face learning was simultaneously accompanied by chances to access various sources, including text and video, that can be accessed beyond the classroom through the LMS platform. Students' journals mostly reflect these findings, as exemplified by the following excerpt: *I felt help by the various examples available in e-learning [LMS]. I could access materials such as text and videos, which helped me understand the topic more thoroughly before and after class (S.04, week 1)*. This finding is consistent with Younas et al. (2025), who propose that teachers can enhance students' comprehension through direct classroom interaction supported by the flexibility and accessibility of blended learning. The use of online platforms significantly increases students' access to educational materials, thereby extending learning opportunities beyond the face-to-face classroom (Isaeva et al., 2025). In the stage of knowledge building, such exposure can improve students' understanding through guided offline and online learning activities, particularly in preparing them to engage with academic writing tasks.

The second theme in BKoF is the continuity of learning through both different modes. Observations showed that face-to-face sessions were intended to introduce students to the text types covered in the topic, while online learning was structured as an extension of the material already studied through technology-mediated discussion spaces. The majority of students' journals support the data, as illustrated in the following entry: *"I found this part easier because I learned about the text by being guided and discussing it in the face-to-face meeting. Then, when I got home, any questions that [still] arose could be asked through the [text] discussion forum in the LMS (S.23, week 1)." Based on the reflection, students posted questions or answers in response to discussions in the online text forum on cases that still needed further discussion. Online discussion forums allow students to receive responses not only from the lecturer but also from peers (Squires & Rigby, 2024), creating a technology-mediated academic writing support system. This finding echoes previous research suggesting that online activities extend and reinforce face-to-face interactions in a classroom context (Means et al., 2013). Through this process, students were able to revisit key discussions that strengthened their understanding in the BKoF stage and supported their readiness for subsequent academic text construction.*

Modelling of the Text (MoT)

During this stage, the development of students' genre awareness in academic writing in the teaching program through blended learning emerged as an essential theme. As recorded in the observations, prior to the in-person synchronous meeting, several model texts were uploaded to the LMS and assigned for students to analyze and to study. The model analytical exposition texts were used to help students recognize the purpose, schematic structure (thesis, arguments, and reiteration), and linguistic features of the genre, such as the use of present tense, logical connectors, evaluative language, and generalized participants, enabling them to understand how genre features are realized before receiving explicit classroom instruction. Then, in a face-to-face session, the students were guided to comprehend the organization of the text. Most evidence from student journals further indicates that this instructional approach develops awareness of conventional academic text forms, as illustrated in the following sample reflection: *We study the text model online before the face-to-face meeting. During the face-to-face meeting, the lecturer clearly taught the sequence of text structures based on the model text. Finally, I realized that certain types of texts have fixed parts (S.15, week 2)*. This result is consistent with the research conducted by Thaksanan and Chaturongakul (2023), verifying that explicit teaching develops learners' genre awareness. Although students' genre awareness continues to develop in later stages, and students even more fully realized when they are able to produce their own academic texts (Sholihah et al., 2025), the data in this study indicate that an initial point of awareness emerged in MoT; therefore, the theme was positioned in this stage as a foundational phase for academic writing development within the blended genre-based cycle.

The use of online quizzes to support face-to-face learning activities was identified as the second theme in the MoT stage. Observation notes showed that students were given online quizzes immediately

after the lecturer imparted knowledge of text features. The quiz format gave students access to the answer keys and explanations as soon as they completed the test, which helped students to self-review their understanding and clarify (if there were some) misconceptions in real time through the LMS-based feedback system. Most data from students' journals provided further evidence of these findings, as exemplified: *When I was introduced to the text model, the most memorable thing for me was the quiz given on the LMS. The quiz was about text features, and I could immediately check the answers because there was an answer key and explanations (S.11, week 2).* The reflection provided evidence that immediate feedback and explanation, with the use of a quiz following face-to-face interaction, had significant support for learning. In this view, the research conducted by Spanjers et al. (2015) suggests that quizzes play a crucial role as a moderator between offline and online learning. Their report further indicates that quizzes are not only useful as an evaluation tool but also contribute to the effectiveness and attractiveness of blended learning. Therefore, integrating quizzes in these two modes can strengthen the connection between face-to-face learning and online activities, enriching students' overall learning experience. In relation to the MoT stage, applying quizzes in the blended learning setting is intended to complete students' understanding of text features, thus preparing them for the later stage. According to Eggins (2004), explicit models with scaffolding of the generic structure and realizations of desired genre can help students be more successful, so that they will have the opportunity to move on to the next stage of experimenting creatively with the genre conventions once they have better control over it.

Joint Construction of the Text (JCoT)

In the JCoT stage, collaborative writing bridges the gap between genre understanding and independent text production. Data showed that the lecturer and students were working on an academic text together with the lecturer as a scribe, and they were exchanging ideas and text organization to finalize drafts. This activity was conducted through blended learning, where the discussion was done in-persons and the materials were shared directly in the LMS to document, review, and revise the text being constructed, as seen in Figure 1. The increased students' engagement and mastery by connecting oral discussions with online writing were demonstrated significantly through this stage. Based on this pattern, a key theme emerged as students' understanding of text ideas and structure improved through group discussions facilitated by blended learning. The majority of themes of student reflective journals triangulated these findings, one example: *Composing texts in groups through blended methods is very helpful in improving understanding. I can learn from friends with various ideas from different perspectives and write it in LMS (S.09, week 3).* In a similar vein, Li (2023) finds that collaborative blended learning activities have helped students improve their writing performance. More specifically, by integrating online and offline activities, peer interaction, and explicit instruction, Lu (2025) reports that students' usage of rhetorical devices and certain linguistic elements, like tense and discourse-related reporting verbs, had improved. This suggests that blended collaborative interaction at the JCoT stage enables students to develop both micro-level linguistic choices and macro-level academic text organization through guided social practice supported by technology-mediated collaboration.

Besides the enhancement of students' engagement and understanding, another key theme emerging in the JCoT stage concerns the practical support of writing collaboratively in the blended learning context for academic text development. During the writing process, students provided peer feedback by giving suggestions for editing and revision to improve the drafts that were being constructed under the lecturer's guidance. López-Pellisa et al. (2021) argue that when collaborative writing in a blended learning environment incorporates peer feedback rather than one-way teacher corrections, students reply more thoughtfully and constructively, discuss the material they are working with, and significantly improve their writing. Implementing this instructional model, students found it helpful to use both modes simultaneously. The material discussions documented directly through the LMS, especially in the discussion forum, were easily accessible, demonstrating the practical power of integrated online applications. This is reflected in most student journals, as exemplified: *Writing texts in groups, with the writing directly accessible through the LMS, provides convenience. This allows everyone to edit the writing directly, while simultaneously viewing and studying it in the discussion forum (S.28, week 3).* This finding is similar to that reported by Neha and Kim (2023), who find that it is easy to access and navigate by the entire class whenever the lecturer and students provide answers and clarifications in the online discussion forum. Supporting this theme, Dreyfus et al. (2016) mention that in the joint construction process, the teacher and students develop a new topic during the collaborative construction step, which is usually referred to as the previous field in the MoT stage. After that, the teacher guides the

class in writing the target that may be produced on boards, on large paper, or through a projected digital text created in real time using a computer, highlighting the pedagogical role of digital tools in scaffolding academic writing within the genre-based approach.

Independent Construction of the Text (ICoT)

ICoT is the final stage of the teaching program in which students use all the knowledge they gained from previous guided learning activities to produce individual writing. Teaching via GBA through blended learning in this stage was observed as each student planned, drafted, and revised academic text with fewer of the lecturer’s interventions, then they submitted the draft to LMS. The class activities demonstrated the gradual mastery of writing practices as learners moved from teacher-guided instruction to autonomous writing. The major themes of students’ journals triangulated this as expressed in the following sample entry: *At first to write text by myself was very difficult, but after going through various stages, I felt confident in writing. In this stage, I think writing is not that difficult (S.16, week 4).* This progression is aligned with the value of GBA pedagogy. Nagao (2018) argues that as students gain an increased comprehension of lexicogrammatical elements, such as textual meaning, interpersonal meaning, and experiential meaning, their self-efficacy and confidence in writing also develop. Through the recurrent exposure to the focus genre during the teaching-learning cycle, students are able to take over more responsibility for the construction of their texts (Derewianka & Jones, 2016). In the context of blended learning genre-based writing instruction, Visser and Sukavatee (2020) find that combining online and face-to-face activities not only improves students’ writing performance but also helps them feel more satisfied with their learning and more aware of their progress, highlighting the value of blended GBA for academic writing development in higher education contexts.

After the students submitted their drafts, they received two cycles of feedback from the lecturer. The first cycle was provided through the LMS, allowing students to review comments and suggestions from the lecturer. The second was performed in person to have clarification and explanation on issues that needed to be focused on before they submitted the final text. The observation confirmed that the process contributed to the provision of supportive feedback that fostered independent writing. This finding was reinforced by the major themes of students’ journal entries, as illustrated by the following statement: *I appreciate receiving feedback and corrections from my lecturer when writing individually via the LMS and offline. It significantly improves my writing (S.10, week 4).* This kind of provision is also put forward by Dreyfus et al. (2016), in the Slate project, suggesting that two feedback cycles aid students in gaining mastery over the language tools required to produce better texts within their study.

Students’ Text Development

This section presents findings and discussion on text development as evidence of students’ progress in writing academically through the implementation of teaching writing through GBA in a blended learning context facilitated by technology. The analysis was conducted by comparing two phases of text: the text before implementation and the text at the independent construction stage. In the interest of space, only two pairs of texts (A and B) are included. The text information is presented in Table 3, while the complete texts are provided in the Appendix. Changes to text patterns were identified using a rubric consisting of genre, register, discourse, grammar, and graphic features (Rose in Emilia, 2016). In addition, for clarity of analysis, the texts were segmented into paragraphs or clause numbers - with Clause 1 labelled as C1, Clause 2 as C2, and so forth.

Table 3. Information of Students’ Texts

Text	Title	Text Stage
A	The Importance of Mental Health	Pre-instructional texts
	The Benefits of Music for Mental Health	Independent construction texts
B	The Importance of Reading in Daily Life	Pre-instructional texts
	The Importance of a Healthy Lifestyle	Independent construction texts

Overall, students’ writings showed a progression from pre-stage to the independent construction stage after going through the teaching program with two modes of instruction, namely face-to-face and online learning. Based on the text analysis, the final-stage texts after students went through the teaching program showed clearer realization of purpose and organization, more directed interpersonal position,

stronger semantic cohesion, more appropriate grammatical control, and better-organized graphic features. These patterns indicated an improvement in students' writing skills that did not depend on one aspect, but rather an overall development. This teaching is under a functional linguistics perspective proposed by Halliday (1978); Halliday and Matthiessen (2014) that elucidates the connection between language and context to use semiotic resources to communicate in a variety of settings. Within this framework, the focus of teaching is not merely on how words and sentences are put together, but on how texts are created and how specific grammatical choices shape the many types of texts that students are required to learn (Schleppegrell, 2004). The following syntheses demonstrate the patterns of progress in students' texts in each element.

In terms of genre indicators, texts A and B demonstrated an improved realization from the first to the second text, which included purpose and staging. In A's preliminary text, the purpose of the writing was already present, but it was still unclear with the inclusion of personal reflections, such as *I personally think* (C1), which influenced the lack of clear staging in the following paragraphs. After going through a series of learning, the text in independent construction showed a schematic structure of thesis–arguments–reiteration that clearly indicates analytical exposition. The text began with a clear thesis: *Listening to music can provide many health benefits* (C1), followed by gradual arguments marked by enumerative transition signals: *first*, *second*, and *finally* (C10, C23, C32). The arguments were presented systematically, concerning emotional influence, memory, and stress reduction, before closing with a consolidating conclusion. A similar strengthening of the objectives and stages was also evident in the development of text B. While the diagnostic text contained an identifiable thesis and concluding statement, its argumentative structure did not yet have a strong hierarchical organization, often shifting toward informing and describing rather than analytically persuading. On many occasions, the text explained what reading was and did, instead of arguing why reading should be considered essential, for example, *Why reading is important? Here is the reason* (C12, C13). In the later stage, Text B demonstrated a clear purpose and well-organized staging. With a well-developed thesis (C12-C16), subsequent arguments, including *nutrition*, *exercise*, and *mental health* (C17-C18, C36, C46, C62), could be easily identified in each subsequent paragraph. Finally, the text ended with a reiteration that reinforces the main idea and restates the importance of health during the pandemic (C73-C80). Based on the development pattern, it can be implied that the teaching process fulfills the objectives mentioned by Hyland (2007), which can change students' views on discourse and help them to write with a strong understanding of the text's purpose and its structure used in certain contexts.

From a register perspective, the most striking transformation is the shift in written discourse from an experience-based orientation toward a more knowledge-oriented approach. The initial Text A was written with a causal focus on experience, while the final one presented the topic by providing generalized arguments, such as mentioning research suggesting *listening to music at bedtime can improve sleep quality* (C18, C19) or *listening to music can quickly improve mood* (C33, C34). This progression simultaneously changed the tenor from personal to impersonal and strengthened the mode through lexical density and technical terms in a well-organized paragraph. A similar pattern also occurred in Text B, where, in the pre-implementation stage, the text was constructed with the impression of describing the importance of reading in daily life. The text seemed to be more spoken form than a written one, for example, in the sentence: *reading can give pleasure ...for everyone who needs reading as entertainment when bored* (C28 – C30). Meanwhile, at the independent construction stage, text B has also used research extra institutional authority to affirm arguments so that the ideas conveyed provide a more formal impression, for example *support from health institutions and experts* (C46), and *the Directorate General of Intellectual Property (DJKI) and the Ministry of Law and Human Rights of the Republic of Indonesia* (C48). The students' progress in knowledge was identified by going through the MoT stage, where students focused on the language features of the texts. From this example of development, it can be indicated that through explicit teaching via GBA in a blended learning context, students have the ability to write competently by paying attention to the rules of register. According to Rose in Emilia (2016), writing with appropriate register elements exhibits key characteristics of written language. She further notes that texts written by proficient writers tend to use more technical vocabulary and other features associated with written texts.

In terms of discourse elements, the analysis showed that Texts A and B in the diagnostic test demonstrated limitations, but their quality improved in some areas during the independent construction stage. For example, in the diagnostic test, Text A was constructed with phases that were insufficiently connected to form a unified meaning. The transition between ideas often jumped from one paragraph to

another, which appeared to reflect an illogical relationship. To discuss the importance of mental health, the text began with *the issue of suicide rates* (C8) and then shifted to *the difficulty of concentrating* (C16). The discussion was then continued *in school in Indonesia* (C27), and ended with *society stigma* (C38) before the conclusion. A similar pattern was also found in Text B that proposed the importance of reading in daily life. Although Text B already showed a clear pattern: general statement – argument – conclusion, the arguments in the text were perceived more as a list of benefits rather than as gradual arguments on the given topic. For example, the text first discussed *reading for broadening the mind* (C14), then moved on to *the idea that reading could provide entertainment* (C29), and the discussion shifted to *the chance to explore places* (C34), without explaining how entertainment was supported by brain health, or how imagination was related to the development of knowledge. In contrast, at the independent construction stage, Texts A and B showed writing development with more organized discourse elements. For example, Text A was structured with a logical flow of ideas linked by discourse markers: *first* (C10), *second* (C23), and *finally* (C32). Text B also shows evidence of textual progress in the discourse element, where the text is constructed with strong connections. The explanation of the importance of a healthy life is supported by arguments that are connected; they are *paying attention to nutrition* (C18), *doing regular exercise* (C36), and *maintaining mental health* (C61). This improvement aligns with genre theory, which emphasizes that students can develop more coherent writing when they receive explicit guidance on how to organize ideas and construct meaning within a text (Hyland, 2003). From a functional systemic linguistics perspective, structured instructional stages help learners establish logical relationships and sequence meaning more effectively across texts (Martin & Rose, 2008). In this study, the clearer discourse organization in the independent construction stage reflects the scaffolding provided through the implementation of GBA in a blended learning environment.

Furthermore, texts A and B showed significant progress between the diagnostic stage of the test and the independent construction stage in grammar elements. Prior to the teaching program, both texts indicated limitations and errors in the use of grammatical functions. For example, in text A, a clause that should use nominalization was realized with a finite: *I personally think that takes care of our own mental health...* (C1-C2) Instead, *I personally think that taking care of our own mental health....* Errors were also seen in the realization of attributive meanings, for example, *it will be easily for you* (C16) instead of *it will be easy for you*, and the formation of an inappropriate degree of comparison in *it will be more worse* (C11). Similar grammatical problems were also seen in text B, for example, the clause *we can got a lot of advantages*, which should be written *we can get a lot of advantages* (C44). There were also long and poorly controlled sentence construction in the text. At the independent construction stage, similar grammatical problems did not occur as significantly as in the previous stage. This means that there has been an increase in the use of grammatical functions in the texts between the diagnostic and final stage. The clauses in texts A and B met acceptable standards. Text A, for example, was structured with sentences like *Listening to music can provide many health benefits* (C1) and *Studies indicate that those people who listen to music recover more quickly from stress than those who don't* (C33-C36), demonstrating better control over generalizations and logical relationships. Similarly, text B was produced with a more accurate and systematic grammar, such as *Health is one of the most important things in human life* (C1), *People need to take care of their lifestyle to avoid disease* (C10), and *Physical strength, mental stability, nutrition, and lifestyle are interconnected factors that determine human well-being* (C76). The result answers the challenge of teaching grammar amidst the difficulty of grammar teaching approaches in today's language classes (Ritz & Travers, n.d.), as using GBA to teach English grammar provides a way out for the development of useful and relevant writing abilities (Saehu & Hanifah, 2024). Thus, teaching grammar through GBA in the context of blended learning provides positive results, as reported by Elangovan and Singaravelu (2023), that the integration of offline and online learning works better than traditional approaches in teaching grammar.

Finally, the analysis focused on how the text progressed in the graphic features element. Based on the text analysis, texts A and B had numerous spelling and punctuation errors during the diagnostic test. Spelling errors emerged as the most dominant issue affecting the clarity of the text. For example, in text A, several commonly used words such as *because*, *important*, and *struggling* (written as *beacuse* [C8, C9, C30, C36], *importan* [C29, C48], and *strugling* [C13]) were repeatedly misspelled throughout the text. Punctuation errors, such as unnecessary commas or spaces after periods, also affected readability. In text B, examples of such inaccuracies occurred with words like *prophet* and *entertainments* (written as *propeths* [C33] and *entertainments* [C49]). The absence of commas in required clauses and inconsistent spacing systems were similar issues that happened to text B in the graphic features element. However,

these errors and inaccuracies were no longer present during the independent construction stage, where both texts were written with correct spelling, appropriate punctuation, and consistent spacing. Texts A and B demonstrated clarity and readability at the end of the teaching program. However, research supporting or opposing this result is limited, as existing studies on teaching writing through GBA in blended learning do not specifically address how the instruction is linked to the improvements in graphic features of students' writing. Previous studies in conventional GBA have reported improvements in students' writing in this element (Labajo, 2024; Mahendra et al., 2025). In addition, McCarthy et al. (2022) reported that online tools can provide direct feedback on mechanical elements, although their contribution operates at a modest level. In relation to this study, when the findings of GBA in a conventional setting contribute to the improvement of students' graphic elements, the improvement may be greater in a blended learning setting. This interpretation is consistent with Sujannah et al. (2019), who reported that blended learning provides better learning outcomes, and Ghaithi and Behforouz (2025), who emphasized the importance of technology integration to provide continuous improvement in student abilities.

CONCLUSION

The current study explored the implementation of GBA in teaching academic writing development in higher education contexts writing within a blended learning context and examined the development of students' texts after following the instruction. The findings have shown that the four stages of explicit genre-based instruction, implemented through the integration of face-to-face and online learning, facilitate effective learning activities with a structured and flexible pathway that supports students' academic writing skill development. During the BKoF stage, students activated their relevant background knowledge with multiple resources and experienced continuity of learning from in-person to online contexts through LMS-mediated access to texts and multimedia materials. In the MoT stage, students demonstrated increased genre awareness and a stronger understanding of texts through integrated instructional activities. In the collaborative writing stage through the JCoT, students achieved the improvement of ideas and text organization, supported by the practicality of the available learning tools. In the final stage (ICoT), students internalized the skills acquired from each stage, coupled with feedback from teachers and peers, which provided optimal benefits. Analysis of student texts further confirmed that the learning model implementation improved the development of academic texts based on multiple indicators consisting of genre, register, discourse, grammar, and graphic features. Both Text A and B demonstrated improved quality between the texts written in the diagnostic test and those produced at the independent construction stage. Specifically, the texts in the final stage had clearer social purposes and more structured staging of genre-enhancing elements. The increase in register was identified in the shift of writing characteristics from an experience-based orientation to a more knowledge-oriented approach. At the discourse level, the texts were written with a regular presentation of ideas, a logical connection between one phase and another, and the use of appropriate connecting words in academic writing. The grammatical structure in the texts was also strengthened by fulfilling the acceptable realization of functional grammar rules. The improvement was also reflected in clearer and more consistent graphic presentation, which enhanced the readability of the texts.

This study implies that implementing the Genre-Based Approach in a blended learning context for teaching academic writing in higher education contributes to the effectiveness of the learning process while improving the quality of academic texts produced by students. These findings emphasize the importance of the instructor's role in explicitly designing and implementing instruction at each stage of genre learning through two complementary learning modes, namely face-to-face and online. The integration of these two modes allows for more continuous learning, step-by-step guidance, meaningful collaboration, and effective feedback that support the development of students' academic writing competence through technology-mediated pedagogy. Moreover, the way the genre-based teaching cycle was integrated with blended learning in this study can offer a practical model for other study programs, especially in science-related fields, where students are expected to produce well-structured and discipline-specific academic texts. Despite its strengths, this study has some limitations in the absence of comparative responses from teachers. While the teacher-as-researcher approach employed in this study offers certain advantages, it also restricts the aspect of teacher perspectives. Thus, future research is recommended to involve teachers who have been trained to implement similar programs, allowing their perspectives to be examined in order to further enrich and extend the findings. Eventually, as the findings explored the implementation of GBA in a blended learning context without determining whether the

offline or online component contributed more significantly to learning improvement and text development, further comparative research examining both modes is also necessary.

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Author 1 was responsible for designing the study, collecting and analyzing the data, and drafting the manuscript. Author 2 contributed to refine the methodology, to check the validity of the findings, and to revise the manuscript. Author 3 worked on literature review, proofread the manuscript, and provided administrative support. Author 4 contributed to developing the conceptual framework, supporting data interpretation, and assisting with manuscript preparation.

CONFLICTS OF INTEREST

The author(s) declare no conflict of interest.

USE OF ARTIFICIAL INTELLIGENCE (AI)-ASSISTED TECHNOLOGY

The authors declare that no artificial intelligence (AI) tools were used in the generation, analysis, or writing of this manuscript. All aspects of the research, including data collection, interpretation, and manuscript preparation, were carried out entirely by the authors without the assistance of AI-based technologies.

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