Journal of Literate
English Education Study Program
Volume 6 No 2 December 2025
ISSN (print) : 2745-9357
ISSN (online) : 2745-8563
Homepage : https://journal.uiad.ac.id/index.php/jle
DOI : 10.47435/jle.v6i2.4256

DIGITAL TOOLS ACROSS THE GENRE-BASED APPROACH CYCLE: ENHANCING EFL LEARNING THROUGH TECHNOLOGY INTEGRATION

Novi Intan Aprilia[1], Alief Noor Farida[2]
[1,2]*Universitas Negeri Semarang, Semarang, Indonesia*
Author's correspondence. E-mail: noviintanaa@students.unnes.ac.id

Submission Track:
||Submited: 25th November, 2025 ||Reviewed: 17th December, 2025 ||Published: 31st December, 2025

Abstract

This research study presents descriptive qualitative with a conceptual framework for utilizing digital tools ,including Padlet, Jamboard, blogs, AI-generated texts, Google Docs, Grammarly, and Write & Improve. in the EFL writing class through the GBA cycle. In the digital era, integrating technology into GBA processes promotes the development of language learning more efficiently. The theory used in this research consists of socio-constructivism theory, connectivism theory, and self-regulated learning to link digital tools with Ganre-Based Approach stages in EFL, such as Building Knowledge of the Field, Modeling of Text, Joint Construction of Text, and Independent Construction of Text. This present integration highlights the potential of digital tools, including Padlet, Jamboard, Textual Clustering Blog, AI-generated texts, Google Docs, The Object's Writing Games, Grammarly, and Write & Improve, to enhance peer collaboration, guided support, and independent learning throughout the writing process. The results demonstrate a significant connection between GBA stages and the pedagogical benefits of these tools, which contribute to enhancing students ' writing performance and motivation. Therefore, the research offers both theoretical and practical contributions by providing a technology-oriented model that facilitates the effective use of GBA EFL.
Keywords: genre-based approach; digital tools in EFL writing; ICT Integration

Abstrak

Penelitian ini menyajikan sebuah kaulitative deskriptif dengan kerangka konseptual mengenai pemanfaatan berbagai alat digital seperti Padlet, Jamboard, blogs, AI-generated texts, Google Docs, Grammarly, and Write & Improve. dalam pembelajaran menulis bahasa Inggris sebagai bahasa asing melalui siklus Genre-Based Approach (GBA). Di era digital, integrasi teknologu dalam setiap GBA diyakini mampu meningkatkan efektivitas dan efisiensi perkembangan kemampuan bahasa. Penelitian ini berlandaskan pada teori sosiokonstuktivisme, konektivisme, and self-regulated learning guna menjembatani peran alat digital dengan tahapan GBA, yakni Building Knowledge of the Field, Modeling of the Text, Joint Construction of the Text, dan Independent Construction of the Text. Integrasi ini menyoroti potensi berbagi alat digital seperti Padlet, Jamboard, Textual Clustering Blog, teks berbantuan AI, Google Docs, platforms Games Writing, Grammarly, dan Write & Improve dalam meningkatkan kolaborasi antar peserta didik, menyediakan scaffolding yang lebih terarah, serta mendorong kemandirian belajar sepanjang proses menulis. Temuan penelitian ini menungkap adanya keterkaitan yang kuat antara tahapan GBA dan manfaat pendagogis dari alat - alat digital tersebut, yang secara langsung berkontribusi pada peningkatan keterampilan menulis dan motivasi belajar siswa. Dengan demikian, penelitian ini memberikan kontribusi teoritis sekaligus praktis melalui penyusunan model berbasi teknologu yang memfasilitasi penerapan GBA secara lebih efektif dalam pengajaran menulis bahasa Inggris sebagai bahasa asing (EFL)

Journal of Literate
English Education Study Program
Volume 6 No 2 December 2025
ISSN (print) : 2745-9357
ISSN (online) : 2745-8563
Homepage : https://journal.uiad.ac.id/index.php/jle
DOI : 10.47435/jle.v6i2.4256

Kata Kunci: *pendekatan berbasis genre; aplikasi digital dalam penulisan bahasa Inggris sebagai bahasa asing; integrasi TIK*

1. Introduction

Integrating technology in learning English as a Foreign Language (EFL) has been a primary concern of present-day pedagogy even more so with the digital transformation of education (Rintaningrum, 2023). The researchers on Computer-Assisted Language Learning (CALL) and Technology-Enhanced Language Learning (TELL) in language sphere find that technology in language learning is on the rise and that it not only provides great benefits like interacting, teamwork, and getting access to different kinds of resources, but also that it's the main route through which these benefits come (Chen et al., 2024; Ade et al., 2024). Vygotsky's sociocultural theory (SCT) stated that learning develops through interactions facilitated by mediation. The use of tools and signs is fundamental to cognitive development. The Ganre-Based Approach (GBA) is widely acknowledged as a strong approach for improving students' communication skills, especially in contexts where students need assistance with linguistic and textual skills (Wardani et al., 2022; & Dan, 2025). Based on Systemic Functional Linguistics, GBA guides students through a sequence of structured learning stages which support students' development from understanding content, to observing and co-creating texts, and then producing independent writing (Kinik & Genc, 2022). This kind of learning and practice is especially appropriate for the case of EFL students, as they need to be placed under explicit instruction regarding the workings of language in context.

In language learning, writing is an essential skill because it is the most common method used for expressing ideas, communicating, sharing, and creating knowledge (Fitria, 2024). Writing performance is typically evaluated based on five core criteria, such as content, organization, vocabulary, linguistic accuracy, and mechanics (Mastura et al., 2020). Based on these five core criteria, writing emerges as a challenging skill for learners, as it involves comprehending genre types, social functions, linguistic characteristics, and text organization. However, many student feels that traditional teaching models are unengaging, leading to a decline in their motivation to develop writing skills (Khasanah et al., 2023). The Genre-Based Approach provides effective scaffolding to improve students ' writing skills (Dzukhriyah & Rini, 2023). Through the integration of ICT tools into these stages of GBA, the learning process becomes more interactive and engaging (Williyan et al., 2024).

Although the significance of technology and the GBA in language education is broadly recognized, research clearly linking digital tools to the GBA learning cycle remains few. Previous research has investigated the effect of ICT in language acquisition, indicating that ICT enhances the learning process in an engaging manner.(Amrullah et al., 2023; Aprilia & Nasekhah, 2025 ; Mai, 2020). But few study has examined GBA as a framework for enhancing ICT literacy to facilitate English instruction (Mahmud et al., 2024). Teachers may be familiar with technologies such as Padlet, Quizizz, Wordwall, Educaplay, or Google Docs. Nonetheless, in most cases, there is no proper direction provided on how best to use these tools in a moral manner that associates with the educational goals of the corresponding GBA level. The solution to this issue depends on the creation of usable models that link the information technology and each stage of genre-based teaching in a systematic way, alongside the teaching learning sequence, to guarantee proper integration of technologies into the classroom.

This paper has been formulated to fill this gap in the literature by positing a comprehensive model intended to classify digital resources across four distinct phases of the GBA cycle in a disciplined manner: Building Knowledge about the Field (BKoF), Modeling for Text (MoT), Joint Construction for Text (JCoT), and Independent Construction for Text (ICoT). The proposed model is built on a wide range of material from genre pedagogy, technology-enhanced language learning, and digital literacy scholarship, which can be used to create an infrastructure that supports listening, reading, comprehension, and collaboration, promoting independent L2 production as well (Hyland,

Journal of Literate
English Education Study Program
Volume 6 No 2 December 2025
ISSN (print) : 2745-9357
ISSN (online) : 2745-8563
Homepage : https://journal.uiad.ac.id/index.php/jle
DOI : 10.47435/jle.v6i2.4256

2007). By making these connections clear, the article brings forward the discussions on the theoretical level about the integration of technology-oriented pedagogy within genre-based instruction It also gives the teachers practical, research-backed strategies that can be applied in the newly equipped EFL classes with technology. Different from that, the framework is intended to close the theory-practice gap, thus giving teachers the power to make knowledgeable choices about the use of technology at every step of the teaching–learning cycle and consequently, the outcomes of language learning will be effective and sustainable. Therefore, this article investigate what technological tools can be aligned with the Genre-Based Approach (GBA) stages in EFL classrooms? And how can these tools support the pedagogical purposes of each GBA stage?

2. Method

This study adopted a descriptive qualitative design with a conceptual framework method, which is based on a literature review and a pedagogical analysis. The goal of the method is to combine the existing studies on the Genre-Based Approach (GBA) and technology-enhanced learning so as to give rise to a workable model that is in agreement with both of them (Luft et al., 2022).

Data were collected consists of two major parts. Initially, the GBA cycle's main stages comprising Building Knowledge of the Field (BKoF), Modelling of Text (MoT), Joint Construction of Text (JCoT), and Independent Construction of Text (ICoT) are recognized and their characteristics elaborated through the process of categorization for analysis. Next, the mentioned ICT tools in the literature reviewed are organized according to their detailed function in the above-mentioned phases (Lim & Nguyen, 2022). The articles that have been peer-reviewed and the apps are the source for the data collection; the gamification tools for language learning are identified through the app analysis. The pedagogical roles of these tools with respect to the different stages of GBA are the focus of the analysis. The alignment of the specific tools with the language skills and stages of the GBA cycle is then shown on a map after the above process. This procedure makes it possible to ascertain the roles of certain technologies, like mobile apps, AI-based platforms, and collaborative web tools, as learning aids to facilitate the achievement of learning objectives in every phase of the GBA cycle.

The data were analyzed using qualitative content analysis. First, the stages of the GBA cycle were used as analytical categories. second, identify digital tools were coded according to their pedagogical functions and mapped to the corressponding GBA stages and target language skills. The main output of this approach is a visual presentation of the correlation between ICT tools and GBA stages, which serves as a practical guide for teachers to integrate technology in a meaningful way during English as a Foreign Language (EFL) classes.

3. Results and Discussion

The results of the study suggest that the integration of technological tools in the genre-based approach (GBA) of English as a foreign language (EFL) classes can be done in a meaningful way. In the first research question, the findings indicate that diverse tools have different functions at different stages of the cycle: multimedia and annotation platforms like Padlet can be utilized for Building Knowledge of the Field (BKoF), posting and AI examples in Modeling from Text (MoT), teamwork platforms in Joint Construction of Text (JCOT), writing assistance in Independent Construction, and digital feedback and publishing tools in the final stage. To the second question, these tools actually support the pedagogical goals of each phase by enhancing student involvement, making writing more precise, and increasing students' motivation.

Journal of Literate
English Education Study Program
Volume 6 No 2 December 2025
ISSN (print) : 2745-9357
ISSN (online) : 2745-8563
Homepage : https://journal.uiad.ac.id/index.php/jle
DOI : 10.47435/jle.v6i2.4256

3.1 Building Knowledge of the Field (BKoF)

During this very first process, digital resources are a support to broaden the students' topical knowledge as well as language skills. Use of online collaboration tools like Padlet, Jamboard and Mentimeter, to mention a few, has been shown to increase the amount of knowledge by stimulating the activation of students' prior knowledge and creating new understanding of the topic (Devi & Puspitasari, 2023; Muralei et al., 2024). Teachers do this by asking guiding questions and students are then allowed to discuss freely, express their opinions, and share their thoughts. The results suggest that the use of digital tools in BKoF, for instance, Padlet, can be a great driving force behind the students' increased motivation and awareness of the context, which are the most important factors for the next writing exercises.

Padlet in reality, might be used as an online board where all students collaborate and post words, ideas, pictures, or even short texts that are somehow connected with the topic. The teacher would be sorting the posts according to the key features of the style, which would be very useful for the students as they would be gradually acquiring knowledge that is suited to the target language. In addition, concept mapping could be done with the help of Jamboard, which would let students see the ideas and their relationships visually as well as find the important points within the target genre (Stafford, 2022). Creating word clouds or conducting polls that are of interest to the students and the topic can also be done with the aid of Mentimeter. All that considered, these tools will help the students in the BKoF phase to remain actively involved, generate ideas, and gain a deeper understanding of the content.

Research has pointed out that digital tools like Padlet do support the Building Knowledge of Fields stage properly, as they do so by raising the students' comprehension of the subjects and the linguistic resources. From a sociocultural standpoint, this is a reflection of Vygotsky (1978) who presented the concept of mediated learning, where knowledge is acquired by way of social interaction and collaboration. Through discussions and sharing ideas online, the students are constructing meaning that is within their Zone of Proximal Development (ZPD), which is the area supported by the teacher. The interaction not only makes their understanding of the context deeper but also gives them motivation, ideas, and confidence in the subsequent writing tasks. This is the same as the finding of Devi & Puspitasari (2023), who found that collaborative platforms promote learner engagement and active prior knowledge, which is the basis for the Ganre-Based Approach (GBA) in writing activities. So, technology works as a social bridge at this stage for the purpose of helping students link their previous experiences with the new language input.

3.2 Modelling of the Text

During the modelling phase, technology tools open the door for students to genre-specific writing models. Online blogging and repositories let the students have a look at the authentic models, while AI tools like ChatGPT produce texts that point out the genre's structure and the different linguistic features (Werdiningsih et al., 2024). To the same extent, Sari et al. (2025) confirm that the AI-assisted helpers are working with the students to compare their drafts to the produced models for analyzing coherence and cohesion. Such tools play the role of assisting in developing the conventions of the desired genre in the students through the modelling technique.

Teachers can tell the students to analyze the genre in blogs or AI-generated texts by pointing out the schematic structures, grammatical patterns, and lexical choices through collaborative analysis activities. The likes of Edpuzzle can be applied to insert guided questions in writing examples based on video instruction, while Wordwall provides interactive exercises to strengthen comprehension of text structure and linguistic features (Emiliya Hidayat & Dzulfiqar Praseno, 2021; Putri et al., 2024).

Journal of Literate
English Education Study Program
Volume 6 No 2 December 2025
ISSN (print) : 2745-9357
ISSN (online) : 2745-8563
Homepage : https://journal.uiad.ac.id/index.php/jle
DOI : 10.47435/jle.v6i2.4256

The students are given an opportunity to practice analysing and deconstructing the model texts through these applications before they move on to the stage of collaborative construction.

During the modelling phase, technological instruments give very easy to get at genre-specific writing examples, which makes it possible for learners to become aware of text structures and linguistic patterns. The findings indicate that users develop skills for text-structure analysis, cohesion and register use in blogs/sites as well as AI tools such as ChatGPT. It is quite similar with the result of Wardani et al. (2022), which emphasizes that AI-generated text examples can improve the understanding of genre conventions by providing direct exposure to either authentic or semi-authentic models. On the other hand, these findings have also raised issues in teaching. Although AI tools can somewhat indirectly provide input, the use of AI tools must be supervised by a teacher to prevent students from becoming mere imitators or relying excessively on technology. In this phase, it would be beneficial if the teacher would encourage the students to critically assess the model texts, looking at their linguistic and structural features and rather than direct mimicry. This would ensure that technology was used as a support for metacognitive awareness rather than as a replacement for analytical learning.

3.3 Joint Construction of the Text (JCOT)

The co-construction phase in joint writing takes a lot of advantages from joint online platforms like Google Docs, Quizizz, Kahoot!, and Baamboozle. It has been observed that online collective writing leads to negotiation of meaning, co-editing, and peer scaffolding which in turn results in better organization and development of content (Wang & Huang, 2024; Hastuti & Rini, 2023). Albedaiwi (2022) describes the case of Saudi EFL students in which working together on digital platforms has resulted in noticeable writing skills improvement through the collaborative tasks. The outcomes corroborate that the integration of technology in JCOT not only promotes interaction but also empowers teachers to provide better assistance during the co-creation process of students' texts.

For example, by collaboration on Google Docs, students can collaborate with the teacher while creating a text of their own and receive continuous feedback and summer about the use of structure and language. Educational digital games (such as Quizizz, Kahoot!, and Baamboozle may also provide a motivating opportunity to teach the pupils language features for each genre, grammar and cohesive devices as a precursor to their writing. (Malvado et al., 2022; Sakdiyah et al., 2024; Amalia et al., 2022). The use of these tools not only helps students stay motivated but also assures their continuous participation throughout the writing process.

Joint construction stage is a great time for platforms like Google Docs that allow real-time interaction, collaborative editing, and negotiation of meaning. From a connectivism perspective (Siemens, 2005), learning at this stage is realized through the development and relations of knowledge networks consisting of students, teachers and digital tools. Collective construction of text shows how learners make connections between diverse bits of information, express their ideas and come to an agreement of meaning through communication facilitated by technology. Findings of the study lend support to the notion of knowledge being spread not only among individuals and systems but also in learners rather than being localized in them. Findings support the idea that knowledge is distributed among individuals and systems, not just within learners. Similar to Wang & Huang, (2024) and Hastuti & Rini, (2023), online collaboration facilitates the organization, cohesion, and critical engagement of the learners' interaction in the digital spaces. Technology used at this stage bridges between the two processes of writing and making meaningful actions that are connected within a network, while at the same time developing linguistic competence and digital collaboration skills.

Journal of Literate
English Education Study Program
Volume 6 No 2 December 2025
ISSN (print) : 2745-9357
ISSN (online) : 2745-8563
Homepage : https://journal.uiad.ac.id/index.php/jle
DOI : 10.47435/jle.v6i2.4256

3.4 Independent Construction of the Text

In the independent essay writing process, automated writing evaluation (AWE) tools and AI feedback systems help the student greatly in developing their drafts. The tools like Grammarly, Write & Improve (Cambridge), and QuillBot were found to enhance the student's grammar accuracy, lexical variety, and cohesion (Pitukwong & Saraiwang, 2024). Thus, the tools' objectives are in sync with the pedagogical goal of building self-reliance and precision in the independent construction.

In practice, the student can make use of Grammarly to spot grammatical and mechanical mistakes, while Write & Improve grants feedback which is based on the proficiency levels in accordance with CEFR descriptors to support the student in monitoring his/her progress. QuillBot can be utilized to paraphrase and enhance the flow and clarity of the sentences, thus enabling the students to make changes to their drafts on their own. Later on, teaching staff could suggest to the students to think about the AI-generated feedback and decide which corrections they want to implement, thus, developing critical thinking and the skill of independent editing during the final writing process.

The map below, which exemplifies the implementation of Information and Communication Technology (ICT) tools in the Genre-Based Approach (GBA) cycle, shows how particular digital platforms can be adapted for every stage of writing instruction technology. The map also presents the modes of classroom practice and the indicators of learning outcomes, illustrating how technology can continuously facilitate student participation, support, and independence during the writing process.

Table 1 Digital Tools across GBA stages

GBA Stage	Pedagogic Purpose	Tools	Example Activity (Writing-Focused)	Evidence of Learning
Building Knowledge of the Field (BKoF)	Build topical knowledge, activate schema, and expand linguistic resources	Padlet, Jamboard, Mentimeter	Students post ideas, vocabulary, and short captions related to the topic on Padlet. The proposed tool will be used to enhance student engagement in completing task during the Literature Circles unit.	Students' contributions on Padlet; completeness of concept maps; results of Mentimeter polls showing topic awareness
Modelling of the Text (MoT)	Notice and analyze genre structure, language features, and lexico-grammatical patterns	Blogs, ChatGPT, Edpuzzle, Wordwall	Students scrutinize model texts created by AI or blogs to find the schematic structures and linguistic features. For reinforcing the recognition of features, teachers implement Edpuzzle videos with guiding questions and Wordwall activities.	Accuracy of text analysis, completion of guided question responses, and improvement in identifying genre features
Joint Construction of the Text (JCoT)	Co-draft texts collaboratively and apply scaffolding in writing	Google Docs, Quizizz, Kahoot!, Baamboozle	In Google Docs, the students write a text together, supported by the teacher and edited by their classmates. The teachers use Quizizz/Kahoot!/Baamboozle games to review grammar and cohesive devices that are relevant to the genre before the	Quality of co-constructed text, Google Docs version history, and game performance scores indicating readiness

Journal of Literate
English Education Study Program
Volume 6 No 2 December 2025
ISSN (print) : 2745-9357
ISSN (online) : 2745-8563
Homepage : https://journal.uiad.ac.id/index.php/jle
DOI : 10.47435/jle.v6i2.4256

			students start to write.	
Independent Construction of the Text (ICoT)	Develop self-reliance and accuracy in independent writing	Grammarly, Write & Improve (Cambridge), QuillBot	Students draft independently, using Grammarly to check mechanics, Write & Honing Fluency to the highest level, the QuillBot generates visual sentences full of feedback in mirrored consideration for the written text.	Pre–post writing rubric scores; revision frequency and quality; degree of AI feedback application

This phase goes together with Zimmerman's Self-Regulated Learning. Zimmerman, (2013), says that Self-regulated learners are the ones who take control of the entire learning process. They are goal setters, monitors, and evaluators of their performance. The three elements are forethought, performance control, and self-reflection, which are applicable to this stage, where the learners apply their previously acquired skills independently to develop a whole text. As a part of this process, teachers can bring in the use of tech such as Google Docs or Microsoft Word Online that let students write, edit, and review their writings on their own. The functions such as comment tracking or revision history help self-monitoring and reflection, while grammar check tools (like Grammarly) give instant feedback, thus empowering students in their learning process.

4. Conclusion

The digital tools integration at every stage of the GBA has been shown to be beneficial in the EFL writing skills through the support of the conceptual framework. However, corresponding technologies aligned with each stage conceptualize that they foster textual awareness at the MoT stage, interaction at the JCoT, and developmental feedback and expression at the ICoT. In other words, the integrated digital tools implemented with such technologies can be viewed through this framework to ground their pedagogical effectiveness. As a result, inspired by the contributions of Sociocultural Theory, Connectivism, and SRL, this framework identifies technology not only as a mediational tool but also as a cognitive scaffold guiding the learner from the Zone of Promoting Development to the Zone of the Actual Development of EFL writing performance. The practical implications of this framework involve empirical validation in the genuine language classroom to monitor its contribution to EFL writing desire and better writing outcomes. The validation may include testing this framework with real teachers and students to assess its effectiveness in EFL writing acquisition. For future research, it would be beneficial to conduct the study in an EFL classroom with a specific focus level.

References

Ade, W., Uke, S., Noni, N., & Basri, M. (2024). Exploring pedagogical approaches and research instruments in technology-enhanced language learning: A systematic review. *RIAL-EJ: Research in Applied Linguistics – Electronic Journal, 2*(1), 63–73. https://doi.org/10.31963/rial.v2i1.4516

Albedaiwi, S. A. (2022). Collaborative writing on a digital platform: Measuring gains of EFL learners in Saudi Arabia. *Journal of Language and Linguistic Studies, 18*(1), 760–770.

Amalia, I., Solihat, D., & Darsih, E. (2022). The effect of Kahoot application in improving students' writing skill: A quasi-experimental design at SMAN 1 Luragung. *Indonesian Journal of Learning and Instruction, 5*(1), 23–30. https://doi.org/10.25134/ijli.v5i1.5873

Journal of Literate
English Education Study Program
Volume 6 No 2 December 2025
ISSN (print) : 2745-9357
ISSN (online) : 2745-8563
Homepage : https://journal.uiad.ac.id/index.php/jle
DOI : 10.47435/jle.v6i2.4256

Amrullah, A., Lail, H., & Sumayani, S. R. (2023). The EFL students' perspectives on the usefulness of ICT-based learning. *Journal of Language and Pragmatics Studies, 2*(1), 1–10. https://doi.org/10.58881/jlps.v2i1.6

Aprilia, N. I., & Nasekhah, D. (2025). Enhancing EFL grammar learning through game-based learning: A systematic literature review. *JEELL (Journal of English Education, Linguistics and Literature), 12*(2), 68–80. https://doi.org/10.32682/jeell.v12i2.55

Chen, B., Bao, L., Zhang, R., Zhang, J., Liu, F., Wang, S., & Li, M. (2024). A multi-strategy computer-assisted EFL writing learning system with deep learning incorporated and its effects on learning: A writing feedback perspective. *Journal of Educational Computing Research, 61*(8), 60–102. https://doi.org/10.1177/07356331231189294

Devi, A. P., & Puspitasari, R. (2023). Digital collaborative writing technique using Padlet in essay writing classroom. *ELT in Focus, 6*(2), 82–94. https://doi.org/10.35706/eltinfc.v6i2.10934

Dzukhriyah, S., & Rini, S. (2023). Genre-based approach effectiveness in writing descriptive text. *LITE: Jurnal Bahasa, Sastra, dan Budaya, 19*(2), 120–126. https://doi.org/10.33633/lite.v19i2.8520

Emiliya Hidayat, L., & Praseno, M. D. (2021). Improving students' writing participation and achievement in an Edpuzzle-assisted flipped classroom. *Education of English as Foreign Language, 4*(1), 1–8. https://doi.org/10.21776/ub.educafl.2021.004.01.01

Fitria, T. N. (2024). Creative writing skills in English: Developing students' potential and creativity. *EBONY: Journal of English Language Teaching, Linguistics, and Literature, 4*(1), 1–17. https://doi.org/10.37304/ebony.v4i1.10908

Hastuti, D., & Rini, S. (2023). GBA and JOSS for enhancing students' writing proficiency. *Scripta: English Department Journal, 10*(2), 211–218. https://doi.org/10.37729/scripta.v10i2.3417

Hyland, K. (2007). Genre pedagogy: Language, literacy and L2 writing instruction. *Journal of Second Language Writing, 16*(3), 148–164. https://doi.org/10.1016/j.jslw.2007.07.005

Khasanah, N., Faridi, A., & Wahyuni, S. (2023). The implementation of genre-based approach through project-based learning in teaching writing. *English Education Journal, 13*(3), 465–475. https://doi.org/10.15294/eej.v13i3.77331

Kinik, B., & Genç, B. (2022). A genre-based approach in teaching writing to student teachers of English language teaching in a digital context. *Reading Matrix: An International Online Journal, 22*(2), 35–49.

Lim, F. V., & Nguyen, T. T. H. (2022). Design-based research approach for teacher learning: A case study from Singapore. *ELT Journal, 76*(4), 452–464. https://doi.org/10.1093/elt/ccab035

Luft, J. A., Jeong, S., Idsardi, R., & Gardner, G. (2022). Literature reviews, theoretical frameworks, and conceptual frameworks: An introduction for new biology education researchers. *CBE—Life Sciences Education, 21*(3), 1–10. https://doi.org/10.1187/cbe.21-05-0134

Journal of Literate
English Education Study Program
Volume 6 No 2 December 2025
ISSN (print) : 2745-9357
ISSN (online) : 2745-8563
Homepage : https://journal.uiad.ac.id/index.php/jle
DOI : 10.47435/jle.v6i2.4256

Mahmud, M., Halim, A., & Solli, N. (2024). Innovative tech-enhanced genre-based instruction in English language teaching. In *Proceedings of the 3rd English National Seminar 2024* (pp. 7–14).

Mai, L. T. (2020). Benefits and challenges to integrate ICT in EFL teaching and learning activities. *IOSR Journal of Research & Method in Education, 10*(3), 46–50. https://doi.org/10.9790/7388-1003044650

Malvado, V., Prastikawati, E. F., & Wiyaka, W. (2022). Improving English writing skill by utilizing Quizizz as a technology-based assessment. *Linguamedia Journal, 2*(2), 1–11. https://doi.org/10.56444/lime.v2i02.2573

Mastura, D. M., Arsyad, S., & Koto, I. (2020). The effect of genre-based approach on students' writing ability of recount text. *JOALL (Journal of Applied Linguistics & Literature), 5*(1), 88–93. https://doi.org/10.33369/joall.v5i1.9403

Muralei, D., George, P., Selvaraju, V., & Yunus, M. M. (2024). Gamified writing: Enhancing ESL learners' skills through Padlet and Kahoot. In *Innovating Today for a Sustainable Tomorrow* (p. 46).

Pitukwong, K., & Saraiwang, S. (2024). Exploring the effectiveness of digital writing tools on Thai EFL students' writing. *Contemporary Educational Technology, 16*(3), 2–17. https://doi.org/10.30935/cedtech/14808

Putri, N. F., Huda, T., & Devanti, Y. M. (2024). The effect of Wordwall on the quality of EFL students' writing skill. *Acuity: Journal of English Language Pedagogy, Literature, and Culture, 9*(2), 281–292. https://doi.org/10.35974/acuity.v9i2.3350

Rintaningrum, R. (2023). Technology integration in English language teaching and learning: Benefits and challenges. *Cogent Education, 10*(1), 1–21. https://doi.org/10.1080/2331186X.2022.2164690

Sakdiyah, I. H., Maolida, E. H., & Nurviyani, V. (2024). Utilizing Baamboozle in developing students' English grammar mastery. *JALL (Journal of Applied Linguistics and Literacy), 8*(1), 132–142. https://doi.org/10.25157/jall.v8i1.12755

Sari, M. N., Zhang, Y., & Abdullah, M. Y. (2025). Integrating AI-powered writing assistants to enhance EFL students' academic writing skills: A mixed-methods study in higher education. *IJETA: International Journal of Education, Technology, and AI, 1*(1), 1–12.

Siemens, G. (2005). Connectivism: Learning as network-creation. *ASTD Learning News, 10*(1), 1–28.

Stafford, V. (2022). Using Google Jamboard in teacher training and student learning contexts. *Journal of Applied Learning and Teaching, 5*(2), 181–185. https://doi.org/10.37074/jalt.2022.5.2.3

Vinh, P. M. N., & Dan, T. C. (2025). The effects of prewriting discussions on EFL learners' writing performance. *European Journal of Applied Linguistics Studies, 8*(2), 23–30. https://doi.org/10.46827/ejals.v8i2.612

Journal of Literate
English Education Study Program
Volume 6 No 2 December 2025
ISSN (print) : 2745-9357
ISSN (online) : 2745-8563
Homepage : https://journal.uiad.ac.id/index.php/jle
DOI : 10.47435/jle.v6i2.4256

Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Harvard University Press.

Wang, D., & Huang, Y. (2024). Internet-mediated joint construction: Engaging second language learners in synchronous online writing instruction through ClassIn. *RELC Journal, 55*(1), 198–208. https://doi.org/10.1177/00336882221090278

Wardani, W. O. S., Gunawan, W., Emilia, E., & Kurniawan, E. (2022). The implementation of genre-based pedagogy with technology in EFL classroom. In *Proceedings of the Fifth International Conference on Language, Literature, Culture, and Education (ICOLLITE 2021)* (Vol. 595, pp. 708–714). https://doi.org/10.2991/assehr.k.211119.109

Werdiningsih, I., Marzuki, Indrawati, I., Rusdin, D., Ivone, F. M., Basthomi, Y., & Zulfahreza. (2024). Revolutionizing EFL writing: Unveiling the strategic use of ChatGPT by Indonesian master's students. *Cogent Education, 11*(1), 2–18. https://doi.org/10.1080/2331186X.2024.2399431

Williyan, A., Fitriati, W., Pratama, H., & Sakhiyya, Z. (2024). IT-based genre approach in teaching writing to EFL learners: Insights from Indonesia. In *UNNES-TEFLIN National Conference* (pp. 19–31).

Zimmerman, B. J. (2013). Theories of self-regulated learning and academic achievement: An overview and analysis. In *Self-regulated learning and academic achievement* (pp. 1–36). Routledge.