Genre-based teaching cycle and instructional design for teaching texts and mandated curriculum contents

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NSW 2019, Australia

ABSTRACT

This study aimed to construct a genre-based teaching (GBT) model for accommodating the Indonesian EFL curriculum. Anchored in two current GBT cycles developed by Derewianka and Jones (2016) and Chappell (2021), a modified GBT cycle and the following instructional design model were constructed. This design-based study conducted its first two stages: the analysis of practical problems and the development of solutions based on the existing knowledge. The practical problem analysis was executed through four exploratory studies of the analyses of instructional documents, open-ended reflective questions, English textbooks, and literature. The exploratory studies reveal context-specific problems of GBT implementation which suggest the need for the provision of a GBT model to guide the enactment of teachers' GBT practices. The development of solutions was achieved by carefully modifying a GBT cycle informed by principled eclecticism and designing a series of instructional steps which offer three strands for teaching texts and systematic ways for integrating the mandated contents of the Indonesian EFL curriculum. The constructed GBT model is to provide a systematic instructional organization for teaching texts, developing English language skills, and incorporating varied mandated instructional contents of the Indonesian EFL curriculum and to illustrate a construction process of a GBT model to accommodate varied contents of EFL curriculum.

Keywords: Genre-based teaching; Indonesian EFL curriculum; instructional design; principled eclecticism

INTRODUCTION

In language education, genre-based pedagogy has been the topic of theoretical discussion and empirical inquiry. It dates back from its early emergence in Australia in the 1980's as a reaction by educators and linguists to progressivist school pedagogies (Martin, 2006) to its further development in such schools of thought as systemic functional linguistics (e.g., Christie & Martin, 1997; Feez, 2002; Feez & Joyce, 1998; Humphrey & Macnaught, 2011; Martin, 2009; Rothery & Stenglin, 1995) and English for specific purposes (e.g., Bhatia, 1993; Feak & Swales, 2011; Swales, 1990, 2004). Each of these schools has contributed to a growing body of research on how genre-based pedagogy can be translated into different curriculum practices.

Studies on genre-based pedagogy have shown the innovations of the GBT cycles for improving English language students' knowledge of genre as well as their development of English language skills through particular eclectic modifications of the

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TLCs of GBT (e.g., Albino, 2017; Emilia & Hamied, 2015; Huang & Zhang, 2019; Widodo, 2006; Yasuda, 2011). Such eclectic modifications by blending the strengths of relevant methods or procedure were made to cater instructional as well as curricula purposes. This advancement of GBT practices, coupled with the distinctive disposition of the GBT methodology in supporting understanding of how the properties of texts function in contexts for meaning-making potential (Hyland, 2007; Martin & Rose, 2008), have attracted diverse contexts around the globe (Emilia & Hamied, 2015).

Given the strengths of GBT, many English teachers have found that translating the GBT methodology into contextual classroom practices within particular socio-educational context is challenging (see Kartika-Ningsih & Gunawan, 2019; Racelis & Matsuda, 2013; Tardy, 2017, 2019; Triastuti & Riazi, 2020). In Indonesia, the 2013 Indonesian EFL Curriculum has required Indonesian EFL teachers to teach several genres, as explicitly stated in the formulations of the basic competences of the curriculum, while integrating the mandated contents, consisting of character values, higher order thinking skills (HOTS) and the 21st century learning skills, including 4Cs (communication, collaboration, critical thinking and creativity), into their instruction. Such complex expectation is, however, not yet comprehensively supported by a detailed guideline on how to eclectically enact the teaching of genres into which the integration of these mandated contents of the 2013 Curriculum is incorporated (see *Kemendikbud*, 2013, 2016). This is because the curriculum has stated GBT as one of the suggested methods for teaching genres.

This unclear direction is evident in teachers' confusion in putting GBT into practice since the inclusion of GBT in the 2006 and 2013 Curricula (*Departemen Pendidikan Nasional*, 2004; *Kemendikbud*, 2013, 2016). Teachers' GBT practices within these last two EFL curricula have indicated the partial implementation of GBT in which genres and the following text types, and the GBT methodology are used as the venue for mainly teaching micro and macro skills of English, and mismatches between the GBT methodology and other influencing methods collide (Kartika-Ningsih & Gunawan, 2019; Triastuti & Riazi, 2020). This condition, therefore, suggests the provision of a GBT model for guiding teachers to properly enact GBT practices within the GBT methodology. Although the aforementioned studies on GBT (e.g., Albino, 2017; Emilia & Hamied, 2015; Huang & Zhang, 2019; Widodo, 2006; Yasuda, 2011) have made particular eclectic modifications of the GBT cycle to accommodate instructional and curricula purposes, little is known about the modification of the GBT cycle for accommodating varied curriculum contents, as the 2013 Indonesian EFL curriculum.

This design-based study reports the process of constructing a GBT model, comprising a useful GBT cycle informed by principled eclecticism and an instructional design model of GBT, to further guide the design of GBT practices for teaching genres at Indonesian secondary schools. The constructed GBT cycle was adapted from two current cycles of GBT by Derewianka and Jones (2016) and Chappell (2021) and eclectically offers the selective and adaptive implementation of particular relevant methods within the GBT methodology. The adoption and adaptation of these two models for the proposed GBT cycle were considered relevant to the concern of supporting Indonesian EFL students' access to have more exposures of texts through Derewianka and Jones's (2016) supported reading, and Chappell's (in preparation) supported listening and viewing. By complying with the GBT methodology, teachers are hopefully able to equip their students with knowledge of genres and the corresponding text types, and skills to independently produce their own texts along with integrating the other mandated contents of the 2013 Curriculum. Furthermore, we hoped that the GBT cycle and the instructional design model of GBT would provide guidance for enacting GBT with varied EFL curriculum contents, as the ones of the current 2013 Indonesian EFL curriculum.

Genre-based Teaching (GBT) and Its Teaching and Learning Cycle (TLC)

The goal of GBT in its early emergence in Australia was to establish the writing needs of primary and secondary students across the curriculum. Such a goal aimed to accommodate the inclusion of written texts students need to master in order to be successful in and beyond the school curriculum (Martin & Rose, 2008). Following this early emergence of GBT, starting with the Australian Migrant English Service and extending into international contexts, GBT has been widely adopted in many contexts. The appeal of GBT is the way that it allows teachers to support their students in understanding the relations between communicative purpose, communicative context, rhetorical structure, and the key language features of particular text types (Chappell, 2020). The communicative purpose relates to the genre to which the text belongs. Genres are, thus, considered 'staged, goal-oriented, social processes' (Martin & Rose, 2008, p. 5); acknowledging that meaning usually unfolds in a series of steps in purposeful social activity that has an overall desired result. Communicative context recognizes that the immediate context, in which the text is produced, both determines and is determined by the language choices that the writers or speakers make. This 'context of situation' (Halliday & Matthiessen, 2014, p. 33) is represented linguistically by three

social functions of language – expressing experience (field), interacting with others (tenor) and creating cohesive texts (mode). Rhetorical staging of texts is an important aspect of GBT, reflecting the fact that instances of genres (texts) unfold through different stages of meanings. These 'recurrent local patterns' (Martin & Rose, 2008, p. 4) allow local people to categorize texts by the genres to which they belong. Finally, language features of texts are the lexicogrammatical choices speakers and writers make that allow them to express their ideas, interact with others and create meaningful stretches of discourse. GBT makes extensive use of functional grammar, how grammar functions in the target text and context, to achieve these ends.

GBT is implemented through a cycle of teaching and learning activities where texts are demonstrated, modelled, analyzed and constructed in interactive classroom sessions. The pedagogical approach is based firmly on a social interactionist approach to learning and teaching (Chappell, 2014), where students are guided into understandings of texts and their contexts of use. Through various scaffolding interventions (Hammond & Gibbons, 2005), students are then guided into successfully producing their own texts. The earliest of these models comprised three phases: modelling texts, jointly constructing texts, and independently constructing texts (Callaghan & Knap, 1989). The 'teaching/learning cycle' (TLC), as it is now known, has developed in Australia through various iterations in response to criticisms that it inhibited creativity and critical thinking due to conformity and prescriptivism of genre pedagogy (Freedman, 1994; Hyland, 2014). Thus, a deconstruction stage was added to include a critical orientation. Criticisms that student diversity made it difficult to focus on shared mainstream cultural understandings were addressed through including a 'negotiating the field' stage (Martin, 2005) and a 'building the context' stage (Feez & Joyce, 1998). The importance of encouraging students to read a range of texts led to the inclusion of a 'supported reading' stage (Derewianka & Jones, 2016), followed by Chappell's (in preparation) inclusion of 'supported viewing and listening' for particular language learning contexts in Australia and beyond, such as Indonesia, where students are not immersed in the target language.

Principled Eclecticism and Modifications of Genre-based Teaching
Principled eclecticism (Mellow, 2002), disciplined eclecticism (Rodgers, 2001), informed eclecticism or enlightened eclecticism (Larsen-Freeman, 2000), or an informed approach (Brown & Lee, 2015) in language teaching refers to the use of various principles and techniques from different approaches and methods (Richards, 2015) to help meet learners' language learning needs (Brown,

2002; Lazarus & Beutler, 1993; Mellow, 2002). Eclecticism is, thus, in resonance with today's era of post-method pedagogy, where no single methodological solution fits all contexts (Kumaravadivelu, 2003). Therefore, it is essential for teachers to view such different methodological approaches as "a set of interrelated practices" instead of being part of any particular entity of methods (Maley, 2013, p. 145). By adopting principled eclecticism, teachers can combine several methods or a set of principled procedures (Richards, 2015) to achieve coherent and pluralistic language instruction (Larsen-Freeman, 2000; Mellow, 2002).

Adoption of GBT and the various iterations of the TLC have eclectically been accompanied by other methodological methods and approaches, such as task-based instruction (Albino, 2017; Yasuda, 2011), a process-based writing approach (Huang & Zhang, 2019; Widodo, 2006), and the blend of research activities with a process-based orientation (Emilia & Hamied, 2015). Implementing genre-based tasks to teach writing, Albino (2017) and Yasuda (2011) blended genre-based pedagogy and task-based instruction. Huang and Zhang (2019) and Widodo (2006) modified the TLC into a process-genre writing instructional framework, particularly at the stages of joint and independent construction of texts. These somewhat eclectic adaptations to the Australian models of GBT were made based on context-specific concerns by considering the strengths, compatibility, and coherence of the selected features of different methods. In the Indonesian EFL context, the eclectic implementation of GBT is deemed imperative to accommodate the challenges of teaching texts and varied mandated contents of the 2013 Curriculum.

To guide the accomplishment of the aim of the study, that was to construct the GBT cycle and the following instructional design model for accommodating GBT practices as required by the curriculum, the following questions, specifically, guided our first two stages of design-based research:
1. What are the practical problems surrounding the GBT implementation?
2. How is a theoretically and conceptually sound cycle of GBT to accommodate varied curriculum contents constructed?
3. What do the modified GBT cycle and the following genre-based instructional design model look like?

METHOD
Design-based research (DBR) has been widely adopted to bridge theories and practices in either classroom or non-classroom contexts to improve learning practices (Anderson & Shattuck, 2012) and to develop theory (McKenney & Reeves, 2012). As such, DBR mediates educational theories, instructional design interventions and learning

practices. Channeling to this DBR orientation, the present study employed Reeves's (2006) DBR. The adoption of DBR in this study was, therefore, to make positive contributions to innovations in GBT and to junior and senior high-school EFL pedagogy and curriculum in Indonesia.

This multiyear research study reported the first two, out of four, stages of DBR (Reeves, 2006), comprising:
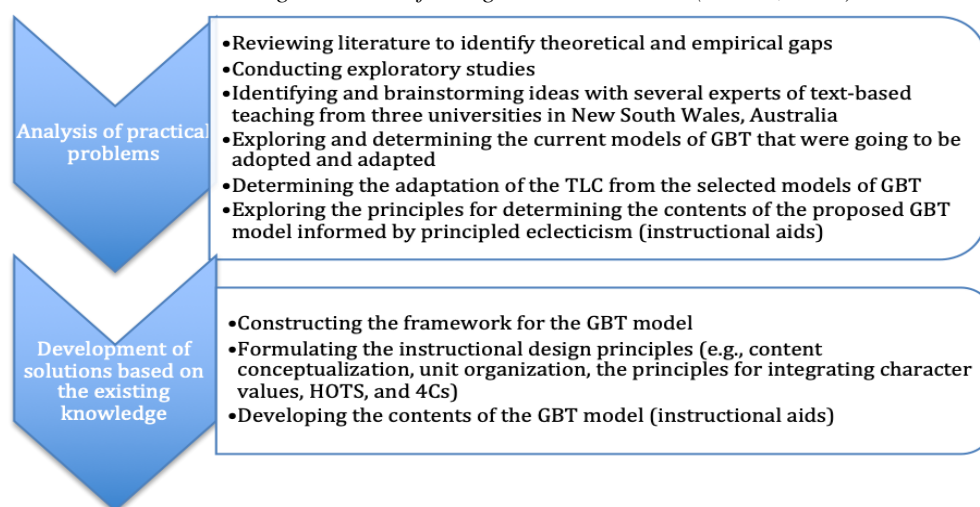
1. analysis of practical problems,
2. development of solutions based on the existing knowledge,
3. evaluation research of the solutions in practice,
4. reflection on the produced design principles.

Due to the rich findings in each stage of the four DBR stages, the research activities were reported in two stages. The target outcomes of the study within the first two stages were to discover the existing problems related to GBT practices and to construct a theoretically, and conceptually sound cycle of GBT and its following GBT instructional design model with principled eclecticism. Figure 1 depicts the research activities in the two stages of the study.

Figure 1
Research Activities in Stages 1 and 2 of Design-Based Research (Reeves, 2006)

Stage 1: Analysis of Practical Problems
The analysis of the practical problems in this study was conducted through four exploratory studies, comprising the analyses of: (1) Yogyakarta EFL teachers' lesson plans, (2) open-ended reflective questions, (3) English textbooks published by the Indonesian Ministry of Education and Culture, and (4) literature and visiting scholar. The following Table 1 presents more detailed information about the methodology of these four activities.

Stage 2: The Development of Solutions based on the Existing Knowledge
In this stage, the theoretically and conceptually sound cycle of GBT to accommodate the curriculum was constructed based on two current models of GBT developed by Derewianka and Jones (2016) and Chappell (2021). We also designed the instructional design based on the constructed cycle of GBT informed by principled eclecticism, the content conceptualization of the GBT instructional design model with the integration of the mandated contents of the 2013 Curriculum, and the explicit

and systematic principles of integrating those mandated curriculum contents.

FINDINGS AND DISCUSSION
Stage 1: Analysis of Practical Problems
Exploratory Studies
Analysis of Teachers' Lesson Plans
Teachers' lesson plans were examined to evaluate to what extent they accommodated the GBT methodology while at the same time incorporating the mandated curriculum contents. The summative content analysis of the lesson plans revealed that the 20 lesson plans shared the same major weaknesses. Even though 12 lesson plans were organized around the GBT methodology, the teaching and learning activities were not oriented to meet the characteristic of each stage of the teaching and learning cycle. Further, they failed to explicitly and thoroughly teach text properties, and to provide a sufficient number of scaffolded activities to prepare students to independently create their own texts. Moreover, the analysis confirmed challenges that teachers faced with planning to teach speaking using GBT.

Table 1
The Methodology of The Four Exploratory Studies

Study	Aim		Research Design	Data Analysis
1	To assess the extent that EFL teachers' lesson plans are based on the GBT methodology as well as integrating the mandated contents of the 2013 Curriculum into their instruction (character values, HOTS, and the 21st century 4Cs).	Instructional document analysis	Data source: 20 lesson plans developed by 20 English teachers. Participants: 20 English teachers in Special Territory of Yogyakarta, 10 of each represented junior and senior high schools. Instrument: A checklist of criteria to examine the extent of the accommodation of the GBT methodology and the mandated contents of the curriculum.	The ten lesson plans were assessed by employing summative content analysis.
2	To map teachers' challenges in teaching genres and the mandated contents of the curriculum.	Analysis of open-ended reflective questions	Data source: Open-ended reflective answers to three reflective questions from 20 teachers. Participants: 20 teachers who participated in the first study. Instrument: Three open-ended reflective questions, which required teachers to reflect on their challenges in teaching genres and the mandated curriculum contents.	The teachers' reflective answers were selected and coded using thematic analysis (Braun & Clarke, 2006).
3	To map the extent that English textbooks have accommodated the teaching of texts and the integration of the mandated contents of the 2013 Curriculum. To examine the problems within the design of the textbooks to inform the unit and instructional design of the constructed GBT model.	Textbook analysis	Data source: Two English textbooks for grades 7 and 8 of junior high school and two English textbooks for grades 10 and 11 of senior high school. The textbooks were published in 2017 and 2018, and downloaded from the book repository of the Ministry of National Education and Culture. Instrument: An analysis sheet containing several criteria.	The four English textbooks were analyzed by employing inferential content analysis.
4	To gain understanding of the development, implementation, and innovations of GBT in Australia to inform the design of the proposed GBT model.	Literature review and visiting scholar	Data source: Original research papers from varieties of credible international journal repositories. Participants: The research team and four experts in GBT from Australia. Instrument: A checklist of criteria for selecting relevant papers and a list of crucial points for discussing the implementation of GBT in Australia.	The selected papers were considered relevant if the studies reported adaptation or modification of the TLC of GBT.

Junior high school teachers' lesson plans were often reduced to teaching particular expressions to carry out certain language functions in isolation. These language functions were, therefore, separated from their whole spoken texts, in which students would be able to better identify the communicative purpose and contexts of the texts. In terms of integrating character values, HOTS and the 21st century 4Cs, the lesson plans did not demonstrate any systematic integration of the mandated contents into instruction. The selected character values stated in the lesson plans, for example, were not transformed into explicit value-based verbal texts and teaching and learning activities.

Analysis of Open-Ended Reflective Questions
The analysis of the teachers' reflective answers about challenges in teaching texts and integrating the mandated curriculum contents shows that the teachers were not confident with the organization of their instruction. Most of them admitted that they were familiar with the TLC of GBT as part of the 2006 Curriculum. Yet, they were unsure about relevant teaching and learning activities for the TLC. Whereas, some others confirmed their confusion in applying scientific approach for teaching texts. Several micro instructional practices shared by the teachers' instruction were the implementation of such mandated teaching methods as project- and problem-based learning, discovery and inquiry learning in separation from the GBT methodology, and the teaching of grammar in isolation from its text and context. Regarding the integration of values, the teachers considered that the ways the learning activities have to be completed and classroom routines have instilled values.

Analysis of English Textbooks

As stated in Table 1, the aims of analyzing English textbooks are twofold. Firstly, it is to examine the extent to which the textbooks were in line with the GBT methodology. Secondly, it is to examine the problems surrounding the textbooks design to inform the creation of the unit and instructional design of the GBT model. The following analysis criteria were used:

1. the relevance of text types as stated in the 2013 Curriculum,
2. the accuracy, complexity and authenticity of texts,
3. the appropriacy of the unit organization and the teaching and learning activities for the GBT methodology,
4. the integration of character values, HOTS and the 21st century 4Cs.

The analyses confirmed that the textbooks have met the 1st, 2nd, and 4th criteria. In terms of the 1st and 2nd criteria, the textbooks have carefully developed text types as required by the 2013 Curriculum and made some text adaptation and writing to measure the level of complexity and authenticity of the target texts in accordance with students' grades. However, in terms of integrating HOTS and the 21st century 4Cs, the textbooks for senior high school have more visible and varied learning activities for exercising students' reasoning, thinking, and problem solving skills as well as their 4Cs than those for junior high school. The senior high school textbooks were also considered to best support the GBT methodology. They also have the potential to be far more explicit in how they support demonstrating, modelling and deconstructing texts. Meanwhile, the junior high school books were clearly not based on the GBT principles. Teaching and learning activities were sequenced based on the prescribed organizing principle of the 'scientific approach' as suggested by the Ministry of Education and Culture. Being organized within this approach, the sequenced activities in the textbooks had an insufficient number of input texts for better understanding the field (the topical content), to explore the properties of the model texts sufficiently, to provide students with enough opportunities to collaboratively deconstruct the text and to finally empower them to independently use the genre. Hence, the organizing principle used in the textbooks did not accommodate scaffolded activities to gradually prepare students to master the curriculum fields, to comprehend the text features, and to independently create their own texts successfully. Despite this approach mandating the teaching of texts, there is no clear framework from the ministry informing how the stages of observing, questioning, collecting data, analyzing data and communicating findings within this approach are supposed to be carried out for learning English language, as proposed by Priyana (2014). As a result, different interpretations of how English language learning should be organized within this approach are articulated by Indonesian EFL teachers (Priyana, 2014) as well as the developers of the ministry's English textbooks.

The representation of character and moral values in the four textbooks were mainly reflected from a series of visual depictions and verbal texts. This is as confirmed in the textbook analyses of senior high school textbooks conducted by Widodo (2018), Setyono and Widodo (2019), and Sukur (2019). In line with Widodo's (2018, p. 148) argument, overall, the textbooks published by the Indonesian Ministry of Education and Culture have not accommodated "explicit value-integrated English instruction", in which the learning tasks or activities are systematically designed to exhibit character values.

Literature Review and Visiting Scholar

A review of the literature together with discussions with educators in Australia allowed us to develop a GBT model for the Indonesian context. The literature review focused specifically on developments and innovations, and were enriched with a series of discussions with four educators associated with various GBT contexts in Australia and in EFL settings. The literature review and discussions led us to the exploration of the current GBT cycle models by Derewianka and Jones (2016) and Chappell (2021) as follows.

Figure 2
*The Teaching and Learning Cycle by Derewianka and Jones (2016)*
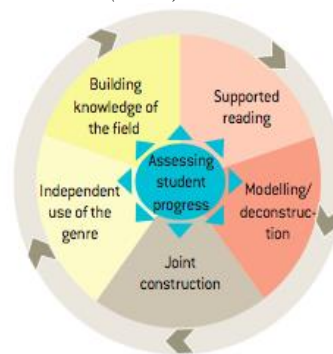
As shown in Figure 2, the TLC by Derewianka and Jones (2016) constitutes five stages: (1) Building knowledge of the field, (2) Supported reading, (3) Modelling/deconstruction, (4) Joint construction, and (5) Independent use of the genre. Ongoing assessment of student progress surrounds these five stages.

Meanwhile, the TLC proposed by Chappell (2021) comprises: (1) Building knowledge of the context and field, (2) Supported reading, listening and viewing, (3) Modelling and marking critical features of texts, (4) Joint construction of texts, and (5) Independent use of texts. Student progress in

these five stages is assessed by means of dynamic assessment, an approach to formative assessment based on Vygotsky's sociocultural theory (Poehner, 2008). Chappell's (in preparation) model of the cycle is as follows.
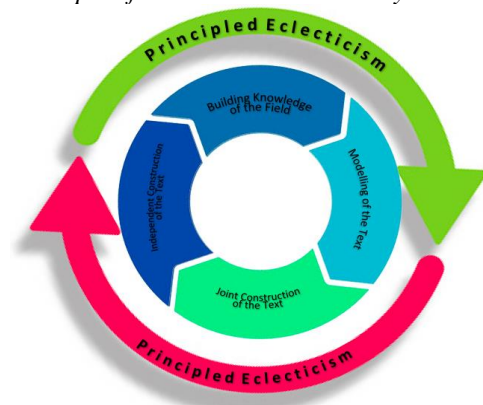
Figure 3
The Teaching and Learning Cycle by Chappell (2021)
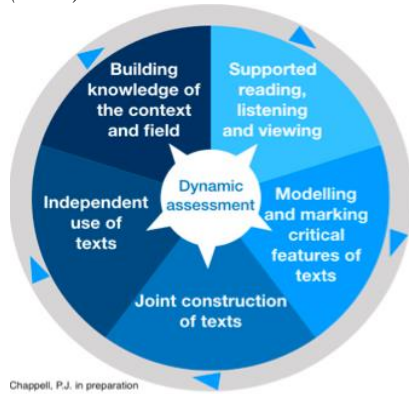
Chappell, P.J. in preparation

Considering the concern for EFL Indonesian students to better immerse with English exposures, these two models of the GBT cycle were adapted to enhance the TLC of GBT in the Indonesian EFL context, which was adapted from the Language and Social Power project by Murray and Zammit (1992) (Kartika-Ningsih & Gunawan, 2019) and involves principled eclecticism to integrate the mandated curriculum contents with the TLC. Figure 4 depicts this model.

Figure 4
The Blend of the Teaching and Learning Cycle and Principled Eclecticism Serving as the Organizing Principle of the Constructed GBT Cycle

The modified TLC for this study is the combination of these models, integrating principled eclecticism (as shown in Figure 5). The framework explicitly integrates the mandated curriculum contents into the teaching and learning activities in each stage of the proposed TLC, consisting of: (1) Building knowledge of the field, (2) Supported reading, listening, and viewing, (3) Modelling/deconstruction of texts, (4) Joint construction of texts, and (5) Independent use of

texts. Such an explicit integration of the mandated contents into the cycle is expected to remind teachers to consistently include this integration in their GBT practices. The interrelated scaffolded teaching and learning activities for teaching texts, developing English language skills, and instilling the explicit integration of the mandated curriculum contents are centered around the practice of dynamic assessment (Poehner, 2008). Dynamic assessment in this framework is balanced with cognitively and affectively engaging interactive and recursive learning experiences.

Figure 5
The Proposed Teaching and Learning Cycle of GBT for Accommodating the Indonesian EFL Curriculum
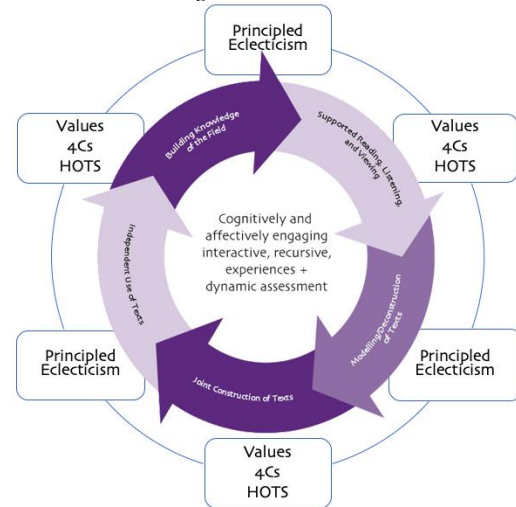
Stage 2: The Development of Solutions based on the Existing Knowledge
This stage yielded three proposed solutions based on the existing knowledge concerning the GBT development and innovations, and the analyses of practical problems. The first solution, which is the construction of the GBT cycle, is shown in Figure 5, above. This proposed cycle is intended to teach and explore texts while eclectically accommodating the mandated curriculum contents.

The proposed GBT cycle supports three strands of English language teaching and learning, namely, strands for speaking, writing and integrated skills. The first two strands can be implemented by teachers when they teach particular spoken or written texts by focusing on the exploration of either spoken texts (along with the development of listening, viewing and speaking skills) or written texts (while developing reading and writing skills). Meanwhile, teachers can implement the integrated skills strand to fully implement GBT, incorporating the development of the four English language skills into their teaching of either particular spoken or written texts. The following Table 2 outlines the stages of the proposed cycle, the nature of teaching and learning activities in each stage, and the focus of the stages.

Table 2
The Proposed Teaching and Learning Cycle

Stage of the Teaching and Learning Cycle	Teaching and Learning Activities	Focus of the Stage
Speaking Strand (Involving Listening and Speaking Skills)		
Building Knowledge of the Field	- Providing speaking and listening activities to develop students' awareness of the topic/ field and the context of situation and culture of the texts - Providing speaking and listening activities to identify and practice the grammar of spoken language (the language features of the target spoken text)	Topic and context-building
Supported Listening and Viewing	- Assigning students to listen to and view more inputs of the target spoken text - Providing more listening comprehension questions and speaking activities to explore the inputs of the target spoken texts and to exchange ideas - Assigning engaging extensive listening and viewing activities to facilitate the instilment of character values, HOTS, and the 21st century 4Cs	More input texts exploration
Modelling/Deconstruction of Texts	- Explicitly exploring the language features of the target text - Involving students to identify the staging/moves of the transactional/interpersonal text and the language features of the target spoken text - Supporting students in practicing the language features of the target spoken text (guided/controlled practices)	Explicit teaching and exploration of texts
Joint Construction of Texts	- Setting specific communicative tasks to support students to collaboratively work on the construction of a spoken text to achieve a particular purpose of communication - Facilitating students in the process of deconstructing and constructing the spoken text - Having students perform a speaking task	Collaborative text construction
Independent Use of Texts	- Assigning students to individually/in pairs/in small groups work on a speaking activity (e.g., role-play, mini-drama, storytelling, presentation)	Independent use/construction of texts
Writing Strand (Involving Reading and Writing Skills)		
Building Knowledge of the Field	- Providing reading activities to develop students' awareness of the topic/field, and the context of situation and culture of the texts - Providing reading comprehension activities to identify the language features and generic structure of the target written text, and to develop students' reading micro skills	Topic and context-building
Supported Reading	- Assigning students to read more inputs of the target written text - Providing more reading comprehension activities to explore more inputs of the target written text (identifying the context, enriching students' understanding of the field and content, and developing students' reading micro skills) - Assigning engaging extensive reading activities to foster the instilment of character values, HOTS, and the 21st century 4Cs	More input texts exploration
Modelling/Deconstruction of Texts	- Explicitly exploring the language features of the target written text - Involving students to identify the generic structure of the text and the use of the language features of the text in context - Supporting students in practicing the generic structure and language features of the target text (guided/controlled practices) (including writing mechanics and practices for cohesion and coherence) - Providing more controlled practices to practice sentence construction and paragraph development	Explicit teaching and exploration of texts
Joint Construction of Texts	- Supporting students in text construction in which the process-based writing activities of planning, drafting, editing, and revising are carried out	Collaborative text construction
Independent Use of Texts	- Assigning students to individually write their own text and publish it in each student's portfolio	Independent use/ construction of texts
Integrated Skills Strand		
Building Knowledge of the Field	- Providing reading, listening and speaking activities to develop students' understanding of the topic/field, content, context, and language features of the target spoken/written text	Topic and context-building

Supported Reading, Listening and Viewing	- Providing more spoken and written input texts to develop students' understanding of the topic/field, content, context, and language features of the target spoken/written text	More input texts exploration
	- Engaging students with more extensive reading, viewing, and listening activities to strengthen their awareness of character values and the development of HOTS and the 21st century 4Cs	
Modelling/Deconstruction of Texts	- Explicitly exploring the language features of the target spoken/written text	Explicit teaching and exploration of texts
	- Supporting students in identifying the generic structure/staging/conversational moves of the target spoken/written text and the use of the language features of the text in context	
	- Supporting students in practicing the generic structure/staging/conversational moves and language features of the target text (guided/controlled practices)	
	- Providing more controlled practices to practice sentence/expression construction and paragraph development/conversational moves	
Joint Construction of Texts	- Supporting students in text construction (either spoken/written text)	Collaborative text construction
Independent Use of Texts	- Assigning students either to individually/in pairs/in small groups work on a speaking activity (e.g., role-play, mini-drama, storytelling, presentation) or to individually write their own text and publish it in each student's portfolio	Independent use/construction of texts

The next solution was to determine the systematic integration of the mandated curriculum contents comprising character values, HOTS, and the 21st century 4Cs. As mandated by the 2013 Curriculum and determined by the Ministry of Education and Culture, Indonesian EFL teachers are required to integrate 18 character values. The stipulated values are religiosity, honesty, tolerance, discipline, hard working, creative, independence, democratic, curiosity, patriotism, nationalism, appreciative, being friendly, peace maker, love to read, environment awareness, social awareness and responsibility (*Kemendikbud*, 2011). Learning from the finding of the English textbooks analysis concerning less explicit value-integrated English instruction, to build the essential components of character values, which include thinking, feeling, and behavior (Character Education Partnership, 2012), the integration of character values in this model is systematically designed by:

1. tailoring visual representations (pictures and photographs) and artifacts (charts, graphs, diagrams and icons) in accordance with the represented character values,
2. selecting and adapting relevant input texts, both spoken and written, in which particular character values are accommodated,
3. designing "explicit value-integrated English instruction" (Widodo, 2018, p. 148) in which the components of tasks (Nunan, 2004), comprising goal, input, procedure, teacher roles, student roles and setting, are projected to engage students in character values-based learning tasks or activities,
4. showcasing real life and everyday events which display character values in the target texts and learning activities (Jie & Desheng, 2004),
5. designing learning activities which build three essential capacities to shape individuals with strong character/moral values: a) understandings of character/moral issues leading to understandings of being right and wrong, b) character/moral inquiry involving thinking processes to solve character/moral problems, c) character/moral habits which include character/moral dispositions and traits encouraging students to demonstrate good deeds (Bleazby, 2019), and
6. exploring suitable teaching strategies or techniques (e.g., cooperative, experiential, project-based, problem-based, and inquiry learning) that support the instilment of character values.

In the same vein, higher order thinking skills (HOTS) and the 21st century 4Cs are incorporated into the model. HOTS-based questions and learning activities are presented by referring to the cognitive process dimensions, constituting lower, middle, and higher order thinking skills (Anderson et al., 2001). As for the 4Cs, their representation in the model follows particular indicators rooted on the 21st century skills map determined by *Kemendikbud* (the Ministry of Education and Culture) (2017). The first C, critical thinking skill, is characterized by the cognitive process dimensions of reasoning, understanding the correlation of arguments, organizing and interpreting information, examining the connection of information and arguments, and making judgments. The second C, creativity, involves the skills of applying concepts and knowledge; developing, performing and articulating conceptual and practical ideas; communicating such

ideas; making inventions and giving positive contributions to one's surrounding; being open-minded and responsive towards new and different perspectives; and regarding failure as part of learning. The third C, communication, denotes abilities to organize, articulate and create effective communication either orally or in a written form. Finally, the fourth C, collaboration, is centered around abilities to: work in groups, adapt oneself in various roles, be responsible for group work, compromise with other group members, and respect different perspectives.

Finally, the third solution is constructing a set of instructional design of GBT informed by the proposed TLC for enacting GBT in the Indonesian EFL context. The following Table 3 is the chunk of instructional design focusing on the speaking strand. Such systematic instructional design is also developed for the other two strands of writing and integrated skills.

The exploratory studies for analyzing practical problems reveal the following problems in relation to GBT practices within the 2013 Curriculum: (1) the mismatch between the teaching and learning cycle (TLC) of GBT and the following relevant teaching and learning activities, (2) teachers' confusion in teaching spoken genres, (3) the implementation of such mandated teaching methods as project- and problem-based learning, discovery and inquiry learning in separation from the GBT methodology, (4) the teaching of grammar in isolation from its text and context, (5) the insufficiency of scientific approach as the organizing principle in junior high school textbooks for teaching genres, and (6) less explicit and systematic ways of integrating character values. The identified problems of implementing GBT have confirmed the partial implementation of GBT as found in the studies by Kartika-Ningsih and Gunawan (2019), and Triastuti and Riazi, (2020). Meanwhile, the implicit integration of character values, as indicated by teachers' reliance on dispositions attached to learning activities and classroom routines for integrating values in this study, was in resonance with Qoyimah's (2016) study. The alignment of these research findings suggest the need for teachers to be exposed to concrete ways of systematically integrating values (see Bleazby, 2019; Jie & Desheng, 2004), as designed in this proposed GBT model.

Unlike previous research on genre-based pedagogy, the innovation made on the teaching and learning cycle (TLC) in this study serves as a curriculum innovation to improve the quality of the implementation of GBT in the Indonesian EFL context. By adapting from two current models of the TLC by Derewianka and Jones (2016) and Chappell (2021), the proposed TLC in this study becomes the basis for teaching and exploring texts in three strands, comprising the speaking, writing, and integrated skills strands. To enhance the teaching of texts in the three strands, the proposed TLC eclectically involves the selective and adaptive implementation of such relevant methods as task-based instruction, communicative language teaching, cooperative learning, problem- and project-based learning, and the process-based writing activities. The proposed TLC is also projected to visualize systematic and explicit ways of representing the mandated curriculum contents in its instructional design.

Within the body of research on genre-based pedagogy, the proposed TLC in this study can enrich the previous innovations of the TLC (e.g., Albino, 2017; Emilia & Hamied, 2015; Huang & Zhang, 2019; Yasuda, 2011; Widodo, 2006) in several ways. First, the transformation of the TLC into three strands offers more options for EFL teachers, especially Indonesian EFL teachers, to better focus on exploring particular spoken or written texts. Such options may help teachers to concentrate on either speaking or writing strand as they have found integrating the four skills of English language for teaching and exploring texts in EFL context challenging (Triastuti & Riazi, 2020). As illustrated by Kartika-Ningsih and Gunawan (2019), Racelis and Matsuda (2013), and Tardy (2017, 2019), teachers struggle to clearly picture the practice of genre-based pedagogy in context. The provision of the proposed GBT model in this study is, therefore, expected not only to enlighten Indonesian EFL teachers to comprehend the systematic organization of GBT while accommodating the mandated curriculum contents, but also to provide a systematic model for eclectically blending various contents within the implementation of GBT as required by particular local curricula. Second, the blend of varied contents, comprising texts, skills, and the mandated curriculum contents, in the constructed TLC and its instructional design, illustrates a more complex operation of principled eclecticism. Third, the GBT model adapts the current TLCs by Derewianka and Jones (2016) and Chappell (2021), which promote the new stages called the stages of supported reading and supported reading, listening and viewing, and dynamic assessment. The adaptation of these TLCs as the bases for developing the GBT model in this present study is considered sufficient to better meet complex demands of any particular EFL curricula such as the Indonesian EFL curriculum. This is because within the stages of the proposed cycle, students experience rich exposures of input texts for strengthening their knowledge about texts and their language proficiency. They are also engaged with both intensive and extensive reading, listening, and viewing activities to improve comprehension, and to develop macro and micro-skills of reading and listening.

Table 3
Chunk of Instructional Design of the Proposed GBT Model for Speaking Strand

Stages	Genre-based Teaching Scenario	Principled Eclecticism Enactment
Speaking Strand (Involving Listening and Speaking Skills)		
Building Knowledge of the Field	Task 1. Watching and/or listening to a video/an audio recording to identify the topic/field, to explore the topic/field, and to infer the context of situation and that of culture. Task 2. Discussing some questions on the field and presenting the result of the discussion. Task 3. Listening for comprehension activity (with listening micro skills of, e.g., identifying: detailed information, explicit information, implicit information, etc.). Task 4. Watching and/or listening to a video/an audio recording once again and identifying the vocabulary and expressions of the input spoken text, and sensitizing/noticing the conversational moves of the model spoken text. Task 5. Exploring the meanings of vocabulary and expressions in their context.	In this stage, teachers can eclectically apply a number of listening and speaking activities such as discussion, brainstorming, varieties of cooperative learning activities to explore local-specific content as well as non-local specific one in which their contexts of situation and culture are grounded. The text content can also be projected to address character values and points invoking critical thinking. The eclectically applied activities are also to build students' listening micro-skills and their comprehension towards the detailed content of the input text. To do so, teachers can apply a three-phase technique comprising pre-listening, whilst-listening and post-listening activities. To build students' understanding of related vocabulary, teachers can practice the use of such particular techniques as semantic web, cross-word puzzle, word search puzzle, word picture matching and mind-map. Whereas, to build students' awareness of the meanings of the typical expressions of the model text in context, teachers can feasibly explore the use of language games or communicative games. To sensitize the staging/conversational moves of the model spoken (interpersonal/transactional) text, teachers can assign students to work in pairs and to read aloud the model text.
Supported Listening and Viewing	Task 6. Viewing and/or listening to videos and/or audio recordings in which the target text is attached. Then, identifying the context and understanding the content. Task 7. Discussing and answering the provided questions. Task 8. Viewing and/or listening more to videos and/or audio recordings. Students transfer the information from the videos and/or the audio recordings into a figure/chart/sketch/scenario/story/ comic strip and presenting it to the class.	In this stage, teachers eclectically practice intensive and extensive listening and viewing activities.
Modelling/ Deconstruction of Texts	Task 9. Listening to the model text and answering the provided comprehension questions. Task 10. Identifying the conversational moves and linguistic features with the teacher's guidance. Task 11. Practicing to say the expressions accurately and appropriately. Task 12. Studying the use of the language features in the model text more thoroughly. Tasks 13-15. Doing guided practices for better understanding the moves and language features of the text.	This stage requires teachers to eclectically do the explicit exploration of features or properties of a whole text, guide students to understand the content of the text, strengthen students' knowledge of the grammar of the spoken text, and their skills in using the grammar and staging of the text in controlled or guided practices. To develop knowledge and skills about the features and staging of the text, teachers can eclectically combine text-based practices as well as mechanical and meaningful practices.
Joint Construction of Texts	Task 16. Given a situation, collaboratively (the teacher and students) working on the construction of a spoken text to achieve a particular purpose.	In this stage, teachers can eclectically engage students in text-based speaking practices for jointly constructing spoken texts and conducting semi-guided or free production

	Task 17. Acting out the developed spoken text (with peers monitoring).	communicative activities.
Independent Use of Texts	Task 18. Individually/in pairs/in small groups, working on a speaking activity (e.g. role-play, mini-drama, storytelling, presentation, any individual performance).	In this stage, without teachers' supporting role, teachers can assign students to continue working on their own spoken text production activity in the forms of semi-guided or free-production communicative activities.
		These last two stages also allow teachers to eclectically design text-based speaking practices informed by such prescribed teaching methods as problem- and project-based learning as well as inquiry and discovery learning.

The eclectically enacted learning and teaching activities are nuanced by the incorporation of character values, higher order thinking skills (HOTS) and the 21st century 4Cs (communication, collaboration, critical thinking and creativity) in each stage of the teaching and learning cycle.

Meanwhile, dynamic assessment allows teachers to identify students' learning difficulties as well as understand their abilities (Poehner, 2008; Widodo, 2016) and to support students to reach their potential by designing the most relevant learning interventions or mediations (Davin, 2016; Haywood & Lidz, 2007). Dynamic assessment in this proposed TLC addresses the practice of engaging students' mind (cognitive) and heart (affective) through multiway interactive activities. Such practice, in turn, forms recursive experiences and shapes the formation of students' character. In line with Widodo's (2016) recommendation, the practice of dynamic assessment to support formal assessment is also a way to reframe the 2013 EFL Curriculum in Indonesia. Hence, within the Indonesian EFL context, the proposed GBT model is not only about implementing genre-based pedagogy in Indonesian EFL classroom per se (e.g., Emilia & Hamied, 2015; Megawati & Anugerahwati, 2012; Widodo, 2006), but it is also about designing how GBT can be best enacted to enhance Indonesian students' English language learning as well as to meet the complex expectations of the Indonesian EFL curriculum. As such, the GBT model constructed in this study illustrates feasible innovations made for implementing GBT within particular EFL curricula.

CONCLUSION

The first two stages of design-based research reported in this study resulted in the construction of a genre-based teaching (GBT) cycle and the following instructional design model. Both are informed by principled eclecticism to accommodate the mandated contents of the 2013 Curriculum. These results of the study are in response to the need of Indonesian EFL teachers for being able to sufficiently teach and explore texts while being required to incorporate such additional curriculum contents as character values, higher order thinking skills, and the 21st century learning skills (communication, collaboration, critical thinking and

creativity) into their instruction. Moreover, the proposed GBT model is to serve as a GBT innovation for accommodating EFL curricula.

Reflecting upon the eclectic nature of implementing GBT for accommodating varied teaching contents as required by the 2013 Curriculum, it is essential for teachers to gain sufficient understanding of the principles underlying particular techniques and activities they have drawn from particular methods. Accordingly, teachers will be able to nicely blend their designed learning activities for teaching and exploring texts as guided by the methodology of GBT. It is also important for teachers to consistently use texts as their departure to design their GBT, starting from developing a syllabus to planning assessment activities. In so doing, the complications of GBT practices in Indonesian EFL classroom (see Kartika-Ningsih & Gunawan, 2019; Triastuti & Riazi, 2020), that particularly highlight the partial GBT practices in which the exploration of texts is anchored on various influencing teaching methods and is partially recontextualized within the methodology of GBT, can hopefully be tackled.

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