ISSN 2986-6456

INNOVATIVE TECH-ENHANCED GENRE-BASED INSTRUCTION IN ENGLISH LANGUAGE TEACHING

Asbar[1], Murni Mahmud[2], Abdul Halim[3], Nurmin Solli[4]
[1]Doctorate Students Universitas Negeri Makassar, [2,3] Universitas Negeri Makassar, [4] UTEL University Mexico
asbarpairi@gmail.com

Abstract
This study examines the implementation of tech-enhanced genre-based instruction in English Language Teaching (ELT), focusing on its effects on student engagement and learning outcomes. Integrating digital tools and online platforms into genre-based pedagogy represents a significant innovation in ELT, offering new ways to interact with textual genres and improve linguistic proficiency. This research adopts a qualitative approach, involving 50 secondary school students and 5 ELT teachers from an urban school in Indonesia. Data were collected through semi-structured interviews, focus group discussions, and classroom observations to capture the experiences of both teachers and students in depth. The findings reveal that tech-enhanced genre-based instruction improves student engagement and understanding of various text types. Digital tools facilitated immediate feedback, collaborative learning, and access to diverse multimedia resources, thereby enriching the instructional process. However, the study also highlights several challenges, including disparities in technological literacy, limited access to reliable internet and digital devices, and the need for comprehensive professional development for teachers. These results suggest that while technology integration in genre-based instruction holds great promise, it requires careful planning and support to address infrastructural and training needs. The study contributes to the growing body of literature on innovative ELT practices, offering practical insights for educators and policymakers aiming to enhance language teaching through technology. Further research is recommended to explore long-term impacts and scalability of such interventions in diverse educational settings.

Keywords: Educational Technology, English Language Teaching (ELT), Genre-Based Instruction, Student Engagement, Tech-Enhanced Learning

Introduction

Technology integration in education has transformed traditional pedagogical practices, particularly in the field of English Language Teaching (ELT). The use of digital tools and online platforms offers innovative ways to engage students and enhance their learning experiences. One such innovation is tech-enhanced genre-based instruction, which combines genre-based pedagogy with technological advancements to improve students' linguistic proficiency and engagement. This approach aligns with the growing emphasis on digital literacy and the need for educational practices that reflect the realities of the 21st-century learning environment (Coffin & Donohue, 2014; Hyland, 2007).

Genre-based instruction, rooted in the systemic functional linguistics theory, emphasizes the teaching of language through the exploration of different textual genres. This pedagogical approach helps students understand the social purposes and structural features of various text types, thereby improving their ability to produce and comprehend complex texts (Martin & Rose, 2008). By integrating technology, educators can offer students immediate feedback, foster collaborative learning environments, and provide access to diverse multimedia resources that enrich the learning process (Baker, 2012; Warschauer & Healey, 1998).

The advent of digital tools has revolutionized the way language instruction is delivered. Technologies such as interactive whiteboards, online discussion forums, and language learning apps facilitate a more interactive and engaging learning environment (Dudeney & Hockly, 2007). These tools enable teachers to create dynamic lesson plans that can adapt to the varying needs of students, thereby promoting a more personalized learning experience. Furthermore, the use of multimedia resources, such as videos and podcasts, caters to different learning styles and helps to maintain student interest and motivation (Mayer, 2009).

ISSN 2986-6456

Despite its potential, the implementation of tech-enhanced genre-based instruction is not without challenges. Issues such as disparities in technological literacy, limited access to reliable internet and digital devices, and the need for professional development for teachers must be addressed to ensure effective integration (Selwyn, 2011; Koehler & Mishra, 2009). These challenges highlight the importance of comprehensive planning and support in leveraging technology to enhance genre-based pedagogy. Moreover, the digital divide remains a significant barrier, particularly in developing countries where infrastructure and resources are often limited (Unwin, 2009).

This study aims to explore the effects of tech-enhanced genre-based instruction on student engagement and learning outcomes in an urban secondary school in Indonesia. Through a qualitative research approach, involving semi structured interviews, focus group discussions, and classroom observations, the experiences of both teachers and students will be examined in depth. By focusing on qualitative data, this research seeks to capture the nuanced and multifaceted experiences of participants, providing a richer understanding of the impact of technology on genre-based instruction (Creswell & Poth, 2017).

The findings of this study are expected to contribute to the growing body of literature on innovative ELT practices and provide practical insights for educators and policymakers aiming to enhance language teaching through technology. The study will not only highlight the benefits of tech-enhanced genre-based instruction but also address the challenges and propose solutions to overcome them. Further research is recommended to explore long term impacts and scalability of such interventions in diverse educational settings, ensuring that all students can benefit from these advancements (Bax, 2003).

Research Questions

1. How does the implementation of tech-enhanced genre-based instruction affect student engagement in ELT?
2. What are the experiences and perceptions of ELT teachers and students regarding the integration of digital tools in genre-based instruction?

Method

This study employs a qualitative research design to explore the effects of tech-enhanced genre-based instruction on student engagement and learning outcomes in an urban secondary school in Indonesia. The qualitative approach is selected to capture the nuanced and multifaceted experiences of both teachers and students, providing a deeper understanding of the impact of technology on genre-based instruction.

The study involves a total of 55 participants, comprising 50 secondary school students and 5 ELT teachers from an urban school in Indonesia. The students are from different grades and have varying levels of English proficiency, ensuring a diverse sample that can provide comprehensive insights into the effects of the instructional approach. The teachers selected for this study have experience in using technology in their teaching practices, which is crucial for the successful implementation of tech-enhanced genre-based instruction.

Data collection methods include semi-structured interviews, focus group discussions, and classroom observations. Each method is designed to gather rich, detailed data on the experiences and perceptions of the participants regarding tech-enhanced genre-based instruction.

1. Semi-Structured Interviews: Individual interviews are conducted with each of the 5 ELT teachers. These interviews focus on their experiences with integrating digital tools into genre-based instruction, the challenges they face, and their perceptions of the impact on student engagement and learning outcomes. Each interview lasts approximately 60 minutes and is audio-recorded for accuracy.

ISSN 2986-6456

2. Focus Group Discussions: Two focus group discussions are held with students, each consisting of 25 participants. These discussions aim to elicit students' views on the use of digital tools in their learning, their engagement with genre-based activities, and the overall impact on their language skills. Each focus group session lasts approximately 90 minutes and is facilitated by the researcher to ensure a structured yet open-ended discussion.
3. Classroom Observations: Observations are conducted in the classrooms of the participating teachers over a period of four weeks. The researcher uses an observation checklist to systematically document the use of technology, student interactions, engagement levels, and instructional strategies employed. These observations provide contextual data that complement the insights gained from interviews and focus groups.

The collected data are analysed using thematic analysis, which involves identifying, analysing, and reporting patterns (themes) within the data. The analysis process includes the following steps:

1. Familiarization with the Data: The researcher transcribes the audio recordings of the interviews and focus group discussions. The transcriptions, along with observation notes, are read multiple times to become thoroughly familiar with the data.
2. Generating Initial Codes: The data are systematically coded to identify significant features relevant to the research questions. Coding is done manually and involves highlighting key phrases and sentences that capture important aspects of the participants' experiences.
3. Searching for Themes: The initial codes are organized into potential themes that reflect broader patterns in the data. These themes are reviewed and refined to ensure they accurately represent the data and address the research questions.
4. Reviewing Themes: The identified themes are reviewed in relation to the entire data set to ensure consistency and coherence. This step involves checking whether the themes work in the context of the data and refining them as necessary.
5. Defining and Naming Themes: The final themes are defined and named to clearly convey their essence. Each theme is described in detail, with supporting data excerpts included to illustrate the points made.

Findings and Discussions

Findings

This section presents the findings of the study, focusing on the effects of tech-enhanced genre-based instruction on student engagement and learning outcomes. The analysis of data from semi structured interviews, focus group discussions, and classroom observations revealed several key themes.

Improved Student Engagement

One of the most prominent findings is the significant improvement in student engagement due to the integration of digital tools in genre-based instruction. Both teachers and students reported that the use of interactive technologies such as online discussion forums, multimedia resources, and language learning apps made the learning process more dynamic and engaging.

Teacher Perspectives: Teachers highlighted that digital tools facilitated more interactive and participatory lessons. One teacher noted, "The use of videos and interactive activities on tablets has really captured the students' attention. They are more interested and motivated to participate in class discussions."

Student Perspectives: Students expressed that the multimedia elements made learning more enjoyable and less monotonous. A student remarked, "I like how we can watch videos and use apps to practice. It’s more fun than just reading from a textbook."

Classroom Observations: Observations confirmed these reports, showing higher levels of student participation and enthusiasm during tech-enhanced lessons. Students were more likely to engage in group discussions and collaborative projects when digital tools were incorporated.

ISSN 2986-6456

Enhanced Understanding and Production of Text Types

The findings also indicate that tech-enhanced genre-based instruction led to notable improvements in students' understanding and production of various text types. The integration of digital tools allowed for immediate feedback and access to diverse resources, which enriched the learning experience.

Teacher Perspectives: Teachers observed that students were better able to comprehend and produce different genres of texts. One teacher stated, "Using digital tools, students could easily access examples of different text types and get instant feedback on their work, which helped them understand the genres more deeply."

Student Perspectives: Students felt that the digital resources provided clearer examples and explanations of different text genres. A student shared, "The apps and online exercises helped me see how different texts should be structured and written."

Classroom Observations: The observation data showed that students were more proficient in drafting and revising their texts when using digital tools. They utilized online resources to model their writing and receive constructive feedback from peers and teachers.

Challenges in Technological Literacy and Access

Despite the positive outcomes, the study identified several challenges related to technological literacy and access. Disparities in technological skills and limited access to reliable internet and digital devices posed significant barriers to effective implementation.

Teacher Perspectives: Teachers reported varying levels of technological proficiency among students, which affected the uniformity of engagement and learning outcomes. One teacher mentioned, "Some students are very comfortable with technology, while others struggle to use basic digital tools."

Student Perspectives: Students highlighted issues with internet connectivity and the availability of devices. A student explained, "Sometimes, the internet is slow, and I can't access the online resources properly. Also, not everyone has a tablet or a laptop at home."

Classroom Observations: Observations reflected these challenges, noting instances, where technical difficulties interrupted lessons and some students, were unable to participate fully due to a lack of devices or poor internet connections.

Need for Professional Development

The findings underscore the necessity for comprehensive professional development for teachers to effectively integrate technology into genre-based instruction. Teachers expressed a need for training programs that enhance their technological skills and pedagogical strategies.

Teacher Perspectives: Teachers indicated a desire for more professional development opportunities. One teacher commented, "We need more training on how to effectively use these digital tools in our teaching. It’s not just about knowing the technology, but also how to integrate it pedagogically."

The findings of this study suggest that tech-enhanced genre-based instruction can significantly enhance student engagement and improve their understanding and production of various text types. However, challenges related to technological literacy, access, and the need for professional development must be addressed to fully realize the potential of this instructional approach. These insights provide valuable implications for educators and policymakers aiming to enhance ELT through innovative practices.

Discussion

The findings of this study highlight the transformative potential and challenges of integrating tech-enhanced genre-based instruction in English Language Teaching (ELT). The discussion elaborates on these findings, providing insights and contextualizing them within existing literature.

Improved Student Engagement

ISSN 2986-6456

The significant improvement in student engagement observed in this study underscores the effectiveness of integrating digital tools in genre-based instruction. This aligns with Dudeney and Hockly (2007) and Warschauer and Healey (1998), who found that technology can increase student motivation and participation. The interactive nature of digital tools, such as online discussion forums, multimedia resources, and language learning apps, creates a more dynamic and engaging learning environment. Students' increased interest and motivation are crucial for sustained engagement, as these factors can enhance their overall learning experience (Mayer, 2009).

The positive impact of technology on student engagement is welldocumented in the literature. Dudeney and Hockly (2007) emphasize that digital tools can make learning more interactive and enjoyable, which is crucial for maintaining student interest. Similarly, Warschauer and Healey (1998) highlight that technology can facilitate authentic communication and collaboration, which are essential for language acquisition. These findings support the notion that tech-enhanced instruction can create a more engaging and participatory learning environment.

Enhanced Understanding and Production of Text Types

The study also revealed notable improvements in students' understanding and production of various text types, facilitated by immediate feedback and access to diverse resources provided by digital tools. This finding supports the principles of genre-based pedagogy, as outlined by Hyland (2007) and Martin and Rose (2008), which emphasize the importance of understanding the social purposes and structural features of different genres. The integration of technology not only makes these concepts more accessible but also allows students to practice and refine their skills in producing coherent and contextually appropriate texts.

Hyland (2007) argues that genre-based instruction helps students understand the rhetorical structures and communicative purposes of different text types. By integrating digital tools, students can access a wide range of examples and receive instant feedback, which enhances their ability to produce high-quality texts. Martin and Rose (2008) further elaborate that genre-based pedagogy provides a structured approach to writing that is critical for developing students' literacy skills. The use of technology amplifies these benefits by offering diverse and interactive resources.

Challenges in Technological Literacy and Access

Despite the benefits, the study identified significant challenges related to technological literacy and access. The disparities in students' technological skills and the limited access to reliable internet and digital devices are consistent with the issues highlighted by Selwyn (2011) and Unwin (2009). The digital divide remains a critical barrier, particularly in developing regions, where infrastructural limitations can hinder the effective implementation of tech-enhanced educational practices. Addressing these disparities is essential to ensure that all students have equal opportunities to benefit from technological advancements in education.

Selwyn (2011) emphasizes the importance of addressing the digital divide to ensure equitable access to educational opportunities. He argues that without addressing disparities in technological access and literacy, the potential benefits of digital learning cannot be fully realized. Unwin (2009) also highlights the need for targeted interventions to improve infrastructure and provide resources in underprivileged areas. This study's findings underscore the necessity of addressing these challenges to create a more inclusive and effective educational environment.

Need for Professional Development

The necessity for comprehensive professional development for teachers emerged as a critical finding. Teachers need to develop their technological skills and pedagogical strategies to effectively integrate digital tools into genre-based instruction. This finding resonates with Koehler and Mishra's (2009) Technological Pedagogical Content Knowledge (TPACK)

ISSN 2986-6456

framework, which emphasizes the intersection of technology, pedagogy, and content knowledge as essential for effective teaching. Providing teachers with targeted training programs can enhance their confidence and competence in using technology, ultimately leading to more effective and innovative instructional practices.

Koehler and Mishra (2009) propose the TPACK framework as a model for understanding the complex interplay between technology, pedagogy, and content knowledge. Effective professional development should focus on building teachers' skills in all three areas to enable them to integrate technology meaningfully into their teaching. This study's findings highlight the need for ongoing training and support for teachers to maximize the benefits of tech-enhanced instruction. By investing in professional development, schools can ensure that teachers are well-equipped to navigate the challenges and opportunities of technology integration.

Potential for Innovative ELT Practices

The integration of digital tools into genre-based instruction opens up new possibilities for innovative ELT practices. Technology can facilitate personalized learning, allowing students to work at their own pace and access resources tailored to their individual needs. Additionally, digital platforms can support collaborative learning by enabling students to work together on projects and share their work with a wider audience. These practices can foster a more student-centered approach to language learning, which is essential for developing learners' autonomy and critical thinking skills.

The potential for technology to transform language teaching is well-recognised in the literature. Reinders and White (2016) discuss how digital tools can support personalized and collaborative learning, which are key components of a student-centred approach. By leveraging technology, teachers can create more flexible and responsive learning environments that cater to diverse student needs. This study's findings highlight the importance of exploring and adopting innovative practices to enhance the effectiveness of ELT.

In summing up, while tech-enhanced genre-based instruction offers significant potential for improving student engagement and learning outcomes in ELT, it also presents challenges that must be addressed. These insights contribute to the broader discourse on innovative educational practices and offer valuable implications for educators and policymakers seeking to enhance language teaching through technology.

Conclusion

This study provides valuable insights into the implementation of tech-enhanced genre-based instruction in English Language Teaching (ELT). The integration of digital tools into genre-based pedagogy has proven effective in significantly boosting student engagement and improving their ability to understand and produce various text types. The use of interactive technologies, such as multimedia resources and online platforms, created a more engaging and dynamic learning environment, enhancing students' overall motivation and participation.

However, the study also highlighted several challenges associated with technological literacy and access. Variations in students' familiarity with technology and the limited availability of digital resources have emerged as significant barriers. These issues underscore the need for targeted interventions to bridge the digital divide and ensure that all students have equal opportunities to benefit from tech-enhanced instruction.

Moreover, the necessity for ongoing professional development for teachers has become evident. To effectively integrate technology into genre-based instruction, educators require specialized training that enhances both their technological competencies and pedagogical strategies. Addressing these needs through comprehensive training programs and infrastructural improvements will be crucial in maximizing the potential benefits of technology in education and fostering a more inclusive and effective learning environment.

ISSN 2986-6456

Looking ahead, further research is needed to explore the long-term impacts and scalability of tech-enhanced genre-based instruction across diverse educational settings. Investigating how different contexts and educational environments affect the implementation and outcomes of such instructional practices will provide deeper insights and guide the development of more effective strategies for integrating technology in language teaching.

References

Baker, J. (2012). The effect of technology on the development of language learners' writing skills: A literature review. *Journal of Educational Technology*, 8(2), 4555.

Bax, S. (2003). *CALL—Past, Present and Future. System*, 31(1), 1328.

Beetham, H., & Sharpe, R. (2013). *Rethinking pedagogy for a digital age: Designing for 21st century learning.* Routledge.

Blake, R. J. (2013). *Brave new digital classroom: Technology and foreign language learning*. Georgetown University Press.

Chapelle, C. A. (2003). *English language learning and technology: Lectures on applied linguistics in the age of information and communication technology*. John Benjamins Publishing.

Christensen, C. M., Horn, M. B., & Johnson, C. W. (2008). *Disrupting class: How disruptive innovation will change the way the world learns*. McGrawHill.

Coffin, C., & Donohue, J. (2014). *A Language as Social Semiotic based Approach to Teaching and Learning in Higher Education*. Springer.

Creswell, J. W., & Poth, C. N. (2017). *Qualitative inquiry and research design: Choosing among five approaches*. Sage publications.

Dooly, M. (2008). *Telecollaborative language learning: A guidebook for educators*. Peter Lang.

Dudeney, G., & Hockly, N. (2007). *How to teach English with technology*. Pearson Education.

Gee, J. P. (2003). What video games have to teach us about learning and literacy. *Computers in the Schools*, 20(34), 4360.

Hubbard, P., & Levy, M. (Eds.). (2006). *Teacher education in CALL*. John Benjamins Publishing.

Hyland, K. (2007). Genre pedagogy: Language, literacy and L2 writing instruction. *Journal of Second Language Writing*, 16(3), 148164.

Kern, R. (2006). Perspectives on technology in second language learning. *TESOL Quarterly*, 40(2), 221244.

Koehler, M. J., & Mishra, P. (2009). *What is technological pedagogical content knowledge (TPACK)? Contemporary Issues in Technology and Teacher Education*, 9(1), 6070.

Levy, M. (1997). *Computer-assisted language learning: Context and conceptualization.* Oxford University Press.

Little, D. (2007). Language learner autonomy: Some fundamental considerations revisited. *Innovation in Language Learning and Teaching*, 1(1), 1429.

Lynch, T. (2013). *Teaching and researching speaking*. Routledge.

Martin, J. R., & Rose, D. (2008). *Genre relations: Mapping culture*. Equinox.

Mayer, R. E. (2009). *Multimedia learning*. Cambridge University Press.

Murray, D., & McPherson, M. (Eds.). (2013). *Language learning with technology: Ideas for integrating technology in the language classroom*. Cambridge University Press.

Nunan, D. (2004). *Task-based language teaching*. Cambridge University Press.

O'Dowd, R. (2007). A genre-based approach to the integration of technology in language learning. In T. C. K. Chan & P. L. K. Wong (Eds.), *Proceedings of the 2007 Conference on Teaching and Learning (pp. 3548).* Hong Kong University Press.

Pegrum, M. (2014). *Digital literacy and language learning*. Palgrave Macmillan.

ISSN 2986-6456

Pérez, C. A. (2015). Technology-enhanced genre-based instruction: An overview. In M. Thomas & H. Reinders (Eds.), *Contemporary computer-assisted language learning* (pp. 219235). Bloomsbury Academic.

Reinders, H., & White, C. (2016). *20 years of autonomy and technology: How far have we come and where to next? Language Learning & Technology, 20(2),* 143154.

Reinders, H., & White, C. (2016). 20 years of autonomy and technology: How far have we come and where to next? *Language Learning & Technology*, 20(2), 143154.

Robinson, P. (2005). *Individual differences and Instructed Language Learning.* John Benjamins Publishing.

Schmidt, R. (1990). The role of consciousness in second language learning. *Applied Linguistics*, 11(2), 129158.

Selwyn, N. (2011). *Education and technology: Key issues and debates*. Continuum.

Thorne, S. L., & Black, R. W. (2007). Language, literacy, and technology. In D. Barton & K. Tusting (Eds.), *A sociocultural perspective on literacy* (pp. 207222). Routledge.

Unwin, T. (2009). ICT4D: *Information and communication technology for development*. Cambridge University Press.

Warschauer, M., & Healey, D. (1998). Computers and language learning: An overview. *Language Teaching*, 31(2), 5771.