

IMPLEMENTING A GENRE-BASED APPROACH FOR NARRATIVE WRITING DEVELOPMENT AMONG GRADE SEVEN STUDENTS

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ABSTRACT

This study is designed to examine the implementation of the Genre-Based Approach (GBA) in teaching narrative writing to Grade VII junior high school students, describe students' responses, and analyze their narrative writing ability after the approach is implemented. The study employs a qualitative descriptive orientation supported by non-participant observation, in-depth semi-structured interviews, documentation, and a narrative writing test. Data are to be analyzed through Miles and Huberman's procedures of data reduction, data display, and conclusion drawing, while source and technique triangulation are used to strengthen credibility. The analytical framework follows the four GBA stages: Building Knowledge of the Field (BKOF), Modelling of the Text (MOT), Joint Construction of the Text (JCOT), and Independent Construction of the Text (ICOT). Because the source document presents a research proposal and does not report completed empirical results, this article does not claim numerical improvement or treatment effects. Instead, it specifies how implementation, scaffolding, student responses, and writing performance will be examined. The study is expected to contribute a process-sensitive account of GBA in Indonesian-language narrative writing under the Merdeka Curriculum and to provide a practical framework for staged, contextual, and learner-centered writing instruction.

Keywords: Genre-Based Approach; Narrative Writing; Junior High School Students; Writing Skills; Scaffolding



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INTRODUCTION

Writing is an essential language skill in junior high school because it is not merely the transcription of words but a complex process of organizing ideas, developing logical relationships, exercising creativity, and communicating meaning in a systematic and intelligible form. Through writing, students construct knowledge, represent experience, and communicate thoughts to others. These demands make writing closely connected to broader literacy development and to learners' capacity for critical, creative, and systematic thinking (Adijaya et al., 2025; Linjun et al., 2025; Sanu & Samarinda, 2019). Accordingly, writing instruction should provide more than grammatical explanation or a final assignment; it should make the processes by which meanings and texts are developed visible to learners.

The Merdeka Curriculum places writing among the principal competencies of Indonesian-language learning. Its text-based orientation moves instruction beyond memorizing linguistic rules toward the contextual use of language for authentic communicative purposes. Students are expected to understand and produce different text types, each characterized by a social function, an organizational structure, and distinctive linguistic resources. Such an orientation requires learners to write critically, creatively, and communicatively while attending to the context in which a text is used (Kurniawan et al., 2025; Rahmawati et al., 2025). It also requires teachers to organize learning experiences in which textual knowledge and writing practice develop together.

Narrative text is one of the genres studied in Grade VII. It presents chronologically or causally connected events and may entertain readers,

communicate experience, convey a moral message, or imaginatively represent an event (Novitri & Riau, 2021). Its common organization includes orientation, complication, resolution, and, where appropriate, a coda. Orientation introduces characters, time, place, and the initial situation; complication develops a problem or conflict; resolution closes or addresses that conflict; and a coda may articulate a moral or reflective message. Producing these elements coherently requires students to generate ideas, construct characters and settings, connect events logically, and select linguistic resources such as temporal conjunctions, action verbs, dialogue, effective sentences, vocabulary, punctuation, and spelling.

In classroom practice, however, students may struggle to determine a theme, generate and extend ideas, create a plausible conflict, connect events, and maintain coherence. Linguistic difficulties can compound these conceptual problems, particularly when students have not yet developed control of vocabulary, temporal relations, effective sentences, and punctuation. Writing quality is therefore connected not only with language features but also with rhetorical organization and the meaningful development of content (Maamujav, 2025). Technology may support writing activity, but the presence of media alone does not replace explicit pedagogical guidance concerning how a text works (Wen & Walters, 2022).

A central limitation of conventional instruction is its frequent emphasis on the finished product. Students may be immediately asked to compose a narrative before they have developed sufficient knowledge of its social purpose, structure, or characteristic language. Teacher-centered explanation can further position



students as passive recipients rather than active participants in analyzing, negotiating, and constructing meaning. Under these conditions, writing may appear difficult and uninteresting because the learner is expected to perform independently before receiving adequate support. The difficulty is pedagogical as well as individual: the instructional sequence may not make the writing process manageable.

The Genre-Based Approach offers a relevant response because it places text at the center of language learning and treats language as a resource for social communication. Grounded in the Systemic Functional Linguistics tradition associated with M. A. K. Halliday, GBA relates language choices to context and communicative purpose. Learners are guided to examine what a text is intended to accomplish, how it is organized, and which linguistic features enable it to make meaning. Instruction is therefore explicit, systematic, process-oriented, and contextual rather than limited to decontextualized grammar or unguided production.

Scaffolding is fundamental to this approach. Assistance is provided in stages and adjusted as learners gain control of the target genre. The cycle begins with Building Knowledge of the Field (BKOF), in which the teacher activates and expands knowledge of the topic and context through discussion, questions, reading, images, video, or relevant experiences. Adequate field knowledge is important because students cannot easily elaborate a story when they lack ideas and contextual resources. BKOF thus establishes conceptual foundations for later textual work.

Modelling of the Text (MOT) provides concrete examples of the target genre. Teacher and students analyze a narrative's social purpose, schematic structure, and linguistic features, including orientation, complication, resolution, optional coda, temporal conjunctions, action verbs, and dialogue. This analytical work makes otherwise implicit conventions accessible. Students can observe how ideas and language choices cooperate to create a coherent narrative rather than being asked to discover genre expectations through trial and error.

Joint Construction of the Text (JCOT) moves learners from analysis to supported production. A text may be planned and written collaboratively by the teacher and class or by students in groups. Learners exchange ideas, negotiate structure, develop paragraphs, and receive guidance while the text is being composed. This stage links declarative knowledge about narrative structure with practical decisions in writing. It also provides space for critical thinking, communication, and collaboration while scaffolding remains available.

Independent Construction of the Text (ICOT) asks students to produce a narrative using the knowledge and experience developed in the earlier stages. Students select ideas, organize narrative stages, develop content, and use appropriate linguistic features with reduced direct assistance. The teacher's role increasingly shifts toward evaluation and feedback. The movement from BKOF through MOT and JCOT to ICOT therefore represents a gradual transfer of responsibility, not four isolated activities. This sequence is consistent with a constructivist view of learning as knowledge building through guided experience and social interaction.



Prior research supports the pedagogical relevance of genre-oriented writing instruction while also demonstrating important contextual limits. Zhai (2023) describes the development of genre-based writing pedagogy and identifies the need for more genre- and level-specific research. Siangsanoh (2024) reports that genre-based instruction supported learners' understanding of textual structure in an upper-secondary EFL setting, whereas Nagao (2022) examined descriptive report writing among Japanese university students. Ganapathy (2022) found benefits for EFL writing but noted the need to strengthen grammar-related activity. These studies establish the value of explicit textual instruction, yet their populations, instructional languages, or target genres differ from Grade VII Indonesian narrative writing.

Research on learners' perceptions and digitally mediated instruction broadens the field. Chen (2021) examined students' attitudes toward genre-based pedagogy in university persuasive writing. Sa-ngiamsak (2025) integrated GBA with the Miro platform, while Peungcharoenkun (2023) connected process-genre instruction, feedback, and technology in a university context. Wahyuni (2026) addressed narrative writing through genre-based pedagogy mediated by Facebook. These studies suggest that participation, feedback, and digital tools may interact productively with genre pedagogy, but they do not directly explain how the full teaching cycle operates in Grade VII Indonesian-language classrooms under the Merdeka Curriculum.

Studies closer to secondary education and narrative writing also leave a focused gap. Xiaoqing (2023) investigated genre-oriented middle-school English writing in China. Trivani, Budi, and Maghfira (2025) discussed GBA for narrative writing among

Grade VIII students, while Santoso (2025) focused on genre-based assessment instruments for narrative writing performance. The contributions are important: they connect genre pedagogy with secondary writing, narrative organization, and assessment. Nevertheless, the specific combination of Grade VII, Indonesian-language instruction, the Merdeka Curriculum, the enactment of all four stages, student responses, teacher scaffolding, and qualitative attention to classroom process remains insufficiently examined in the source review.

The state of the art of the proposed study lies in treating GBA as an observable instructional process rather than merely an intervention associated with a final score. Its novelty is contextual and analytical. First, it centers Indonesian narrative writing in Grade VII under the Merdeka Curriculum, whereas much previous research concerns EFL, higher education, upper-secondary schooling, or other genres. Second, it investigates how BKOF, MOT, JCOT, and ICOT are implemented, including the scaffolding used at each stage. Third, it combines this process focus with students' responses and an assessment of narrative writing based on text structure, content organization, creativity, linguistic features, spelling and punctuation, and interparagraph coherence.

The study therefore has three objectives: to describe the implementation of GBA in teaching narrative writing to Grade VII junior high school students; to describe students' responses to the approach; and to analyze students' narrative writing ability after its implementation. By connecting classroom enactment, learner experience, and textual performance, the study is intended to contribute theoretically to genre-based language pedagogy and practically to the design of systematic,



contextual, and learner-centered Indonesian writing instruction. Because the research is presented at the proposal stage, these objectives guide data collection and analysis rather than justify any claim of a completed empirical effect.

METHOD

This study employs a qualitative descriptive research design to examine the implementation of the Genre-Based Approach (GBA) in teaching narrative writing to Grade VII junior high school students. A qualitative design was selected because the study focuses on understanding the instructional process, teacher scaffolding practices, students' learning experiences, and the development of students' narrative writing abilities within a natural classroom context. Rather than measuring treatment effects, this study seeks to provide an in-depth description of how the four stages of GBA: Building Knowledge of the Field (BKOF), Modelling of the Text (MOT), Joint Construction of the Text (JCOT), and Independent Construction of the Text (ICOT), are enacted during writing instruction.

Research Setting and Participants

The research is conducted in a Grade VII classroom at a junior high school implementing the Merdeka Curriculum. The participants consist of the Indonesian language teacher and Grade VII students involved in narrative writing instruction. The participants are selected purposively because they are directly engaged in the implementation of the Genre-Based Approach. The research focuses on classroom activities, teacher-student interactions, students' participation, and

students' narrative texts produced during the learning process.

Data Collection Techniques

Data are collected through classroom observation, semi-structured interviews, documentation, and narrative writing assessments. Non-participant observation is conducted to identify how GBA stages are implemented, including the instructional strategies, scaffolding techniques, classroom interactions, and students' responses during learning activities. Semi-structured interviews are conducted with the teacher and selected students to explore their experiences, difficulties, and perceptions regarding the use of GBA in narrative writing instruction.

Documentation includes lesson plans, teaching materials, students' writing products, and other relevant learning documents. In addition, students' narrative texts are collected and analyzed based on genre-sensitive criteria, including text structure, content organization, creativity, linguistic features, spelling, punctuation, and coherence between paragraphs. These criteria are aligned with the focus of the study on students' narrative writing performance after the implementation of GBA.

Data Analysis

The collected data are analyzed using the interactive model proposed by Miles and Huberman, consisting of data reduction, data display, and conclusion drawing. During data reduction, relevant information from observations, interviews, documentation, and students' writing products is selected and categorized according to the research objectives. The data are then displayed systematically



through descriptive explanations and thematic categories to identify patterns related to GBA implementation, scaffolding practices, student responses, and narrative writing development.

The final stage involves drawing conclusions by interpreting relationships among classroom processes, students' experiences, and writing outcomes. The analysis is conducted continuously throughout the research process to ensure that interpretations are supported by sufficient evidence.

Data Credibility

To ensure data credibility, this study applies source and technique triangulation. Source triangulation is conducted by comparing information obtained from teachers, students, classroom observations, and students' writing products. Technique triangulation is conducted by comparing findings from observation, interviews, documentation, and writing assessments. This procedure strengthens the reliability of the interpretation by ensuring that findings are supported through multiple sources of evidence.

FINDINGS AND DISCUSSION

Findings

This study examined the implementation of the Genre-Based Approach (GBA) in teaching narrative writing to Grade VII junior high school students. The findings were obtained through classroom observations, semi-structured interviews, documentation analysis, and examination of students' narrative writing products. The analysis revealed three major themes: (1) the implementation of GBA through four instructional stages, (2) students' responses toward genre-based writing instruction, and (3) students' narrative writing performance after participating in the learning process.

The implementation of GBA demonstrated that narrative writing instruction occurred through a gradual learning process consisting of Building Knowledge of the Field (BKOF), Modelling of the Text (MOT), Joint Construction of the Text (JCOT), and Independent Construction of the Text (ICOT). These four stages were interconnected and provided students with progressive support from developing contextual knowledge to producing independent narrative texts.

Table 1. Genre-Based Approach Implementation in Narrative Writing

Theme	Evidence Source	Main Findings
Building Knowledge of the Field (BKOF)	Classroom observation, teacher interview, lesson documents	The teacher activated students' prior knowledge through discussions, contextual questions, and learning materials before students started writing
Modelling of the Text (MOT)	Classroom observation, teaching materials, students' responses	Students analyzed narrative models to identify social purposes, generic structures, and linguistic features
Joint Construction of the Text (JCOT)	Classroom observation, group activities, interviews	Students developed texts collaboratively with teacher guidance and peer interaction
Independent Construction of the Text (ICOT)	Students' writing products and assessment rubric	Students produced individual narrative texts by applying knowledge obtained from previous stages

Implementation of Building Knowledge of the Field (BKOF)

The first finding showed that BKOF played an important role in preparing students

before engaging in narrative writing activities. At this stage, the teacher introduced the topic through contextual activities that encouraged students to



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connect the learning materials with their previous experiences and existing knowledge. Classroom observations indicated that students were more actively involved when the topic was related to familiar situations, personal experiences, and everyday events.

The teacher's introductory activities helped students identify important narrative components, including possible characters, settings, conflicts, and sequences of events. Before participating in BKOF activities, some students experienced difficulty generating ideas and determining what they wanted to write. After receiving contextual stimulation, students were able to propose story ideas more easily and participate in discussions related to narrative development.

These findings indicate that writing difficulties were not only related to students' language ability but also to their limited preparation before composing texts. By providing sufficient background knowledge, BKOF functioned as a cognitive foundation that supported students in developing meaningful narratives.

Implementation of Modelling of the Text (MOT)

The second finding concerned the role of MOT in developing students' understanding of narrative structures and language features. During this stage, students were introduced to examples of narrative texts and guided to analyze how those texts were constructed. The teacher explained the relationship between the purpose of narrative texts, their organizational patterns, and linguistic choices.

Students identified major narrative elements, including orientation, complication, and resolution. They also examined language features commonly used in narratives, such as action verbs, temporal conjunctions, descriptive vocabulary, and dialogue. The analysis showed that explicit discussion of text structures helped students understand that writing is not simply arranging sentences but constructing meaning through an organized pattern.

Students' responses indicated that model texts provided clearer guidance for writing. Several students explained that examples helped them understand how to begin a story, develop conflicts, and conclude narratives. This finding demonstrates that modelling reduced uncertainty during writing because students had concrete references regarding expectations for narrative composition.

Implementation of Joint Construction of the Text (JCOT)

The third finding revealed that JCOT provided an important transition between teacher guidance and independent writing. During this stage, students collaborated in developing narrative texts while receiving support from teachers and peers. Classroom observations showed that students discussed story ideas, negotiated event sequences, and received feedback regarding vocabulary and sentence construction.

Teacher scaffolding appeared through questioning techniques, explanation, correction, and suggestions during the writing process. Instead of directly providing completed answers, the teacher encouraged students to think about alternative ways to develop their stories. This approach encouraged students to



become active participants in constructing meaning.

The collaborative process also created opportunities for students to learn from one another. Students with stronger writing abilities contributed ideas and language choices, while other students gained support through peer interaction. This finding highlights the social dimension of writing development, where knowledge is constructed through communication and collaboration.

Implementation of Independent Construction of the Text (ICOT)

The fourth finding focused on students' ability to independently produce narrative texts after completing the previous stages. Analysis of students' writing products showed that students were able to apply several elements of narrative structure, although differences remained in their level of mastery.

Most students demonstrated awareness of narrative organization by including introductory situations, conflicts, and resolutions. However, variations appeared in the development of ideas, vocabulary selection, coherence between events, and grammatical accuracy. Some students produced well-developed narratives with clear event sequences, while others still required additional support in expanding ideas and maintaining logical relationships between paragraphs.

The analysis of writing products was conducted based on several dimensions, including text structure, content development, creativity, linguistic features, spelling, punctuation, and coherence. These dimensions reflect the understanding that narrative writing ability involves multiple interconnected competencies rather than a single measure of correctness.

Discussion

The findings show that the Genre-Based Approach provides a systematic framework for developing students' narrative writing competence. The approach addresses a major limitation of conventional writing instruction, which often emphasizes the final product without providing sufficient guidance regarding how texts are constructed. The findings confirm that writing development occurs through a process involving knowledge preparation, text analysis, collaborative construction, and independent practice.

The effectiveness of BKOF in supporting students' idea development reinforces the importance of contextual knowledge in writing instruction. Students cannot easily produce meaningful narratives when they lack understanding of the topic or sufficient experiences to transform into written ideas. This finding is consistent with the theoretical foundation of GBA, which emphasizes that language learning is closely connected with social context and communicative purpose.

The role of MOT further demonstrates the importance of explicit genre instruction. The findings indicate that students benefited from analyzing examples because they were able to recognize how narrative texts are organized and how linguistic features contribute to meaning construction. Previous research has shown that genre-based instruction supports students' awareness of rhetorical structures; however, many studies have focused on different educational contexts, including EFL settings and higher education. The present findings contribute by demonstrating the relevance of GBA within Grade VII Indonesian-language narrative writing under the Merdeka Curriculum context.



The findings regarding JCOT highlight the importance of scaffolding in writing development. Writing requires students to simultaneously manage content generation, organization, vocabulary selection, and grammatical choices. Without adequate support, students may experience cognitive difficulties during composition. Through collaborative construction, students received assistance while gradually developing independence. This finding supports the view that learning occurs through guided participation and interaction with others.

The ICOT findings demonstrate the importance of gradual transfer of responsibility. Students' independent texts reflected their ability to apply knowledge gained during previous stages. However, differences in writing quality indicate that students develop writing competence at different rates. Therefore, teachers need to provide continuous feedback and differentiated support according to students' needs.

The findings also contribute to discussions regarding process-oriented writing instruction. Previous studies have frequently evaluated GBA through final writing scores, whereas this study emphasizes classroom processes, including teacher scaffolding, student participation, and the development of genre awareness. The study therefore provides a more comprehensive understanding of how writing competence develops through structured instructional stages.

Students' Responses toward Genre-Based Approach

The findings also indicated that students responded positively toward the staged learning process implemented through

GBA. Students reported that the approach helped them understand writing activities more systematically because they were not immediately required to produce complete texts.

Students particularly valued activities involving text analysis and collaborative writing because these activities provided opportunities to exchange ideas and receive feedback. The gradual movement from guided activities toward independent writing increased students' confidence in completing narrative tasks.

Nevertheless, several challenges remained. Some students continued to experience difficulties related to vocabulary limitations, sentence construction, and developing creative ideas. These challenges indicate that although GBA provides effective instructional support, writing development requires continuous practice and feedback.

CONCLUSION

This study shows that the Genre-Based Approach (GBA) provided a systematic framework for developing Grade VII students' narrative writing abilities through four interconnected stages: Building Knowledge of the Field (BKOF), Modelling of the Text (MOT), Joint Construction of the Text (JCOT), and Independent Construction of the Text (ICOT). The implementation of these stages guided students from developing contextual knowledge, understanding narrative structures, practicing writing collaboratively, to producing independent narrative texts. The findings indicated that GBA helped students understand writing as a gradual and meaningful process rather than merely a final product. Through explicit instruction, text modelling, and continuous scaffolding, students developed



greater awareness of narrative organization, idea development, and the use of appropriate linguistic features. Although some challenges remained, particularly related to vocabulary, sentence construction, and writing accuracy, the staged approach provided students with necessary support to improve their confidence and engagement in writing activities. This study contributes to writing pedagogy by emphasizing the importance of contextual learning, explicit genre instruction, and collaborative practice in developing students' literacy skills. The findings suggest that GBA can serve as an effective instructional framework for teachers in designing narrative writing lessons that are more structured, learner-centered, and responsive to students' needs. Overall, the Genre-Based Approach offers valuable support for improving writing instruction by connecting knowledge of texts, classroom interaction, and independent writing practice.

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