'FUNCTIONAL WRITING' AS A SOCIAL ACT: SFL INFORMED GENRE-BASED APPROACH IN TEACHING EFL WRITING TO PRE-SERVICE TEACHERS

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ABSTRACT

The study explores how Systemic Functional Linguistics (SFL)-informed Genre-Based Approach (GBA) to teaching English as a Foreign Language writing is orchestrated in a teacher training program. This approach helps student teachers see the socio-communicative consequences of their metalinguistic repertoires to achieve certain communicative purposes to a particular readership. The data are collected through students' writing and their reflection about learning writing instructed by SFL-informed GBA. The data analysis is done using Halliday Systemic Functional Linguistics to see whether texts include appropriate lexicogrammatical choice to represent text as a social semiotic means. Results show that students are aware of their socio-communicative means of writing for a certain readership. The implementation of GBA may affect students' awareness of writing as a social act, yet a more comprehensive study needs to be developed to see how SFL-informed GBA affects pre-service teachers writing and how it helps shape English as a Foreign Language (EFL) teaching in their own classrooms.

Keywords: *SFL-informed GBA; paragraph writing; pre-service teachers*

INTRODUCTION

L2 pre-service teachers find writing as the most challenging skill to master as they need not only to arrange the ideas in a cohesive manner but also organize the deliberate textual composition so that it can be a readable text (Richards & Renandya, 2002; Widodo, 2006). The challenge is intensified by the history of their language learning that "departs from a traditional perspective of grammar, which defines grammar as a set of decontextualized rules for language correct usage and focuses study of parts of speech." (Gebhard et al. 2013) Therefore the teacher-students' interaction in writing course has been dominated by the corrective feedback which focuses on grammatical accuracy in L2 (Ellis, 2009) while it should emphasize the organization of a text based on its social purpose, meaning, and language in context (Derewianka, 2003). As opposed to such traditions performed in L2 writing courses, Genre-based Approach (GBA) to writing pedagogy can make manifest the perspective of genre as "a staged goal-oriented social process" (Martin, 2009, p.13). The learning of writing is thus geared to encourage learners in using language as a socio-semiotic tool which allows them to concentrate on creating a meaningful text in regards to the organization, purpose, and the target audience who consumes their text (Gebhard & Martin, 2011).

Considering the importance of teaching writing that breaks free from the framework of traditional grammar, SFL-informed GBA is adapted. This pedagogical approach tries to enhance the learning experience by the sufficient amount of

scaffolding in its teaching-learning cycle (TLC) because genre pedagogy which is informed by SFL monitors students' learning development through the teacher's guide to achieve learning goals by the provision of explicit instruction (Ong, 2017). Cheung (2011) and Lee (2008) admit that many pre-service teachers are trained as English Language teachers, rather than writing teachers which causes the lack of awareness of the various approaches in teaching English as Foreign Language writing. The SFL-informed GBA adopted in this study is crucial because the EFL learners in a teacher's training program need to sharpen their understanding in genre content knowledge to train their students to learn contextualized foreign language learning through an explicit genre instruction.

Following the SFL approach in teaching genre-based writing, this study applies the mostly used TLC that revolves around context building (genre & register familiarization); modelling and deconstructing a text; joint construction of a text; and linking to related texts. Drawing on Halliday's (1994) Systemic Functional Linguistics, a genre-based approach to teaching L2 writing focuses on the conventions of a particular text type and attempts to help students understand why they are writing a text (purpose), who they are writing for (audience), and how to write a text (organization) (Widodo 2006).

There is a number of studies about genre-based pedagogy in teaching writing. Dugartsyrenova, V. A., (2020) suggests online tools to support face-to-face genre instruction to novice L2 writers since there is only little exposure to genre-based instruction which causes students to be ill-equipped to produce academic texts. Deng, Chen, and Zhang, (2014) synthesize that the study on the development of EFL pre-

service teachers' generic competence in the classroom context remains to be undone in the domain of applied linguistics. Leki, Cumming, and Silva (2008) suggest that study on pedagogical practices of L2 writing in the local context needs to always be updated. Considering those viewpoints, this study aims to trace to what extent SFL genre-based writing pedagogy assists EFL pre-service teachers to apply the SFL-inspired TLC in their writing activity and the challenges faced by the students in the process.

Since the TLC within genre writing pedagogy needs the right amount of teacher's and peers' assistance in implementing the modelling, joint construction, and independent construction to develop learners' Zone of Proximal Development (ZPD) (Vygotsky, 1996), the implementation of this social practice is paramount in building pre-service teachers' genre knowledge. Besides, the analysis of pre-service teachers' writing instructed by genre-based pedagogy can be scrutinized by the help of SFL as the framework of investigation. The implications of the study for pedagogy and syllabus-making will be drawn considering the needs to implement GBA to students who have little to no exposure in SFL-informed genre-based pedagogy.

Genre-Based Pedagogy in a Contextualized EFL Writing Course
The SFL-informed genre-based pedagogy in EFL writing dismantles the popular and widely applied writing instruction in EFL context which emphasizes the correctness in grammar and surface features (Huang & Zang, 2019; Wingate, 2012; Yasuda, 2015; Zhang, 2016). More recently, researchers attempted to apply genre-based analysis to pre-service teachers' writing so as to track their language development (see Christie,

2012a, 2012b, 2012c; Christie & Derewianka, 2008), while this study focuses on observing to what extent SFL-informed GBA in teaching EFL writing affect pre-service teacher's writing development and the possible challenges they may encounter during the process. The initial dialog in the beginning of the semester showed that none of them had not been familiarized with SFL genre-based pedagogy before. The study recognizes the notion of SFL genre-based writing pedagogy which leads novice EFL writers to achieve socio-communicative functions (Cheung, 2016) through their meaningful text composing. Teaching writing to a community of student teachers is also a challenging matter as the teacher educators must train them as more than English Language teachers but also writing teachers who are able to implement their genre awareness to their own writing pedagogy in their classroom. The study adopts SFL theory of genre-based writing pedagogy which progresses through context building, modelling and deconstructing a text, jointly constructing a text, independently constructing a text, and finally linking to related text (Ong, 2017).

Familiarizing novice EFL writers with genre concepts is the first phase taken by the teacher so that she can assist them to construct a text within the situated context of writing exceeding the purpose of passing the course (Deng, Chen, and Zhang, 2014). Pivotal to the scaffolding of EFL genre-based writing pedagogy is to familiarize novice EFL writers' with the genre through which they can recontextualize the text and treat it as an ongoing process of negotiation in the social discourse (Cheng, 2007). As a consequence, the focus of the teaching is not on the grammatical accuracy but how pre-service teachers can make use of certain lexicogrammatical and discourse semantic

feature to attain their communicative goal to the targeted readers.

An intensified recognition of the complimentary notions of linguistic resources and the objective of genre realization can increase novice foreign language writers to enhance both writing competence and linguistic knowledge simultaneously (Yakhontova, 2001). Yasuda (2011) reported on how novice foreign language writers developed their genre awareness, linguistic knowledge, and writing competence in a genre-based writing course that is done through email writing tasks. Yayli (2011) examined the way genre awareness is taught through genre-based writing instruction in an EFL context. Negretti and Maria (2011) investigated students' genre awareness within ESP genre-based academic reading and writing instruction to invent that the skills can help students construe and construct academic texts. This study acknowledges the prominence of genre familiarization to raise students' genre awareness in the initial TLC to help EFL novice writers compose their writing.

Along with the assistance to gain genre awareness, genre-based analysis can also inform educators about learners' language needs (Ong, 2017). The next phase of text deconstruction may increase learners' awareness of the way lexicogrammatical elements are organized to realize their socio-communicative purposes. It is thus essential to scaffold students' Zone of Proximal Development (ZPD) (Vygotsky, 1996) in the phase of joint construction in which the teacher show how to make use the lexicogrammatical features and weave the flow of writing with appropriate cohesive devices to communicate their writing to the readers. As learners develop their genre knowledge and writing skills, teacher can detach from

the intense scaffolding to infuse them with the belief that they can construct their control on the writing (Ong, 2017).

GBA in writing pedagogy: The possible challenges

Both the teacher educator and student teachers discover several challenging situations during the process of SFL-informed GBA in teaching EFL writing. Based on the dialogue between the teacher educator and her students in the initial meeting, this happened due to lack of expose to SFL-informed genre-based pedagogy. In addition, the challenge occurs because teaching writing to pre-service teachers required the educator to see the TLC in multiple perspectives. The first perspective will be to focus on implementing the pedagogical practice (Dugartsyrenova, 2020; Lin, 2016; Yu, 2020), the second is to prepare the pre-service teachers to break free from the traditional grammar tradition in teaching EFL (Gebhard, Chen, Graham, & Gunawan, 2013), and the last will be to observe to what extent the SFL-informed GBA affect students' writing (Huang & Zhang, 2019; Mauludin, 2020; Uzun & Topkaya, 2019; Yasuda, 2017).

The biggest challenge in implementing GBA in EFL writing pedagogy to student teachers is to shift the paradigm, which alters from controlled-sentence level grammatical accuracy to discourse level of meaning. Borg as quoted from Gebhard, Chen, Graham, & Gunawan (2013) stated that teachers' pedagogic style "is shaped by interacting forces which include personal experiences as language learners, professional coursework, immediate classroom realities, and larger institutional forces influencing curriculum, instruction, and assessment practice." The role of teacher educator is crucial to instill new insights to the student teachers so that they can pass the legacy of teaching a contextualized writing pedagogy in their own classrooms. SFL-informed GBA is thus a powerful tool to achieve such a goal.

The affordances of technology use in genre-based writing pedagogy

As EFL novice writers have no exposure to genre awareness in their prior writing experiences, the TLC needs to be assisted by scaffolding to achieve what Vygotsky called ZPD to ensure their potential enhancement when assisted. The teacher monitors novice EFL writers' ZPD through the scaffold of teacher's feedback and peer-review during the process as an adaptation of the socio-cultural theories which enable learners to talk, collaborate, co-construct the writing process to widen their linguistic resources within the purposeful activities in the genre-based pedagogy (Parks, Huot, Hamers, & Lemonnier, 2005). Computer Assisted Language Learning (CALL) can be used to compliment the face-to-face classroom interactions to accommodate teachers' feedback and peer review. Cheung (2007) implies that computer-mediated feedback system may facilitate students' submission of writing drafts because they can do so conveniently whenever there is internet access. However, assisting students in responding to the feedback given within their electronic composition platform requires the teacher to ensure the provision of explicit instruction, such as how to respond to comments or how to maximize the navigation of model texts on the World Wide Web. Furthermore, the incorporation of electronic writing platform can afford students not only with interactive remote scaffolding but also better use of technology to help them in composing their genre-based writings.

METHOD

Research Context

The study takes place in a teacher training college in Indonesia with a class of twenty one 21 first-year students, in which 4 are male and 17 are female, who specialize in the English language education and are trained to be EFL teachers in Indonesia. The participating students' first language is Indonesian and according the initial classroom dialog, they have never been trained in Genre-based Approach in their school before attending college. Since the research observes the extent to which GBA can create a more meaningful learning experience, particularly in the field of EFL writing, the longitudinal study needs to be conducted. As a consequence, this study becomes a part of a broader observation of tracing the impact of GBA in pre-service teachers writing pedagogy. The investigation is done in paragraph writing course that is taught to the second semester students. This course is lasted 15 weeks and is taught by the author. Since the study is a part of routine classroom teaching, students' consent as for their participation in the project is asked and granted through an informed consent form to attain pre-service teachers' permission stating that the course is to be recorded and observed for this research project. The students are also informed in a detailed manner about the objective of the study and why this project is paramount to their learning experiences and to the empirical evidence the learners might find useful for their future research. This course is a part of four-semester sequence that begins with general writing to academic composition. Since, this is the first semester of the four-semester sequence, the aims is to familiarize the students with genre to train them in paragraph writing to compose a more complete essays, such as expository texts like comparison and contrast and argumentation.

Research Procedure

The study is conducted during the second semester of 2019/2020 academic year in a paragraph writing course of 90 minutes each. The procedure follows the lesson plan in which the first half of the meeting is the modelling and brief expose to and joint construction of the target text that they need to compose. The second half term focuses the activity on jointly constructing an expository article about digital learning that will be published on the college website. As genre needs to be familiarized integrated with the context, the joint paragraph construction of expository text is done in relevance with the topic of forced-e-learning during Covid-19 pandemic.

In the first half term, the teacher-researcher familiarize the students with diverse kinds of blog writing which can contain discussion of a certain experience, comparison of two choices, book/film/restaurant/food review, and even about any topic one feels comfortable to share. After portraying the model text (i.e. Indonesian food review), the teacher shows the students several lexicogrammatical features of a review which display facts, opinion, and information about the content. Afterwards, the teacher asks students to jointly construct a blog post about food they like the most which is then followed by students selecting their own topic of composition. Some decided to write about food, K-pop fandom journey, books, hobbies, and provide argument for the comparison between non-dormitory-based general schooling and dormitory-based religious schooling. After completing the first draft, the teacher checked and reviewed the draft through digital embedded

comments. Students revise the first draft guided by the comments. Students are also scaffolded to comment on peers' writing based on their position as target readers. This is done to manifest a more egalitarian position between the teacher and the students, as both experience the same phase of review and position themselves as the target readers while doing the review.

The journey of students writing is traced in terms of the extent to which they understand teacher's comments and how effective they apply lexicogrammatical strategies and deliberate text organization in reaching the writing objective as a communicative means. Teacher-researcher's and students' reflection is also analysed to observe on how effective ZPD is in assisting student's L2 writing development.

Data Collection and Analysis
The study is constructed through (1) the written text submitted by the pre-service teachers, reviewed by the teacher and students' peers and (2) the participating students' reflection on their encounter with GBA in teaching L2 writing. This study was a preliminary study aiming to trace students' development of SFL-informed genre-based writing and what challenge they encounter during the process. In this project, the focus is on building expository writing, such as argument and comparison and contrast. The data is interpreted and analysed by the help of SFL-informed genre-based pedagogy and sociocultural perspective of ZPD in assisting novice EFL writers in their journey of writing to serve certain socio-communicative goals.

This data is taken after the SFL-informed GBA is conducted, in which the teaching learning cycle (TLC) includes the following phases: 1) building the context: teachers demonstrate the purposes of the genre and the context where the genre works; 2) showing model text and deconstructing it: the teachers present the linguistic features which are commonly used in the genre; 3) co-constructing the text: teachers leads students to make the writing according to the genre targeted; 4) constructing the text independently: teachers make space and time for learners to make their own text independently (Christie & Derewianka, 2008; Ong, 2017).

Besides the writing portfolio, the students need to reflect on what they feel and how they think about learning writing scaffolded with genre-based approach (GBA). Students' reflection is submitted by email to assist the teacher researcher to observe to what extent they apply the genre specific features in their composition. The written texts analysis is guided by SFL theory (Halliday & Matthiessen, 2014) and the act of providing instruction is observed by a sociocultural perspective of Vygotsky's view on students' ZPD in a guided learning.

FINDINGS AND DISCUSSION
From the data taken, the first to be scrutinized is students' writing. The writings selected are taken from the first half and the second half of the course. In the first half semester, students are free to select which topic they want to write. To avoid too big data excerpted, only three major topics are selected. These topics provide argument provision which give practical information for people who wish to experience a dormitory-based religious schooling, restaurant and film review. The second half of the course is about collaborative writing project about digital learning done during Covid-19 pandemic. Pre-service teachers' reflection and teacher educator's comment in the writing are also analysed.

Novice EFL writers' writing portfolio

The input of genre knowledge is pivotal as the basis for students to realize the lexicogrammatical features and macrostructure of a genre connected with its rhetorical role (Deng, Chen, Zhang, 2014) as a means of communication to let the meaning-making be an interactive process between the writer and the readers. The basic starting point of understanding the discourse of genre through GBA in writing pedagogy to novice EFL writers forms the social setting for EFL learners to create a collaborative learning environment to apply the knowledge to their composition. Vygotsky (1978) stated that learning is a socially situated activity in which it enables the interaction between the teacher and the learners as well as between the learners themselves and see their ZPD through such platform.

The portfolio of the novice EFL writers consist of the two draft writings which include the teacher's comment and the peer-review; the individual genre analysis of students navigated model text, group textual analysis and students' reflection. The portfolio is a crucial site for both learners and teacher to observe to what extent has their SFL-informed GBA to teaching writing affect the learners' writing development. The study adopts Deng, Chen, Zhang's (2014) guiding questions to set about the text in its genre framework which consist of "Whom is the text written for?"; "What is the author trying to do in this text?"; "How does the author achieve the purpose of this genre?"; "Are there any distinctive vocabulary, structure, and style involved?"; and "Why does the author employ such a prototypical form of genre in this text?"

Even though the students are equipped with the explicit genre-based pedagogy to learn to write, they initially found it distressing to complete the portfolio, but collaboration among teacher and peers help them cope with the learning to write activities. This collaborative learning allows room for novice EFL writers' ZPD, thus is essential to prepare students to compose their texts and to also continue this practice to their own classrooms.

The red fonts indicate the lack of pronoun a student found difficult to alter; the underlined portrays the revised version after students received teacher's comments; the bold fonts show the sequential cohesive devices; the italic shows foreign terminology; and the underlined/italic shows the words or flows that need revision, while the underlined/bold displays the revised version of the draft.

Table 1. Writing Development

Identity	Topic	First draft	Revised version
Student A	Restaurant Review	So, those are some menu recommendations in Naruto Ramen. Naruto Ramen has a slight difference from the other ramen. A very thick taste of the local spices felt at the ramen in Naruto Ramen. No wonder if everyday hundreds of visitors come to eat ramen in Naruto Ramen. the price is very affordable starting from Rp.17,000-Rp. 29,000.	So, those are some menu recommendations in Naruto Ramen. It has a slight difference from the other ramen. A very thick taste of the local spices felt at the ramen in this ramen shop. No wonder if everyday hundreds of visitors come to eat ramen in this place. the price is very affordable starting from Rp.17,000-Rp. 29,000. Try not to come on Friday, because Friday is closed. If you want to eat ramen in the hype restaurant, then get ready to queue up with hundreds of other visitors.
Student B	Dormitory-based religious schooling (Pesantren)	There are several reasons why you should prefer pesantren to other school. **First of all** is because of its discipline. **Secondly**, it is safer, especially for girls. **Thirdly**, we will get more knowledge and experience for sure. **Furthermore**, all students in Pesantren get valuable experiences that can be lessons for their lives in the future.	There are several reasons why you should prefer *pesantren* (a dormitory-based religious schooling) to other school. **First of all** is because of its discipline. **Secondly**, it is safer, especially for girls. **Thirdly**, we will get more knowledge and experience for sure. **Furthermore**, all students in *Pesantren* get valuable experiences that can be lessons for their lives in the future.
Student C	Korean drama review	*In consequencis they dare to lie to their parents for getting freedom, trap in promiscuity, stealing answer before exam, even they kill their parent because of stressing, but in the end the parent realize all the mistakes when giving education, the values is not important thing, but children's happines is important one, if children feel happy they will respect to their parent*. In my opinion this drama more interest than other, the student and parent could understand what is the goal from education and consider the happiness of children, If you feel curious with this drama you may search in google or stream it trough korean drama application, so happy watching guys ! Hopefully your heart will be touched by this drama and inspire to appreciate your children's milestone in education rather than only force them to get the higest score.	In my opinion, this drama more interest than other**. The** student and parent could understand what is the goal from education and consider the happiness of children**. If** you feel curious with this drama you may search in **Google** or stream it trough Korean drama application. **Happy** watching guys! Hopefully your heart will be touched by this drama and inspire to appreciate your children's milestone in education rather than only force them to get the **highest** score.

The data compare how pre-service teachers as novice EFL writers try to develop both their form and the meaning transmitted through the text. Student A shows a good flow of ideas and enjoyable as well as informative content about a ramen shop. However, her use of the restaurant's name is too intense which will leave her readers annoyed by the exhausting repetition of 'Naruto Ramen.' Student B shows a considerable amount of sequence as the cohesive devices which make her writing the most reader-friendly than other compositions. On the other hand, Student C reviews a Korean drama yet focuses only to the plot or the characters in the film. After receiving teacher's comment, they can identify their mistakes and revise accordingly. This implies that teacher's genre-based feedback can help students discover their mistakes and see which part needs to be revised. The writing development after teacher's review, even though visible, can also function as a map to expand scaffolding for low achievers' ZPD (Uzun & Topkaya, 2019). The genre-focused feedback is delivered orally and in a written form since both can be beneficial for learners to elucidate the change they need to apply in their first draft.

The learning-teaching cycle
As the study takes writing pedagogy in the perspective of SFL-informed GBA, the focus is on the continuum where pre-service teachers develop their writing through the scaffold of GBA in order to observe how they develop their writing. Even though the course trains the pre-service teachers to compose paragraph writings, the teacher guides them to explore their motivation to erect the writing into short expository genre talking about the topics that they are interested in. It is obvious that the quality of writing cannot be measured by observing

the lexicogrammatical selection and accuracy only, but the use of cohesive devices and the macro structure of the text to serve its socio-communicative purposes.
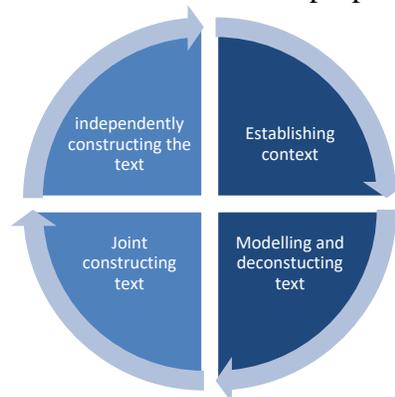

Figure 1. SFL GBA teaching-learning cycle

- *Context familiarization phase*
The data are taken from the novice EFL writers' reflection mirroring their perspective and opinion about learning to write guided by Genre-based Pedagogy. As the course is to train pre-service teachers with the genre knowledge of expository essays such as argument, comparison, and review, the teacher introduces the concept of genre, the importance of writers' relationship with the readers, and the goal of writing such text.

> "The topic that interests me is food; I think I will write my food review following the structure of the model text." (Student A)

> "I want to talk about K-pop boyband, my target readers will be people who want to do fangirling like I do." (Student D)

> "Arguing on the benefit of studying in *pesantren* (dormitory-based religious schooling) is my concern because I am studying there. My

readers can be parents who intend to admit their children to *pesantren*." (Student E)

- *Modelling and deconstructing text phase*

The data in this phase are drawn from pre-service teachers' pick of model text that carries similar communicative goal and mode with their writings. The pre-service teachers are required to present their own analysis of the model text they selected and explain the generic features of the text's structure. Guided group discussion before the presentation helps the learners to keep their analysis on track. This activity allows the dialogic interaction between learners and the teacher so that they can discover to what extent they can comprehend and achieve with and without the scaffolding (Deng, Chen & Zhang, 2014). Furthermore, this phase enables the teacher educator to provide the pre-service teachers with explicit instruction so that they are able to organize their writing according to their communicative purposes. This instruction is understood by several students, one of whom is student A because she makes use of multimodal text to achieve this communicative goal. She understands that if she needs to display pictures but does not own them; she needs to put the credit on it. This explicit GBA instruction sharpens students' sensitivity on copy rights matter, particularly through the modelling and text deconstruction phase.

Source:@nrciracasserang
For those of you who don't like beef, you can order a menu with chicken katsu topping. This menu is usually a favorite menu of children who come to Naruto Ramen.

3. **Ramen with Squid Topping**

Source:@nrciracasserang
If you like seafood, you can choose ramen with squid topping. This menu is favorite menu for seafood lovers.

- *Joint-construction phase*

The second half of the course focuses on a joint construction of expository text that will be published on the college website, i.e. about their experience of digital learning during Covid-19 pandemic. The teacher keeps reminding them that the text they co-compose need to consider the readers so that they position themselves both as the text producers and text consumers. This is to see whether or not the generic features and text structure appeal to the readers' interest and that the information they provide is of informative and interesting content.

Below is an excerpt of joint construction phase. The lines are collaboratively organized by the Teacher-Researcher (TR) and the learners (S1, S2, etc.). The underlined reflects inappropriate mechanics use, such as punctuation and capitalization. The bold shows cohesive devices. The strikethrough portray corrected choice of lexicogrammar. The bracketed display the unsuitable selection of vocabulary.

*Covid-19 outbreak has forced all of us to shift our learning to digital platform. Flu pandemic forces us all to a digital platform [TR]. **And** it was not easy for us, daily activities were curtailed, like studying, shopping, playing and stuff. Digital platforms have advantages and disadvantages [S1]. One of the advantages is a simple way of learning and students can see their grades in each assignment, and one of the drawbacks is, not all regions have a fairly good network and not all students have gadgets and adequate internet quotas. **Of course**, this is the only way to keep things running as usual [S2]. ~~of course~~ (**while**) [S3] this is not considered easy for students, (~~even though~~) students are already familiar with digital but, there are several reasons that might make this quite difficult.*

*The initial reason digital learning is quite challenging is when we face electricity instability [IR]. **Therefore**, (every single parent) must ensure that the electricity in their house should be stable and not disturbing their children's e-learning process~~.~~ [S3]this is often felt by students who live in areas where electricity is difficult to reach, **and then** the teacher must be proactive and creative in order to be able to hold teaching and learning activities as effectively as face to face. [S4]*

The excerpt is arranged in a collaborative manner. The teacher asks the learners to portray the text as will be published on the college website. Considering that, they can illustrate the target readers of their composition who can be students, faculty members, and those who wish to be admitted in the institution's teacher training program. These aspects help them to apply the genre's generic features that enable them to achieve their writing purpose. The issues of mechanical errors, even though not fatal to the meaning making process, are discussed to create a space for careful scrutiny by the learners

themselves so that the same mistake will never occur in the future.

The joint construction in the second half term is done through digital group discussion because of Covid-19 pandemic forcing both teacher and learners to shift the face-to-face interaction to digital learning. Derewianka (2003) stated that joint construction enables students' active participation by providing 'subject matter' for the text. Therefore, the topic that is offered match these novice EFL writers' current experience which makes writing inseparable from their material and ecological context as a means to understand their remote learning experiences and thus an appropriate platform to share what they feel towards digital learning in general and particularly through the jointly constructed writing.

As in this phase the constructors are the teacher and the learners, an egalitarian kind of learning manifests. The democratic circumstance is not seen as over-controlling, on the other hand it is embraced by learners' interest to participate in the whole activity because they feel included and that their opinion matters.

"I like to be included like this. It is like your ideas matter." (Student B)

"Even though I am not confident, I think to contribute to a writing makes me feel important." (Student D)

- *The independent construction phase*
The independent construction is done in the first half of the semester, allowing the pre-service teachers as novice EFL writers to explore their independence in organizing expository texts with minimum scaffolding from the teacher. Some of the learners can follow the instruction without too many interventions, but some others find it

challenging in organizing ideas, lexicogrammatical features, and cohesive devices which construct an expository short essay according to the topic chosen in the previous section. Nevertheless, the learners show a significant change after receiving teacher's feedback.

Student C is able to revise the title of her essay after having teacher's comment on her writing. She composed a short review of one of Korean dramas whose initial title was 'The Effect from Imposing Desire on *Sky Castle* Drama." The feedback is explicitly given by the teacher to lead her revision by offering suggestion of the title change. She did the revision according to the comment of the teacher so that her revised title becomes 'Desire and Ambition in (the) *Sky Castle* Drama'. There is two drafts submitted by Student C which underwent two revision suggestions to make the short essay easily read and enjoyable for the readers. She intended to post it on her Facebook account so that the target readers include her Facebook friends. However after the suggestion from the teacher, she shifted the media of publication to a classroom-managed blog to enable broader readership. This indicates that there is a positive effect of teacher's feedback in the learners' writing development by the provision of explicit comments which is dialogic in nature.

Student B is able to operate the sequential cohesive devices, such as firstly, secondly, thirdly to show arguments on the topic of dormitory-based religious schooling over general schooling. The teacher only gives minor comments on the mechanics of her writing to make it publishable, but the overall ideas are arranged in an organized manner. The teacher's comments make the development of Student B's writing slightly perfected by

the help of tidy use of punctuation, capitalization and correct spelling.

Student A provide a restaurant review, i.e. ramen shop. Her writing is also equipped with pictures so that it is considered as multimodal text. The target readers are food lovers and she intended to publish it on her blog. The way she organizes the ideas to describe the readers about the restaurant and the menus it offers is good. She also uses several cohesive devices, such as because and if, to show causal statements and suggestion. She also arranges the ideas in an organized manner so that readers find her writing enjoyable and useful. The explicit instruction by the teacher helps her to always put credit to the picture taken from other sources and this is very effective to instruct novice EFL writers not to plagiarize.

> "I am grateful for the teacher's guidance because I cannot see my mistakes if she does not identify them."
> (Student A)

Novice EFL writers' ZPD within GBA to writing pedagogy

Novice EFL writers who are also student teachers find GBA to writing pedagogy helpful considering little to no expose of genre-based teaching in their previous study. They also show positive comments throughout the study as GBA provides them useful scaffolding in composing their text with careful consideration on the communicative goal and audience of their texts. Novice EFL writers' development in writing can be traced from the first draft submitted to the teacher, and then commented by the teacher, revised, consulted with the model text with similar topic, and then underwent second revision. The following is an example of their meaning-making considering the

communicative goal of the text, i.e. to provide argument on the advantages of dormitory-based religious schooling. Scaffolding is ensured to monitor learners' ZPD by instructional behaviours such as teacher's modelling and text deconstruction in the initial stage of learning writing to show the language and structure of a text. After that, peer collaboration takes a major part in the scaffolding through joint construction and in this phase the teacher and the learners share the responsibility to assist learning (Deng, Chen, Zhang, 2014) as can be seen in figure 2 below.
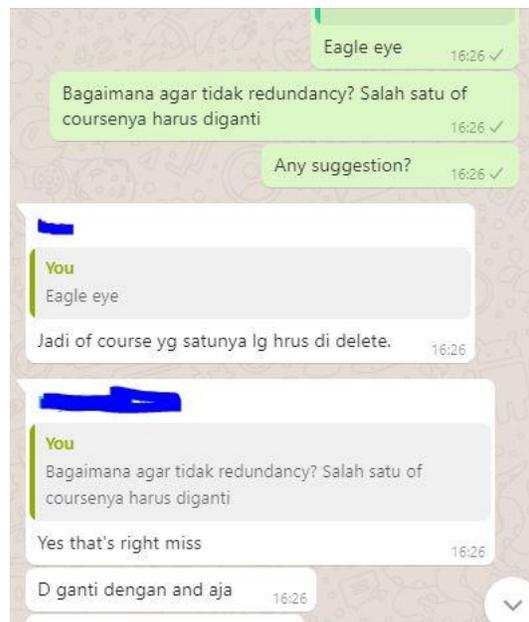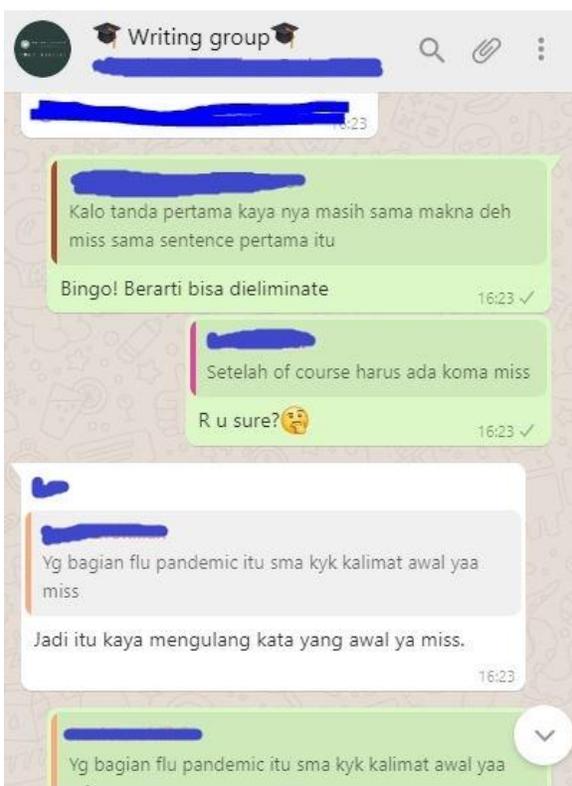

Figure 2 Scaffolding Process

From Figure 2 we can observe that the teacher tries to facilitate students to critically observe their word selection and cohesive devices used to jointly construct an expository writing about their experience in digital writing interactions. This indicates that students' discussion can happen by the provision of triggering question so that they can revisit the text and find the part that needs to undergo revision. Martin & Rose (2013) stated that the phase of joint construction is the most powerful practice, while the result may differ in other contexts (Hermansson, Jonsson, Levlin, Lindhe, Lundgren & Shaswar, 2019; Muludin, 2020). Nevertheless this particular phase provides the liveliest discussion among students guided by the teacher in optimizing their ZPD.

CONCLUSION
This study unfolds the journey of novice EFL writers through their writing development in the Indonesian teacher training context. The TLC is done following the phases of GBA in writing pedagogy to assist learners with their expository short

essay composition. The findings portray that the scaffolding in the deconstruction and joint construction phase help students not only to write individual and collaborative expository essay, but also set a basis for them to see writing as a means of social act. As a result, the pre-service teachers' process of GBA writing shapes their text as a social semiotic tool enriching the meaning making process in certain context.

Considering the result, future study needs to investigate the implementation of Genre-based feedback in L1 to avoid misunderstanding in the revision process. It will also be beneficial and valuable to observe the perspective of teacher educators and pre-service teachers as novice writers' emotion towards genre-based pedagogy manifestation in the context where GBA is unfamiliar and under-exposed. It is impossible to track novice EFL learners' writing development within a short term, which cannot be fulfilled in the recent study, therefore there needs to be a longitudinal observation regarding this matter through different genre. A context-specific syllabus and lesson plan in implementing genre-based pedagogy in writing course needs to accommodate learners who have little to no exposure in genre-based approach which encourages them to project their classroom interactions as a means to construct a socio-communicative text.

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