INTEGRATING BLOGGING INTO GENRE PEDAGOGY FOR NEWS WRITING: A CASE STUDY OF EFL STUDENT TEACHERS IN TANGERANG, BANTEN

A Dissertation

Submitted in Partial Fulfilment of the Requirements for the Degree of Doctor in English Language Education

By

Dwi Sloria Suharti
Student ID 1906498

ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
FACULTY OF LANGUAGE AND LITERATURE EDUCATION
UNIVERSITAS PENDIDIKAN INDONESIA
2025

COPYRIGHT PAGE
**INTEGRATING BLOGGING INTO GENRE PEDAGOGY FOR NEWS
WRITING: A CASE STUDY OF EFL STUDENT TEACHERS IN
TANGERANG, BANTEN**

Oleh

Dwi Sloria Suharti

M.Pd Sekolah Pascasarjana Universitas Muhammadiyah Prof. Dr. Hamka
(UHAMKA) 2014

S.Pd Universitas Negeri Jakarta 1998

A Dissertation Submitted in Partial Fulfillment of the Requirements for the
Doctoral Degree in English Language Education

APPROVAL PAGE

INTEGRATING BLOGGING INTO GENRE PEDAGOGY FOR NEWS
WRITING: A CASE STUDY OF EFL STUDENT TEACHERS IN
TANGERANG, BANTEN

Approved by:

Supervisor I   Supervisor II

Prof. Ahmad Bukhori Muslim, M.Ed.,   Prof. Eri Kurniawan, M.A., Ph.D.
Ph.D.
NIP.197401232001121003   NIP.198111232005011002

Acknowledged by
The Head of the English Language Education Study Program
Universitas Pendidikan Indonesia

Prof. Emi Emilia, M.Ed., Ph.D.
NIP. 1966091619900112001

DECLARATION OF AUTHORSHIP

I hereby declare that this dissertation, titled "Integrating Blogging into Genre Pedagogy for News Writing: A Case Study of EFL Student Teachers in Tangerang, Banten," is my original work and has not been submitted, either in whole or in part, for any other academic degree or qualification at any other institution. All sources and references used have been appropriately acknowledged.

Bandung, January 2025

The Writer,

Dwi Sloria Suharti, 1906498

ACKNOWLEDGEMENTS

To everyone who has supported me along the way, please know that your encouragement and contributions are deeply appreciated. I apologize if I have unintentionally omitted anyone, but your kindness will always be remembered.

PREFACE

This dissertation was motivated by the evolving demands of English language education in an increasingly digital and globalized world. Specifically, it explores how blogging, integrated within genre pedagogy, can support writing development and teacher identity formation among Indonesian EFL student teachers.

Set within a semester-long news writing course at a private university in Tangerang, Banten, the study investigates how student teachers engage with blogging as a platform for authentic communication, reflective practice, and professional growth. Drawing on the Teaching and Learning Cycle (TLC) of genre pedagogy, students moved through scaffolded stages of textual analysis, collaborative writing, digital publication, and multimodal reflection.

The findings suggest that blogging fosters rhetorical competence and digital literacy while also empowering student teachers to articulate their beliefs, develop a pedagogical voice, and negotiate their emerging roles as educators. In this sense, writing becomes more than a linguistic task; it becomes a transformative process of identity construction and critical engagement with the world.

This research contributes to ongoing discussions in EFL teacher education by offering a pedagogical model that is genre-informed, technologically relevant, and grounded in reflective practice. It highlights the potential of digital tools to enrich writing instruction, promote learner autonomy, and prepare future educators for the communicative demands of 21st-century classrooms.

Conducting this study has deepened my understanding of how writing, when thoughtfully scaffolded and digitally mediated, can shape language skills and the professional self. I hope this work provides meaningful insights for educators, researchers, and curriculum developers alike.

Bandung, January 2025

Dwi Sloria Suharti

ABSTRACT

Writing remains a persistent challenge for Indonesian English as a foreign language (EFL) student teacher, particularly in genre-specific tasks such as news writing. Conventional instruction often emphasizes grammar drills and decontextualized exercises, providing limited support for audience awareness, rhetorical structure, and digital literacy. This qualitative case study investigates how blogging, embedded within a genre pedagogy framework, can enhance writing skills and support teacher identity development among EFL student teachers. Grounded in genre pedagogy (Emilia, 2005; Hyland, 2007), digital composition (Vurdien, 2012, 2013), and journalistic writing (Antepara, 2003; Schulman, 2019; Yin, 2015), the study was conducted over a semester-long news writing course at a private university in Tangerang, Banten. Ten third- and fourth-year student teachers participated voluntarily. Data sources included blog entries, semi-structured interviews, classroom observations, and Photovoice reflections. Findings reveal that genre-based blogging significantly improved students' writing fluency, structural control, and engagement with authentic audiences. Participants demonstrated increased mastery of journalistic forms, including the inverted pyramid and the 5W+1H framework, alongside gains in multimodal composition and digital authorship. Blogging also served as a reflective and public space for expressing pedagogical values, negotiating professional identity, and cultivating a teacher voice. Despite challenges such as writing anxiety and uneven digital fluency, students developed greater confidence, autonomy, and pedagogical awareness. The study underscores the transformative potential of genre-based blogging in EFL contexts and advocates its integration into teacher education to meet the communicative and technological demands of 21st-century classrooms.

Keywords: blogging in education, EFL writing instruction, genre pedagogy, news writing, teacher identity development

ABSTRAK

Menulis tetap menjadi tantangan yang terus-menerus bagi mahasiswa calon guru Bahasa Inggris sebagai Bahasa Asing (EFL) di Indonesia, terutama dalam tugas-tugas yang bersifat genre-spesifik seperti penulisan berita. Pendekatan konvensional sering kali menekankan pada latihan tata bahasa dan tugas-tugas terlepas dari konteks, sehingga memberikan dukungan yang terbatas terhadap kesadaran audiens, struktur retorika, dan literasi digital. Studi kasus kualitatif ini menyelidiki bagaimana kegiatan blogging yang diintegrasikan dalam kerangka pedagogi berbasis genre dapat meningkatkan keterampilan menulis dan mendukung perkembangan identitas keguruan mahasiswa calon guru EFL. Studi ini berlandaskan pada pedagogi genre (Emilia, 2005; Hyland, 2007), komposisi digital (Vurdien, 2012, 2013), dan penulisan jurnalistik (Antepara, 2003; Schulman, 2019; Yin, 2015), dan dilaksanakan selama satu semester dalam mata kuliah penulisan berita di sebuah universitas swasta di Tangerang, Banten. Sepuluh mahasiswa tahun ketiga dan keempat berpartisipasi secara sukarela. Sumber data meliputi entri blog, wawancara semi-terstruktur, observasi kelas, dan refleksi Photovoice. Hasil penelitian menunjukkan bahwa blogging berbasis genre secara signifikan meningkatkan kefasihan menulis, kontrol struktur, dan keterlibatan mahasiswa dengan audiens yang autentik. Peserta menunjukkan penguasaan yang lebih baik terhadap bentuk penulisan jurnalistik, termasuk struktur piramida terbalik dan kerangka 5W+1H, serta peningkatan dalam komposisi multimodal dan kepenulisan digital. Blogging juga berfungsi sebagai ruang publik dan reflektif untuk mengekspresikan nilai-nilai pedagogis, merundingkan identitas profesional, dan membangun suara keguruan. Meskipun menghadapi tantangan seperti kecemasan menulis dan kesenjangan dalam literasi digital, mahasiswa mengembangkan kepercayaan diri, kemandirian, dan kesadaran pedagogis yang lebih tinggi. Studi ini menekankan potensi transformatif dari blogging berbasis genre dalam konteks EFL dan mendorong integrasinya ke dalam pendidikan guru untuk memenuhi tuntutan komunikatif dan teknologi abad ke-21.

Kata Kunci: blogging dalam pendidikan, keterampilan menulis EFL, pedagogi genre, penulisan berita, pengembangan identitas guru

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

LIST OF APPENDICES

REFERENCES

Abdullah, M. Y., Hussin, S., & Shakir, M. (2018). The effect of peers' and teacher's e-feedback on writing anxiety level through CMC applications. *International Journal of Emerging Technologies in Learning (IJET))*, *13*(11), 196–207. https://doi.org/10.3991/ijet.v13i11.8448

Ahmed, P. H. (2019). Major writing challenges experienced by EFL learners in Soran university. *Journal of University of Human Development (JUHD)*, *5*(3), 120–126. https://doi.org/10.21928/juhd.v5n3y2019.pp120-126

Al Khateeb, A. (2016). Blogging for self-reflection among pre-service English language teachers in Saudi Arabia: An exploratory study of students' own reflections. *International Journal of Applied Linguistics and English Literature*, *5*(6), 1–8. https://doi.org/10.7575/aiac.ijalel.v.5n.6p.1

Al-Balushi, L. A. M. (2021). *Blogs in language learning enhancing students' writing skills through blogs* [A thesis for the degree of Doctor]. the University of Exeter.

Alenezi, S. S. A. (2021). Integrating sociocultural theory constructs: Social interaction, scaffolding and mediation via genre-process approach with interactive technology via online blogging to develop writing skills of Saudi EFL learners. *3rd International Conference on Modern Research in Education, Teaching and Learning ICMETL*. https://doi.org/10.33422/3rd.icmetl/.2021.08.91

Alenezi, S. S. A. (2022a). *Implementing online blogging in EFL process-genre writing classes: Exploring perceptions and attitudes of undergraduate learners of English in Saudi Arabia*. https://doi.org/10.34961/researchrepository-ul.21975848.v1

Alenezi, S. S. A. (2022b). The effects of writing in a class blog on Saudi EFL students' attitudes towards writing in English. *Arab World English Journal*, *2*, 329–341. https://doi.org/10.24093/awej/covid2.22

Alen'kina, T. B. (2022). Teaching press release as a hybrid genre in the academic writing course (English language, science majors). *Media Linguistics*, *9*(4), 446–457. https://doi.org/10.21638/spbu22.2022.410

Amalia, L. L. (2019). Reflective practice and self-identity as parts of professional development. *E-Link Journal*, *6*(1), 160–163. https://doi.org/10.30736/ej.v6i1.124

159

Antepara, R. (2003). Using news stories in the ESL classroom. *The Internet TESL Journal* , *IX*(12), 1–4. http://iteslj.org/Techniques/Antepara-5Ws.html

Ariyanti, A. (2016). The teaching of EFL writing in Indonesia. *Dinamika Ilmu*, *16*(2), 263–277. https://doi.org/10.21093/di.v16i2.274

Ariyanti, A., & Fitriana, R. (2017). EFL students' difficulties and needs in essay writing. *International Conference on Teacher Training and Education 2017 (ICTTE 2017)*, 111–121. https://doi.org/10.2991/ictte-17.2017.4

Aunurrahman, A., Hamied, F. A., & Emilia, E. (2017a). Modeling academic writing for university students. *Proceedings of the Ninth International Conference on Applied Linguistics (CONAPLIN 9)*, 1–5. https://www.atlantis-press.com/proceedings/conaplin-16/25874116

Aunurrahman, A., Hamied, F. A., & Emilia, E. (2020). Teaching critical thinking through academic writing to tertiary EFL students in Pontianak Indonesia: An utilization of a genre-based approach. *The Asian EFL Journal Quarterly*, *24*(4), 6–25. https://www.asian-efl-journal.com/tag/volume-24-issue-4-july-2020/index.htm

Aunurrahman, Hamied, F. A., & Emilia, E. (2017b). Exploring the tertiary EFL students' academic writing competencies. *Indonesian Journal of Applied Linguistics*, *7*(1), 72–79. https://doi.org/10.17509/ijal.v7i1.6860

Bailey, D. (2019). Social networking for language learning participation in relation to task value and L2 writing anxiety. *Computer-Assisted Language Learning Electronic Journal (CALL-EJ)*, *20*(1), 1–18.

Bailey, D., & Cassidy, R. (2019). Online peer feedback tasks: Training for improved L2 writing proficiency, anxiety reduction, and language learning strategies. *Computer-Assisted Language Learning Electronic Journal (CALL-EJ)*, *20*(2), 70–88. https://callej.org/index.php/journal/article/view/273

Bal, S. (2021). An investigation of the integration of blogs into EFL classes: Learners' views toward blogs and preferences for writing classes. *Journal of Educational Technology and Online Learning*, *4*(4), 594–604. https://doi.org/10.31681/jetol.1016599

Barkhuizen, G. (2017). *Reflections on language teacher identity research*. Routledge.

Berger, G. (2011). Empowering the youth as citizen journalists: A South African experience. *Journalism*, *12*(6), 708–726. https://doi.org/10.1177/1464884911405466

Blackstone, B., & Harwood, C. (2011). Pedagogical blogging for university courses. In R. Jaidev, M. L. C. Sadorra, W. J. Onn, L. M. Cherk, & B. P. Lorente (Eds.), *Global Perspective, Local Initiatives: Reflections and Practices in ELT* (First, pp. 67–84). Conference Proceedings CELC Symposium 2010, National University of Singapore. https://www.nus.edu.sg/celc/wp-content/uploads/2022/09/067to084-blackstone.pdf

Blackstone, B., Spiri, J., & Naganuma, N. (2007). Blogs in English language teaching and learning: Pedagogical uses and student responses. *Reflections on English Language Teaching*, *6*(2), 1–20.

Blackstone, B., & Wilkinson, M. (2011). Blogging for pedagogical purposes: A transformational methodology for post-secondary education. In C. M. L. Ho, K. T. Anderson, & A. P. Leon (Eds.), *Transforming Literacies and Language: Multimodality and Literacy in the New Media Age* (pp. 187–206). Bloomsbury Academic. https://doi.org/10.5040/9781474212014.ch-010

Blake, K. R. (2000). Using the World Wide Web to teach news writing online. *Journalism & Mass Communication Educator*, *55*(1), 4–13. https://doi.org/10.1177/107769580005500102

Bogdan, R., & Biklen, S. K. (2007). *Qualitative research for education: An introduction to theories and methods*. Pearson Education, Inc.

Bouhmid, A. (2019). Blogging, creativity and autonomy. An attempt to have one's cake and eat it. *ASp*, *76*, 72–89. https://doi.org/10.4000/ASP.6089

Bouilheres, F., Le, L. T. V. H., McDonald, S., Nkhoma, C., & Jandug-Montera, L. (2020). Defining student learning experience through blended learning. *Education and Information Technologies*, *25*(4), 3049–3069. https://doi.org/10.1007/s10639-020-10100-y

Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, *3*(2), 77–101. https://doi.org/10.1191/1478088706qp063oa

Braun, V., & Clarke, V. (2012). Thematic analysis. In *APA handbook of research methods in psychology* (Vol. 2, pp. 51–71). American Psychological Association. https://doi.org/10.1037/13620-004

Braun, V., & Clarke, V. (2021). *Thematic analysis: A practical guide*.

Cahyono, B. Y., & Mutiaraningrum, I. (2016). Indonesian EFL teachers' familiarity with and opinion on the internet-based teaching of writing. *English Language Teaching*, *9*(1), 199–208. https://doi.org/10.5539/elt.v9n1p199

Ceylan, N. O. (2019). Student perceptions of difficulties in second language writing. *Journal of Language and Linguistic Studies*, *15*(1), 151–157. https://doi.org/10.17263/jlls.547683

Chang, W.-Y. (2020). Exploring solutions to decrease Taiwanese university lower achievers' English writing difficulties via blogging. *Computer-Assisted Language Learning Electronic Journal*, *21*(2), 114–131. http://callej.org/journal/21-2/Chang2020.pdf

Chanwaiwit, P., & Inpin, B. (2021). Synchronous collaborative writing instruction in a university EFL context: Challenges and solutions. *World Journal on Educational Technology: Current Issues*, *13*(4), 721–739. https://doi.org/10.18844/wjet.v13i4.6259

Chen, C. W. yu. (2020). Citizen journalism as a form of multimodal composing: Understanding students' self-reported affordances, constraints, and follow-up learning goals. *Innovation in Language Learning and Teaching*, *14*(5), 481–495. https://doi.org/10.1080/17501229.2019.1628242

Chen, J., Tan, J., & Lei, J. (2022). Exploring learner identity in the blended learning context: A case study of collaborative writing. *System*, *108*, 102841. https://doi.org/https://doi.org/10.1016/j.system.2022.102841

Chen, K. T. C. (2012). Blog-based peer reviewing in EFL writing classrooms for Chinese speakers. *Computers and Composition*, *29*(4), 280–291. https://doi.org/10.1016/j.compcom.2012.09.004

Chen, R. H. (2022). Effects of deliberate practice on blended learning sustainability: A community of inquiry perspective. *Sustainability (Switzerland)*, *14*(3), 1–15. https://doi.org/10.3390/su14031785

Choi, W. Y., & Kang, M. K. (2024). The effects of genre writing on Korean high school learners' English writing abilities and learning motivation according to the degree of English writing anxiety. *Journal of Curriculum and Teaching*, *13*(1), 356–370. https://doi.org/10.5430/jct.v13n1p356

Clark, J. E. (2010). The digital imperative: Making the case for a 21st-century pedagogy. *Computers and Composition*, *27*(1), 27–35. https://doi.org/10.1016/j.compcom.2009.12.004

Cohen, L., Manion, L., & Morrison, K. (2017). *Research methods in education* (L. Cohen, L. Manion, & K. Morrison, Eds.; 8th ed.). Routledge. https://doi.org/10.4324/9781315456539

Collins, A., Brown, J. S., & Newman, S. E. (1987). Cognitive apprenticeship: Teaching the crafts of reading, writing, and mathematics. In M. Scardamalia, F. Fischer, L. Resnick, A. Schoenfeld, T. Malone, & A. Rubin (Eds.), *Cognition and instruction: Issues and agendas* (pp. 1–37). Lawrence Erlbaum Associates, in press.

Cope, B., & Kalantzis, M. (2009). "Multiliteracies": New literacies, new learning. *Pedagogies: An International Journal*, *4*(3), 164–195. https://doi.org/10.1080/15544800903076044

Creswell, J. W., & Creswell, D. J. (2023). *Research design: Qualitative, quantitative, and mixed methods approaches* (6th ed.). SAGE Publications Ltd.

Creswell, J. W., & Poth, C. N. (2018). *Qualitative inquiry and research design: Choosing among five approaches* (4th ed.). SAGE Publications, Inc.

Creswell, J. W., & Poth, C. N. (2024). *Qualitative inquiry and research design: Choosing among five approaches.* (5th ed.). SAGE Publications, Inc.

Cummins, J., & Early, M. (2011). *Identity texts: The collaborative creation of power in multilingual schools* (J. Cummins & M. Early, Eds.). Trentham Books.

Darvin, R. (2017). Language, ideology, and critical digital literacy. In *Language and Technology* (pp. 1–14). Springer International Publishing. https://doi.org/10.1007/978-3-319-02328-1_35-1

Darvin, R., & Norton, B. (2015). Identity and a model of investment in applied linguistics. *Annual Review of Applied Linguistics*, *35*, 36–56. https://doi.org/10.1017/S0267190514000191

Darvin, R., & Norton, B. (2017). Language, identity, and investment in the twenty-first century. In *Language Policy and Political Issues in Education* (pp. 1–15). Springer International Publishing. https://doi.org/10.1007/978-3-319-02320-5_18-2

de Oliveira, L. C., & Smith, S. L. (2022). A genre-based approach to writing instruction in the content areas. In H. Mohebbi & C. Coombe (Eds.), *Research questions in language education and applied linguistics: A reference guide* (pp. 69–73). Springer, Cham. https://doi.org/10.1007/978-3-030-79143-8_13

Deci, E. L., & Ryan, R. M. (1985). *Intrinsic motivation and self-determination in human behavior*. Plenum Press. https://doi.org/10.1007/978-1-4899-2271-7

Deci, E. L., & Ryan, R. M. (2000). The "what" and "why" of goal pursuits: Human needs and the self-determination of behavior. *Psychological Inquiry*, *11*(4), 227–268. https://doi.org/10.1207/S15327965PLI1104_01

Dennen, V. P., & Burner, K. J. (2008). The cognitive apprenticeship model in educational practice. In *Handbook of research on educational communications and technology* (3rd ed., pp. 425–439). Routledge.

Dezin, N. K., & Lincoln, Y. S. (2018). *The SAGE handbook of qualitative research* (5th ed.). SAGE Publications, Inc.

Duff, P. (2008). *Case study research in applied linguistics*. Lawrence Erlbaum Associates. https://doi.org/10.4324/9780203827147

El-Nawawy, M., & Khamis, S. (2013). Political blogging: (Re)envisioning civic engagement and citizen journalism. In *Egyptian Revolution 2.0. The Palgrave Macmillan Series in International Political Communication* (pp. 27–57). Palgrave Macmillan. https://doi.org/10.1057/9781137020925_2

Emerson, R. M., Fretz, R. I., & Shaw, L. L. (2011). *Writing ethnographic fieldnotes* (2nd ed.). The University of Chicago Press.

Emilia, E. (2005). *A critical genre-based approach to teaching academic writing in a tertiary EFL context in Indonesia* [The University of Melbourne]. https://minerva-access.unimelb.edu.au/handle/11343/39548

Emilia, E. (2011). *Pendekatan genre-based dalam pengajaran bahasa Inggris: Petunjuk untuk guru*. Rizqi Press.

Emilia, E. (2012). SFL genre-based pedagogy and student empowerment. *The 61 TEFLIN International Conference, UNS Solo 2014*, 882–886. https://core.ac.uk/download/pdf/43024749.pdf

Emilia, E., & Hamied, F. A. (2015). Systemic functional linguistic genre pedagogy (SFL GP) in a tertiary EFL writing context in Indonesia. *TEFLIN Journal - A Publication on the Teaching and Learning of English*, *26*(2), 155–182. https://doi.org/10.15639/teflinjournal.v26i2/155-182

Emilia, E., & Hamied, F. A. (2022). Translanguaging practices in a tertiary EFL context in Indonesia. *Teflin Journal*, *33*(1), 47–74. https://doi.org/10.15639/teflinjournal.v33i1/47-74

Farrell, T. S. C. (2018). Reflective practice for language teachers. In J. I. Liontas (Ed.), *The TESOL Encyclopedia of English Language Teaching* (1st ed., pp. 1–6). John Wiley & Sons, Inc. https://doi.org/10.1002/9781118784235.eelt0873

Farrell, T. S. C. (2021). *Doing reflective practice in English language teaching: 120 activities for effective classroom management, lesson planning, and professional development* (1st ed.). Routledge. https://doi.org/10.4324/9781003178729

Fathi, J., Ahmadnejad, M., & Yousofi, N. (2019). Effects of blog-mediated writing instruction on L2 writing motivation, self-efficacy, and self-regulation: A mixed methods study. *Journal of Research in Applied Linguistics*, *10*(2), 159–181. https://doi.org/10.22055/rals.2019.14722

Feez, S., & Joyce, H. D. S. (1998). *Text-based syllabus design*. National Centre for English Language Teaching and Research.

Fellner, T., & Apple, M. (2006). Developing writing fluency and lexical complexity with blogs. *The JALT CALL Journal*, *2*(1), 15–26. https://doi.org/10.29140/jaltcall.v2n1.19

Ferdiansyah, S., Widodo, H. P., & Elyas, T. (2020). Photovoice in the English as an additional language (EAL) writing classroom: No need to rush to love writing because love will grow with time. *The Journal of Asia TEFL*, *17*(1), 269–279. https://doi.org/10.18823/asiatefl.2020.17.1.19.269

Firkins, A., Forey, G., & Sengupta, S. (2007). Teaching writing to low proficiency EFL students. *ELT Journal*, *61*(4), 341–352. https://doi.org/10.1093/elt/ccm052

Fithriani, R., Rafida, T., & Siahaan, A. (2019). Integrating online blogging into EFL writing instruction: Exploring students' perceptions. *UNNES International Conference on English Language Teaching, Literature, and Translation (ELTLT 2018)*, 87–90. https://www.atlantis-press.com/article/125910534.pdf

Flowerdew, J. (2012). *Discourse in English language education* (1st ed.). Routledge. https://doi.org/10.4324/9780203080870

Flyvbjerg, B. (2006). Five misunderstandings about case-study research. *Qualitative Inquiry*, *12*(2), 219–245. https://doi.org/10.1177/1077800405284363

Frederick, G. R., Schweizer, H., & Lowe, R. (2006). After the in-service course: Challenges of technology integration. In C. D. Maddux & D. L. Johnson (Eds.), *Type II uses of technology in education: Projects, case studies, and software applications* (1st ed.). Routledge. https://doi.org/10.4324/9780203051672

Galloway-Speight, A. N. (2021). *Using blended learning and writing conferences to develop high schoolers' writing skills and self-regulated learning schoolers' writing skills and self-regulated learning* [University of South Carolina]. https://scholarcommons.sc.edu/etd/6507

Gao, Y., Jia, Z., & Zhou, Y. (2015). EFL learning and identity development: A longitudinal study in 5 universities in China. *Journal of Language, Identity and Education*, *14*(3), 137–158. https://doi.org/10.1080/15348458.2015.1041338

Gee, J. P. (2000). Identity as an analytic lens for research in education. *Review of Research in Education*, *25*, 99–125. https://doi.org/10.3102/0091732x025001099

Gilliland, B., Galdames, D. C., & Quiroz, C. A. V. (2021). Living the narrative: Multimodal blogging by Chilean University EFL students. In D. Shin, T. Cimasko, & Y. Yi (Eds.), *Multimodal composing in K-16 ESL and EFL education* (pp. 179–195). Springer. https://doi.org/10.1007/978-981-16-0530-7_11

Godwin-Jones, R. (2003). *Emerging technologies blogs and wikis: Environments for on-line collaboration.* *7*(2), 12–16. http://llt.msu.edu/vol7num2/emerging/

Godwin-Jones, R. (2008). *Emerging technologies web-writing 2.0: Enabling, documenting, and assessing writing online.* *12*(2), 7–13. http://llt.msu.edu/vol12num2/emerging/

Godwin-Jones, R. (2011). *Emerging technologies mobile apps for language learning.* *15*(2), 2–11. http://llt.msu.edu/issues/june2011/emerging.pdf

Godwin-Jones, R. (2018). Second language writing online: An update. *Language Learning & Technology*, *22*(1), 1–15. https://doi.org/10125/44574

Godwin-Jones, R. (2021). Evolving technologies for language learning. *Language Learning & Technology*, *25*(3), 6–26. http://hdl.handle.net/10125/73443

Goulet, M. J., & Pelletier, L. (2017). Contents and approaches to technology in digital writing instruction: Evidence from universities of two Canadian provinces. *Computers and Composition*, *43*, 73–87. https://doi.org/10.1016/j.compcom.2016.11.007

Haerazi, H. (2017). Genre-based language learning model in teaching writing skills for English department students. *4th Asia Pacific Education Conference (AECON 2017)*, 108–111. https://doi.org/10.2991/aecon-17.2017.22

Haerazi, H., & Irawan, L. A. (2019). Practicing genre-based language teaching model to improve students' achievement of writing skills. *IJETAL (Indonesian Journal of English Language Teaching and Applied Linguistics)*, *4*(1), 9–18. https://doi.org/10.21093/ijeltal.v4i1.246

Halic, O., Lee, D., Paulus, T., & Spence, M. (2010). To blog or not to blog: Student perceptions of blog effectiveness for learning in a college-level course. *Internet and Higher Education*, *13*(4), 206–213. https://doi.org/10.1016/j.iheduc.2010.04.001

Halliday, M. A. K., & Hasan, R. (1976). *Cohesion in English* (1st ed.). Routledge. https://doi.org/10.4324/9781315836010

Halliday, M. A. K., & Matthiessen, C. M. I. M. (2014). *Halliday's introduction to functional grammar* (4th ed.). Routledge.

Han, S. (2023). The contribution of blog-based writing instruction to enhancing writing performance and writing motivation of Chinese EFL learners. *Frontiers in Psychology*, *13*, 1–9. https://doi.org/10.3389/fpsyg.2022.1069585

Hanney, R., & Skirkeviciutey, G. (2020). Reflection, identity, community: Affordances of blogging for social interaction and reflective dialogue. *Education and Information Technologies*, *25*(3), 1553–1569. https://doi.org/10.1007/s10639-019-10030-4

Harun, R. N. S. R. (2019). The construction and reconstruction of ESL student teachers' professional identity. *Studies in English Language and Education*, *6*(1), 1–12. https://doi.org/10.24815/siele.v6i1.13073

Hodgson, P., & Wong, D. (2011). Developing professional skills in journalism through blogs. *Assessment and Evaluation in Higher Education*, *36*(2), 197–211. https://doi.org/10.1080/02602930903229868

Hsieh, Y. C. (2016). A case study of the dynamics of scaffolding among ESL learners and online resources in collaborative learning. *Computer Assisted Language Learning*, *30*(1–2), 115–132. https://doi.org/10.1080/09588221.2016.1273245

Hsu, W. C., & Liu, G. Z. (2019). Genre-based writing instruction blended with an online writing tutorial system for the development of academic writing. *Digital Scholarship in the Humanities*, *34*(1), 100–123. https://doi.org/10.1093/llc/fqy021

Huffaker, D. (2005). The educated blogger: Using weblogs to promote literacy in the classroom. *AACE Journal*, *13*(2), 91–98. https://www.learntechlib.org/primary/p/5680

Hyland, K. (2003). *Second language writing*. Cambridge University Press. https://doi.org/10.1017/CBO9780511667251

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

Hyland, K. (2018). Genre and second language writing. In *The TESOL Encyclopedia of English Language Teaching* (pp. 1–6). Wiley. https://doi.org/10.1002/9781118784235.eelt0535

Ishiki, N. (2013). Negotiation of Identity: (Re)construction and (Re)positioning of self through language learning. *Indonesian Journal of Applied Linguistics*, *3*(1), 39. https://doi.org/10.17509/ijal.v3i1.189

Izadinia, M. (2013). A review of research on student teachers' professional identity. In *British Educational Research Journal* (Vol. 39, Issue 4, pp. 694–713). https://doi.org/10.1080/01411926.2012.679614

Jeon, E. Y. (2018). The effect of learner-centered EFL writing instruction on Korean university students' writing anxiety and perception. *TESOL International Journal*, *13*(3), 100–112. https://api.elsevier.com/content/abstract/scopus_id/85059505752

Karlsson, A. (2014). *How can blogging in foreign language education improve pupils′ writing skills?* https://mau.diva-portal.org/smash/get/diva2:1498032/FULLTEXT01.pdf

Kashani, H., Binti Mahmud, R., & Ali Rezvani Kalajahi, S. (2013). Comparing the effect of blogging as well as pen-and-paper on the essay writing performance of Iranian graduate students. *English Language Teaching*, *6*(10), 202–218. https://doi.org/10.5539/elt.v6n10p202

Kim, Y. J., Choi, B., Kang, S., Kim, B., & Yun, H. (2020). Comparing the effects of direct and indirect synchronous written corrective feedback: Learning outcomes and students' perceptions. *Foreign Language Annals*, *53*(1), 176–199. https://doi.org/10.1111/flan.12443

Klimas, A. (2023). Teacher identity (re)construction in the process of EFL teacher education. In *English Language Education* (Vol. 32, pp. 51–66). Springer Science and Business Media B.V. https://doi.org/10.1007/978-3-031-28655-1_4

Koltz, R. L., Odegard, M. A., Provost, K. B., Smith, T., & Kleist, D. (2010). Picture perfect: Using photo-voice to explore four doctoral students' comprehensive examination experiences. *Journal of Creativity in Mental Health*, *5*(4), 389–411. https://doi.org/10.1080/15401383.2010.527797

Kurniasih, & Saukah, A. (2021). Alleviating EFL students' writing anxiety: Focusing on Indonesian university teachers' strategies. *The Journal of Asia TEFL*, *18*(4), 1512–1520. https://doi.org/10.18823/asiatefl.2021.18.4.32.1512

Lankshear, C., & Knobel, M. (2006). *New literacies: Everyday practices and classroom learning*. Open University Press.

Lantolf, J. P., & Thorne, S. L. (2006). *Sociocultural theory and the genesis of second language development*. Oxford University Press.

Lee, L. (2010). Fostering reflective writing and interactive exchange through blogging in an advanced language course. *ReCALL*, *22*(2), 212–227. https://doi.org/10.1017/S095834401000008X

Lincoln, Y. S., & Guba, E. G. (1985). *Naturalistic Inquiry*. SAGE Publications, Inc.

Littlewood, W., & Yu, B. (2011). First language and target language in the foreign language classroom. *Language Teaching*, *44*(1), 64–77. https://doi.org/10.1017/S0261444809990310

Liu, C., & Chen, M. (2022). A genre-based approach in the secondary school English writing class: Voices from student-teachers in the teaching practicum. *Frontiers in Psychology*, *13*. https://doi.org/10.3389/fpsyg.2022.992360

Liu, S. H. (2014). Student teachers' changes in perspective on education news reports: A framework for reading, dialogue, and reflection on education news. *International Education Studies*, *7*(9), 39–49. https://doi.org/10.5539/ies.v7n9p39

Lotherington, H., & Jenson, J. (2011). Teaching multimodal and digital literacy in L2 settings: New literacies, new basics, new pedagogies. In *Annual Review of Applied Linguistics* (Vol. 31, pp. 226–246). https://doi.org/10.1017/S0267190511000110

Luehmann, A. L. (2008). Using blogging in support of teacher professional identity development: A case study. *Journal of the Learning Sciences*, *17*(3), 287–337. https://doi.org/10.1080/10508400802192706

Mali, Y. C. G. (2019). Personalizing potentials of weblog in EFL classrooms. *English Language Teaching and Research Journal*, *3*(1), 73–81. https://doi.org/10.37147/eltr.2019.030106

Mali, Y. C. G., & Salsbury, T. L. (2021). Technology integration in an Indonesian EFL writing classroom. *TEFLIN Journal*, 234–266. https://doi.org/10.15639/teflinjournal.v32i2/243-266

Mannay, D., & Morgan, M. (2014). Doing ethnography or applying a qualitative technique? Reflections from the 'waiting field.' *Qualitative Research*, *15*(2), 166–182. https://doi.org/10.1177/1468794113517391

Mao, J. (2021). Investigating a genre-based approach to English news writing in college. *2021 International Conference on Education, Humanity and Language, Art*. https://doi.org/10.12783/dtssehs/ehla2021/35716

Marsh, H. W. (1990). The structure of academic self-concept: The Marsh/Shavelson model. *Journal of Educational Psychology*, *82*(4), 623–636. https://doi.org/10.1037/0022-0663.82.4.623

Martín, C. S., Hirsu, L., Gonzales, L., & Alvarez, S. P. (2019). Pedagogies of digital composing through a translingual approach. *Computers and Composition*, *52*, 142–157. https://doi.org/10.1016/j.compcom.2019.02.007

Martin, J. R. (1992). *English text: System and structure*. John Benjamins Publishing.

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

Mays, T. J., & Cheng, R. Z. (2024). Exploring offline e-learning for resilience: A case study. *Journal of Learning for Development*, *11*(2), 304–310. https://doi.org/10.56059/jl4d.v11i2.1288

Mays, T. J., Ogange, B., Naidu, S., & Perris, K. (2021). *Supporting teachers moving online, using a MOOC, during the COVID-19 pandemic*. *8*(1), 27–41. https://www.mookit.in/

McCambridge, J., Witton, J., & Elbourne, D. R. (2014). Systematic review of the Hawthorne effect: New concepts are needed to study research participation effects. *Journal of Clinical Epidemiology*, *67*(3), 267–277. https://doi.org/10.1016/j.jclinepi.2013.08.015

McCarron, M. (2015). Negotiating responsibility for navigating ethical issues in qualitative research: A review of Miller, Birch, Mauthner, and Jessop's (2012) ethics in Qualitative research, second edition. *The Qualitative Report*. https://doi.org/10.46743/2160-3715/2013.1427

Merriam, S. B. (2009). *Qualitative research: A guide to design and implementation*. John Wiley & Sons.

Merriam, S. B., & Tisdell, E. J. (2015). *Qualitative research: A guide to design and implementation* (4th ed.). Jossey-Bass.

Miftachudin, M. (2017). Students' perceptions of the use of blogs in English language learning. *Register Journal*, *10*(1), 101–121. https://doi.org/10.18326/rgt.v10i1.101-121

Mohamad, S. K., Tasir, Z., Harun, J., & A. Shukor, N. (2013). Pattern of reflection in learning authoring system through blogging. *Computers and Education*, *69*, 356–368. https://doi.org/10.1016/j.compedu.2013.07.031

Mohamad, S. K., Tasir, Z., & Yusof, I. J. (2023). The effect of reflection through educational blogging on students' learning performance. *Journal of Information Technology Education: Research*, *22*, 429–459. https://doi.org/10.28945/5209

Moon, J. A. (2006). *Learning journals: A handbook for reflective practice and professional development* (2nd ed.). Routledge. https://doi.org/10.4324/9780203969212

Mosquera-Pérez, J. E., & Losada-Rivas, J. J. (2022). EFL teachers' professional identity: A narrative study with Colombian graduate students. *Profile: Issues in Teachers' Professional Development*, *24*(2), 47–62. https://doi.org/10.15446/profile.v24n2.91744

Nabhan, S. (2021). Pre-service teachers' conceptions and competences on digital literacy in an EFL academic writing setting. *Indonesian Journal of Applied Linguistics*, *11*(1), 187–199. https://doi.org/10.17509/ijal.v11i1.34628

Nezakatgoo, B., & Fathi, J. (2019). Second language writing through blogs: An investigation of learner autonomy. *Iranian Journal of Applied Language Studies*, *11*(2), 165–190. http://ijals.usb.ac.ir

Nobles, S., & Paganucci, L. (2015). Do digital writing tools deliver? Student perceptions of writing quality using digital tools and online writing environments. *Computers and Composition*, *38*, 16–31. https://doi.org/10.1016/j.compcom.2015.09.001

Norton, B. (2013). *Identity and language learning: Extending the conversation* (2nd ed.). Multilingual Matters. https://doi.org/10.21832/9781783090563

Nurlaelawati, I., Gunawan, W., & Lengkanawati, N. S. (2022). Enhancing student participation in learning to write a recount text: Learning from EFL pre-service teachers in implementing R2L pedagogy. *Indonesian Journal of Applied Linguistics*, *12*(2), 374–384. https://doi.org/10.17509/ijal.v12i2.51086

Nurlaelawati, I., Lengkanawati, N. S., & Gunawan, W. (2020). Recontextualising genre-based pedagogy in Indonesian context: A case of preservice teachers. *International Journal of Education*, *12*(2), 80–91. https://doi.org/10.17509/ije.v12i2.23394

Nurlaelawati, I., & Novianti, N. (2017). The practice of genre-based pedagogy in Indonesian schools: A case of preservice teachers in Bandung, west Java province. *Indonesian Journal of Applied Linguistics*, *7*(1), 160–166. https://doi.org/10.17509/ijal.v7i1.6869

Oliffe, J. L., Kelly, M. T., Montaner, G. G., & Yu Ko, W. F. (2021). Zoom interviews: Benefits and concessions. *International Journal of Qualitative Methods*, *20*, 1–8. https://doi.org/10.1177/16094069211053522

Oswald, D., Sherratt, F., & Smith, S. (2014). Handling the Hawthorne effect: The challenges surrounding a participant observer. *Review of Social Studies (RoSS): Methodological Choices and Challenges*, *1*(1), 53–73. http://www.rossjournal.co.uk

Özdemir, E., & Aydin, S. (2017). Blogging effect on English as a foreign language writing motivation: Blogging and writing motivation. *International Journal of Computer-Assisted Language Learning and Teaching*, *7*(2), 40–57. https://doi.org/10.4018/IJCALLT.2017040103

Palaganas, E. C., Sanchez, M. C., Molintas, M. V. P., & Caricativo, R. D. (2017). Reflexivity in qualitative research: A journey of learning. *Qualitative Report*, *22*(2), 426–438. https://doi.org/10.46743/2160-3715/2017.2552

Paltridge, B. (2014). Genre and second-language academic writing. *Language Teaching*, *47*(3), 303–318. https://doi.org/10.1017/S0261444814000068

Patton, M. Q. (2015). *Qualitative research & evaluation methods: Integrating theory and practice* (4th ed.). SAGE Publications, Inc.

Picciano, A. G., Dziuban, C. D., Graham, C. R., & Moskal, P. D. (2022). *Blended learning: Research perspectives* (A. G. Picciano, C. D. Dziuban, C. R. Graham, & P. D. Moskal, Eds.; 1st ed., Vol. 3). Routledge. https://doi.org/10.4324/9781003037736

Prueksuralai, N. (2014). *The role of blogs as news sources: A study of audiences and news professionals in Thailand* [the University of Leicester]. https://www.zhangqiaokeyan.com/open-access_resources_thesis/0100043692923.html

Putrawan, G. E. (2022). Translanguaging practices in EFL classrooms: Evidence from Indonesia. *CaLLs*, *8*(1), 69–86.

Putrawan, G. E., & Sinaga, T. (2022). Bilinguals' linguistic repertoire and foreign language instruction: What do teachers say about teaching EFL through translanguaging? *Journal of Language*, *4*(1), 166–172. https://www.jurnal.uisu.ac.id/index.php/journaloflanguage/article/view/5489/pdf

Rachmawati, D., Emilia, E., & Lukmana, I. (2017). Self-concept of EFL pre-service teachers: A reflection from a teacher practicum in Indonesia context. *The Journal*

of English Language Studies, *02*(01), 1–18.
https://doi.org/10.30870/jels.v2i1.1589

Rahayu, R. A. P. (2021). Effect of collaborative writing combined with blog online learning on Indonesian EFL learners' writing skill across motivation. *SALEE: Study of Applied Linguistics and English Education*, *2*(1), 87–98. https://doi.org/10.35961/salee.v2i01.219

Rezvani, P. (2019). The effect of genre-based instruction of humorous narrative texts on Iranian EFL learners' writing performance. *Applied Linguistics Research Journal*. https://doi.org/10.14744/alrj.2019.74946

Richards, K. (2003). *Qualitative inquiry in TESOL*. Palgrave Macmillan.

Robinson, J., Dusenberry, L., Hutter, L., Lawrence, H., Frazee, A., & Burnett, R. E. (2019). State of the field: Teaching with digital tools in the writing and communication classroom. *Computers and Composition*, *54*, 102511. https://doi.org/10.1016/j.compcom.2019.102511

Rohmah, N., & Muslim, A. B. (2021). Writing anxiety in academic writing practice: Insights from EFL learners' perspectives. *Thirteenth Conference on Applied Linguistics (CONAPLIN 2020)*, 348–354. https://doi.org/10.2991/assehr.k.210427.053

Rubin, H. J., & Rubin, I. S. (2012). *Qualitative interviewing: The art of hearing data* (3rd ed.). Sage Publications.

Russell, V. (2020). Language anxiety and the online learner. *Foreign Language Annals*, *53*(2), 338–352. https://doi.org/10.1111/flan.12461

Russell, V., & Murphy-Judy, K. (2021). *Teaching language online a guide for designing, developing, and delivering online, blended, and flipped language courses* (1st ed.). Routledge.

Sabti, A. A., Rashid, S. Md., Nimehchisalem, V., & Darmi, R. (2019). The impact of writing anxiety, writing achievement motivation, and writing self-efficacy on writing performance: A correlational study of Iraqi tertiary EFL learners. *SAGE Open*, *9*(4). https://doi.org/10.1177/2158244019894289

Saha, S. R. (2023). Blogging for reducing EFL learners' writing anxiety: An experience of Barishal University, Bangladesh. *International Journal of Asian Social Science*, *13*(8), 237–249. https://doi.org/10.55493/5007.v13i8.4849

Saldaña, J. (2015). *The coding manual for qualitative researchers* (3rd ed.). SAGE
Publications Ltd.

Saldaña, J. (2021). *The coding manual for qualitative researchers* (4th ed.). SAGE
Publications Ltd.

Salinas, D., & Ayala, M. (2018). EFL student-teachers' identity construction: A case
study in Chile. *HOW*, *25*(1), 33–49. https://doi.org/10.19183/how.25.1.380

Sant, E., Davies, I., & Santisteban, A. (2016). Citizenship and identity: The self-image
of secondary school students in England and Catalonia. *British Journal of
Educational Studies*, *64*(2), 235–260.
https://doi.org/10.1080/00071005.2015.1070789

Saunders, B., Kitzinger, J., & Kitzinger, C. (2015). Anonymising interview data:
Challenges and compromise in practice. *Qualitative Research*, *15*(5), 616–632.
https://doi.org/10.1177/1468794114550439

Schleppegrell, M. J. (2004). *The language of schooling: A functional linguistics
perspective* (1st ed.). Routledge. https://doi.org/10.4324/9781410610317

Schön, D. A. (1992). *The reflective practitioner: How professionals think in action* (1st
ed.). Routledge. https://doi.org/10.4324/9781315237473

Schroeder, R. (2003). Blogging online learning news and research. *Journal of
Asynchronous Learning Networks (JALN)*, *7*(2), 56–60.
http://people.uis.edu/rschr1/news.htm

Schulman, M. (2019). Writing about the news: EFL students express their opinions.
Human Sciences Research Institute Bulletin, Toyo University, *21*, 13–25.
https://toyo.repo.nii.ac.jp/record/11245/files/ningenkagaku21_013-025.pdf

Sieber, J. E. (1992). *Planning ethically responsible research: A guide for students and
internal review boards*. SAGE Publications, Inc.
https://doi.org/10.4135/9781412985406

Skains, R. L. (2017). The adaptive process of multimodal composition: How
developing tacit knowledge of digital tools affects creative writing. *Computers
and Composition*, *43*, 106–117. https://doi.org/10.1016/j.compcom.2016.11.009

Stake, R. E. (1995). *The art of case study research*. SAGE Publications, Inc.

Stickler, U. (2022). *Technology and language teaching*. Cambridge University Press.
https://doi.org/10.1017/9781108874403

Suksawas, W. (2018). The study of the genre-based approach and EFL students' journalism writing. *International Journal of Business and Society*, *19*(2), 235–248. http://www.ijbs.unimas.my/images/repository/pdf/Vol19-S2-paper4.pdf

Sukyadi, D. (2023). The use of L1 in students' English learning materials. *Asian Englishes*, *25*(2), 275–289. https://doi.org/10.1080/13488678.2023.2216865

Sulistyo, T., Mukminatien, N., Cahyono, B. Y., & Saukah, A. (2019). Enhancing learners' writing performance through blog-assisted language learning. *International Journal of Emerging Technologies in Learning*, *14*(9), 61–73. https://doi.org/10.3991/IJET.V14I09.9535

Sy, Y. R., & Sinaga, T. (2023). Instagram post: Modifying the use of Instagram to increase students' ability in writing cutline caption. *English Education: Jurnal Tadris Bahasa Inggris*, *16*(1), 39–54. https://doi.org/10.24042/ee-jtbi.v16i1.15751

Thomas, D. R. (2017). Feedback from research participants: Are member checks useful in qualitative research? *Qualitative Research in Psychology*, *14*(1), 23–41. https://doi.org/10.1080/14780887.2016.1219435

Thongchalerm, S., & Jarunthawatchai, W. (2020). The impact of genre based instruction on EFL learners' writing development. *International Journal of Instruction*, *13*(1), 1–16. https://doi.org/10.29333/iji.2020.1311a

Tsao, J. J., Tseng, W. T., & Wang, C. (2017). The effects of writing anxiety and motivation on EFL college students' self-evaluative judgments of corrective feedback. *Psychological Reports*, *120*(2), 219–241. https://doi.org/10.1177/0033294116687123

Tsiriotakis, I. K., Vassilaki, E., Spantidakis, I., & Stavrou, N. A. M. (2017). The examination of the effects of writing strategy-based procedural facilitative environments on students' English foreign language writing anxiety levels. *Frontiers in Psychology*, *7*(JAN). https://doi.org/10.3389/fpsyg.2016.02074

Varghese, M., Morgan, B., Johnston, B., & Johnson, K. A. (2005). Theorizing language teacher identity: Three perspectives and beyond. *Journal of Language, Identity & Education*, *4*(1), 21–44. https://doi.org/10.1207/s15327701jlie0401_2

Vasquez, V. M. (2014). *Negotiating critical literacies with young children: 10th anniversary edition* (2nd ed.). Routledge. https://doi.org/10.4324/9781315848624

Vicentini, C., Oliveira, L. C. d., & Gui, J. (2022). Integrating technology into genre-based writing instruction for multilingual learners. *GATESOL Journal*, *32*(2), 27–42. https://doi.org/10.52242/gatesol.167

Vurdien, R. (2012). Enhancing writing skills through blogs in an EFL class. *The EuroCALL Review*, *20*(1), 155–158. https://doi.org/10.4995/eurocall.2012.16214

Vurdien, R. (2013). Enhancing writing skills through blogging in an advanced English as a foreign language class in Spain. *Computer Assisted Language Learning*, *26*(2), 126–143. https://doi.org/10.1080/09588221.2011.639784

Vygotsky, L. S. (1978a). Interaction between learning and development. In *Mind in Society: Development of Higher Psychological Processes* (pp. 79–91). Harvard University Press. https://doi.org/10.2307/j.ctvjf9vz4.11

Vygotsky, L. S. (1978b). *Mind in society: The development of higher psychological processes* (M. Cole, V. John-Steiner, S. Scribner, & E. Souberman, Eds.). Harvard University Press. https://doi.org/10.2307/j.ctvjf9vz4

Walsh, C. (2010). Systems-based literacy practices: Digital games research, gameplay and design. *Australian Journal of Language and Literacy*, *33*(1), 24–40. https://doi.org/10.1007/BF03651819

Wang, C., & Burris, M. A. (1997). Photovoice: Concept, methodology, and use for participatory needs assessment. *Health Education and Behavior*, *24*(3), 369–387. https://doi.org/10.1177/109019819702400309

Wang, S., Ramdani, J. M., Sun, S., Bose, P., & Gao, X. (2024). Naming research participants in qualitative language learning research: Numbers, pseudonyms, or real names? *Journal of Language, Identity and Education*, 1. https://doi.org/10.1080/15348458.2023.2298737

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

Wenger, E. (1998). *Communities of practice: Learning, meaning, and identity*. Cambridge University Press. https://doi.org/10.1017/CBO9780511803932

Woodrow, L. (2011). College English writing affect: Self-efficacy and anxiety. *System*, *39*(4), 510–522. https://doi.org/10.1016/j.system.2011.10.017

Xie, Y., Ke, F., & Sharma, P. (2008). The effect of peer feedback for blogging on college students' reflective learning processes. *Internet and Higher Education*, *11*(1), 18–25. https://doi.org/10.1016/j.iheduc.2007.11.001

Yamin, M., Setiawan, S., & Anam, S. (2020). EFL students' perspectives on the use of blog towards their writing performance. *Pedagogy: Journal of English Language Teaching*, *8*(2), 115–125. https://doi.org/10.32332/pedagogy.v8i1.1793

Yang, S.-H. (2009). Using blogs to enhance critical reflection and community of practice. *Educational Technology & Society*, *12*(2), 1176–3647.

Yihong, G., Ying, C., Yuan, Z., & Yan, Z. (2005). *Self-identity changes and English learning among Chinese undergraduates*. *24*(1), 39–51. https://doi.org/10.1111/j.0883-2919.2005.00386.x

Yin, R. K. (2018). *Case study research and applications: Design and methods* (6th ed.). SAGE Publications Ltd. https://uk.sagepub.com/en-gb/asi/case-study-research-and-applications/book250150

Yin, Z. (2015). The use of cohesive devices in news language: Overuse, underuse or misuse? *RELC Journal*, *46*(3), 309–326. https://doi.org/10.1177/0033688215597578

Yousefifard, S., & Fathi, J. (2021). Exploring the impact of blogging in English classrooms: Focus on the ideal writing self of EFL learners. *International Journal of Instruction*, *14*(4), 913–932. https://doi.org/10.29333/iji.2021.14452a

Yu, S., Zhang, E. Di, & Liu, C. (2024). Research into practice: Digital multimodal composition in second language writing. In *Language Teaching*. Cambridge University Press. https://doi.org/10.1017/S0261444824000375

Zalani, M., Weisi, H., & Yousofi, N. (2024). The influence of mobile-assisted critical writing instructions on EFL learners' writing skill in language institutes. *Frontiers in Education*, *9*. https://doi.org/10.3389/feduc.2024.1465765

Zein, S., Sukyadi, D., Hamied, F. A., & Lengkanawati, N. S. (2020). English language education in Indonesia: A review of research (2011-2019). *Language Teaching*, *53*(4), 491–523. https://doi.org/10.1017/S0261444820000208

Zhai, X., & Razali, A. B. (2023). Triple method approach to development of a genre-based approach to teaching ESL/EFL writing: A systematic literature review by bibliometric, content, and scientometric analyses. *SAGE Open*, *13*(1), 1–27. https://doi.org/10.1177/21582440221147255

Zhang, T., & Zhang, L. J. (2021). Taking stock of a genre-based pedagogy: Sustaining the development of EFL students' knowledge of the elements in argumentation and writing improvement. *Sustainability (Switzerland)*, *13*(21). https://doi.org/10.3390/su132111616

Zhang, W. (2010). Blogging for doing English digital: Student evaluations. *Computers and Composition*, *27*(4), 266–283. https://doi.org/10.1016/j.compcom.2010.09.003

Zhu, G., Rice, M., Li, G., & Zhu, J. (2020). EFL student teachers' professional identity construction: A study of student-generated metaphors before and after student teaching. *Journal of Language, Identity and Education*, 1–16. https://doi.org/10.1080/15348458.2020.1777872