CHAPTER V

CONCLUSIONS, LIMITATIONS, AND RECOMMENDATIONS

This final chapter synthesizes the study's key findings, identifies its limitations, proposes practical recommendations, and considers the study's broader educational relevance. The research examined the integration of blogging within a genre pedagogy (GP) framework to support English as a foreign language (EFL) teacher education in Indonesia. Specifically, it investigated student teachers' engagement with blog-mediated news writing tasks and their development of genre awareness, digital literacy, and professional identity within a digitally supported instructional context.

This chapter addresses two primary research questions: (1) How do EFL student teachers in Tangerang, Banten, engage with blogging as a pedagogical tool for news writing? and (2) What challenges do they encounter in learning news writing through blogging, and how does this process influence their teacher identity development? Drawing on qualitative data, including blog entries, classroom field notes, interviews, and Photovoice reflections, this chapter consolidates the findings to present both empirical insights and pedagogical implications.

Section 5.1 outlines the study's main conclusions, highlighting how the integration of genre-based instruction and blogging contributed to students' rhetorical development, digital authorship, and reflective engagement. Section 5.2 discusses the pedagogical and theoretical implications, particularly regarding curriculum development, instructional design, and the incorporation of multimodal literacy. Section 5.3 identifies methodological, contextual, and technological limitations that affect the generalizability of the findings. Section 5.4 provides targeted recommendations for educators, institutions, and researchers seeking to implement or extend genre-informed blogging in EFL contexts. Lastly, Section 5.5 offers reflective insights into the broader educational implications of the study, particularly concerning the evolving demands of digital literacy in teacher education.

This chapter underscores the importance of aligning writing instruction with the needs of contemporary EFL education through pedagogical approaches that are contextually grounded and digitally responsive. The findings suggest that genre-informed blogging can support the development of writing skills, critical awareness, and professional identity among student teachers, offering insights to inform future practice and research in EFL writing pedagogy.

5.1 Conclusions

This study examined the integration of blogging within a scaffolded genre pedagogy (GP) framework to support the development of journalistic writing competence, digital literacy, and professional identity among Indonesian EFL student teachers. Drawing on qualitative data from blog entries, classroom fieldnotes, interviews, and Photovoice reflections, the findings demonstrate that blogging functioned not merely as a compositional activity but as a reflective, multimodal, and socially situated literacy practice (Alenezi, 2022a; Gilliland et al., 2021). Within the framework of explicit genre instruction, blogging allowed students to develop rhetorical awareness, refine their linguistic control, and engage with the ethical and communicative aspects of authorship in digital spaces (de Oliveira & Smith, 2022; Emilia, 2005, 2011; Hyland, 2007).

A central finding of this research is that blogging significantly contributed to students' writing development through the scaffolded stages of genre-based instruction, namely, modeling and deconstruction, joint construction, and independent production. Early blog posts often lacked structural coherence and rhetorical clarity, as reflected in vague headlines, unfocused narratives, and underdeveloped factual reporting. Over time, however, students internalized core features of journalistic writing, such as the inverted pyramid structure and the 5W+1H strategy, resulting in writing that was more concise, coherent, factually accurate, and audience-oriented (Alen'kina, 2022; Antepara, 2003; Mao, 2021). These improvements were reinforced through guided practice, peer interaction, and iterative feedback cycles, supporting findings from previous research emphasizing the efficacy of contextualized, scaffolded instruction (Firkins et al., 2007; Thongchalerm & Jarunthawatchai, 2020).

Students' rhetorical and metalinguistic development was also evident as they progressed from personal reflection to structured journalistic writing. Blogging provided a platform for students to refine their lexical choices, improve paragraph organization, and exercise greater syntactic control, aligning with journalistic discourse norms. These shifts affirm the value of genre-informed pedagogies in second language (L2) writing development (de Oliveira & Smith, 2022; Hyland, 2003, 2007).

Beyond linguistic gains, the study highlights the role of blogging in fostering critical digital literacy. Many students initially encountered technical challenges related to blog formatting, multimedia integration, and hyperlinking, difficulties that are well documented in the literature (Bouhmid, 2019; Bouilheres et al., 2020). However, consistent instructional scaffolding and peer collaboration enabled students to develop multimodal composition skills and gain confidence in managing online content. It supports the growing consensus that digital literacy should be embedded as a core component of language instruction (Godwin-Jones, 2021; Lotherington & Jenson, 2011; Stickler, 2022).

Significantly, the integration of blogging also contributed to the formation and transformation of students' professional identities. Through public-facing authorship, collaborative feedback, and reflective practices, learners began to reposition themselves as future educators, ethical communicators, and responsible digital citizens (Berger, 2011; Darvin & Norton, 2017). Engagements such as fact-checking, ethical sourcing, and writing for authentic or semi-public audiences helped cultivate a sense of professional responsibility. These findings resonate with identity theories that emphasize participation in discourse communities and access to symbolic resources as central to identity construction (Norton, 2013; Varghese et al., 2005).

Photovoice activities added an affective and multimodal dimension to identity development. By incorporating visual metaphors and personal imagery, students were able to articulate pedagogical values, emotional challenges, and professional aspirations. These visual narratives deepened students' metacognitive awareness and reflective engagement, affirming the value of multimodal expression

in teacher identity formation (Amalia, 2019; Farrell, 2021; Rachmawati et al., 2017; Schön, 1992).

Despite the many benefits observed, students encountered several challenges, including writing anxiety, limited digital confidence, and time constraints, particularly in the early phases of the project. These barriers echo findings from existing literature on affective and technical writing contexts (Abdullah et al., 2018; Bailey & Cassidy, 2019; Sabti et al., 2019). However, these difficulties were gradually mitigated through scaffolded instruction, iterative practice, and supportive peer collaboration (Alenezi, 2022b; K. T. C. Chen, 2012; Choi & Kang, 2024).

Pedagogically, this study contributes to current scholarship by highlighting the value of multimodal, student-centered, and socially responsive approaches to EFL writing instruction. Blogging created a space for learners to engage in authentic authorship while developing critical, digital, and linguistic competencies. As Mays and Cheng (2024) argue, equitable access to technological resources is vital for maintaining instructional continuity and inclusivity, especially in resource-constrained settings.

Given the increasing integration of digital technologies in educational practice, embedding blogging, peer feedback, and multimodal composition into EFL curricula can enhance learner engagement, foster rhetorical awareness, and promote learner autonomy (C. W. yu Chen, 2020; Gilliland et al., 2021; Sy & Sinaga, 2023). This study reinforces the argument that writing pedagogies should be designed to support students' participation in both academic and global digital discourse communities (Cope & Kalantzis, 2009; Yu et al., 2024).

Thus, the integration of blogging within a scaffolded GP framework offered a transformative platform for language development, digital empowerment, and identity construction. Through sustained engagement in writing cycles, collaborative peer interaction, and reflective authorship, student teachers progressed as competent writers, critical thinkers, and socially responsible communicators. These findings support ongoing efforts to redesign EFL teacher education programs by embedding authentic, multimodal, and contextually relevant

writing practices into instructional models (Emilia, 2005, 2011; Hyland, 2007; T. Zhang & Zhang, 2021).

The following section (5.2) outlines the pedagogical, curricular, and institutional implications of this research. Specifically, it discusses how the integration of blogging within genre-based EFL instruction can inform the design of writing curricula, teacher training initiatives, and education policy within digitally mediated learning environments.

5.2 Implications

The findings of this study yield several pedagogically significant implications for English as a Foreign Language (EFL) writing instruction, teacher education, and curriculum development, particularly within digitally mediated learning environments. By integrating genre pedagogy (GP) with blogging, this study demonstrated the potential to enhance learners' rhetorical awareness, digital fluency, critical reflection, and emerging teacher identity. These implications are synthesized into six interrelated dimensions, each contributing to a more holistic model for EFL teacher preparation.

1. Genre Pedagogy as a Foundation for Writing Instruction

This study reaffirms the value of genre pedagogy as a foundational framework for guiding students through structured, purposeful, and socially meaningful writing practices. Through scaffolded instructional stages, modeling and deconstruction, joint construction, and independent production, participants demonstrated significant gains in genre awareness, rhetorical control, and audience sensitivity. Students learned to structure journalistic texts using factual language, the inverted pyramid format, and the 5W+1H approach, reflecting improved coherence and communicative purpose (Emilia, 2005, 2011; Hyland, 2007; Martin & Rose, 2008). These findings align with earlier research in Indonesian EFL contexts, where GP has proven effective in fostering learners' abilities to produce contextually appropriate and rhetorically effective texts (Aunurrahman et al., 2020; T. Zhang & Zhang, 2021).

2. Blogging as a Medium for Audience-Aware and Purposeful Writing

Publishing writing in digital public spaces moved student engagement beyond isolated academic tasks toward authentic, audience-oriented

communication. This shift promoted rhetorical accountability, enhanced motivation, and helped students develop an authorial voice and identity (Fithriani et al., 2019; Sulistyo et al., 2019; Vurdien, 2012, 2013). The iterative process of drafting, revising, and incorporating peer feedback reflected the principles of process-based pedagogy, contributing to writing fluency and critical awareness (K. T. C. Chen, 2012; Mali & Salsbury, 2021). By addressing real-world audiences and current topics, students learned to write with clarity, precision, and purpose, reinforcing the transferability of these skills to academic and professional domains.

3. Blogging as a Platform for Developing Critical Digital Literacy

The integration of blogging into genre-based instruction contributed to the development of critical digital literacy, a key 21st-century competency. Students engaged in source evaluation, ethical authorship, hyperlinking, and multimedia integration, skills that are essential for informed participation in online discourse (Darvin, 2017). Writing about current events fostered an awareness of ideological framing, media bias, and civic responsibility. These practices positioned learners not just as language users but as critical digital citizens and reflective communicators (Darvin & Norton, 2015, 2017; Nabhan, 2021). The ability to analyze and respond to media representations also expanded learners' capacity for critical thinking and responsible engagement with information.

4. Reflective Practice and the Formation of Professional Identity

The combined use of reflective blogging (Al Khateeb, 2016) and Photovoice provided students with a dialogic space to express pedagogical values, narrate personal growth, and construct evolving professional identities. These multimodal reflections facilitated metacognitive exploration and affective expression, enabling students to transition from language learners to emerging educators (Amalia, 2019; Barkhuizen, 2017; Farrell, 2021; Rachmawati et al., 2017). Engaging with public authorship enabled learners to articulate their ethical stances, visualize their teaching aspirations, and negotiate their positions within educational discourse communities. These findings support the view that teacher identity is socially situated and co-constructed through reflective practice and participation in meaningful learning communities (Moon, 2006; Norton, 2013; Schön, 1992).

5. Digital Pedagogical Readiness and Technological Integration

Blogging served as both a medium of instruction and a tool for building students' technological fluency. Participants developed competencies in digital authorship, content curation, and multimedia communication, skills essential for 21st-century educators (Stickler, 2022; Sy & Sinaga, 2023). This experience enabled students to model effective digital practices for their future learners, bridging pedagogical theory and classroom application. These outcomes support broader calls for embedding digital literacy into teacher education programs, especially in contexts where technological infrastructure and pedagogical integration remain uneven (J. Chen et al., 2022; Nabhan, 2021).

6. Toward a Holistic Model for EFL Teacher Education

The integration of blogging within genre pedagogy points toward a comprehensive model of EFL teacher education, one that combines linguistic development, digital engagement, reflective identity construction, and critical thinking. Unlike traditional print-based approaches, this model positions writing as a dynamic, social, and multimodal process that extends beyond classroom boundaries (Blackstone et al., 2007; Blackstone & Harwood, 2011; Blackstone & Wilkinson, 2011; Flowerdew, 2012; Lee, 2010; Yu et al., 2024). Moreover, this model reflects Wenger's (1998) concept of "communities of practice," where learners co-construct knowledge, negotiate meaning, and enact professional identities through sustained participation in authentic discourse.

At an institutional level, these findings underscore the need for sustained investment in digital infrastructure, professional development, and assessment innovation. Ensuring equitable access to digital tools, including provisions for low-bandwidth or offline alternatives, is essential for promoting instructional inclusivity (Bouilheres et al., 2020; Mays et al., 2021; Mays & Cheng, 2024). Additionally, assessment systems must evolve to evaluate not only linguistic accuracy but also multimodal expression, audience awareness, and process-based learning outcomes (Fathi et al., 2019; Hsu & Liu, 2019). These shifts require a re-evaluation of curricular priorities and institutional support structures.

7. Future Research Directions

This study opens several avenues for further research. Longitudinal studies could explore how blogging shapes students' academic writing trajectories, teaching practices, and professional dispositions over time. Mixed-method approaches, incorporating corpus analysis, digital ethnography, and classroom observations, would deepen the understanding of how genre pedagogy and digital literacy intersect across educational settings (Darvin & Norton, 2015; Emilia & Hamied, 2015, 2022). Comparative studies across national or regional contexts could also illuminate how sociocultural variables mediate the adoption and outcomes of genre-based digital instruction.

While these implications suggest promising directions for curricular innovation and digital integration, it is also essential to recognize the study's limitations. Acknowledging methodological, contextual, and technological constraints allows for a more nuanced interpretation of the findings and informs the design of future studies in similar educational settings.

The following section (5.3) addresses these limitations in detail and outlines recommendations for refining pedagogical applications and research methodologies in future implementations.

5.3 Limitations

While this study offers valuable insights into the integration of genre pedagogy (GP) and blogging in EFL writing instruction and teacher education, several limitations must be acknowledged to contextualize the findings and inform future research. These limitations pertain to the study's context, methodology, duration, technological access, and researcher positionality.

1. Contextual Constraints

This research was conducted at a single private university in Indonesia with a relatively small and homogeneous cohort of EFL student teachers. Participants shared similar linguistic, academic, and technological backgrounds and benefited from consistent access to digital infrastructure. Although this setting facilitated the controlled implementation of blog-integrated instruction, it limits the generalizability of the findings. Indonesia's education system is characterized by regional, institutional, and infrastructural disparities, particularly between urban

and rural areas, as well as between public and private institutions (Bouilheres et al., 2020; Zein et al., 2020). Learners in under-resourced contexts may face more significant challenges in accessing and engaging with digital writing platforms. Moreover, sociocultural and linguistic diversity, including factors such as multilingualism, prior educational experiences, and socioeconomic status, can profoundly influence writing development and identity formation (Littlewood & Yu, 2011; C. Liu & Chen, 2022; Norton, 2013; Putrawan & Sinaga, 2022; Sukyadi, 2023). Future research should explore broader demographic and institutional settings, including rural schools, in-service teacher populations, and multilingual learners (Emilia & Hamied, 2022; Nurlaelawati & Novianti, 2017; Rachmawati et al., 2017).

2. Methodological Limitations

This study employed a qualitative design using blog entries, classroom observations, semi-structured interviews, and Photovoice reflections. These methods provided rich, context-sensitive insights into learner experience, identity construction, and reflective engagement (Han, 2023; Mohamad et al., 2023). However, the absence of quantitative or corpus-based analysis limited the capacity to measure linguistic development in terms of syntactic complexity, lexical diversity, or grammatical accuracy (K. T. C. Chen, 2012; Rezvani, 2019). This limitation mirrors a broader critique in digital writing research, where behavioral, reflective, and affective dimensions often take precedence over empirically grounded assessments of language improvement (Blackstone et al., 2007; Gilliland et al., 2021). Future studies should adopt mixed-method designs, incorporating tools such as Coh-Metrix, natural language processing software, or longitudinal writing portfolios to evaluate linguistic progression more systematically (Yu et al., 2024).

3. Temporal Scope

The study was conducted over a single academic semester, which constrained the ability to assess long-term changes in students' writing development and professional identity formation. As previous research suggests, teacher identity is an evolving construct shaped by sustained interaction with institutional, pedagogical, and sociocultural factors(Barkhuizen, 2017; Darvin & Norton, 2017).

A semester-long intervention may only capture early-stage changes in genre awareness or reflective capacity. To address this limitation, future research should pursue longitudinal designs that follow participants through practicum placements, early teaching careers, or postgraduate training to examine whether initial gains in writing and identity persist over time (Farrell, 2021; Izadinia, 2013).

4. Technological and Emotional Barriers

Although the instructional setting was technologically supportive, some participants encountered technical challenges related to navigating the platform, embedding multimedia, and formatting posts. In a few cases, inconsistent internet access further impeded engagement. These difficulties reflect broader infrastructural disparities and the digital divide within EFL learning environments (Bouilheres et al., 2020; Mays & Cheng, 2024). Additionally, emotional barriers such as writing anxiety, discomfort with public authorship, and fear of peer judgment emerged as recurring concerns, particularly during the initial stages of blogging (Abdullah et al., 2018; Halic et al., 2010; Saha, 2023). These findings underscore the importance of designing emotionally responsive and technologically inclusive instructional models. Providing early digital literacy training, fostering psychological safety, and offering alternative modalities (e.g., offline blogging, print-based journals, or asynchronous LMS activities) could enhance student participation and reduce affective stress (Gilliland et al., 2021; Godwin-Jones, 2018; Mays et al., 2021).

5. Researcher Positionality

The dual role of the researcher as both a course instructor and primary data collector introduces potential positional bias. Although credibility was strengthened through triangulation, member checking, and reflective journaling, the instructor-researcher dynamic may have influenced student responses due to power differentials and social desirability bias (Halic et al., 2010; Mohamad et al., 2023). Participants may have altered their reflections or writing behaviors to align with perceived instructor expectations. To mitigate such biases, future studies should consider separating instructional and research responsibilities or involving independent observers and evaluators during data collection.

These limitations underscore the importance of contextual sensitivity, methodological triangulation, and technological equity in research on digital writing pedagogies. While the present study provides a valuable foundation for understanding the integration of blogging within genre-based instruction, its findings are necessarily exploratory and context-specific. Future investigations should expand on this work by incorporating broader participant samples, longer research timelines, quantitative linguistic metrics, and more diverse instructional settings.

The following section (5.4) builds upon these limitations to offer targeted recommendations for educators, curriculum developers, and researchers seeking to implement genre-informed blogging practices in EFL teacher education programs.

5.4 Recommendations

Drawing on the findings and limitations of this study, several pedagogical and research-oriented recommendations are proposed to inform the effective integration of blogging within genre pedagogy (GP) in English as a Foreign Language (EFL) teacher education. These recommendations aim to foster sustainable, inclusive, and reflective writing practices while addressing the technological, contextual, and institutional factors that shape implementation. The proposals below are organized around six key areas: instructional design, digital literacy, equity, multimodality, research development, and institutional support.

1. Implement Structured Blogging Frameworks Within Genre Pedagogy

Educators are encouraged to embed blogging into a well-scaffolded genre-based instructional model aligned with the teaching-learning cycle (TLC), encompassing stages of modeling, deconstruction, joint construction, and independent practice (Emilia, 2005, 2011; Feez & Joyce, 1998; Hyland, 2007). Structured blogging assignments should include access to exemplar texts, genre-specific instruction, and iterative peer and teacher feedback. Prior research confirms that integrating blogging in this manner promotes rhetorical control, genre awareness, and audience engagement (Blackstone et al., 2007; Fathi et al., 2019; Vicentini et al., 2022). Embedding reflective and dialogic elements, such as peer commenting and digital collaboration, can further enhance identity development, metacognitive awareness, and learner autonomy (Barkhuizen, 2017; Farrell, 2021).

2. Expand and Institutionalize Digital Literacy Training

This study identified challenges related to technical confidence, blog formatting, and ethical digital authorship. To address these gaps, digital literacy instruction should be formally integrated into EFL curricula. Training should extend beyond basic navigation to include skills such as multimedia integration, hyperlinking, source evaluation, and responsible digital communication (R. H. Chen, 2022; Godwin-Jones, 2021; Nabhan, 2021). Embedding these competencies as core instructional outcomes, rather than as supplemental skills, is essential to preparing teachers for professional and civic engagement in digitally mediated environments (Darvin, 2017; Lotherington & Jenson, 2011).

3. Develop Low-Tech and Blended Writing Alternatives for Equity

Given the persistent digital divide in many educational contexts, especially in rural or under-resourced areas, institutions and educators should adopt flexible, low-tech adaptations of blog-integrated instruction. These may include printed reflective journals, asynchronous learning platforms, USB-based digital submissions, or classroom-based writing walls (Bouilheres et al., 2020; Mays & Cheng, 2024). Research suggests that these alternatives can preserve the pedagogical benefits of genre-informed and multimodal writing while enhancing inclusivity and access (Abdullah et al., 2018; Saha, 2023). Blended learning designs that combine synchronous, asynchronous, and offline elements offer a viable solution to ensure equitable participation in digital literacy development (Clark, 2010).

4. Promote Longitudinal and Contextual Research

While this study focused on short-term outcomes, teacher identity, and genre mastery are long-term developmental processes. Future research should adopt longitudinal designs that track learners' writing trajectories, pedagogical beliefs, and digital competencies over multiple semesters. Such studies can investigate how blog-based instruction impacts reflective practice during practicum, professional certification, and early-career teaching (Darvin & Norton, 2017; Farrell, 2021; Izadinia, 2013). Comparative research across diverse sociocultural contexts, including urban versus rural settings, public versus private institutions, and monolingual versus multilingual learners, can provide a more nuanced

understanding of how context mediates the outcomes of blog-integrated instruction (J. Chen et al., 2022; Zein et al., 2020).

5. Integrate Additional Multimodal and Reflective Tools

While blogging provides a robust platform for multimodal composition, incorporating additional tools such as podcasts, video blogs (vlogs), digital storytelling, and collaborative wikis can further enrich students' expressive capabilities. These tools enhance creativity, dialogic learning, and audience awareness by engaging learners across multiple semiotic modes (Gilliland et al., 2021; Godwin-Jones, 2021; Yu et al., 2024). Complementary reflective practices, including Photovoice, peer interviews, and visual metaphors, should be strategically integrated to deepen metacognitive engagement and support identity construction (Amalia, 2019; Moon, 2006; Rachmawati et al., 2017; Schön, 1992). Peer interaction should go beyond surface-level editing to emphasize critical friendship, meaning-making, and collaborative authorship (Yousefifard & Fathi, 2021).

6. Strengthen Institutional and Professional Development Support

The successful implementation of blog-integrated genre pedagogy requires sustained institutional support in both infrastructure and capacity building. Institutions must invest in digital access (e.g., internet connectivity, device provision) and technical assistance systems to ensure that all students can fully participate (Halic et al., 2010; Mays & Cheng, 2024). Equally important is the provision of professional development for educators in digital pedagogy, multimodal assessment, and reflective facilitation. Teachers must be equipped to scaffold digital literacy, support diverse learners, and assess writing in ways that reflect both rhetorical and multimodal competencies (R. H. Chen, 2022; Russell & Murphy-Judy, 2021). Fostering educators' own digital and reflective skills is foundational to their ability to mentor future teachers (Farrell, 2021; Wenger, 1998).

Thereby, blogging within a genre-based instructional framework offers a promising model for developing linguistic competence, digital fluency, reflective capacity, and teacher identity in EFL contexts. However, its success depends not only on pedagogical soundness but also on infrastructural equity, contextual

adaptability, and long-term investment in both learners and educators. By implementing the recommendations outlined above, educators, curriculum designers, and researchers can maximize the transformative potential of blogging to meet the demands of 21st-century language education.

The following and final section reflects on the broader significance of these findings and reaffirms the role of genre-informed blogging as a pedagogical innovation capable of bridging academic, digital, and professional literacies in EFL teacher education.

5.5 Reflections

This study affirmed the transformative potential of integrating blogging within a genre pedagogy (GP) framework to support the holistic development of English as a Foreign Language (EFL) student teachers. Far beyond a mere writing exercise, blogging, when scaffolded through explicit genre instruction and supported by reflective and collaborative processes, serves as a multimodal, identity-constructive, and socially situated pedagogical platform (Gilliland et al., 2021; Blackstone & Harwood, 2011). It promoted linguistic competence, critical digital literacy, and professional identity formation in a single, dynamic learning environment.

Through sustained engagement with blog-mediated news writing, student teachers evolved from tentative novices to more confident communicators. They demonstrated increased rhetorical control, refined their lexical and syntactic choices, and gradually internalized structural conventions such as the inverted pyramid format and the 5W+1H strategy, hallmarks of journalistic discourse. These developments reflect the objectives of genre pedagogy, which emphasizes scaffolded, contextualized, and purposeful language use (Emilia, 2005, 2011; Hyland, 2007).

Crucially, blogging extended writing beyond the traditional classroom into the realm of public discourse. By composing for authentic or semi-authentic audiences, learners began to view writing as a socially meaningful act. This shift fostered rhetorical responsibility, prompting students to examine real-world issues, articulate their values, and contribute thoughtfully to educational conversations. These practices align closely with frameworks of critical digital literacy, which

encourage learners to navigate digital spaces ethically and reflectively (Darvin, 2017; Darvin & Norton, 2015, 2017; Gee, 2000; Godwin-Jones, 2021).

The integration of Photovoice further enriched the learning experience, offering a visual and affective layer to students' reflections. Through visual metaphors and narrative inquiry, student teachers articulated pedagogical beliefs, emotional struggles, and aspirational identities. These multimodal reflections mirror Schön's (1992) and Moon's (2006) concept of "reflection-in-action," in which practitioners engage in metacognitive and emotional processing to deepen their professional insight. Such identity work supports findings by Amalia (2019), Farrell (2021), and Rachmawati, Emilia, and Lukmana (2017), who emphasize the importance of narrative, imagery, and dialogic engagement in teacher identity development.

Additionally, students' participation in blogging facilitated shifts in self-perception, from passive learners to proactive, ethically grounded educators. They began to see themselves as contributors to knowledge communities, aligning with Norton's (2013) and Barkhuizen's (2017) conceptualization of identity as discursively and socially constructed. These transformations also resonate with Wenger's (1998) notion of "communities of practice," in which identity emerges through active engagement in meaningful and collaborative activities.

Despite initial challenges, including technological unfamiliarity, writing anxiety, and fear of peer critique, participants demonstrated emotional resilience and adaptive learning over time. Through structured scaffolding, peer support, and inclusive digital spaces, learners gradually developed confidence, agency, and comfort with iterative, public authorship. These shifts underscore the importance of emotionally responsive and pedagogically supportive digital instruction (Abdullah et al., 2018; Bailey & Cassidy, 2019; K. T. C. Chen, 2012; Saha, 2023).

Upon reflection, it becomes evident that blogging within a genre-informed instructional framework provides a compelling model for reimagining EFL writing pedagogy. It moves beyond traditional product- or form-focused models toward an approach that is multimodal, authentic, socially relevant, and pedagogically grounded. Blogging prepares student teachers not only to produce structurally accurate texts but also to become critical thinkers, ethical communicators, and

reflective professionals capable of participating in and contributing to the discourses that shape language education (Blackstone & Wilkinson, 2011; Cope & Kalantzis, 2009; Yu et al., 2024).

Looking forward, educators, curriculum developers, and researchers must continue to innovate in digital writing pedagogy. As demonstrated in recent studies (J. Chen et al., 2022), learner identity in blended and online environments is powerfully shaped by collaborative, multimodal composition. Blogging should thus be viewed not merely as a technological tool but as a pedagogical space for identity performance, critical inquiry, and professional empowerment.

To conclude, this study reinforces the argument that writing instruction, particularly in EFL teacher education, must evolve to meet the multifaceted demands of contemporary literacy. Integrating blogging within genre pedagogy offers a flexible, inclusive, and sustainable path forward, equipping future educators with the tools they need to thrive in complex, digitally mediated teaching and learning environments.