

Implementing Genre-Based Self-Regulated Instruction (GBSRI) to Enhance the English Writing Ability of Thai Undergraduate Students

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Article information	Abstract
Article history: Received: 19 May 2022 Accepted: 6 Dec 2022 Available online: 13 Dec 2022	<i>In an EFL context, writing in English is often considered challenging for second language learners. Previous studies (Khumphee & Yodkamlue, 2017; Owu-Ewie & Williams, 2017; Richard & Renandya, 2002) suggest that a lack of sufficient cognitive and rhetorical skills for generating ideas and producing coherent compositions can be one of the challenges faced by learners. The transformation of education in this digital era means that learners ought to master their own learning path while dealing with many learning distractions. A 'Genre-Based Self-Regulated Instruction' (GBSRI) may therefore help language learners, particularly those with limited language proficiency, to accumulate competency in language, which in turn may encourage them to pursue independent writing and learning. This is due to GBSRI's distinguishing features pertaining to genre-based writing instructions (Derewianka, 2003; Hyland, 2004; Macken-Horarik, 2002) and the practice of self-regulated learning (Schmitz & Wiese, 2006; Schunk & Zimmerman, 2007; Zimmerman, 2013). The objectives of this study were: (1) to examine the English writing ability of Thai undergraduate students by exploiting language features, text organization, and writing mechanics with a particular focus on two genres, namely: procedural writing and descriptive writing; and (2) to investigate Thai undergraduate students' opinions as it related to GBSRI. The sample group in this study consisted of 32 Thai undergraduate students. For the purposes of the investigation, a one-group pre-test and post-test quasi-experimental design was utilized. The research instruments included: (1) pre-test and post-test paragraph writing, (2) a GBSRI questionnaire, and (3) semi-structured interviews. The results of the pre-test and post-test revealed that the ability of the participants' paragraph writing was significantly improved subsequent to participating in GBSRI. Moreover, the qualitative data from the questionnaires and the semi-structured interviews indicated that most students expressed satisfaction with GBSRI and acknowledged its benefits. Furthermore, they stated that both their writing ability and self-regulation in learning had improved after participating in GBSRI, especially in explicit instruction, collaborative learning, and self-regulated writing activities. This study also showcases other considerations regarding the implementation of GBSRI in different contexts.</i>
Keywords: Genre-based writing Genre-based writing instruction Self-regulation Genre-based self-regulated instruction	

INTRODUCTION

The ability to write clearly and coherently is a critical skill that leads to successful language learning in an academic context and also in terms of real-life communication. In an EFL context, the ability to write in English is an expected skill for students of all educational levels, particularly at a tertiary level (Seensangworn & Chaya, 2017; Chintaradeja, 2020).

However, writing for L2 learners in both L1 and L2 contexts seems to be more challenging and demanding when compared to other required language skills (Dweikat & Aqel, 2017; Jarunthawatchai, 2018; Visser & Sukavatee, 2020), as writing necessitates a certain language proficiency, cognitive knowledge and rhetorical skills to generate a smooth flow of ideas in readable compositions. Many students or novice writers struggle with selecting appropriate vocabulary and forming accurate sentences in well-organized paragraphs (Richard & Renandya, 2002; Thornbury, 2006). Furthermore, most language learners believe that they have insufficient linguistic knowledge and ability to accomplish their writing tasks (Khumphee & Yodkamlue, 2017; Owu-Ewie & Williams, 2017; Sermsook et al., 2017; Yoosawat & Tangkiengsirisin, 2016). Besides, many EFL learners, especially Thai students, habitually frame their ideas using their first language and then directly translate those ideas into English without considering sentence or paragraph structures, not taking into account the cohesion and coherence of their compositions (Khumphee & Yodkamlue, 2017; Sermsook et al., 2017). As a result, they struggle and are confronted with barriers when delivering content and ideas to compose meaningful and purposeful compositions (Seensangworn & Chaya, 2017).

Moreover, in Thailand, many post-secondary English curricula employ a more conventional product-oriented approach (Loan, 2017; Ngamsomjit & Modehiran, 2022; Puengpipattrakul, 2014), which is less concerned with understanding the process behind the analysis of text for writing purposes, organization and lexico-grammatical knowledge of the text, and the audience. Consequently, inexperienced student writers may not know how to arrange ideas in appropriate patterns to respond to the purpose of their writing and to satisfy the expectation of readers. Furthermore, in product-oriented writing instruction, many students are not stimulated by the process and are unaware of their role and responsibility in terms of their learning. As a result, anxiety, uneasiness and reluctance to write may be accumulated (Boonyarattanasoontorn, 2017; Jarunthawatchai, 2018; Na Nan, 2017; Rodsawang, 2017) while their motivation to actively participate in writing activities and produce writing tasks independently may also be negatively affected, or diminish altogether. Thus, the integration of genre-based teaching-learning activities into writing instruction could be a feasible solution to cope with the above writing challenges.

According to studies and research conducted on genre-based writing instruction in EFL contexts, it can be stated that the outstanding characteristics of Systemic Functional Linguistics (SFL) genre-based writing instruction (the knowledge required to prepare for writing tasks along with explicit genre knowledge instruction, especially those pertaining to internal linguistic features and schematic structures of different text types), scaffolding and collaborative learning can help novice writers improve their writing ability. They can thus accumulate linguistic knowledge, content, ideas and writing skills through a systematic genre-based teaching-learning

cycle to accomplish the communicative purpose of each genre (Dirgeyasa, 2016; Hyland, 2004, 2018; Nagao, 2018, 2019; Sritrakarn, 2020; Thongchalerm & Jarunthawatchai, 2020; Viriya & Wasanasomsithi, 2017; Visser & Sukavatee, 2020). These distinctive characteristics of SFL genre-based writing instruction seem to be suitable for EFL student writers, which in turn can encourage them to independently compose drafts of their writing with more confidence.

In conjunction with the cognitive knowledge needed to compose meaningful writing, another consideration that teachers should take into account is the role of students in L2 writing instruction. It is noteworthy to mention that the COVID-19 pandemic has significantly expedited the transformation in education (Cahapay, 2020; Chanwaiwit & Inpin, 2021; Kanoksilapatham, 2021; Sintema, 2020). The conventional classrooms with a teacher-centered pedagogical practice in a sole physical setting have been shifted to a more student-centered learning style in either online or a blended instructional environment (Anggoro & Teeraputon, 2018; Fadda, 2019; Sanpanich, 2021). In L2 writing classes, student writers should be guided as such to pay more attention to their roles as active agents, who can regulate their writing while producing written texts (Andrade & Evans, 2013; Robillos, 2021). In other words, student writers should be prepared and be equipped with relevant content and rhetorical knowledge. This will help them compose pieces of writing under the constraints of various distractions, for example, being assigned multiple tasks at the same time, or being distracted by social media while completing a writing task.

However, previous studies have revealed that typical Thai students are less aware of their roles as proactive learning agents. They cannot manage their learning effectively (Arunsirot, 2021; Noom-ura, 2013; Stone, 2017; Swatevacharkul, 2014), and they still demand their teachers to compel them to become more disciplined and to help them concentrate on their tasks and their learning (Kanoksilapatham, 2021). Besides this, in many L2 writing classes, students are not prepared to become self-regulated learners because of conventions relating to a product-based approach, which is the predominant focus and has been widely adopted by many institutions in many EFL contexts (Husna, 2017; Kustati & Yuhardi, 2014; Loan, 2017; Rodsawang, 2017). When learners lack cognitive knowledge and the ability to personally control their learning progression, they may develop a negative attitude and perception toward writing, which could ultimately halt their progress in writing. Nonetheless, writing is not only about mastering content, but also about mastering one's self (Blake et al., 2016). In a genre-based teaching-learning instruction, students need to compose meaningful pieces of writing independently, and in doing so they ought to self-regulate their learning and writing processes to complete tasks.

It can be stated that along with possessing sufficient cognitive and rhetorical skills needed to generate ideas and produce coherent compositions, student writers should be able to direct and regulate their own learning path despite many learning and writing distractions, especially considering the ways the education system has been transformed during this digital era. Thus, students who lack the ability to actively and consciously manage and regulate their learning and writing may not be able to control various internal and external factors that could affect their writing abilities. As a result, they may not be able to achieve their writing goals and become responsible and competent writers. Therefore, integrating a genre-based approach

and self-regulated learning into writing instructions can be of value, and a sensible and practical solution to the above-mentioned challenges. However, more research and studies of the genre-based approach are required in teaching writing in a Thai context to verify its effectiveness (Chuenchaichon, 2015; Piriayasilpa, 2016). Moreover, there is an absence of studies pertaining to the implementation of self-regulated learning processes in L2 writing (Andrade & Evans, 2015; Collett, 2014; Graham et al., 2017; Zhang, 2019), which can be of interest for further investigation.

This study aimed to evaluate the effects of a genre-based self-regulated instruction (GBSRI) on Thai undergraduate students' English writing ability, and to determine the level of satisfaction of the participants with respect to the implementation of the GBSRI in an EFL writing class.

RESEARCH QUESTIONS

There are two main research questions in this study:

1. To what extent does the genre-based self-regulated instruction (GBSRI) enhance the English writing ability of Thai undergraduate students?
2. What do Thai EFL students think of the implementation of the genre-based self-regulated instruction (GBSRI)?

LITERATURE REVIEW

The literature review is divided into four main parts: genre-based writing approach, genre-based teaching-learning cycle for writing instruction, self-regulated writing, and the framework of the study.

Genre-based writing approach

The word 'genre' in this study refers to a group of written texts contributing to the distinctive language features and the structure of the text in expected patterns to serve for communicative purposes.

In this study, a genre-based writing instruction was developed under 'Systemic Functional Linguistics' (SFL) theory. According to SFL, the use of language for communicating with readers through coherent and purposeful texts is emphasized (Hyland, 2003). It focuses on the relationship between the language and its functions to communicate, which is systematically linked to the context of the surrounding situation. Three main elements of the situational contexts are field (the going-on social activity), tenor (the interpersonal relationships between writer and reader), and mode (means of communication, e.g., written or spoken forms) (Derewianka & Jones, 2016). These three aspects relate to language choices, which the writer exploits, in order to respond to a social purpose in each particular genre, for instance, explaining, describing, arguing, and so forth. In other words, the SFL genre-based approach promotes the

importance of distinctive lexico-grammatical features, schematic structures or textual patterns and cohesive choices in responding to social contexts of different text types or genres (Chakma et al., 2021; Imsa-ard, 2020; Nagao, 2019; Srirakarn, 2020). A group of texts serving the same purpose exploits a similar structure and is the property of the same genre, e.g., narrative, procedure, exposition (Hyland, 2004, 2018). Therefore, in writing instructions, providing sufficient genre knowledge to novice student writers can prepare them to compose meaningful and purposeful texts relating to particular social purposes and readers' expectations.

In this current study, the student writers, with pre-intermediate level of proficiency in English, were required to compose two types of writing, namely 'procedural writing' and 'descriptive writing.' The justification for this selection of genres in this writing instruction was to follow Hyland's principles (2004) to include: (1) the complexity of structure and language features responding to a social purpose for each genre, and (2) the familiar, factual and concrete topics relating to learners' experiences. As a result, the two genres implemented in this study were procedural and descriptive writing. A brief explanation of these two genres regarding social purposes, language features, stages and schematic structures, as well as descriptions of each stage are presented in Table 1.

Table 1
Social purposes, language features, stages and schematic structures, and description of each stage of procedure and description genres

Genre	Purpose	Language Features	Stages and Schematic Structure	Description of Each Stage
Procedure	To provide information or instruction how to do something	-Imperative sentences -Action verbs -Time order and listing order signals	Goal ^ Steps 1-n ^ (Results)	Goal: telling the activity's purpose Step 1-n: describing the step-by-step ways to achieve the goal Results: presenting the final outcome or the result of the activity after following the steps
Description	To provide some features or give an account of and of particular event, thing, or person	-Present Tenses -Adjectives, Sensory words/details, and Prepositions	Identification ^ Aspect ^ (Conclusion)	Identification: introducing things, people, places that will be described Aspect: giving background information and describing characteristics of things, people, or places Conclusion: summing up the description

Source Hyland (2004, p. 33) and Macken-Horarik (2002, pp. 21-22)

According to research and studies in L2 writing, many scholars and pedagogical practitioners have claimed that a genre-based writing approach can help students, especially those with limited language proficiency, to build up significant knowledge through explicit genre knowledge instruction, scaffolding, and collaborative learning. This may occur during the implementation of key stages of the genre's teaching and learning cycle until they can compose their own compositions independently and systematically with more confidence (Changpueng, 2012;

Dirgeyasa, 2016; Han & Hiver, 2018; Hyland 2003, 2018; Nagao, 2018, 2019; Sritrakarn, 2020; Thongchalerm & Jarunthawatchai, 2020; Visser & Sukavatee, 2020).

Although a genre-based approach provides supportive and constructive practices for writing instructions, some scholars have pointed to the drawbacks of this approach in that it may limit the creativity of students due to exploiting the over-prescriptiveness of writing conventions and regularities (Badger & White, 2000; Rosen, 2013). However, Hyland (2018) and Kindenberg (2021) suggested that to implement a genre-based writing approach in classroom with diversity, in terms of language and genre proficiency, knowledge of conventions and constraints of the genre is recommended and sensible. Students should understand the foundation or the basis of writing for each particular text type. Then, they can apply the basis of variations to creatively draft desirable compositions; moreover, teachers can leave room for more advanced or competent students to select alternative choices for composing their independent and creative writing.

Thus, it can be claimed that a genre-based approach is suitable for promoting the writing ability of EFL students, in particular novice student writers who need explicit instruction regarding significant language features and textual organizations and scaffolding so to prepare them to independently produce writing compositions.

Genre-based teaching-learning cycle for writing instructions

Many scholars have proposed teaching-learning cycles relating to the concept of a genre-based approach. In this study, the researcher reviewed the genre-based teaching-learning stages of Macken-Horarik (2002), Derewianka (2003), and Hyland (2004) as presented in Table 2.

Table 2
The main teaching-learning stages of genre-based writing instruction of
Macken-Horarik (2002), Derewianka (2003), and Hyland (2004)

Macken-Horarik (2002)	Derewianka (2003)	Hyland (2004)
	1. Developing an understanding of the field	1. Setting the Context
1. Modelling	2. Familiarization with the genre	2. Modelling and deconstructing the context
2. Joint negotiation of text	3. Developing control over the genre	3. Joint Construction of the text
3. Independent Construction of Text	4. Independent Construction	4. Independent Construction of the text
	5. Extending and Critiquing	5. Comparing Texts/ Linking Related Texts
	6. Creative exploitation of the genre	

These three models share similar stages of genre-based writing instructions, especially the early stages in which non-expert student writers still require explicit genre knowledge instruction, practice and support in order to produce their own independent writing. Hyland (2004, 2018) explained that at the initial stages of genre-based teaching, familiarization with the target genre and explicit instruction about genre knowledge are necessary in order to prepare students

to accumulate adequate knowledge of the target genre so that they can create their own compositions independently and confidently.

Moreover, working with peers and the teacher during modelling, deconstructing and joint construction of texts in these three models can provide students the opportunity to get familiar with a particular genre by exploring and analyzing the model texts prior to independent construction of a text. Additionally, experts can use scaffolding and collaborative learning as activities that offer support in terms of cognitive knowledge and language ability to apprentice student writers. The prominent aim of scaffolding and collaborative learning is to help novice writers gradually obtain a higher writing competence and independent level of language learning. With respect to socio-cultural SLA theory, language learners have a zone of proximal development (ZPD) where they learn new concepts by interacting with other people in order to gain some guidance and assistance, and then they can escalate their language ability (Cook, 2016; Harmer, 2015).

In this study, the researcher drew on some relations and connections of instructional stages between the above-mentioned three teaching-learning cycles/stages. The grounded perceptions for encouraging language learning of this proposed genre-based writing instruction relate to familiarization with the target genre, explicit instruction, scaffolding, and collaborative learning. Therefore, the core stages of the genre-based writing instruction model of this study are (1) *Presenting: Understanding the context*, (2) *Practicing: Modelling and Deconstructing, and Collaborative Learning and Writing*, and finally (3) *Independent Practicing and Production: Inter-dependent Writing*.

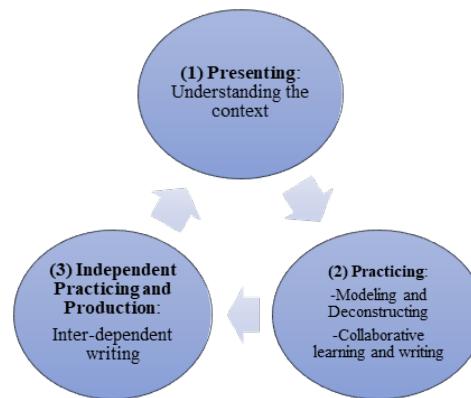


Figure 1 The genre-based writing instruction stages of this study

Self-regulated writing

Many researchers have studied the effects of self-regulation on L2 writing and learning. It was found that the implementation of a self-regulated learning model/process helps to enhance the English writing ability and academic performance of EFL learners (e.g., Cuenca-Carlino et al., 2018; Limpo & Alves, 2013; Nggawu et al., 2018; Teng & Zhang, 2020). It is suggested that self-regulated learning (SRL) strategies and processes should be explicitly integrated into pedagogical practices in language classrooms due to the advantages of SRL's practice on

language learning and academic achievements (Abadikhah et al., 2018; Khongput, 2020). Therefore, SRL should be instructed and learned through a constructive and goal-oriented process (Oates, 2019) to help students become more competent writers with the potential to effectively direct their learning (Pintrich, 1995; Sak & Leijen, 2014), and encourage them to be more aware of their active roles so to take control of their learning/writing processes (Tran, 2021). Eventually, they will become successful independent and lifelong learners (Oates, 2019).

Many scholars have proposed models/cycles of self-regulated learning that are aimed to enhance students' academic achievements and independent lifelong learning skills. After reviewing literature relating to self-regulation, the researcher selected three models/cycles of social cognitive self-regulated enhancement that were developed by Schmitz and Wiese (2006), Schunk and Zimmerman (2007), and Zimmerman (2013) as they are process-oriented models, grounded in the same theory, and unfold step by step sequentially. These three models were synthesized to be managed as the principal activities to help student writers regulate and take control of their writing performances. The four significant SRL activities, namely: *goal-setting for writing, making a plan for writing goals, implementing a plan and monitoring, and evaluation*, occur during three phases called the Pre-task phase, the Performing a task phase, and the Post-task phase (as illustrated in Figure 2), and are integrated into the genre-based writing instruction of this study.

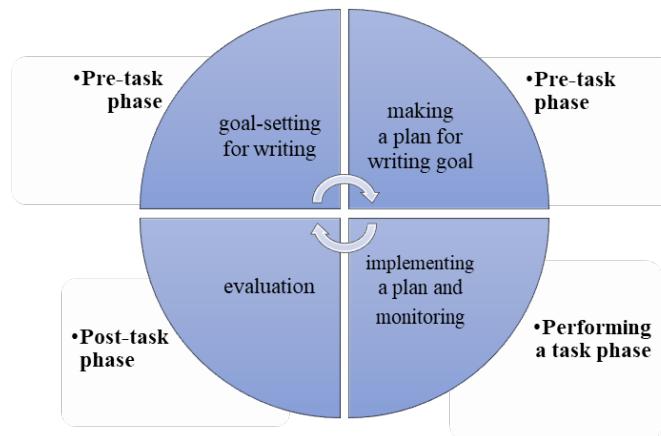


Figure 2 Self-regulated writing process of the study

The GBSRI framework

The three genre-based teaching-learning cycles of Macken-Horarik (2002), Derewianka (2003), and Hyland (2004), in accordance with the self-regulated learning process based on models of Schmitz and Wiese (2006), Schunk and Zimmerman (2007), and Zimmerman (2013), are integrated into this research. Figure 3 presents the framework of this study, showing the researcher's analysis and synthesis of the theoretical and principal concepts of the genre-based teaching-learning cycle, as well as the self-regulated learning process cycle.

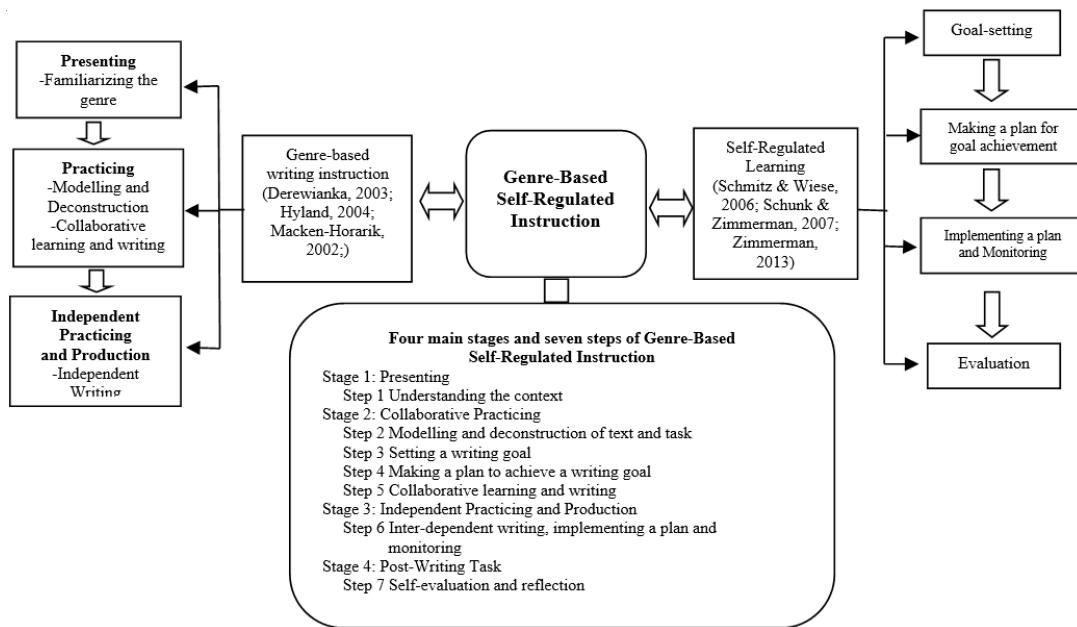


Figure 3 The framework of the study

Therefore, in this study, in order to instruct genre-based self-regulated writing, there were four main stages with seven steps as presented in Figure 4. This GBSRI was proposed to respond to two main aims of this study, namely: to enhance L2 writing ability and to assess the opinions of Thai undergraduate students regarding the proposed intervention.

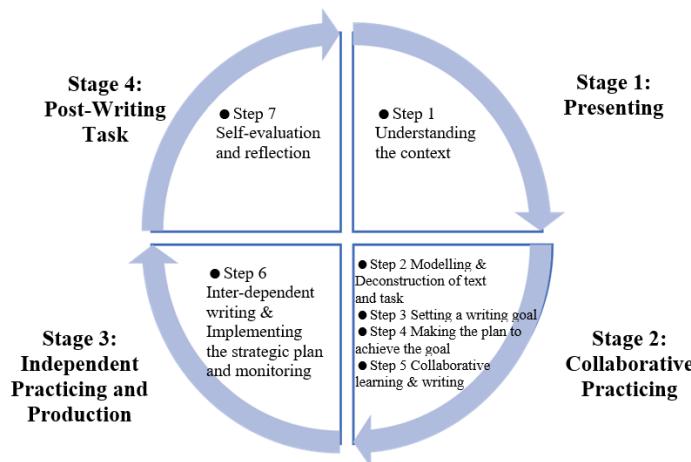


Figure 4 Four stages with seven steps of GBSRI procedures

To teach writing based on the stages and steps of the GBSRI: at stage 1: *Presenting*, students are familiarized with the field and language that is required to express themselves in the focused genre by exploring real-world sample texts, e.g., recipes, cookbooks, YouTube clips, and so on.

Subsequently, during stage 2 in *Collaborative Practicing*, student writers are required to analyze

the model text(s) for linguistic features and text organization. Then, the teacher demonstrates how to set a short-term goal and how to make a plan to attain this goal. Students motivate themselves by setting up their own goal(s) for each writing task. They may choose to set their goals based on their writing weaknesses. After that, they need to plan how to achieve their goals, and consider which learning and writing strategies they should employ to assist them to complete the task on hand. During this stage, they accumulate the information and design strategies for their independent writing. The collaboration between the teacher and students, and among students themselves, occurs in order for L2 student writers to receive comments, which could assist them to transfer their prior knowledge to present lessons.

While composing their interdependent writing tasks in the third stage: *Independent Writing and Production*, a teacher-learner conference is administered in order to provide suggestions regarding each student's first draft. The teacher can also monitor students' comprehension of lessons and provide feedback to employ strategies that they have planned earlier.

In the last stage, or *Post-Writing Task*, after completing the final draft, student writers need to evaluate and reflect on their performances and strategies and determine whether or not the strategies, which they have exploited, are effective so that they can adopt them in the next task. These teaching stages of the GBSRI can be circulated for each writing task to encourage and scaffold the writing ability and self-regulation of EFL student writers.

METHODOLOGY

This research employed a mixed-methods design to gather both quantitative and qualitative data. For the quantitative data, a one-group pretest-posttest design was exploited to measure the writing ability of the participants before and after the intervention. Furthermore, the participants' satisfaction level, after participating in the proposed instruction, was assessed using a GBSRI questionnaire. For the qualitative data, the information gathered from the semi-structured interviews was used to investigate the students' opinions towards GBSRI, and to determine their writing processes, progress and products in order to support the quantitative results in terms of opinions and satisfaction pertaining to the proposed instruction. After the data was obtained, it was triangulated across quantitative and qualitative methods. This was managed to assure data collection validity and to respond to the research questions of this study.

Participants

The population of this study was first-year undergraduate students in Chiang Mai Rajabhat University, Thailand. The non-random sampling group of this study was an intact group of students who enrolled in the 'Basic Reading and Writing' course in the second semester of 2021 academic year. They were 32 first-year English major students of the faculty of Humanities and Social Sciences, Chiang Mai Rajabhat University. The language proficiency of this sample group was at a pre-intermediate level. The participants were informed about the experiment, and consent forms were signed by all participants before starting the research.

Instructional and research instruments

The instructional and research instruments of this study, and the method for data analysis are explained below.

1. Instructional instrument

Lesson plans for writing in two genres (procedural and descriptive writing)

Lesson plans for teaching procedural and descriptive writing for this study followed the procedures of the four predominant stages with seven steps of GBSRI, which were discussed earlier. The writing instruction procedure of each lesson plan consisted of four predominant stages, namely: (1) Presenting (2) Collaborative Practicing (3) Independent Practicing, and (4) Post-Writing Task. In this study, the GBSRI procedure in each lesson plan was designed as such to last approximately 12 hours (3 hours per week), based on the academic schedule with 3 hours being allocated for self-study and independent writing. Therefore, in order to instruct two genres, the participants were engaged for 30 hours (24 hours of in-class instructions and 6 hours of out-of-class time). The stages and a brief on instructional procedures of GBSRI for one lesson plan are presented in Table 3.

Table 3
Stages and brief instructional procedures of GBSRI in each lesson plan

Stages	Instructional Procedures	In-Class Time
Stage 1: Presenting		
Step 1: Understanding the context	-Getting familiar with the target genre in terms of distinctive vocabulary and grammar, the purpose, the target audience and the rhetorical features used in the real-life materials.	15 minutes
Stage 2: Collaborative Practicing		
Step 2: Modelling and deconstruction of text and task	-Analyzing the model text(s) to explore the purpose, the linguistic features, and the schematic structure. -Working in groups to complete exercises based on the genre knowledge and stages analysis. -Studying the writing criteria.	1 hour
Step 3: Setting a writing goal	-Gaining background knowledge of self-regulated learning and its importance. -Observing the teacher's demonstration of setting goals for writing and making a plan to achieve the goals. -Setting one's own SMART writing goals for the task, and the teacher providing the suggestions.	30 minutes
Step 4: Making a plan to achieve a writing goal	-Studying a list of suggested self-regulated learning strategies regarding four dimensions (methods, time, physical environment, and social environment) and brainstorming for further strategies. -Making one's own plan to achieve writing goals that were previously set in Step 3.	45 minutes
Step 5: Collaborative learning and writing	-Practicing the genre knowledge gained from the previous activities collaboratively. -Collaboratively producing whole-class and group writing. -Monitoring application of individual strategic plan while composing whole-class and group writing. -Providing and gaining feedback based on the writing rubric.	3 hours 30 minutes

Stages	Instructional Procedures	In-Class Time
Stage 3: Independent Practicing and Production	<ul style="list-style-type: none"> -Composing a first draft of the target genre in pairs independently (Out-of-class time). -Deploying and monitoring a plan to attain a goal (Out-of-class time). -Gaining teacher's comments on the first draft and suggestions on self-regulated writing plan implementation online. (Teacher-student conference) -Revising first drafts and preparing a creative presentation based on the composition. 	3 hours (Teacher-Student conference)
Stage 4: Post-Writing Task	<ul style="list-style-type: none"> Step 6: Interdependent writing while implementing and monitoring the strategic plan Step 7: Self-evaluation and reflection <ul style="list-style-type: none"> -Giving short presentations. -Evaluating and reflecting individual's learning regarding the effectiveness of strategies employed in the previous stages, the alternation of strategies, and the opinions towards their writing progress, performance, and product. 	3 hours

The lesson plans were inspected by five experts in the field of genre-based writing instruction and self-regulated learning for content validity in connection with the Index of Objective Congruence (IOC). The average value of the IOC index was 0.83, and all activities and content presented in the lesson plans gained a higher or equal to 0.50 IOC mean score. It can be interpreted that the lesson plans were considered valid.

2. Research instruments

2.1 Pre-test and Post-test writings were used to assess the participants' procedural and descriptive writing ability to answer Research Question 1. The writing pre-test and post-test tasks were 120-150 word-paragraph tests of two types of writing (procedural writing and descriptive writing). The tests were designed as such to evaluate the students' abilities regarding well-structured textual organization, proper word choices and language use, and mechanics as they related to procedural and descriptive writing genres. The rubrics of the genre-based writing instructional module in a blended learning environment (GWIMBLE) developed by Visser (2017) for procedural writing and descriptive writing were adapted and used for the purpose of grading the participants' texts. The five main criteria of Visser's rubrics for procedural and descriptive writing are: Introduction, Content, Language Features, Conventions, and Conclusion. The aspects of Introduction, Content, and Conclusion were mainly related to the stages and the schematic structure of each particular writing. Furthermore, Language Features focused on distinctive elements of the language in a particular genre, e.g., imperative sentences and time-order signals, while the Organization aspect of the descriptive writing rubric was mainly concerned with a well-developed logical order to connect ideas and maintain the interest of the readers. Finally, the aspect of Conventions was about writing mechanics, e.g., spelling and punctuation. Each main aspect was rated for 4 points, so the overall score of the writing pre-test and post-test was 40 points in total (20 points for each particular genre/text writing).

The validity of writing pre-test, post-test and the grading rubrics was inspected by three experts in genre-based writing instruction. Every item on the writing pre-test and post-test gained

higher than or equal to a 0.67 IOC score, and the average IOC score was 0.84, presenting an acceptable validity.

Pearson's Correlation Coefficient (r) was used to measure the correlation between writing scores from the two raters (the teacher researcher and an instructor with at least 5-year experience in writing instructions). According to Creswell and Gutterman (2019), to examine the interrater reliability, at least two raters can negate the scoring bias. Besides, prior to exploiting the independent rubrics, the writing criteria were established and a rubrics training was conducted to assure mutual understanding between the two raters to avoid biases. Also, Cronbach's Alphas Coefficient (α) was employed to measure the reliability of these two types of writing in pre-test and post-test.

Pearson's Correlation (r) of the writing pre-test and the post-test came out at 0.90 and 0.91 respectively, which meant the relationship between the two raters was highly positive. The alpha coefficient (α) value of the writing pre-test and the post-test was 0.95 for both writing tests denoting a high level of reliability.

2.2 A GBSRI questionnaire was the 4-point Likert scale works as follows: a score of 1 represents a participant's strong disagreement and a score of 4 represents their strong agreement. A bilingual version (Thai and English) of the questionnaire was distributed at the end of the experiment to gather data to respond to Research Question 1 and Research Question 2. This questionnaire was examined for content validity with an IOC evaluation by three experts in genre-based writing instruction and self-regulation. According to the results, the overall mean score was 0.82, and most items on the questionnaire contained greater or equal to a 0.67 IOC score, respectively. Some items with below 0.50 IOC scores were modified to conform with the experts' suggestions. The questionnaire was then piloted for reliability. The Cronbach Alpha Coefficient (α) was calculated to verify internal consistency, and the Alpha Coefficient value was 0.91, presenting the high internal reliability of the questionnaire. Moreover, an informal discussion with three student volunteers was conducted to investigate the understanding of the statements on the questionnaire. No ambiguities were detected in regard to the statements.

2.3 Semi-Structured Interviews were used to gain in-depth information in terms of the participants' opinions towards the instruction, their writing ability development, and their exploitation of self-regulated writing. Semi-structured interviews were conducted after the participants had taken the post-test and completed the questionnaire. Six participants, divided into three groups (high, medium, and low writing abilities as related to the writing pre-test scores), participated in the interviews. The questions for the semi-structured interview were verified for their completeness and appropriateness in terms of their relevance to the interview objectives by three experts in the field of self-regulated learning and TEFL. According to these experts' evaluation for content validation, the IOC average score was 0.59. Additionally, after asking three pilot study participants whether or not they were confused by any of the questions, they made no such complaint.

For measuring the reliability of the semi-structured interviews, Cohen's kappa (K) was calculated to verify the agreement of the coders for inter-coder reliability. The interview transcripts of

three groups of participants were coded by two coders (the researcher and the inter-coder). The strength of coding agreement between the two coders was substantial ($K = 0.71, p < .001$) (Landis & Koch, 1977).

Data collection and data analysis

Before starting the experiment, all the instruments used in this study, including the research subject information document and the informed consent document, were approved by the university's Ethics Committee on Human Research. After being granted approval, the gatekeeper of the target university was contacted to ask for permission to carry out the study and collect the data. The participants were informed of the details of the study before signing the informed consent forms.

For data collection and analysis, the data from three different sources (the pre-test and post-test, the GBSRI questionnaire, and the semi-structured interviews) were collected and triangulated for analysis.

The GBSRI was carried out for eight weeks (weeks 8-15 of the semester) in the 'Basic Reading and Writing' course. This timetable excluded the pre-test and post-test periods. The pre-test was conducted in the first week of the semester, and the post-test took place as the final examination. The pre-test and post-test scores were analyzed using a dependent t-test to measure the significance of the difference between these two tests. Moreover, the pre-test and post-test scores were also analyzed using the descriptive statistics (the mean and Standard Deviation) to reveal whether the GBSRI could enhance the participants' writing abilities.

A questionnaire was distributed after the treatment program to get detailed information about the participants' opinions on GBSRI, and their writing progress and outcomes. Descriptive statistics (the mean and Standard Deviation) were used to analyze the quantitative data, and content analysis was used to analyze the data in the open-ended part. To interpret the mean scores, according to Todd (2011), the interpretation was as follows:

- 3.26 – 4.00 = strongly agree
- 2.51 – 3.25 = agree
- 1.76 – 2.50 = neutral
- 1.00 – 1.75 = strongly disagree

After completing the questionnaire, semi-structured interviews were carried out. The data collected from the interviews were recorded and transcribed, and the content analysis was subsequently used to analyze the data.

FINDINGS

1. The effectiveness of GBSRI on English writing ability of Thai undergraduate students

In respect to the collected data from the pre-and post-tests, presented in Table 4, the mean score of the participants, before participating in GBSRI, was 16.89 out of 40 ($SD = 4.25$). After eight weeks of practicing their writing through GBSRI, the mean score of the participants' writing ability was 26.53 out of 40 ($SD = 4.29$), which was higher than the pre-test mean score. Also, there was a significant difference between the two mean scores of students' writing ability at a 0.05 level of significance ($p < 0.05$).

Table 4
Comparison of the writing pre-test and post-test mean scores

Writing Tests	N	\bar{X}	SD	t	Sig.
Pre-test (40)	32	16.89	4.25		
Post-test (40)	32	26.53	4.29	10.77	.000

$p < 0.05$

When comparing the mean scores of the writing pre-test and post-test for each genre (see Table 5), it was found that the post-test mean scores of two focused genres were higher than the mean scores of the pre-tests. Firstly, the mean score of the procedural writing post-test was 13.55, while the pre-test score of this genre was 7.83 out of 20 ($SD = 2.17$). For the descriptive writing, the mean score of the post-test was 12.98 while the mean score of the pre-test was 9.06 out of 20 ($SD = 2.77$). Moreover, there was a significant difference between the mean scores of the writing pre-test and post-test at a 0.05 level of significance. Accordingly, it can be assumed that the students' writing for these two genres had been significantly enhanced.

Table 5
Comparison of the pre-test and post-test mean scores of the procedural writing and the descriptive writing

Writing Tests	N	Pre-test		Post-test		t	Sig.
		\bar{X}	SD	\bar{X}	SD		
Procedural writing (20)	32	7.83	2.17	13.55	2.33	12.46	.000
Descriptive writing (20)	32	9.06	2.77	12.98	2.57	6.10	.000

$p < 0.05$

To illustrate this improvement in students' writing ability, samples of students' writing pre-test and post-test (without any language corrections of the participants' original texts) are illustrated in Tables 6-8 below. Even though there were some mistakes in language use, e.g., misspelling, punctuations and capitalization, the exploitation of important language features and text structure of procedural writing and descriptive writing was enhanced. The language features and schematic structures can help writers serve the purposes of the focused text type writing and establish the readability of their texts.

Table 6 illustrates the procedural writing pre-test and post-test texts of S20 and S4 (henceforth, the participants are identified with an S-number) whose scores in the writing pre-tests were at low and moderate levels respectively. The writing post-test shows improvement in language features, e.g., imperative sentences started action verbs for 'cooking' (**bold**), time order/sequence markers (*italics and boxed*); moreover, they also identified the materials—ingredients and utensils—for cooking their suggested recipes. For the text structure, they were able to better deploy the procedural schematic structure (Goal ^ Step1-n ^ Result) while writing post-test texts, when compared to the pre-test. Their post-test texts were more comprehensible and served the purpose of procedural writing.

Table 6
S20's and S4's procedural writing pre-test and post-test texts

Schematic Structure/ Stages	S20's Pre-Test	S20's Post-Test
Goal (as presented in bold and underlined parts)	<p>Special dish</p> <p>I tray think food of local in meahongson city but i don't no it name and i can't cooking it. I will cook easy food intred of cook expensive food or food of methord hard.</p> <p>I will cook green curry to him.</p>	<p>How to Make Beef Panaeng Curry</p> <p>Ingredients: 2 spoons oil 1 cup coconut milk 300 g beef Cut into thin slices 1 spoon fish sauce 3 kaffir lime leaves 2 spoons panaeng curry paste</p> <p>Utensils: a pan turner/spade of flying pan</p> <p>Panaege Curry is a food from Thailand. it is delicious and popular in this country. But you dislike pork and raw food so i will use beef insted of pork. Beef Panaege Curry is easy to make and use less raw materials. <i>Follow these three easy steps to make the delicious Beef Panaeng Curry.</i></p>
Step 1-n	<p>Because it quiet spicy and it has a protein from chichen. I don't worry about green curry. Because I have a special something in this dish I use Heart of trayhard don's worry about mistake I have to only takecare and trayhard to cook it.</p> <p>(No language features shown any steps of cooking Green Curry)</p>	<p>First, set up a pan and add 2 spoons oil, 1 cup CoCoNut milk, 2 spoons panaeng curry paste and mis them for 3 minutes.</p> <p>Second, add beef cut into thin slices, 3 kaffir lime leaves, 1 spoons fish sauce and mix them until the beef is cooked. Do not mix it too long because the beef will burn. Finally, close the gas valve serve it on a plate.</p>
Results	<p>Although it not yummy Don't worry anything if you made it from your Heart.</p> <p>(Not clearly mention the result)</p>	<p>Now the delicious Beef Panaeng Curry is ready and you can enjoy it with rice. What a great day!</p>
Schematic Structure/ Stages	S4's Pre-Test	S4's Post-Test
Goal (as presented in bold and underlined parts)	<p>Soom Kinggan</p> <p>(no information telling about the purpose of the process/activities)</p>	<p>Spicy Grill Meat</p> <p>Ingraden -Meat -egg -Chilli Chiness -Oyster Sauce</p> <p>If you want to make easy food but it is delicious. You can cook follow the step:</p>
Step 1-n	<p>fristh you must go to shopping to supermarket that you bring it to cook.</p> <p>second, you bring anything that you will bring make your food in finish.</p> <p>Next When you prepare everything else, such as meat, egg, flour, oil, chili, bring meat mix with 3 eggs, bring sour in meat that mix with egg. mix it again. and bring it put on refrigerator. let it 30 minute.</p> <p>Next, bring chili and sour pound together. When you pound it finish, you don't forget that put good taste powder on chili that you do finish.</p> <p>Next, bring flour put in tray. bring chili mix with flour and take meat that freez put it on flour.</p> <p>Next, take meat go fried in pan, you should remember don't shredded meat give a small pieces to you.</p>	<p>First, you bring the meat that you prepare and slice it be small. Next, bring meat that you slice mix with oyster sauce, bring 2 eggs put it with meat becasue it will help meat is soft and delicious then original. Leave meat that mix 20 minute. After that, Bring it plug with small stick. Then, bring it to grill on the stove, bring chilly chiness to apply meat on the stove and turn around it to make it has ripe. Finally, put it on the plate and make it is beautiful.</p>
Result	<p>Land the end, you can decorate your food be beautiful and look good.</p>	<p>Just you cook following th step that I give you. You will have delicious food that you can eaten. It cook no long time.</p>

Moreover, S13, who got a low score in the writing pre-test, could compose clearer and more purposeful text in the descriptive post-test compared to the pre-test (as demonstrated in Table 7 below). The post-test text was written using the language features and stages of the descriptive writing to provide some features of S13's favorite place (Similan Island) to the readers. After attending GBSRI, S13 used various language resources, e.g., adjectives and sensory words, including prepositions of place (*italics and underlined*) to assist in creating a vivid picture of the place in the readers' minds.

Comparing the S13's pre-test with the post-test texts, the ideas and the content were not logically presented in the first one; however, the student could systematically operate the stages of descriptive writing (Identification ^Aspect ^Conclusion) to arrange the content of the post-test text.

Table 7
S13's descriptive writing pre-test and post-test

Schematic Structure/ Stages	S13's Pre-Test	S13's Post-Test
Identification (as presented in bold and underlined parts)	Hello everyone my name is Jassy today will take you to see the city or travel .	Similan Island My favorite beach is the Similan Island. Located in the similan Island national Park in Phang Nga Province,
Aspect ^	There are a lot of people visit this is a <i>beautiful</i> city <i>beautiful</i> flowers and <i>delicious</i> food here people are <i>kind</i> and city has street food at night people will come for a walk and talk is very happy	the similan Island have been called divers paradise. <i>Suitable</i> for a <i>long</i> vacation. You will experience the beauty of fine <i>white</i> beaches, <i>turquoise</i> water and coral reefs <i>rich</i> with various species of marine fish. Able to come up <i>on the island</i> and walk to the viewpoint, it will see the <i>wide</i> sea, <i>beautiful</i> sky and <i>white sand</i> beach. The highlight of your visit to the similan Island that you can't miss is cruising around the 8 islands with sailing rocks and snorkeling at Koh Phayu, Koh Hak.
Conclusion	(Not mention the conclusion)	If you like beauty and want to relax I highly recommend the similan Island. You will surely fell in love.

However, it is possible that during the eight weeks of GBSRI implementation, the writing ability of some participants, as pertained to these two genres, were not distinctly enhanced. For instance, S7 gained only slightly better score on the descriptive writing post-test. The S7's pre-test and post-test texts are presented in Table 8. The descriptive pre-test and post-test texts of S7 showed some improvement, but not vividly present great differences, in the use of language features, e.g., the present tense, adjectives, and sensory words, including prepositions of place (*italics and underlined*) after participating in the eight-week GBSRI. Both S7's pre-test and post-test texts seemed to reflect the results of the direct translation from Thai.

Table 8
S7's descriptive pre-test and post-test texts

Schematic Structure/ Stages	S7's Pre-Test	S7's Post-Test
Identification (as presented in bold and underlined parts)	<p>"Welcome to Doy Mon Ong Ked" Doy monangken is the mountain that on Chiang Mai. It been in Sameang.</p>	<p>Doi Mon Ung Ket My favorite place is Doi Mon Ung Ket. Doi Mon Ung Ket building on the hill in Ban Pangkorn, Chiang Mai.</p>
Aspect ⁿ	<p>Even it will to famous but it have weather good in winter. the person like to go to monongken in during Songkran. I don't know why because if you go to travel to monongken in the winter. you can see weather that be <i>beautiful</i>. Even you not have time to go on holiday but you can come on weekday because it have view be <i>beautiful</i> and you can look village that been <i>under the mountain</i>.</p>	<p>It not famous because it building in <i>small</i> village. When you want to come to Doi Mon Ung Ket, you must drive the car because The road is dangerous. But when you go up on the hill, you will see The <i>gorgeous</i> viwe that not long people to see. Almost, people in Ban Pangkorn will claim up to Doi Mon only Song Kran festival but some people will up to Doi Mon Ung Ket in winter season because The view <i>on the hill</i> is so <i>beautiful</i> and The weather is so <i>cold</i>.</p>
Conclusion	<p>Although, you must come to Dong monongkad once. I confirm it will be place that you remember and want to come on again. but right now you can't go to travel because covid-19 catching and it make you can't go out of your home.</p>	<p>If you come to Doi Mon Ung Ket, you will see the viwe that make you have fresh and make you to open the new world.</p>

2. The participants' opinions about GBSRI

2.1 Results from the questionnaire and semi-structured interviews

According to the results from the opinion questionnaire (as presented in Table 9), the mean score of the students' opinions about the proposed instruction program, after eight weeks or at least thirty hours, was 3.37 out of 4 ($SD = 0.20$), indicating that there was a positive agreement about the effectiveness of GBSRI procedures or activities on writing ability.

Table 9
Students' overall opinions towards GBSRI

Items	N	\bar{x}	SD	Meaning
33	32	3.37 (out of 4)	0.20	Strongly Agree

In terms of the participants' opinions toward the four prominent stages of GBSRI, the students positively agreed with every stage as illustrated in Table 10. The Independent Practicing and Production stage gained the highest score ($\bar{x} = 3.49$, $SD = 0.25$), while the stage that gained the lowest score was the Post-writing stage ($\bar{x} = 3.25$, $SD = 0.11$), respectively.

Table 10
Students' opinions towards four main stages of GBSRI

Questionnaire Items	Opinions toward the activities of each stage of GBSRI	\bar{x}	SD	Meaning
Items 1-2	Stage 1: Presenting	3.32	0.22	Strongly Agree
Items 3-15	Stage 2: Collaborative Practicing	3.37	0.12	Strongly Agree
Items 16-24	Stage 3: Independent Practicing and Production	3.49	0.25	Strongly Agree
Items 25-27	Stage 4: Post-Writing Task	3.25	0.11	Agree
Items 28-33	Opinions toward Overall Process of the Genre-Based Self-Regulated Instruction	3.29	0.23	Strongly Agree

For stage 1, Presenting, the highest score was assigned to: '*I observed vocabulary, grammar and textual organization from various resources, e.g., written text, online text, clips, etc.*' ($\bar{x} = 3.47$, $SD = 0.57$) and the statement '*I got familiar with the distinctive features of these particular genres*' gained a 3.16 mean score ($SD = 0.63$), indicating that the students had positive agreement with regard to this aspect.

For stage 2, Collaborative practicing, two aspects which had received the same score (the lowest overall): '*After writing collaboratively, I gave comments on my friends' compositions based on the rubric given to them*'; and '*My writing goal was challenging, and I could achieve it within the limited time-bound*' ($\bar{x} = 3.19$, $SD = 0.59$).

According to the students' opinions on implementing independent practice and production in stage 3, the distinguishing high score from this part went to '*The teacher's comments on my first draft helped me revise my draft*' ($\bar{x} = 3.91$, $SD = 0.30$). The score for the statement: '*I felt confident when I discussed ideas and presented my task online*' received the lowest score ($\bar{x} = 3.22$, $SD = 0.61$).

For stage 4, Post-writing task, the highest score went to: '*The learning diary helped me alter and select more suitable strategies for the next task*' ($\bar{x} = 3.22$, $SD = 0.71$). The scores for the statements: '*I could see the overall progress of my writing, when I wrote my learning diary as a self-evaluation*' was 3.19 ($SD = 0.54$). This showed that the participants had positive opinions about using the learning diary to evaluate improvements in their writing.

Additionally, as it pertains to the opinions of the participants about the overall process of GBSRI, the highest score was given to: '*Receiving suggestions and assistance for writing during class and after helped me improve my writing*' ($\bar{x} = 3.59$, $SD = 0.56$). The lowest score for this part went to: '*Having participated in GBSRI in the contextualized blended learning, I had the opportunity to give feedback and comments to my classmates*' ($\bar{x} = 3.00$, $SD = 0.62$).

Alongside the quantitative data, there was the qualitative data from the open-ended part of the questionnaire providing further detailed results which related to the students' opinions about the activities undertaken in the GBSRI program and during their own self-evaluation.

There were three distinctive findings from this, which illustrated what students' learning preferences were in terms of collaborative learning and writing, explicit explanation for the scores, and creative presentations.

Many responses revealed that the participants preferred collaborative activities, e.g., group discussions, group writing, and pair work the most (30.30%). The respondents stated that these activities helped them respond to questions, share their ideas about how to create group writing projects, collaborate on revising the work, learn new vocabulary, and get to know their classmates. Many respondents mentioned that they liked the teacher's explicit examination of their writing during the online teacher-student conference (21.21%). They explained that they could practice analyzing their own pieces of writing and evaluating their writing and learning processes, which helped them become aware of their weaknesses. The third most preferred activity of participants was the creative presentation relating to their compositions (15.15%). It was revealed that this activity provided them with the opportunity to learn new knowledge of several topics from their classmates' interesting and creative presentations. Moreover, they could share their knowledge with others. Furthermore, thirty-one respondents (96.88%) mentioned that the activities of GBSRI assisted them in improving their writing ability, and most of them also provided further details about how they gained a better understanding and awareness of language features, schematic structures (stages) of each particular written text, sentence structures, writing purposes, and target readers. Additionally, some stated that they could improve their writing skills, as they had practiced ways to regulate themselves by planning to accomplish their goals. They felt that they had made determined efforts to complete their writing tasks and had a higher sense of responsibility about their learning.

2.2 Results from the semi-structured interviews

Having obtained further insightful information from the students' opinions about GBSRI, their writing ability enhancement, and their self-regulated writing exploitation, six students were asked nine open-ended interview questions. The majority of interviewees mentioned that three main factors had helped them improve their writing ability, namely: explicit instruction, scaffolding and collaborative learning, and self-regulated writing.

2.2.1 Explicit instruction

During the first two steps of GBSRI (Understanding the Context and Modelling and Deconstruction of the text and task), the students observed and analyzed authentic texts and model texts for their writing purposes, language features, schematic structures, and intended readership. All interviewees stated that they had benefited from getting familiar with the distinctive features of the target genre and the explicit instruction regarding knowledge of genres before constructing pieces of writing in groups and while working in pairs. For instance,

"The explicit instruction about the vocabulary, grammar, and text organization helped me a lot with my writing because I used the model texts as a guide, and I arranged my ideas relating to the topic with proper words and suitable idea arrangements when writing my own text." (16)

2.2.2 Scaffolding and collaborative learning

While students collaboratively practiced their genre knowledge and constructed compositions using whole-class and/or group activities, the teacher provided assistance in terms of vocabulary, organization of ideas, text organization, and other challenges that commonly arise in such activities. Moreover, during the 'Independent Writing Practice and Production' stage, students helped each other in pairs to craft their first drafts, their final drafts, and to create presentations relating to their compositions. After finishing the first draft, each pair needed to make an online teacher-student appointment to receive feedback and suggestions regarding the application of self-regulated writing and their writing drafts. The responses of all six interviewees showed positive views with regard to these collaborative writing activities, the teacher's assistance, and explicit feedback on their writing compositions, including the exploitation of their self-regulated writing. Excerpts from the interviews are as follows:

"Working in pairs helped me a lot. We helped correct each other's grammar mistakes, and we shared fruitful ideas for our pair work, both in writing drafts and presentation." (I1)

"Getting feedback from the teacher assisted me to be aware of my writing mistakes and I have learned from my mistakes to improve my writing ability." (I2)

However, some interviewees said that they had felt uncomfortable working in pairs or in larger groups, as students could not help each other find solutions to their writing problems, or they felt that they were not familiar with some group's members.

"Sometimes during group work or pair work, I was afraid that my classmates felt annoyed when I suggested changes to some words or parts. Moreover, sometimes, we did not know how to make our drafts better." (I4)

"For the first writing task, at first, I wrote a paragraph and sent it to my partner. He had to rewrite a whole paragraph; therefore, I was reluctant to help him write a pair work writing. However, my ideas of the work had not been drastically changed, so I helped him complete the task by offering my ideas in Thai instead." (I5)

2.2.3 Self-regulated writing

During the semi-structured interviews, every interviewee was asked to explain their self-regulated writing process, from setting their writing goals to evaluation. Excerpts from the interviewees' responses are shown below:

(1) Setting a writing goal:

Many interviewees mentioned that they had set their writing goals by analyzing their writing weaknesses, and that they had set more challenging writing goals to motivate themselves.

"I set my writing goal by using my weaknesses, so when I can attain my goal, it means I can overcome my weaknesses. I am very proud of myself." (I1)

"I set my current goal to be more challenging than the previous one and I think I have improved my writing ability whenever I accomplish my current goal." (I2)

(2) Planning for goal achievement

Most interviewees planned how to complete a task before starting, and also employed similar strategies as to when write and revise their drafts, for example, searching for related information from the Internet, writing in Thai first and then translating it into English, using the rubrics as a guideline, and exploiting applications, e.g., Grammarly and QuillBot. For instance,

"We started our writing task by choosing the topic. Then we divided the tasks and workload for each person. We had part-time jobs to earn money so setting aside the exact time for writing together was quite difficult. We used the online platform to do our pair writing asynchronously and had real-time conversation when the time was convenient for the two of us. However, we helped each other to revise our draft before submitting it to the teacher." (I5)

(3) Implementing a plan and monitoring

When doing pair writing tasks, most interviewees stated that they had asked for help from someone who had more expertise in English writing when facing difficulties or when they could not follow their plans.

"At first, we did not ask anyone to help us when we faced writing difficulties in implementing our plans or composing our first draft. After receiving the teacher's comments and scores of the first draft, I discussed this matter with my partner to ask for help in order to enhance our writing scores. We also decided to use the rubric provided by the teacher as a guideline to revise our draft. The result turned out great." (I2)

However, one of the interviewees reported that she could not follow her plan due to some learning interruptions and that she could not manage those interruptions well. However, she was able to meet the deadlines for every task.

"Sometimes I could not follow my plan because there were some distractions hindering me from carrying out my plan. However, I could complete the assignments and submit them on time." (I3)

(4) Evaluation

All interviewees agreed that the activities and procedures of GBSRI were beneficial to their writing ability and enhancement of their self-regulation. Although they had faced some problems with their writing, e.g., organizing their ideas and being careless about spelling, they had become more aware in terms of composing good written texts as compared to the past and prior to participating in this writing instruction program. Few students mentioned that they had felt quite stressed while participating in GBSRI activities; nevertheless, this instruction

encouraged them to be more aware of their strengths and weaknesses, and they had become more disciplined learners. Moreover, they felt proud of themselves and their accomplishments as it related to the completed tasks. These opinions aligned well with the opinions expressed in the questionnaire.

DISCUSSION

This study aimed to investigate the effects of GBRI on Thai students' writing ability and to determine the opinions of the students as it concerned the effectiveness of GBSRI. According to the findings, the evidence substantiated by the pre-test and post-test demonstrates that the writing ability of the students was significantly improved after participating in this proposed writing instruction program. Furthermore, the opinions of most students were positive. The discussion based on the findings focuses on two main components of GBSRI: the distinctive characteristics of genre-based writing instruction (the explicit instruction of genre knowledge and collaborative learning), and self-regulated writing practice.

Firstly, according to the genre-based writing approach, one of the distinctive characteristics of this approach, in enhancing students' writing ability, is to provide explicit instruction in terms of significant language features and schematic structures. Hyland (2018) claimed that during the early stages of genre-based writing instruction, explicit instruction about genre knowledge is essential to help students be well-prepared for independent writing. The modelling and analyzing of model text activities, with explicit guidance from a teacher, can thus scaffold or support students, especially novice student writers, so that they can gradually compose comprehensive independent pieces of writing with more confidence (Han & Hiver, 2018; Sritrakarn, 2020). From the findings of the questionnaire and the semi-structured interviews, it is evident that the students acknowledged that analyzing model texts with the teacher's explanation, in terms of distinctive language features and the schematic structures of the targeted genres, could assist them to better comprehend a text and get familiar with the crucial features before producing their own purposeful texts systematically and independently. They also explained that, while composing their independent writing, they were more conscious of how to exploit the language features and organize their ideas regarding the stages of each genre's text structure. The findings of this study are aligned with the findings of Sritrakarn's study (2020) and Visser and Sukavatee (2020). The study of Sritrakarn (2020) revealed that SFL genre-based writing instruction could raise students' awareness and improve students' writing ability in terms of purposes, lexico-grammatical features, and schematic stages of focused genres. Visser and Sukavatee's work (2020) showed that Thai undergraduate students could improve their writing ability due to the fact that they had gained sufficient knowledge of textual structure and language features for specific genres during modelling and analyzing activities associated with a genre-based teaching-learning cycle. Nevertheless, only a few students in this study gained slightly different scores following the post-test. This is in line with the study of Hermansson et al. (2021), which found that the participants of their study did not significantly gain writing improvements in terms of quality and the length of the narrative compositions after participating in a joint construction activity of genre-based writing. Therefore, there is 'no one-size-fits-all' pedagogical practice to ensure that all individual students with

varying learning styles and time requirements develop greater writing ability, or accomplish teaching and learning expectations at the same pace and duration. Pedagogical implementors should be therefore mindful of these factors affecting their students' language learning and writing ability enhancement.

Another important characteristic of the GBSRI, regarding the concept of the teaching-learning cycle, is 'collaborative learning.' In connection with the results of the open-ended part of the opinion questionnaire and the interviews, the students expressed that they had preferred collaborative activities the most, as they could assist one another in coping with the writing challenges, and that they could learn or gain more valuable knowledge from their group members or classmates. The results of this study were consistent with Coffin's study (2020). The participants in Coffin's study perceived that collaborative writing was advantageous in terms of improving their cognitive knowledge and language use. From a sociocultural viewpoint in SLA, Cook (2016) and Harmer (2015) explained that collaborative learning is beneficial to language learners, especially novice learners, as it helps to gradually develop their language skills and competence, while allowing them to interact with people with more expertise; this will in turn allow them to gain guidance and assistance in the process. However, there are some aspects that should be taken into consideration, while arranging group discussions and collaborative writing in real settings. In this study, the lowest mean score (3.19 out of 4) during the 'Collaborative Practicing' stage was under the statement "*....I gave comments on my friends' compositions based on the rubric....*" assuming that the students might be reluctant and uncomfortable to provide their suggestions and ideas to their peers. This is aligned with the results from the semi-structured interviews. Some students mentioned that they felt uncomfortable expressing themselves and conveying their ideas while participating in group discussions and collaborative work due to their unfamiliarity with some group members. They also reported that they hesitated to share comments on their classmates' work as they were worried their classmates would become annoyed. Interestingly, this is aligned with the study of Arunsirot (2021), where it was revealed that Thai undergraduate students could not perform well while working in groups and discussions, and that there was no constructive atmosphere of shared knowledge due to their misconception of collaborative learning. Therefore, 'Getting to know you' or 'Breaking the ice' activities are suggested to manage the course from the onset to allow students to get familiar with one another. Furthermore, teaching them about the concept of collaborative learning and its significance for their academic success and future career achievements are critical in order to gain the most benefits from engaging in collaborative writing and related activities.

The second important component of GBSRI is self-regulated writing. Training students to consciously practice self-regulated writing is another significant factor that enables students to gradually become more independent and responsible for their learning processes. According to the findings from the interviews, students mentioned that after taking part in GBSRI activities, they had obtained more authority to make decisions, for example, setting their own writing goals, planning strategies to achieve writing goals relating to their learning preferences, choosing their own independent writing topics, and so forth. This could encourage a sense of individual accountability as students take ownership of how they plan and perform. Also, most students explained that they possessed greater control and responsibility to manage their learning

processes, and that they became more self-disciplined. The findings of this study are in line with the qualitative study of Foong et al. (2021), which showed that students, who accomplished their academic goals, had consciously adopted self-regulation in their learning. They had determination to succeed in their learning by setting their own goals, making effective strategic plans, motivating themselves, evaluating their performances, and adopting or altering their learning strategies. In other words, they took responsibility for their learning. It can be stated that GBSRI can gradually raise students' awareness of self-regulated learning and the ways to manage their learning more effectively, despite constraints that may hinder them to achieve their academic goals. Notwithstanding, one of the informants replied that she had felt rather stressed, while practicing self-regulated writing as she was the chief proactive agent, who had to be responsible for her tasks, e.g., making an appointment with the teacher for the online teacher-student conference, meeting the deadlines for the first and the final drafts, putting effort in completing her own self-regulated writing plan, and trying to avoid procrastination. Nevertheless, she was able to manage her stress and appeared to have a positive opinion towards her writing progress and product after accomplishing her writing goal. She mentioned that she was conscious of the process she was experiencing and those demands she had placed on herself. Tran (2021) explained that if students realize their writing goals and are mindful of time constraints to achieve their goals, writing can become rather an interesting challenge, where they can develop their own strategies and motivate themselves in the process. It can be stated that encouraging students to set worthwhile goals to realize what they desire to attain is one crucial factor in motivating them to be more persistent in accomplishing their writing tasks. However, as illustrated in the quantitative data (Table 10), most students rated Stage 4, Post-Writing Task, the lowest, although the interpretation of the score was at a high level of agreement. During this stage, students were required to self-evaluate their writing processes, progress, and products. It might be assumed that an eight-week timeframe might not be sufficient to accomplish every phase of self-regulated writing and to encourage students' awareness of the significance of self-evaluation and reflection.

CONCLUSION AND IMPLICATIONS OF THE STUDY

This study investigated the effects of implementing GBSRI on the English writing ability of Thai undergraduate students, and assessed their opinions about the implementation of GBSRI. The findings indicated that GBSRI can significantly enhance Thai students' writing ability as shown in the post-test scores. During this application of GBSRI, most students could accumulate content and language knowledge that they needed to compose pieces of writing during the process of explicit instruction of language features and schematic structures, and collaborative learning. The practice of self-regulation can raise students' awareness of their responsibility in learning, which in turn leads to gradual promotion of self-regulated behaviors. When students realize that they play a key role in their own learning, they may better invest themselves in learning activities and in their own personal learning processes.

For pedagogical implications and suggestions, in order to implement GBSRI in different contexts, pedagogical practitioners should take three important aspects into consideration. Firstly, although these GBSRI activities are appropriate for both synchronous and asynchronous blended

learning environments, some activities, for example, group writing, and presentations, should be carried out in a face-to-face environment, if possible. This is in accordance with the responses of the students in this study. Besides, providing recorded clips of instructions, teaching materials and feedback on a learning management system is advantageous for students who would like to asynchronously review the lessons by themselves. Secondly, this focused practice was carried out over an eight-week period, which might be limiting for the purpose of transferring learning responsibility from a teacher to students; therefore, teachers in different contexts and conditions should adjust the assignments or workload to be more fitting for their students, especially for lower-level language learners. Thirdly, raising students' awareness of the significance of key concepts, e.g., self-regulation and collaborative learning, is required. As a result, teachers may consider conducting an orientation to provide background knowledge about the importance of key factors that would influence their writing and learning at the beginning of the course.

Although this research presented the effectiveness of the implementation of GBSRI to apprentice student writers in terms of writing ability and awareness of learning responsibility and engagement, there are some limitations. Firstly, the research timeframe and diversity of writing. An 8-week GBSRI implementation of only two genres (procedural writing and descriptive writing) might be too restrictive and limited. It is recommended that future studies focus on other school genres, such as a recount, narrative, or an exposition in paragraph writing or essay writing, which deal with continuous longitudinal period for detecting obvious writing improvements of students who have individual and different learning paces and preferences. Moreover, the research design is another important consideration. To assuredly validate the effectiveness of GBSRI, administering the experiment with more groups to compare the results is recommended. Finally, the procedures of GBSRI could be contextualized regarding learners and learning contexts.

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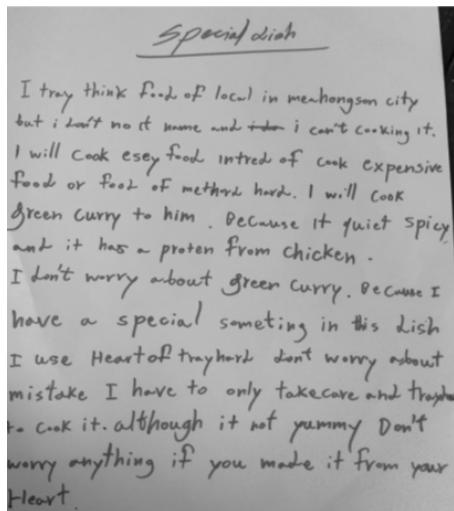
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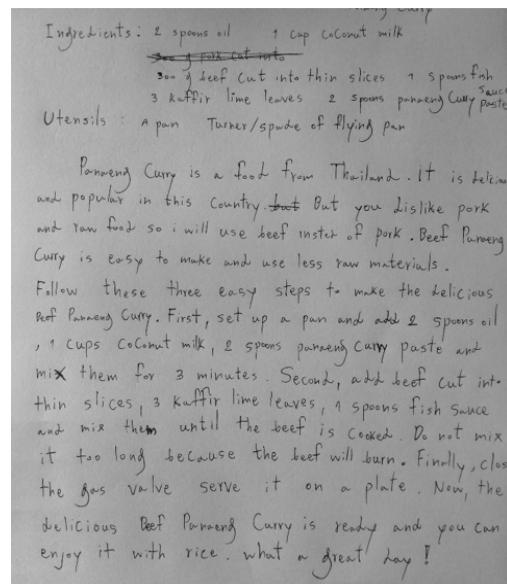
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Appendix A

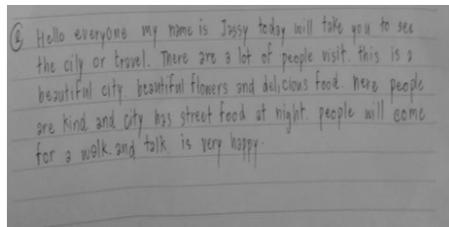
Samples of students' writing pre-test and post-test texts



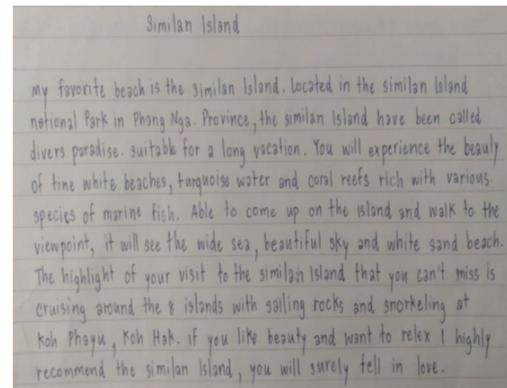
S20 (Procedural Writing Pre-Test)



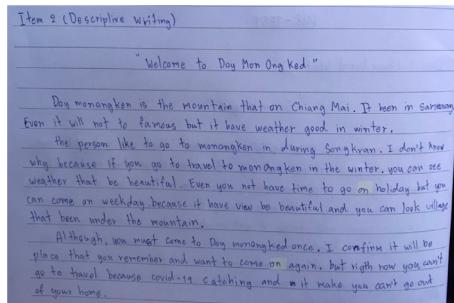
S20 (Procedural Writing Post-Test)



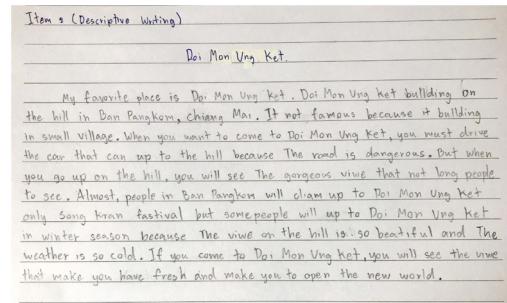
S13 (Descriptive Writing Pre-Test)



S13 (Descriptive Writing Post-Test)



S7 (Descriptive Writing Pre-test)



S7 (Descriptive Writing Post-test)

Appendix B

Genre-based self-regulated questionnaire

แบบสอบถามความคิดเห็นต่อ
การจัดการเรียนการสอนการกำกับตนเองในการเขียนแบบบรรณฐาน
Genre-Based Self-Regulated Instruction Questionnaire

คำตอบของนักศึกษาจะถูกใช้เพื่อจุดประสงค์ทางวิชาการและจะไม่มีผลกระทบต่อผลการเรียนของนักศึกษา คำตอบที่นักศึกษาตอบจะไม่มีคำตอบที่ถูกหรือผิด ขอให้นักศึกษาตอบคำถามให้ตรงกับความเป็นจริงที่สุด ข้อมูลและข้อเสนอแนะที่ได้จากนักศึกษาจะถูกเก็บเป็นความลับ

Your answers will be used for academic purposes only and will not have any effect on your grade. There is no right or wrong answer, so please choose the one that best represents the truth. Your useful information and suggestions will be kept confidential.

แบบสอบถามฉบับนี้จะประกอบด้วย 3 ส่วน คือ

ส่วนที่ 1 ข้อมูลทั่วไปของนักศึกษา

ส่วนที่ 2 ความคิดเห็นต่อการจัดการเรียนการสอนการกำกับตนเองในการเขียนแบบบรรณฐาน

ส่วนที่ 3 ความคิดเห็นเพิ่มเติมต่อการจัดการเรียนการสอนการกำกับตนเองในการเขียนแบบบรรณฐาน

This questionnaire comprises three parts:

Part I: Demographic Information of the Respondent

Part II: Opinions Toward Genre-Based Self-Regulated Instruction

Part III: Further Opinions Toward the Genre-Based Self-Regulated Instruction

ส่วนที่ 1 ข้อมูลทั่วไปของนักศึกษา

Part I: Demographic Information of the Respondent

คำชี้แจง กรุณาใส่เครื่องหมาย ✓ ใน □ ที่แสดงถึงข้อเท็จจริงเกี่ยวกับนักศึกษาและเขียนคำตอบลงช่องว่างที่เตรียมไว้ให้

Directions: Please put a ✓ in the box □ that represents a fact about you and write in the space provided.

1. เพศ Sex หญิง Female ชาย Male

2. จำนวนปีที่นักศึกษาได้เรียนรายวิชาภาษาอังกฤษก่อนศึกษาในระดับมหาวิทยาลัย

Years of studying English before studying in this university

ส่วนที่ 2 ความคิดเห็นต่อการจัดการเรียนการสอนการกำกับตนเองในการเขียนแบบบรรณฐาน

Part II: Opinions towards the Genre-Based Self-Regulated Instruction

คำชี้แจง กรุณาใส่เครื่องหมาย □ ลงในช่องที่สะท้อนข้อเท็จจริงหรือความคิดเห็นของนักศึกษา

Direction: Please put a □ in the column that represents the fact or your opinions.

4 = เห็นด้วยอย่างยิ่ง	3 = เห็นด้วย	2 = ไม่เห็นด้วย	1 = ไม่เห็นด้วยอย่างยิ่ง
4 = Strongly Agree	3 = Agree	2 = Disagree	1 = Strongly Disagree

ที่	ข้อความ	4	3	2	1
ข้อที่ 1: Presenting					
1.	ฉันได้ฝึกสังเกตคำศัพท์ โครงสร้างไวยากรณ์และลักษณะโครงสร้างของงานเขียนจากแหล่งข้อมูลที่หลากหลาย เช่น สื่อสิ่งพิมพ์ สื่อออนไลน์ คลิปวิดีโอ เป็นต้น I observed vocabulary, grammar, and textual organization from various resources, e.g., written text, online text, clips, etc.				
2.	ฉันได้ทำความคุ้นเคยกับลักษณะเด่นของงานเขียนแต่ละประเภท I got familiar with the distinctive features of the particular genre.				
ข้อที่ 2: Collaborative Practicing					
3.	ฉันได้เรียนรู้และได้รับความรู้ที่สำคัญและเพียงพอเกี่ยวกับจุดประสงค์ของงานเขียน คำศัพท์และโครงสร้างไวยากรณ์ รวมถึงโครงสร้างของงานเขียนที่สอดคล้องกับการเขียนแต่ละประเภท I have studied and gained adequate and important knowledge relating to the purpose, the reader, vocabulary, grammar, and textual organization of each text type.				
4.	การเรียนการสอนในรายวิชานี้ทำให้ฉันรู้ว่างานเขียนแต่ละประเภทมีโครงสร้างอย่างไร The instruction in this course helped me understand how the text is structured.				
5.	ฉันมีโอกาสในการวิเคราะห์คำศัพท์และโครงสร้างที่ใช้ในงานเขียน I had opportunities to analyze the vocabulary and structure of the text.				
6.	การเรียนการสอนของรายวิชานี้ทำให้ฉันตระหนักว่าการตั้งเป้าหมาย สำหรับการเขียนเปรียบเสมือนเส้นชัยที่ทำให้ฉันมุ่งมั่นที่จะไปให้ถึง The instruction in this course helped me realize that setting a writing goal is like choosing a destination that I have to conquer.				
7.	เป้าหมายการเขียนที่ฉันตั้งไว้เป็นเป้าหมายที่ท้าทายซึ่งไม่ง่ายและไม่ยากเกินไป และฉันสามารถบรรลุเป้าหมายได้ในเวลาที่กำหนด My writing goal was challenging (not too easy or too difficult), and I could achieve it within the limited time-bound.				
8.	ฉันได้เรียนรู้ว่าการวางแผนก่อนเริ่มต้นการเขียน เพื่อบรรลุเป้าหมาย ที่ตั้งไว้ส่งผลดีต่อการเขียน I realized that making a plan before starting a task was beneficial for my writing.				
9.	ฉันใช้แผนที่วางแผนไว้เป็นแผนที่ในการนำไปสู่ความสำเร็จในการเขียน I used my strategic plan as a key to success in my writing.				

ที่	ข้อความ	4	3	2	1
10.	ในขณะที่ช่วยกันเขียนบ่อกันภาษาอังกฤษกับเพื่อน ฉันค้นพบว่า จุดประสงค์ของการเขียน ผู้อ่าน การใช้ภาษาและโครงสร้างของย่อ ^{อังกฤษ} หน้าที่ใช้ในการเขียนงานประเภทนั้น ๆ I realized the purpose, the reader, the language use, and the organization of each particular genre while collaboratively writing a paragraph.				
11.	ฉันนำเกณฑ์การประเมินงานเขียนมาเป็นแนวทางในการเขียนงาน ขณะที่ช่วยกันเขียนบ่อกันภาษาอังกฤษกับเพื่อน I used the writing evaluation rubric as guidance while completing the collaborative writing.				
12.	หลังจากร่วมผลิตงานเขียนกับเพื่อนเสร็จเรียบร้อยแล้ว ฉันได้ให้ ข้อเสนอแนะต่องานเขียนของเพื่อนก่อนอื่นโดยใช้เกณฑ์การประเมิน งานเขียน After collaboratively writing a paragraph, I gave comments on my friends' composition based on the rubric given to them.				
13.	หลังจากใช้เกณฑ์การประเมินงานเขียนเป็นเครื่องมือแก้ไขงานของ ตนเอง ฉันทราบถึงจุดอ่อน จุดแข็งในการเขียนของตัวเอง After using a rubric as a self-editing tool, I realized the strengths and weaknesses of my writing.				
14.	หลังจากได้รับคำแนะนำจากเพื่อนและอาจารย์ ฉันนำข้อเสนอแนะ เหล่านั้นมาปรับแก้งานเขียนของตัวเองให้ดีขึ้น After receiving my classmates' and teacher's comments, I used those comments to improve my writing.				
15.	ฉันมีโอกาสและการฝึกฝนทักษะการเขียนที่เพียงพอ ก่อนที่จะผลิต งานเขียนด้วยตนเองอย่างอิสระ Before composing my interdependent writing, I had ample opportunities and practice.				

ขั้นที่ 3: Independent Practicing and Production

16.	ขณะที่กำลังเขียนบ่อกันภาษาอังกฤษด้วยตนเอง ฉันตระหนักรู้ ถึงจุดประสงค์ของการเขียนงานชนิดนั้น ผู้อ่าน ภาษาและโครงสร้างของ ย่อหน้าที่ใช้ในการเขียนงานประเภทนั้น ๆ While composing a paragraph independently, I was aware of the purpose, the reader, the language use, and the organization of each particular genre.				
17.	ขณะที่กำลังเขียนบ่อกันภาษาอังกฤษด้วยตนเอง คู่ของฉันได้แบ่งปัน ความรู้เกี่ยวกับคำศัพท์ ไวยากรณ์และโครงสร้างของการเขียน งานประเภทแต่ละประเภท รวมถึงความรู้เกี่ยวกับหัวข้อที่ต้องร่วมกัน ^{ผลิตงานเขียน} เพื่อช่วยให้การผลิตงานเขียนร่วมกันสำเร็จลุล่วง While composing the independent paragraph, my partner shared his/her knowledge of genre writing and				

ที่	ข้อความ	4	3	2	1
	knowledge related to the topic to help complete the task.				
18.	ฉันรู้สึกมั่นใจในการเขียนมากขึ้น เมื่อฉันทำงานเขียนเป็นคู่ ในการเขียนบ่อกหัวข้อภาษาอังกฤษอย่างอิสระด้วยตนเอง I felt more confident in my writing when I did independent writing with my writing partner.				
19.	ฉันสามารถควบคุมและดำเนินการตามแผนการเรียนและการเขียนที่กำหนดไว้อย่างมีประสิทธิภาพ ในระหว่างขั้นตอนการฝึกและการผลิตงานเขียนอย่างอิสระด้วยตนเอง During the independent practice and producing stage, I was able to properly manage and apply my learning and writing strategy.				
20.	ฉันตรวจสอบแผนที่เกี่ยวข้องกับงานเขียนของฉันอย่างสม่ำเสมอเพื่อให้บรรลุเป้าหมายที่ตั้งไว้ I always checked my plan relating to my writing task to accomplish my goal.				
21.	การประชุมออนไลน์กับอาจารย์ทำให้ฉันเสียเวลาในการผลิตงานเขียนที่ได้รับมอบหมาย The online teacher-student conference consumed my time before I completed the assigned writing task.				
22.	ข้อแนะน้าเกี่ยวกับงานเขียนนั่งแรก (first draft) ที่ได้รับจากอาจารย์ช่วยในการปรับแก้งานเขียน The teacher's comments on my first draft helped me revise it.				
23.	กิจกรรมการเรียนการสอนที่ใช้ช่องทางในการเรียนรู้แบบผสมผสาน ตามบริบทช่วยให้ฉันมีเวลาในการฝึกฝนงานเขียนทั้งในและนอกห้องเรียนมากขึ้น Activities in contextualized blended learning could offer more time for practicing my writing both inside and outside the classroom.				
24.	ฉันรู้สึกมั่นใจเมื่อตอนที่ฉันต้องอภิปราย เสนอความคิดเห็น และนำเสนอผลงาน ผ่านช่องทางออนไลน์ I felt confident when I discussed ideas and presented my task online.				
ขั้นที่ 4: Post-Writing Task					
25.	ฉันสามารถเห็นความก้าวหน้าโดยรวมในการเขียนของฉัน จากการเขียนบันทึกการเรียนของตนเอง I could see the overall progress of my writing when I wrote my learning diary as a self-evaluation.				
26.	การบันทึกการเรียนของตนเองสามารถช่วยฉันปรับปรุงการเรียนของฉันได้ เพราะฉันได้ประเมินสิ่งที่ฉันได้ลงมือทำระหว่างการเรียนการสอน				

ที่	ข้อความ	4	3	2	1
	The learning diary helped me improve my learning because it helped me evaluate what I had accomplished while participating in the instruction.				
27.	การบันทึกการเรียนของตนเองช่วยให้ฉันสามารถปรับแก้หรือเลือกกลวิธีให้เหมาะสมกับงานครั้งต่อไปได้ The learning diary helped me alter and select more suitable strategies for the next task.				
ความคิดเห็นต่อการจัดการเรียนการสอนการกำกับดูแลเองในการเขียนแบบบรรยายในภาพรวม					
Opinions towards overall process of the Genre-Based Self-Regulated Instruction					
28.	การเรียนการสอนการกำกับดูแลเองในการเขียนย่อหน้าประเพกษาต่าง ๆ ที่ใช้ช่องทางในการเรียนรู้แบบผสมผสานตามบริบทช่วยให้ฉันมีความรับผิดชอบต่อการเขียนและการเรียนรู้ของตนเอง The GBSRI in contextualized blended learning encouraged me to take more responsibility for my writing and learning.				
29.	การเรียนการสอนการกำกับดูแลเองในการเขียนย่อหน้าประเพกษาต่าง ๆ ที่ใช้ช่องทางในการเรียนรู้แบบผสมผสานตามบริบทช่วยกระตุ้นความสนใจของฉันให้มีส่วนร่วมในกิจกรรมการเขียน The GBSRI in contextualized blended learning stimulated my interest in engaging more in writing activities.				
30.	การได้รับข้อเสนอแนะ/คำแนะนำและความช่วยเหลือในการเขียนทั้งในและนอกเวลาเรียนช่วยให้ฉันพัฒนาการเขียนให้ดีขึ้น Receiving suggestions and assistance for writing during class and after helped me improve my writing.				
31.	ในการเรียนการสอนการกำกับดูแลเองในการเขียนย่อหน้าประเพกษาต่าง ๆ ที่ใช้ช่องทางในการเรียนรู้แบบผสมผสานตามบริบท ฉันมีโอกาสที่จะ ได้รับข้อแนะน้า/ข้อเสนอแนะจากเพื่อนและ/หรือครุกีร์กับงานเขียน ของฉัน The GBSRI in contextualized blended learning provided me with opportunities to receive feedback from my classmates and/or teacher.				
32.	ในการเรียนการสอนการกำกับดูแลเองในการเขียนย่อหน้าประเพกษาต่าง ๆ ที่ใช้ช่องทางในการเรียนรู้แบบผสมผสานตามบริบท ฉันมี โอกาสให้ข้อแนะน้า/ข้อเสนอแนะแก่เพื่อน เกี่ยวกับงานเขียนของเขา Having participated in the GBSRI in contextualized blended learning, I had the opportunity to give feedback and comments to my classmates.				
33.	ฉันสามารถนำกระบวนการเรียนรู้จากการเรียนการสอนการกำกับดูแลเองในการเขียนย่อหน้าประเพกษาต่าง ๆ ไปใช้กับรายวิชาอื่น ๆ ได้ I can apply the process of the GBSRI to other courses.				

ส่วนที่ 3 ความคิดเห็นเพิ่มเติมต่อการจัดการเรียนการสอนการกำกับตนเองในการเขียนแบบอrrorถู&

Part III: Further Opinions and Suggestions on the Genre-Based Self-Regulated Instruction

คำชี้แจง: กรุณาเขียนคำตอบที่อธิบายความคิดเห็นของนักศึกษาต่อการจัดการเรียนการสอนการกำกับตนเองในการเขียนระดับย่อหน้า
Directions: Write in the space provided to explain your opinions towards the genre-based self-regulated instruction

34. กิจกรรมใดที่ท่านชอบที่สุดขณะที่เข้าร่วมการจัดการเรียนการสอนการกำกับตนเองในการเขียนระดับย่อหน้า เพราะเหตุใดท่านจึงชอบกิจกรรมนั้น

Which activities based on genre-based self-regulated instruction do you prefer the most? Why?

35. นักศึกษาคิดว่าการเขียนของนักศึกษาพัฒนาขึ้นหลังจากเข้าร่วมการจัดการเรียนการสอนการกำกับตนเองในการเขียนระดับย่อหน้าหรือไม่ อย่างไร

Do you think your writing is better after participating in the genre-based self-regulated instruction? How?

36. ข้อเสนอแนะเพิ่มเติมต่อการจัดการเรียนการสอน

Additional comments or suggestions towards the instruction.

😊😊😊 Thank You 😊😊😊