

# 2. Bridging the Learners Illinois

*by* Luli Sari

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Bridging the Learners from Local Cultures to  
Global EFL Learning to Write Effectively

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# Bridging the Learners from Local Cultures to Global EFL Learning to Write Effectively

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*Abstract: Various designs of instruction for English as foreign language (EFL) writing courses have been developed in accordance with the emerging trends of approaches and uses of technologies but rarely consider learners' needs. As a result, much writing instruction fails to raise learners' competence. This article aims to identify the validity and practicality of instructional design based on the genre process approach for the undergraduate English program. Local cultures are shared in accordance with principles in developing appropriate instruction for teaching writing. Research and Development was used, where the model was validated by experts in teaching English as a foreign language before implementing it with 73 English learners at the State Islamic University Imam Bonjol of Padang, West Sumatra. The results showed that the model was appropriate, valid, and practical to be used in the EFL writing classroom. In the final model of Communicative Writing Instruction, we promote the syntax consisting of building knowledge of the field and modeling of text, joint construction, independent construction, and peer review.*

*Keywords: Essay Writing, Local Culture, Instructional Design, Materials Design, Genre-based Approach, EFL Writing, Islamic Higher Education*

## Introduction

Research in English as a second and foreign language (ESL/EFL) writing instruction has emerged as a significant aspect of language teaching pedagogy, beginning from low to high proficiency levels of learners at undergraduate English programs. Various approaches and techniques have been implemented in different settings, and ideas have been developed to deal with the learners' education. Badger and White (2000) propose four stages in writing such as familiarization, controlled writing, guided writing, and free writing, and Hasan and Akhand (2010), for example, promoted a product, process, and genre approach. Firkins, Forey, and Sengupta (2007) were successful in combining a genre-based and activity-based pedagogical approach in a Hong Kong school. A more recent pedagogical approach to writing is the one developed by Mulatsih and Rifqi (2012), in which students worked on a specific genre and were also encouraged to extend it to different texts for "inter-textuality" (24). The current study was aimed at finding solutions to help fourth semester students at the State Islamic University produce qualified essays in English. In addition to helping students to successfully write essays, we argue that the model of instruction should be reset and students' manner of exchanging ideas should also be improved through peer review. Goldin, Ashley, and Schunn (2012) have reported that peerreview using computer tools was possible for fourth and fifth graders. In their opinion, Fan et al. (2017) explained that the natural language processing technique improved the lack of peer feedback practice. More recently, Nordin and Mohammad (2017, 75) clarified the essence of the "Genre-Based Approach" to teaching writing, particularly for the Asian context.

Quite a number of studies have been conducted in the last few years dealing with the systematic design of instruction for EFL writing, especially for the undergraduate English program in the Asian context. EFL learners write English texts or essays for many purposes,

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such as to “maintain their language skills, especially grammar and vocabulary” (Elola 2010, 9) and to “test their hypothesis about how something is expressed in English” (González, Chen, and Sanchez 2001, 626; Lee 2005, 324). In fact, Lee (2005, 322) stated that learners need to be able to write for a range of purposes, such as to “compare and contrast, to narrate, and to persuade.” Learners must also be able to write for “broad audiences such as peers, parents, teachers, and the general public” (Bromley 2003, 819). Furthermore, understanding audiences and purposes are the key skills for success on standardized tests where prompts ask learners to write on a variety of genres for unknown scorers or teams of scorers. Most importantly, expository writing is almost always required on these exams, and the earlier the student is introduced to this type of writing, the better (Bromley 2003).

One of the main causes of Asian university learners’ low performance in English writing was, among other things, “the lack of instructional model and genre-specific writing across the curriculum” (Maarof, Yamat, and Li 2011, 29; Jahin 2012). Debates on the effectiveness of peer review, for example, showed that students perceived the role of feedback to be “less beneficial in enhancing their ESL writing” (Maarof, Yamat, and Li 2011, 30). Most lecturers lack vision in the future development of learners’ career in writing as they were unprepared for the job. In many cases, both teachers and learners exhibit difficulties in expressing themselves in writing English. Lack of writing practice in Indonesian schools is very common, and this situation is likely to continue unless a global reexamination of the curriculum is conducted. Therefore, up to the university level, students’ difficulties include choosing appropriate vocabulary, properly organizing the sentence structure depending on the topic or the purpose of writing, integrating ideas, and following correct grammar rules. In addition to the invisible rules of instruction, learners have limited sources and activities in their writing.

To deal with the aforementioned problems, we have begun to design materials and teaching techniques since they were among the most determinant factors of successful teaching in higher education. In the field of teaching English as a foreign language (TEFL) in Indonesia, students’ lack interest in reading and teachers’ inappropriate teaching techniques have long emerged, especially at the university level, resulting in low communicative competence among learners, the ability to use the language orally and in writing appropriately based on purpose and contexts. Subaşı (2014, 2) has indicated that peer review was “not effective because the students were not accustomed to” using this technique as the learning process was still teacher centric. In the context of English for specific purposes, materials provide a stimulus for learning, help to organize the teaching–learning process, embody a view of the nature of language and learning, reflect the nature of the learning task, and provide a model of correct and appropriate language use (Baleghizadeh and Rahimi 2011; Langroudi and Behrozi 2015; Rahman 2011).

The unsatisfactory results of EFL writing instruction at the State Islamic University of Imam Bonjol were particularly evidenced when undergraduate English students were exposed to essay writing. Students seemed unable to express their complex knowledge of social science, especially on diverse religions and cultures, in writing. Learning activities were focused on discussions and presenting outlines until the end of the semester, and free writing was limited to the final exam. It can be concluded from these phenomena that students underwent or experienced an inappropriate syllabus that determined the direction of teaching techniques; learners’ learning experience, purpose, and types of interaction, materials, and evaluation. Therefore, it is vital to design a model that serves learners’ needs and learning expectations. To this end, this study aims to answer the following two questions: (1) What is the validity of the instructional design based on genre process approaches (GPAs) for the undergraduate English program? (2) What is the practicality of such a model?

## Method

There have been several models of instruction that serve learners’ needs, but we decided to implement Dick, Carey, and Carey’s (2005) model for several reasons (Figure 1).

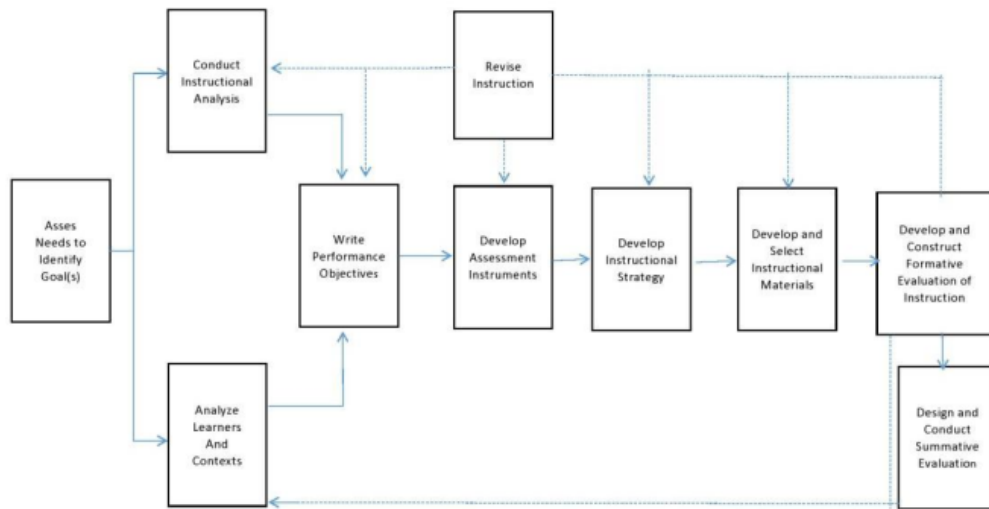


Figure 1: The Dick & Carey Model of Instructional Design  
 Source: Dick, Carey, and Carey 2001, 2

This model addresses instruction as an entire system, focusing on the interrelationship between context, content, learning, and instruction. Components such as the instructor, learners, materials, instructional activities, delivery system, and learning and performance environments interact with each other and work together to bring about the desired student learning outcomes. Dick, Carey, and Carey’s model was based on the idea that there is a predictable and reliable link between a stimulus (instructional materials) and the response that it produces in a learner (learning of the materials). The model also insists that the designer needs to identify the subskills that the student must master to permit the intended behavior to be learned and then select the stimulus and strategy for presentation that builds each subskill. In this model, students’ local culture would be accommodated and shifted to global EFL learning, especially in the step of writing performance objectives and developing instructional strategy.

The design of this instructional model was based on a need analysis conducted with two classes, having a total of 73 undergraduate learners, in the English department, as well as with one writing lecturer, prior to the offering of an essay writing course at the Imam Bonjol State Islamic University of Padang, Indonesia. The learners were in the early part of the fourth semester and had quite limited knowledge of grammar and vocabulary as well as of writing. At this level, they had rather low proficiency and can be categorized into the intermediate level. The two classes taken as a sample for this study comprised mostly female students and they came from different regions of the neighboring provinces. Therefore, they brought different or multicultural traditions into the classroom, including mother tongues and learning habits. Almost two-thirds of these students had graduated from the Islamic Senior High School or Boarding School in the island of Sumatra, where EFL learning was not conducted, as well as public schools. Learners’ needs and expectations were gathered through questionnaires, while document analysis of previous instructions was gathered from the lecturer involved. The researchers collaborated with individual students on the design and later with a small group of similar learners. The revised design was then implemented in the experimental classes. Both validity and practicality of the model were calculated in the form of scores (1 = not valid, 2 = less valid, 3 = valid enough, 4 = valid, and 5 = very valid).



## Results

### *Instructional System Design*

The analysis of learners' needs included the elements of who the learners were; why writing was needed; how writing skill would be used; what content areas would be needed; where the writing would be used; and when the writing skill would be used. The comprehensive analysis of students' needs led us to design the following things: broad goals and detailed objectives stated in observable terms; sequence of goals and objectives to facilitate learning and performance; assessment and evaluation of learning and performance; and instructional and noninstructional strategies to match content. Based on the learners' contexts, we set the goal or learning outcome of essay writing as follows: "Learners are able to plan, write, and revise an essay in English." The skills or competencies to be developed included (1) analyze purpose, generic structure, and language features of discussion texts, especially in persuasive and argumentative texts; (2) plan or outline an essay by considering target readers, purpose, thesis statement, points of argumentation (ideas), counterarguments, and conclusion; (3) write an essay while considering organization (generic structures), choice of words (vocabulary), and standard grammatical structures; and (4) engage in peer review with the peers by using local/standard norms. Table 1 lists the specific skills and the criteria of each for successful performance.

Table 1: Performance Objectives of Essay Writing

<i>Specific Behavior Skills</i>	<i>Conditions</i>	<i>Criteria for Successful Performance</i>
Stating or formulating the purpose or intention of writing	When creating the outline (planning)	The purpose is clearly written as to whether to discuss, persuade, or argue with the target readers
Writing a thesis statement	Ditto	Having a controversial issue (for argumentative essay) Written in complex sentences Written in specific word/vocab
Preparing for a counterargument	Ditto	Presenting logical points or ideas
Searching or collecting data from different sources	Ditto	Statements of the experts or the authorities From books, journals, or the Internet
Writing the conclusion and recommendation	While writing the first draft	Precise idea Clarity of language use
Stating objective arguments to an issue	Ditto	Clarity of idea
Writing a topic sentence	Ditto	Based on facts or opinions Written a strong topic sentence Written in correct grammar
Choosing appropriate words	Ditto	Presenting or using appropriate words
Using standard grammar/language	Ditto	Considering subject-verb agreement Tense Coherence Conjunctions
Reviewing essay	When the first draft is ready	The validity of the thesis statement The clarity of the topic sentence The objectivity of argument and supports The use of language structure The choice of words Spelling and punctuation
Editing or Revising essay	When review is ready	
Scoring and commenting on the essay	After the revision	Considering the aspects of content, organization, vocabulary, language use, and mechanics Giving a qualitative score or some kind of appraisal or comments

Source: Besral 2017, 105

Learners' outlines can be evaluated on the basis of the following six pieces: topic, purpose, target reader, thesis statement, points of argument, and cooperation (Table 2).

Table 2: Holistic Rubrics in Planning the Essay

No	Behavioral Skills	Indicators	Score/Weight
1	Stating topic or issue	Topic or issue is relevant to the assignment Topic or issue is interesting and up to date	10
2	Formulating the purpose of writing	An explicit statement of whether to persuade, discuss, or argue	10
3	Specifying Target Readers	Specification of Target Readers	10
4	Writing a Thesis Statement	The statement presents a special topic or issue Specific word is written precisely The statement is written in a complex sentence	25
5	Preparing points of argument	The point is valid The point is related to and supports the main thesis or idea	25
6	Cooperation	Each member is involved in the discussion and presentation Each member respects others' idea Each member tries to use English in the discussion and presentation	20
		Total	100

Source: Besral 2017, 107

Learners' final products can be evaluated through peer review using the follow rubric (Table 3):

Table 3: Self-Assessment Rubric for Peer Review

No	Aspects	Indicators	Score/Weight
1	Writing a topic sentence or thesis statement	Show someone's weaknesses and promote suggestion or corrections on the following points: Related to topic or issue Have main ideas Show how the paragraph will be developed	10
2	Stating supporting arguments	Show valid argument (Content) Use the correct technique to develop paragraph (Organization)	10
3	Choosing appropriate words	Use appropriate words (Vocabulary)	20
4	Using standard grammar	Use correct and standard grammar (Language use)	20
5	Drawing conclusion	Related to topic or issue, suggest something	10
6	Mechanics	Use correct spelling, punctuation, capitalization, and other symbols (Mechanics)	10
7	Scoring	Objective and fair	10
8	Providing positive comments	Remind other people of their mistakes and suggest what to learn and how	10
		Total	100

Source: Besral 2017, 109

Note that the score or weight for each item shows the degree of task accomplishment, requiring some degrees and complexity of cognitive or behavioral activity.

Considering the learners' needs and the ideal of the current teaching and learning process, we developed syntax by taking advantage of current approaches in language teaching such as GPAs and peer review. Process in GPA mainly refers to the steps or procedures of writing that encourage students in planning or drafting, writing, and editing/revising, including making strong and valid thesis statements (Badger and White 2000; Derewianka 2003; Lee 2013). While process in genre-based approach (GBA) shows students how to produce the texts through modeling of the text up to joint construction and independent construction of texts, process in peer review consists of determining the ideal group or peers, managing the appropriate times for reading, reviewing, conference, and editing of the final draft. The emergence of the GPA process, however, seemed to



have less vision in helping students with grammatical and vocabulary limitations. In addition to such weaknesses, students' differences (in terms of sex, tradition, mother tongue, and language learning habits) were underestimated. The rationale for mixing between the GBA and the process approach (PA) taken as the model of Communicative Writing Instruction was based on the advantages or strengths that the two approaches bring to the classrooms. The model of Communicative Writing Instruction here is expected to fill the aforementioned gaps, namely, to produce communicative teaching not only in clarifying the purpose of English Language teaching (ELT) but also in the development of suitable materials, as well as in the application of local cultures; the use of multiple approaches to teaching grammar; and setting the stage for discussing (small conference) the undergraduate English program at Islamic Higher Education.

In line with the goals of ELT in Indonesia, particularly at the junior and senior levels, both the previous curriculum (2003) and the current curriculum (2013) require that learners should "master both oral and written competences." To achieve these purposes, then, English teachers should integrate among the four language skills—listening, speaking, reading, and writing—while focusing on productive skills such as speaking and writing. A similar case also happened at the university level, where English is taught to develop academic skills (English for Academic Purposes) and learners' life skills or occupation (English for Occupational Purposes). Based on the valid assessment of learners' needs at the school and university levels, the genre PA would enable the teachers and lecturers to determine the specific goals of and use of suitable materials in their teachings.

The combination of genre and PAs would also enable the teachers to specify the technique, particularly in teaching writing skills. This is so because the two approaches direct the activity from language learning to language acquisition. While GBA tells the teacher about the priority and steps to be taken, through the cycles and stages, PA involves the learners in the activities of planning, writing, and editing or revising. Communicative Writing Instruction in this perspective was characterized by features such as (1) promoting interaction or speaking skill to produce written work; (2) making use of reading skills to understand the purpose, message, and type of language to outline and write the text; (3) utilizing inputs from the environment, such as from classmates, the teacher, and other sources (books and the Internet); and (4) familiarizing learners with different roles as a writer and as a reader through peer review. The actual implementation of the approaches in the classroom practices was as follows:

### ***Stage 1: Building Knowledge and Modeling of Text***

In this stage, learners are introduced to discussion text and encouraged to retell their experience, knowledge, and habits that are related to a human relationship, especially between man and woman. Next, learners are exposed to reading text. They are facilitated to read and understand the text entitled "Why Women Should Not Have an Abortion." After that, the learners are guided to familiarize themselves with the purpose, generic structure, and language features of the text. In the next 30 minutes, learners are encouraged to discuss specific words and are trained to make or use some specific language structures (e.g., to persuade, explain).

### ***Stage 2: Joint Construction***

In this stage, learners are directed to plan or outline their own texts based on the instruction "persuade other governments or countries to help Padang inhabitants prevent the Tsunami threat." After that, learners discuss the outline (consisting of target reader, topic, thesis statement, and supporting points) in pairs, then in groups of five persons under the teacher's guidance. When the learners complete their tasks, the teacher takes a sample outline from a pair and discusses the procedure of how to develop it into a good outline.

**Stage 3: Independent Construction**

In this stage, which is supposed to be completed at home as homework, each student develops the outline (that they have discussed) into an essay by finding support from other sources. Students are also exposed to indicators of good writing (essay) and rubrics or guidance for peer review. When they have finished writing, each learner should make four copies of their essays to be reviewed by their peers.

**Stage 4: Peer Review**

This is the last stage, in which learners are supposed to collaborate with their peers. First, learners share and discuss their essays (in the target language) and return them to be revised. Learners read, confirm, or clarify the responses or reviews from their peers for 30 minutes. Next, learners edit and revise the text by adding, deleting, or changing as suggested. Finally, they should submit the revised text (final draft) to be evaluated. Several student writers who are randomly selected are invited to share their experiences with the class, allowing critiques or suggestions to flow from the floor (which we call “small conference”). Their worksheets in the form of rubrics are collected for analysis and progress monitoring, to be presented the following week as either feedback or reward. Steps and procedures of the aforementioned design were tried out as listed in Table 4:

Table 4: Steps and Procedures of Teaching

<i>Stage</i>	<i>Activity</i>
<i>Building Knowledge and Modeling of Text</i>	Learners are introduced to the text and encouraged to retell their experience, knowledge, and habits that are related to human relationships with God and other human beings, especially between man and woman.
	Learners read and analyze the text entitled “Why Women Should Not Have an Abortion.”
	Learners are guided to familiarize themselves with the purpose, generic structure, and language features through the text.
	Learners discuss specific words and are trained to make or use some specific language structures (e.g., to persuade, explain)
<i>Joint Construction</i>	Learners are directed to plan or outline their own text based on the instruction “Persuade other governments or countries to help Padang inhabitants prevent the Tsunami threat.”
	Learners discuss the outline (consisting of target reader, topic, thesis statement, and supporting points) in pairs, then in groups of five persons under the teacher’s guidance.
	The teacher takes a sample outline from a pair and discusses the procedure of how to develop it into a good outline.
<i>Writing or Drafting (Independent Construction)</i>	Each student develops the outline (that they have discussed) into an essay by finding support from other sources.
	Each individual learner makes four copies of their essays and rubrics (shared before) to be reviewed by their peers.
<i>Peer Review</i>	Learners share and discuss their essays (in the target language) and return them to be revised. (Peer review worksheets should be collected and given to the lecturer before the conference.)
	Learners read, confirm, or clarify the responses or reviews from their peers.
	Learners edit and revise the text by adding, deleting, or changing, as suggested.
	Learners submit the revised text (final draft) to be evaluated.
	Small conference

Source: Besral 2017, 137

**Validity**

The components of Instructional Design for Essay Writing consist of goals, objectives, assessment instruments, instructional strategies, and instructional materials. All of these components were packed into three products: theoretical foundation of GBA and peer review, students’ guide book, and teacher’s guide book.

The current model consists of six aspects: supporting theories, syntax, social system, principles of reaction, system supports, and instructional and nurturant effects. The social system means types of interactions or classroom atmosphere required from the students during the learning, including types of comment and scoring of their peers, cooperation or mutual understanding during the peer review, cooperative learning, principles of objectivity in writing, responsibility, and fairness. The principles of reaction determine the quality of each work and the time for each student's performance. Instructional effects refer to the ability to construct the ideas, write multi-drafts, and engage in the peer review. Nurturant effects include high learning motivation, effective thinking, analytical thinking, oral and written competence, and teamwork/community learning.

We considered eight indicators for the validity of the teacher's and students' guide books: directions, purpose, syntax, materials, worksheet, language, layout, and benefits. Three experts in TEFL and three lecturers of English were asked to judge the validity of both the components of the design (content validity) and the implementation of the design (construct validity). In general, the average validity was 4.3 (very valid), as depicted in Table 5.

Table 5: Validity of Instructional Design (GPA)

No	Aspects	Validity
1	Supporting Theory	4.2
2	Syntax	4.4
3	Social System	4.16
4	Principles of Reaction	3.87
5	System Supports	4.66
6	Instructional and Nurturant Effects	4.51
	Average	4.3

Source: Besral 2017, 137

The model showed that all supporting theories used in this study were very valid (4.3). The same thing was also found in the syntax organization of presentation (4.4 or very valid). The social system of this model was 4.16 (very valid). A lower validity was found in the principles of reaction (3.87) but still categorized valid. The system support of this model was very valid (4.66). Finally, the last aspect—instructional and nurturant effects—was 4.51, which is very valid.

**Practicality**

Practicality of this Communicative Writing Instruction model lies in the high probability of its implementation for both lecturers and learners, use of current theories, and its benefits as well as simplicity. Practicality of this instructional program can be seen from two major perspectives: those of the lecturers and learners. Some essential components of the design were goal and purpose, syntax or instructional strategies, materials, and tasks. From four independent practitioners of EFL, we found out that the average score of goals and purposes was 90.6. Based on the criteria, as stated before, this aspect was very practical. Complete scores were presented (Table 6) below.

Table 6: Practicality of Instructional Design

Aspects	Indicators	Percentages
Goals and Purpose	Learning objectives matched with indicators of learning	86.6
	Goals of learning can be achieved within the allocation of time	86.6
	Learning objectives are clearly formulated	86.6
	Operational skills or competence are clearly stated	93.3
	Average	90.6

Source: Besral 2017

The lecturers, as validators, shared that the syntax of learning was easy for the teacher to teach in the classroom (80%). Besides, the instructional materials were quite practical, as shown by the data in Table 7.

Table 7: Practicality of Instructional Materials

Aspects	Indicators	Percentages
Instructional Materials	The materials were communicative	100
	The materials were in line with the syllabus	86.6
	Average	93.3

Source: Besral 2017

The average score for exercise and task was 86.6, as shown by the data in Table 8.

Table 8: The Practicality of Exercise and Task

Aspects	Indicators	Percentages
Exercise and Task	Command or instructions supported the principles of genre-based and process approaches	86.6
	Exercises and tasks can be performed within the stated time	86.6
	Exercises and tasks encourage learners' ability in processing skills communicatively	86.6
	Exercises and tasks improve learners' ability in planning, writing, and reviewing essays	93.3
	Exercises and tasks may increase learners' learning	100
	Exercises and tasks may increase learners' learning interests	80
	Instructions for exercises and tasks are easy to understand	80
	Average	86.6

Source: Besral 2017

Aspects of language, form, and benefits were also practical (88%), as seen from data in Table 9.

Table 9: The Practicality of Language, Form, and Benefits

Aspects	Indicators	Percentages
Language	The teacher's guidebook is written in good and standard English and easy to follow	92
Physical Form	The teacher's guidebook is well set up and interesting	80
Benefits	The book provides the teacher with great benefits	92
	Average	88

Source: Besral 2017

## Discussion

The paradigm shift of lines of reasoning that has recently been demanded by the Ministry of National Education, Republic of Indonesia, required students to have at least four values: critical thinking, ethics, global awareness, and information literacy. Challenges toward these values are numerous, and they are basically rooted in the local cultures, which should be reconciled. Kaplan (1966) found that there had been four types of paragraph patterns written by students in the world, in which most Asians tend to write in a circular manner. The anti-critique of the local culture (Minangkabau) and the dominant role of oral communication, as well as the presence of process genre and peer review depicted in this study, were likely to alter the current conditions, especially through the teaching of writing. It is believed that through full engagement in purposeful reasoning, sound conclusions can be reached. Besides, peer review required students to demonstrate the ability to make informed decisions based on ethical principles and reasoning. Collaborative learning promoted in this program required students to exhibit a sense of social, cultural, and global responsibility. Most importantly, the current model is geared toward the ability to find, evaluate, organize, and use information.

The instructional design for Communicative Writing Instruction here should be understood as interrelationships among several components in the teaching and learning process, such as goal and purpose, learning materials, instructional strategies, and system of evaluation. In other words, the design should be able to provide the instructors with the goals and purposes of teaching essay writing, what to teach, and how to teach it. Thus, the learners' language education has to be developed into a level that enables the learners to produce both persuasive and argumentative essays. To achieve this purpose, the new instructional design should help the instructor to maintain

a balance among the achievement of learning goals such as cognitive, psychomotor, and affective skills; present appropriate knowledge of language structures and organization of text; involve learners in the process of writing (planning, writing, and revising); and employ appropriate techniques and strategies to deal with each of the steps or stages in writing.

One of the most important factors in the successful penetration of global culture in writing are specific characters or behavioral objectives that we believe in the context of this study is the social system. Social system means types of interactions or classroom atmosphere required from the students during the teaching and learning process. In this study, we tried out several activities that were quite unknown to the students, for example, types of comment and scoring their peers, cooperation or mutual understanding during the peer review, cooperative learning, principles of objectivity in writing, responsibility, and fairness. In the students' (local) cultures, comment was identical with negative or bad things of someone. The society used to be anti-comment since it brought about bad effects afterwards. In this peer review, students were guided to observe others' writing and propose alternative solutions in terms of ideas and language, as they were equipped with adequate tools such as peer review formats.

The bridge toward international culture in modern literacy is clearly presented in this study through the offering of instructional strategy. In the pre-instructional activities, for example, the instructor needs to build learners' background knowledge by discussing the relevance of writing skills in responding to social needs. The presentation of content should reveal the explanation of text elements by modeling the sample text. Learners, then, should be trained to convey the messages by using specific language rules to persuade, convince, argue, and conclude. Learners' active participation should be directed to create similar text—first through group work (to make outline), then independently to write the complete text. Learners' product of writing (first draft) should be reviewed collaboratively under the instructor's supervision before it is submitted for the final grade (second draft). All of the steps offered in this model are in line with current learning theories, and they can be delivered in the classroom and outside.

In particular reference to teaching writing of this era, it is high time to conduct a study based on logical approaches as well as suitable techniques that enhance cooperative and autonomous learning and are student centered. To accommodate such needs, a curriculum or syllabus must be established. Bodycott and Walker (2000); Eberly, Newton, and Wiggins (2001); and Slattery and Carlson (2005) state that a syllabus tells the teacher and the learners not only what is to be learned, but implicitly, why it is to be learned. Thus, a syllabus also provides a set of criteria for materials selection and/or writing, as well as a visible basis for testing (Eberly, Newton, and Wiggins 2001; McDonough and Shaw 2012).

Many types of research show that teaching writing at the university level has long been rooted in traditional practices, which reflects a general lack of awareness and application of research and theory. ESL literacy is "dominated by procedures that strictly control writing and language skills that are hierarchically sequenced, and writing is reduced to a limited range of exercises and activities" (Grami 2010, 26; Jurado-Spuch 2006, 321). Hyland and Hyland (2006) also reported that ESL writing teachers viewed themselves primarily as language teachers, that they attended to surface-level features of writing, and that they seemed to read and react to a text as a series of separate pieces at the clause level and especially at the sentence level, rather than as a whole unit of discourse. Sachs and Polio (2007) further contend that these writing teachers are so distracted by language-related issues that they often correct these issues without realizing that there is a much larger, meaning-related problem that they have failed to address. As textbook influence and reflect practice, it was claimed that its restrictive, arbitrary, and reductionist rules and formulas atomize and dismantle process, transforming composition into a kind of decomposition. The teaching and learning process of writing developed in this study, however, has been formulated in accordance with students' needs to interact. Students are shown the correct procedures of writing, beginning with identifying the topic, target readers, and purpose of writing. They are also guided in writing the topic sentence or thesis statement.

Most importantly, they are exposed to the position not only as writers, but also as readers. The idea of combining the process–product approach and the GBA emerged from the ever-changing curricular that took place several decades earlier, which were mainly teacher-centered (Musthafa 2015). The teaching and learning process of writing should lead students to be creative, innovative and in the sense that it develops students' critical thinking skills by using appropriate language skills to communicate.

Now, with the development of EFL writing process, more Islamic higher education, including Islamic universities and colleges in Indonesia, has come to realize the importance of the GPA. This kind of explicit teaching has relied heavily on the concept of GBA, offering some twelve genres, beginning from descriptive to expository text at junior and senior high school levels, respectively (Badger and White 2000; Derewianka 2003; Lee 2013). The expository text has been identified as the most difficult text to be produced by senior high school learners, since it requires the writer to apply higher order critical thinking skills such as comparison, analysis, synthesis, and organization.

Many experts in language teaching shared the view that genre is one of the most important and influential concepts in language education. Hyland (2007, 86) referred to genre-based writing as “a major paradigm shift in literacy studies and teaching.” Genre-based writing instruction refers to what learners carry out when they write. An understanding of the concept of genre allows writing teachers to identify the categories of text that learners will have to write in their target occupation, academic setting, or social context. Further benefit of this categorization helps learners organize their writing. Therefore, curriculum activities and materials were specifically designed to fulfill and support the learners' needs by drawing on texts and various tasks that reflected and represented the skills they would require outside the ESL classroom. Curriculum materials and activities were, therefore, devised to support learners by drawing on texts and tasks directly related to the skills they would need to participate effectively in the world outside the ESL classroom.

In the ESL/EFL writing process, genre-based writing instruction suits the students' needs and expectation when they learn to write for different purposes. In teaching writing, especially in genre-based writing, the learners were asked to write texts in certain genres. In this case, considering students' proficiency level up to the intermediate level, they were not only expected to write any type of text assigned, but they also had to consider the texts' social function, schematic structures, and linguistic features. In genre-based writing instruction, the teaching–learning cycle is based on the assumption that, in order to write effectively, learners are not only expected to be familiar with their selected topic but also possesses a profound understanding and extensive knowledge of the topic they are going to write about. In order to avoid confusion and give a clear picture of what kind of text they are expected to produce, a specific model of genre is provided to the learners; thus, they will be able to grasp the type of vocabulary to be used for the text. Furthermore, instructors are obliged to support, help, and provide guidance to learners in organizing their thoughts before they put their ideas into words (Mulatsih and Rifqi 2012). Learners first need to have an extensive understanding of and familiarity with the topic they are writing about. They also need models of the genre they are learning to write, in order to have a clear idea of what it is that they are working toward and the types of vocabulary they need. They need some support and guidance in learning how to organize what they know about the topic into an appropriate written text. Then, they also need opportunities to apply what they have learned about writing the text, as they “go it alone” and write independently.

In order to achieve their roles and functions, the materials of language teaching should be clearly linked to the curriculum they serve, be authentic in terms of text and task, stimulate interaction, allow learners to focus on more formal aspects of the language, encourage learners to develop learning skills, and encourage learners to apply their developing skills to the world beyond the classroom.



Of all the different types of writing, expository writing helps in all subject areas by allowing learners to demonstrate their comprehension of other material (Baker, Gersten, and Graham 2003; Strickland, Ganske, and Monroe 2002). Writing across the curriculum is ever important, and students learning to express and support their ideas is almost as essential in most classes as it is in English and language arts. Furthermore, having experience and practice writing in various genres will benefit learners' academic achievements. In fact, extensive writing increases the analytical and intellectual abilities of the writer as well as the reader. Likewise, extensive writing evaluates and tests the writing skills of the writer and organizes their thinking to respond critically and personally to an issue. Through an essay, the writers present their arguments in a more sophisticated manner. In addition, it encourages the learners to develop concepts and skills such as analysis, comparison and contrast, clarity, exposition, conciseness, and persuasion. Furthermore, knowledge of expository writing improves reading comprehension as well, for textbooks are exposition (Johnson 2003). According to Duke et al. (2006) and Yore (2000), writing encourages reading development by building literacy concepts and procedures and intellectual strategies. By learning to monitor, organize, question, and revise their thoughts in writing, learners also learn to perform these tasks while carefully reading the writing of others.

Hyland (2003) and Mulatsih and Rifqi (2012) contend that there are four stages in genre-based writing instruction. The first is building knowledge of the field. In this stage, learners will be introduced to the sociocultural diversity element in which the point of learning is to ensure that the learners overall understand the cultural and social context of the topic; then, it can be constructed and developed further. Therefore, it is essential that learners have an understanding of the topic before they are asked to produce a text about the topic. Given this, the classroom activities and tasks in our design were prioritized to help learners (1) explore cultural differences and similarities around the topic they chose to cover; (2) practice the linguistic and grammatical knowledge correlated with the topic; and (3) increase their vocabulary mastery, which creates and develops overall knowledge of the cultural and social context of the topic. Equally, it is essential that learners have an understanding of the topic before they are expected to write; relate to the topic or text type; practice grammatical patterns relevant to the topic or text type; and build up and extend vocabulary relevant to the topic or text type.

Second, is the modeling of text stage. During this second period of learning development, learners will be introduced to a model of the genre they will be writing in. In this phase, the focus will be on text analysis, in which learners will scrutinize, observe, and comprehend every aspect of the model text related to their topics in the course. This is expected to (1) prepare them to focus on the genre; (2) stimulate their desire for social function discussion of the genre; (3) introduce them to its schematic structure; and (4) encourage discussion on the grammatical features of the genre (Mulatsih and Rifqi 2012). This stage involves introducing the learners to a model of the genre they will be writing in. In this stage, there is an explicit focus on analyzing the genre through a model text related to the course topic. This stage involves preparing the learners for writing by (1) focusing on the genre; (2) discussing the social function/purpose of the genre; and (3) discussing the schematic structure of the genre.

The third stage is the joint construction of text. The main point of this phase is the focus on the mutual working relationship between the learners and the instructor in constructing a text that reflects the genre model text. To begin with, teachers need to understand learners' knowledge of the matter and fully grasp the level of students' understanding and knowledge of the field. For this reason, further work may be needed beforehand, such as information gathering and additional reading on the topic. The emphasis is on teacher's support and guidance that consequently may lead to a reshape construction of students' spoken language to their written language (Mulatsih and Rifqi 2012). At this stage, the aim is for the teachers to work with the learners to construct a text that is similar to what has been given before. The teacher first needs to assess the extent of the learners' knowledge and understanding of the field. Further work may be required before the actual construction of the texts can begin. For example, gathering relevant information, researching the topic through

additional reading. The emphasis at this stage is on the teacher providing guidance and support in order to convert and reshape language from spoken to the written mode.

The fourth stage is the independent construction of text. First, the teacher needs to make sure that learners are ready and able to independently construct their own text. A successful independent construction is usually symbolized when a learner takes full control of their work. This control is generally shown in their understanding of the topic and mode of communication (written text). In this stage, learners were faced with activities that enable them to integrate their grammatical knowledge and schematic structure into writing. Further signs of successful learning are demonstrated when learners are able to produce a text that reflects a full grasp of the genre. Additionally, they are also confident of reading and writing in every genre, even those not learned inside the classroom (Mulatsih and Rifqi 2012). Before moving on to this stage, the teacher needs to assess if the learners are ready to construct the text independently. Independent construction only occurs after group or pair construction has shown that the learners have gained control of the field and the mode. Classroom activities and tasks at this stage enable learners to integrate knowledge of grammatical features and schematic structure into their writing, produce written texts that approximate a grasp of the genre, and feel confident about reading and writing in the genre in contexts outside of the classroom.

The last stage is peer review. This is the ultimate stage in learning to write, where cooperative learning is involved with peers, especially in providing corrections, suggestions, or stimulus for better results. Undesirable behaviors are often brought into a conflict when some peers pay less attention to other peers or have little or no knowledge to suggest or comment on peer work. However, this kind of internal conflict should be managed by the teacher by reconciling or bringing them back to the local culture and custom. The lecturer has to make sure that students' revision or the final draft has been rewritten in accordance with what has been addressed in the peer review worksheet (rubrics).

The development of the current Instructional Design for Essay Writing was based on the PA and product oriented in teaching writing, taking advantage of the processes involved in writing, such as planning, constructing, editing, and revising (Paltridge et al. 2009; Shulman 2005). Indeed, what Mulatsih and Rifqi (2012, 33) achieved in combining the genre with an intertextuality-based approach was that it successfully "gave freedom to write what the students want to write, involved students' personality and imagination, as well as improved students' creative writing." However, we have also considered the ultimate goal of TEFL, namely, to communicate, as put forward in communicative language teaching principles (Harmer 2007; Larsen-Freeman 2000). Therefore, to enrich the model, we further collaborated on current ideas from GBA, offering strategies in producing the written products (Christie 2008; Emilia 2010; Halliday, Kirkwood, and Matthiessen 2006; Martin and Rose 2008). As models of teaching are really models of learning, we put more emphasis on helping learners to produce standard and qualified writing through this model. We believe that teachers are not only responsible for helping learners acquire ideas, information, means of expressing themselves, skills, values, and ways of thinking, but also teaching them how to learn (Joyce, Weil, and Calhoun 2000). An individual model of learning should be based on a coherent theoretical basis and, likewise, adaptable. The model should explicitly detail the framework on what and how learners learn, intended behavior, as well as any specific learning environments that are needed to achieve successful learning.

The findings of this study have several implications not only for the future practice of EFL learning to write, particularly in the teaching and learning process of essay writing, but also other related courses in the formation of language skills. First, the complicated stages offered in this model beginning from understanding to outlining (planning), organizing (writing), and peer collaboration (editing and revising) did not only require learners to write a lot, but also to read the related information as much as possible from various sources such as books, newspapers, and online journals. In order to capitalize on the syntax of this model, the writing instructor should be cautious about the continuation of the writing process between comprehending and outlining (in-class

activity), as well as between organizing and peer collaboration (outside activity). Given the fact that the students' English proficiency is below the advanced level and they are not equally distributed in this particular department, the lecturer has to pay serious attention to cope with all the language items through planning and step-by-step teaching. In short, learners will not achieve the teaching and learning process of writing unless the instructor helps them manage all the necessary tasks.

## Conclusion

To fulfill learners' needs in writing activities and the paradigm shift toward achieving the National Standard Qualification Framework, instructional design was formulated by considering the goal, performance objectives, and assessment instruments. Strategies of instruction, particularly in planning and collaboration, were promoted to achieve the goals. In addition, several learning materials were tried out for later instruction. In short, based on thorough revisions and evaluations, the complete Instructional Design for Essay Writing has now come into its existence and is subject to dissemination. All of these efforts mainly sought to bridge the learners from their local cultures to global EFL learning to write effectively in the digital era.

Bridging students' writing from their local culture to international EFL learning is not easy as the national and local cultures need to be reconciled, beginning with the philosophy to actual classroom learning. The primary effort has been to change students' line of reasoning from beating around the bush to straight to the point as promoted in the model of essay writing. A major limitation was the lack of time for the meetings, but it can be addressed through future exchanges in curriculum development.

Since instructional materials function as an important resource for knowledge and skills, much consideration and efforts have been paid to select, edit, and revise the materials to meet the desired goals. Some of the students' target needs in writing (e.g., to be able to write in the field of law, science, and religion) may have little contribution to this design but still can be negotiated in the later revision of syllabus. Some topics, dealing with religious teaching, were difficult to explore, whereas topics on education matched the learners' level of knowledge. Last but not least, the ultimate purpose of writing (e.g., to persuade and argue) can only be achieved through learners' high involvement in every step offered in this instruction.

To reduce the overwhelming burden on the part of writing teachers, an intensive collaboration among the related subjects (e.g., grammar, reading, and speaking) should be reformulated in terms of their objectives and tasks. Grammar and reading instruction should empower learners in the production of language, while the rhetorical aspects should be practiced in speaking class (in the form of debates). Fortunately, the reformulation of these courses in the English department has been conducted under the requirements of the National Qualification Framework. Furthermore, many of the learners' failure to effectively plan or outline the projects indicated the lack of information technology skills in the learners' community. To eliminate these problems, it is suggested that instructors or users of this model should do the following: (1) use "clustering" technique, as soon as the learners comprehend what is expected from the task, to help learners generate and organize ideas through different symbols such as arrows and lines and (2) develop models of learning that may facilitate learners to improve their communicative competence, both oral and written, for example, by online peer learning through the Internet or Facebook.

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