

Chapter 28:

Genre-based Approach and Deep Learning: A Meeting Point

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A. INTRODUCTION

The Genre-based Approach (GBA), rooted in Systemic Functional Linguistics (SFL), offers a pedagogical framework that emphasizes the social function, generic structure, and linguistic features of a text. Throughout the stages: building knowledge of the field (BKOF), modelling of the text (MOT), joint construction of the text (JCOT), till independent construction of the text (ICOT), students are guided to understand a text not only from the form, but also the communication context and social purpose (Emilia, 2011). The deep learning principles, in the other hand, emphasizes learning which is mindful, meaningful, and joyful. In doing so, the students will be able to build up in-depth understanding and critical thinking with their intrinsic motivation to learn and connect to the real practice. The integration between GBA and deep learning opens up a space for more reflective and transformative language learning.

A number of studies show empirical evidence of the effectiveness of GBA and deep learning towards language learning. GBA is particularly effective in improving writing and reading skills (Changpueng, 2013; Hu et al., 2024; Mauludin, 2017, 2020; Xiaoxiao & Ibrahim, 2023; Zhang & Zhang, 2021) though it is also effective to improve listening and speaking skill through some learning strategies (Arizmendi González, 2021; Aswani et al., 2023; Khatibi, 2014). Meanwhile, deep learning can improve the language aspects and social emotional aspects such as motivation, self-

confidence, critical thinking, creativity and active participation (Luthfiansyah & Astuti, 2025; Mariana & Hula, 2024; Nurhidayati & Sumrati, 2025; Sujinem, 2025; Yasid, 2018). With those findings, it can be seen that there is a meeting point of the implementation of these two approaches that leads to the significant learning improvement. GBA with its stages can activate the cognitive and metacognitive aspects of the learners, whereas deep learning with its principles and learning experiences (such as understanding, applying, and reflecting), can activate motivation, learning awareness and self-regulation.

However, the intersection of GBA and deep learning may arise challenges in the application into classroom. Practically, both demand classroom time, contextual rich materials, and sometimes new technologies. Therefore, this effective integration depends on the teacher knowledge of genre pedagogy, digital literacies, assessments, and emotional readiness. Further, this chapter will elaborate some projects that bring insights to the teachers to implement this integration particularly on the language learning.

B. TEACHING DESIGN

Some teaching scenarios can be applied with the integration of GBA and deep learning. They are elaborated in this section.

Project 1: Describing Myself – for Primary School Students

Objective: Integrating GBA with deep learning principles through speaking activities on self-introduction, the students are expected to be able to introduce themselves orally and confidently to reflect their learning experiences.

Learning Activities

1. Building Knowledge of the Field (BKOF)

- Teacher shows a video about Introducing Yourself in English.

- Teacher and students discuss what elements are mentioned when introducing ourselves from the video (name, age, hobby, family, favourite)
- 2. Modelling of the Text (MOT)**
- Teacher shows an example of simple spoken text. For example:
"Hello, my name is Safa. I am eleven years old. I like reading books and watching movies. I have one little sister. Nice to meet you."
 - Teacher and students analyse the structure of the text.
 - Greeting
 - Name
 - Age
 - Hobby
 - Favourite
 - Closing
 - Teacher and students drill the pronunciation of words and intonation correctly with a fun way.
- 3. Joint Construction of the Text (JCOT)**
- In pairs, students introduce themselves in turn assisted with sentence starter cards.

"My name is ..."

"I am ... years old."

"I like ..."

"My favorite ... is ..."



Figure 1. Sentence starter card

- Students practice to introduce themselves in front of their partners.
 - Teacher walks around while controlling the class.
- 4. Independent Construction of the Text (ICOT)**
- Students perform one by one in front of the class introducing themselves.
 - Teacher and other students give an appreciation by presenting “Two Stars and a Wish”.
 - Students write a diary about what they have learnt and what they can improve. They may use mix language or picture to describe this as a reflection.

Project 2: Writing Exposition Text about Environmental Issues – for Higher Middle School Students

Objective: Integrating GBA with deep learning principles through writing activities on environmental issues (for example: flood, air pollution, global warming, waste, etc), the students are expected not only able to understand and create an exposition text, but also, they are able to think critically, reflect, and connect their knowledge to the reality surrounding.

Learning Activities

1. Building Knowledge of the Field (BKOF)

- Teacher shows some pictures of environmental issues to the students.
- Teacher invites students to identify the pictures by asking, such as *What happened with the picture? Why could it happen? What are the impacts? What are the solutions?*
- Students respond to the questions and think critically.

2. Modelling of the Text (MOT)

- Teacher provides an exposition text from an authentic news article that is still relevant to current issues. She/he can take it from online source as given in the example (A Paradise Lost:

[https://www.thejakartapost.com/opinion/2025/09/20/a-paradise-lost.html#:~:text=These%20problems%20not%20only%20heighten,to%20meet%20in%20South%20Korea\)](https://www.thejakartapost.com/opinion/2025/09/20/a-paradise-lost.html#:~:text=These%20problems%20not%20only%20heighten,to%20meet%20in%20South%20Korea)

- Teacher and students analyse the text together by identifying the social purpose, generic structure (thesis, arguments, and reiteration), and linguistic features.
- 3. Joint Construction of Text (JCOT)**
- Teacher asks the students to work in groups to make a mind map related to an environmental issue in their surroundings.
 - Students brainstorm within groups and develop the mindmap into an exposition text through Padlet (<https://padlet.com/>).
 - Teacher and students evaluate the text by putting the 'likes' and 'comments' through Padlet.
 - Teacher and students discuss the text.
- 4. Independent Construction of Text (ICOT)**
- Students write an exposition text individually on environmental issues by their own choice.
 - Students write the text by reflecting the previous text they have made in group based on the results of discussion and comments.
 - Teacher gives constructive feedback to the students' writing from the aspect of originality, content, structure, and linguistic features.

Project 3: Critical Reading on Literary Text – for College Students

Objective: Teaching students to read literary texts (short stories, for instance) then instructing them to make a review of the text. With the principles of deep learning, students not only understand the content but also develop language awareness, critical thinking, and the ability to transform text.

Learning Activities:

1. Building Knowledge of the Field (BKOF)

- Teacher plays a movie trailer that is happening at this moment.
- Teacher and students discuss the movie by asking some questions, such as:
 - “In short, what values do you find from the movie?”*
 - “How do these values reflect our cultural norms?”*
 - “Can these values be questioned in today’s context?”*

2. Modelling of the Text (MOT)

- Teacher presents an authentic narrative text to the students.
- Teacher and students analyse the text from the aspects of generic structure, language features, and critical lens that include the ideology, values or biases appearing in the texts.

3. Joint Construction of the Text (JCOT)

- Through a jigsaw technique, teacher divides students into some home groups.
- Then, every member of each home group is given a short story with different titles.
- The members with the same titles will form an expert group that will discuss the text (moral value, bias gender, class, ideology, etc.) for about 20 minutes.
- The members in the expert groups then come back into their home group then share their insight in turn for 30 minutes.
- Teacher checks the students’ comprehension by giving some open-ended questions related to the text.
- Students discuss the text comprehensively in the class.

4. Independent Construction of the Text (ICOT)

- After the thorough discussion, students independently make a critical review towards the text.
- Students have to choose the text but not the one they read in the expert group.
- Students make a review by making a short essay that include the moral values and ideology hidden in the text, the

characters construction in the text, and the relevance of the story with the nowadays social issues.

- Students post the review on a blog (<https://medium.com/>).
- Other students and teacher can put comments or appreciation on the blog.

C. FURTHER DISCUSSION

The integration of GBA and deep learning in English language learning presents both opportunities and challenges. On one hand, GBA provides a systematic pedagogical framework that guides learners step by step in understanding the purpose, structure, and language features of texts. However, some may argue that a need to cater to the learners needs is still necessary especially in the literary criticism (Ong, 2016). Deep learning, on the other hand, emphasizes critical reflection, meaningful engagement, and real-life connections, yet teacher readiness and limitations in infrastructure and learning technology remain obstacles to implementation (Nafi'ah & Faruq, 2025; Hasbi et al., 2024). The use of digital tools such as Padlet or blogging platforms enriches the process but also highlights issues of unequal access to technology and teachers' varying levels of digital literacy (Hasbi, 2021).

Nevertheless, the strengths of this integration outweigh the drawbacks. GBA offers structure and clarity, while deep learning fosters motivation, confidence, and higher-order thinking skills that are crucial for 21st-century learners. For this reason, teachers are recommended to implement GBA flexibly, allowing room for creativity and student autonomy, while embedding deep learning principles through reflective activities and digital collaboration. Professional development in digital literacy and transformative pedagogy is also essential to ensure effective implementation (Madkur et al., 2021). Ultimately, the synergy between GBA and deep learning can promote not only linguistic competence but also critical awareness, making language learning more relevant and transformative for students in today's globalized world.

AUTHOR

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