Genre-Based Self-Regulated Learning for Enhancing Speaking Ability among Thai EFL Learners

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Abstract: To address the need for improved English-speaking opportunities in Thailand's higher education, this study investigated the integration of a genre-based approach (GBA) with self-regulated learning (SRL)—termed genre-based self-regulated learning. This research implemented a combined pedagogical framework to a compulsory English course, aiming to complement the existing curriculum. The study objectives were: (1) to examine English speaking ability of Thai English as a Foreign Language (EFL) undergraduates in terms of communicative purposes, organization, and language features of an instruction genre; and (2) to investigate students' opinions regarding the genre-based self-regulated learning approach. Using a qualitative classroom-based research design, the study involved 27 university students over a five-week class implementation. Research instruments included observation forms for analyzing transcribed student presentations (pre-task and post-task phase) to compare presentation performance (not an experiment), and semi-structured interviews to explore students' opinions. The findings revealed that, based on presentation performance, students could generate more ideas, produce richer content, and perform more confidently and independently. The interviews also identified benefits and challenges experienced during the implementation. Overall, the results suggested that integrating genre-based self-regulated learning into a compulsory English course offers promising potential for enhancing the presentation abilities of Thai EFL undergraduates.

Keywords: English language teaching, English speaking ability, genre-based approach, oral presentations, self-regulated learning

Introduction

At present, modern business is internationalized, resulting in cross-cultural communication across many languages. English is considered the de facto language used by many companies. English as a Foreign Language (EFL) graduates are expected not only to excel in their respective fields of study, but also in soft skills such as critical thinking, creativity, and presentation abilities (McNatt, 2019). To foster speaking abilities, most universities in Thailand offer English subjects as compulsory courses across all faculties, providing students with opportunities to learn and practice speaking. Even though English subjects receive attention from educators in all faculties, many studies by Thai

researchers in Thai EFL university contexts have found that the proportion of speaking practice is still smaller compared to other skills, which is detrimental for Thai EFL learners (Sutinwong & Wimolkasem, 2023).

To fill this gap, this classroom-based study aims to enhance EFL undergraduates' speaking skills in a compulsory English course, traditionally taught through conventional methods common in Thai universities. A *genre-based self-regulated learning* approach will be used as the framework for this research, as it may help EFL students to build competency that leads to independent speaking and learning. Genres can serve as an effective framework because each genre has particular structures, language features, and communicative purposes. EFL learners would focus only on relevant language features, such as grammar and vocabulary, necessary for each genre. Then, the learners would practice and produce work in speaking or writing. This study focused on *procedure* or *instruction* genre, as it aligns with the content required by the university curriculum where this research is conducted.

To further support EFL learners in improving speaking skills, self-regulated learning (SRL) serves as a complementary tool. The SRL approach helps learners set personal goals when completing each task (based on the genres' criteria), encourages self-discipline and motivation, and allows them to evaluate their own performance after achieving their goals. Integrating the SRL approach into genre-based instruction in this study involves providing a structured framework for speaking instruction while promoting autonomous learning (Xing, 2018).

Few studies in both international and Thai EFL contexts have integrated the genre-based approach (GBA) with self-regulated learning (SRL). Fan (2023) applied this approach to reading instruction for over 400 high school students in China and reported improvements in reading comprehension and critical thinking. In Thai undergraduate contexts, Wiboonwachara and Charubusp (2022), and Robillos (2023) focused on writing and found enhanced learner performance due to clearer instructional direction and increased self-evaluation. Robillos (2023) also emphasized the connection between GBA and SRL, highlighting that GBA fostered metacognitive thinking and learner autonomy. However, the application of this integrated approach to speaking remains underexplored in Thai EFL contexts.

In applying the genre-based approach (GBA) to teaching English speaking skills, Praneenararat (2017) found that undergraduates from non-English majors improved in oral presentation performance, particularly in organizing text structure, expanding content, and using appropriate language features. Although learners showed greater engagement, challenges remained in content creation, likely due to their prior experience with lecture-based, teacher-centered learning. However, learners' perspectives were not fully explored in that study.

To address the limited research on speaking skills and to gain deeper insights into learners' experiences with this teaching methodology, the present study investigates an English classroom that fosters oral presentation skills. Building on promising findings from previous quantitative studies that applied GBA and self-regulated learning (SRL), this study focuses on the developmental processes and learners' reflections after experiencing instruction grounded in these frameworks.

This research aims to apply the *genre-based self-regulated learning* teaching approach in a compulsory English class to increase speaking opportunities, provides a framework for genre-based text production and examines students' perceived benefits and challenges with this approach.

Research Questions

1. To what extent does the genre-based self-regulated learning enhance the speaking ability of Thai EFL undergraduates in terms of communicative purposes, text organization, and language features of an instruction genre?
2. What are Thai EFL undergraduates' perceived benefits and challenges in studying through genre-based self-regulated learning?

Literature Review

To foster the development of speaking skills among Thai EFL learners, this study draws two complementary instructional approaches: genre-based approach (GBA) and self-regulated learning (SRL). This part outlines key concepts underpinning these frameworks and how they interest to inform the current study. According to Halliday (1985), all English language activities can be categorized under genre-based theory. As genre learning requires learners to work independently, self-regulated learning supports active engagement throughout the process. This review is organized into four key areas: GBA and the teaching-learning cycle, the SRL approach, the SRL cycle, and the conceptual framework of the study.

Genre-Based Approach (GBA)

Genre refers to patterned ways of using language in response to social situations (Hyland, 2004; Devitt, 2008). GBA emphasizes contextualized, purposeful communication within discourse communities, aiming to help learners recognize genre patterns and produce effective texts for real-world use (Sutinwong, 2022; Aswani et al., 2023).

There are four stages of the learning cycle. Stage 1, *Building the context,* the genre's communicative purpose and contextual meaning within a sociocultural context, drawing on learners' prior knowledge and experience. *Stage 2, Text modeling,* the genre models and the text structure are explained by explicitly teaching necessary language features and grammar (Derewianka, 1990). *Stage 3, Joint construction,* students work in small groups to brainstorm, research, and pool information while teachers monitor, support, and respond to the texts produced. *Stage 4, Independent text construction,* students work independently while receiving ongoing teacher feedback (Hyland, 2004).

This study was conducted in a compulsory course whose curriculum content falls under the instruction genre, characterized by step-by-step organization, imperative structures, and cohesive markers such as "first" or "next", aiming to guide readers through a process.

The Self-Regulated Learning (SRL) Approach

SRL refers to the systematic processes which learners use to achieve their academic goals. This includes setting goals, generating self-feedback, monitoring progress, and adjusting learning strategies involving three phases: forethought, performance, and reflection (Zimmerman & Schunk, 2011). First, the forethought phase involves goal setting and strategy selection, often guided by explicit teacher instruction. Second, the performance phase, learners monitor progress through self-control and observation. Third, reaction and reflection phase, learners evaluate their performance against set goals (Xiao & Yang, 2019). Since not all can reflect independently, explicit instruction in self-evaluation is recommended (Azatova, 2021).

Genre-Based Self-Regulated Learning

Integrating GBA and SRL allows students to follow structured speaking models while developing autonomy through goal-setting and reflection. The proposed instructional sequence shown in Figure 1 illustrates how this integration can be implemented across four classroom stages.

Figure 1

Conceptual Framework
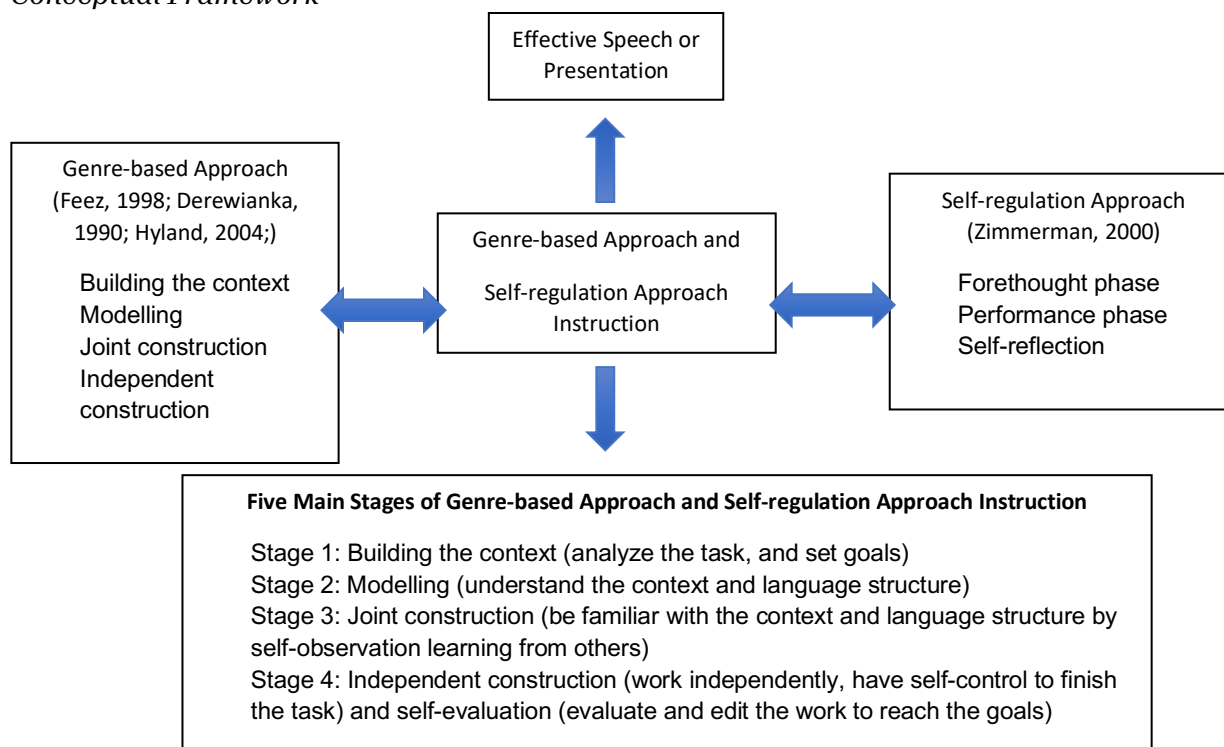
Note. Adapted and synthesized from Wiboonwachara and Charubusp (2022) and Praneenararat (2017)

Methodology

Research Design

This was a qualitative, classroom-based research focusing on exploring learners' experiences of how genre-based self-regulated learning impacts the EFL classroom. This study adopted a qualitative methodology prioritizing the in-depth and richness of the data (Merriam & Tisdell, 2016). Thus, the sample of 27 participants did not intend for statistical generalization. Pre-task and post-task were used as tools for data collection to access learners' performance from studying though the instructional settings neither to access nor compare scores. Qualitative research allows in-depth understanding on learners' learning progress and captures learners' attitudes, perspectives and feelings. To increase the credibility, this research employed triangulation methods from multiple data sources and analyst triangulation.

To answer the first research question, the participants were asked to deliver speeches in an instruction genre prior to the implementation (considered the pre-task phase), and after the implementation (considered the post-task phase) with a five-week classroom implementation. To collect data, video recordings of the participants' speeches were recorded and transcribed. To assess the participants' presentation performance, their speeches were analyzed by content

analysis based on language elements, including words, phrases, chunks, and clauses, adapted from Praneenararat (2017), regarding the framework of an instruction genre from Derewianka (1990) which covered the communicative purpose and language features see Appendix B. Each genre had a particular communicative purpose and language features. Employing the content analysis enabled the researcher to see the content appropriateness of the language features regarding the communicative purpose, and the frequency of language features employed by the participants. Using the content analysis also minimized the researchers' bias due to systemic and transparent coding framework.

To answer the second research question, semi-structured interviews were conducted after the post-task phase ended to explore the participants' opinions about the classroom implementation approaches. The participants were randomly selected, and their opinions were analyzed by thematic analysis.

Research Context

The study was conducted at a private university in Bangkok, where all Thai-program undergraduates must complete three compulsory English courses. With only three English courses to enroll through all academic years, English practicing opportunities were limited. Some supporting activities such as English speech contests, English festival parties, English day were conducted a few times per academic year which was not effective enough to develop learners' speaking skills. English was mainly practiced in class in the required courses. Although these courses covered all four skills, speaking practice was limited, with textbooks (chosen by the university language faculty) focusing mainly on grammar and reading. To address this, genre-based self-regulated learning was applied to enhance speaking opportunities.

Research Participants

This study involved first-year Multimedia Technology students enrolled in a general English course. With prior experience in compulsory English subjects, they could compare teaching methods. Participants were randomly assigned to support generalizability across academic backgrounds. The participants were from random majors (non-English major) which English skills appeared broadly similar. The Thai language was the only language taught through all academic years in this Thai program for every faculty. This could indicate a typical undergraduate profile for general Thai EFL learners.

Of the 27 students enrolled, 21 were included as they completed all stages of the learning cycle without absences allowing them to fully practice and be familiar with the study genre. Six participants were randomly selected to join semi-structured interviews. Random sampling was employed with attention to proficiency range, gender, and level of learning engagement to enhance the representativeness of the interview data. Participant demographics are presented in Table 3.1. English proficiency was measured using a university-developed TOEIC mock test aligned with the Common European Framework of Reference (CEFR).

- Below 120:   below A1
- 121-224:   A1 (beginner)
- 225-549:   A2 (lower-intermediate)
- 550-784:   B1 (intermediate)
- 785-944:   B2 (upper-intermediate)
- Above 950:   C1 (advanced)

Table 1
Participant Demographic Data

Demographic Characteristics	N	(%)
Total participants	27	100
Gender		
Male	5	19
Female	22	81
CEFR Level		
Below A1	0	0
A1	1	3.7
A2	19	70.3
B1	7	25.9
B2	0	0
C1	0	0

Teaching Materials and Research Instruments

Lesson Plan

The lesson plan in Table 2 was designed according to the conceptual framework. An instruction genre was chosen as it related to some readings in the textbook (provided by the university). The reading part played significant roles in the textbook which most articles could fall under the defined genres. All participants received identical instructions in put during class sessions from the lesson plan below.

Table 2
Lesson Plan: Stages and Summary of Each Lesson

Week	Stage	Class activities
Week 1	-	● Delivering an individual presentation (pre-task) ● Presentation task: steps in organizing a university sports day
Week 2	Stage 1: Building the context Stage 2: Modeling, Stage 3: Joint construction	● Introducing the instruction genre, teaching language features and necessary grammar ● Giving and analyzing examples of this genre ● Participants working in small groups, brainstorming presentation tasks: steps in buying a ... (students choose an object) ● Teacher monitoring and supporting during the preparation
Week 3	Stage 3: Joint construction	● Participants working in small groups, presenting their work, and receiving feedback (continue from Week 2) ● Teacher monitoring and supporting during preparation (less than Weeks 1-2)
Week 4	Stage 4: Independent construction	● Receiving new individual tasks for the following week ● Preparing the task and receiving teacher feedback
Week 5	Stage 4: Independent construction	● Delivering an individual presentation (post-task) ● Presentation task: steps in organizing a booth selling products on Valentine's Day

Observations

Observation Forms for Students' Presentations (Transcription). The objective of this observation was to access the students' speaking abilities (presentations) as a result of integrating GBA. Students' speaking tasks (presentations) were transcribed and analyzed following the genre-based framework by Derewianka (1990) for the instruction genre. The observation forms for the

content analysis (shown in Appendix B) were adapted from the studies of Praneenararat (2017) and Sutinwong and Wimolkasem (2023), both of which examined students' progress in language production among Thai undergraduate level (same context as the present study). The transcription was coded according to the framework of the instruction genre by Derewianka (1990), considering both the communicative purpose (the content is explained with a process focus or step-by-step) and language features (the language is mostly in command sentences or present tense). Students were given examples (text models in Stage 2), and the examples were analyzed according to the content analysis. To access the consistency, the data were coded by the researcher and additional two raters experienced in genre analysis. The coding framework was discussed and calibrated, followed by inter-rater agreement.

Observation of Students' Self-Evaluation. The objective of this observation was to note the students' outcomes as a result of implementing the SRL approach. Students were asked to practice their presentations and evaluate their performances using the self-evaluation checklist form in Appendix A. The checklist was adapted from the language features of an instruction genre and further refined by experts. A pilot application could confirm its relevance to the study purposes to ensure the validity. Before using the checklist to evaluate their own performance, the students were trained to use it by analyzing the text models and other classmates' presentations in class. All criteria were explained in detail and practiced with the teacher.

Semi-Structured Interviews. The semi-structured interviews aimed to investigate the students' perceptions after finishing the course. The interview questions were adapted from Ueasiriphan (2017) and El-Henawy et al. (2010). All questions were translated into Thai to eliminate the language barrier issue for the participants. The participants were randomly selected to engage in the interview, each section lasting approximately 20 minutes. The interviews were conducted in Thai to ensure comfort and accuracy. The participants' names and information were informed consent and kept confidentially.

Reliability and Validity

Reliability

Three raters evaluated the presentation transcripts, including the researcher and two experienced ELT professionals with doctoral degrees and more than ten years teaching experience. The Intra-Class Correlation Coefficient (ICC) showed excellent reliability: 0.994 for the pre-task and 0.986 for the post-task (Bobak et al., 2018).

Validity

The Index of Item Objective Congruence (IOC) developed by Rovinelli and Hambleton (1997) was employed to assess the validity of research instruments in this study, namely: the lesson plans, text models, SRL checklists, and interview questions. Four ELT experts with over 10 years of experience reviewed the instruments. IOC scores ranged from 0.75 to 1, indicating acceptable validity.

Researcher Positionality

Data analysis was guided by both the study framework and the researcher's perspective, which is essential for ensuring dependability in qualitative research (Merriam & Tisdell, 2016). The researcher, an experienced Thai EFL lecturer with 14 years of teaching experience (five at the current university), teaches both compulsory and elective English courses, particularly in public speaking. This background positions the researcher as both an insider and outsider in the analysis process. The analysis was conducted through the researcher's positional lens. To ensure the

dependability, the researcher engaged in a peer debriefing session during the coding process. Also, a coding scheme was established prior to the analyzing process which could reduce potential researcher bias.

Findings and Discussion

There are two main parts of the findings: the learners' performances and the semi-structured interviews, answering research questions 1 and 2, respectively.

Learners' Speaking Performances on an Instruction Genre

Regarding the framework of this study, the participants had studied through four stages and delivered presentations. The presentation performances were recorded, transcribed, and analyzed, as shown in Appendix B. The video recordings were transcribed and analyzed to evaluate the participants' performances, focusing on two areas: (1) overall text organization, including communicative purpose and process-focused content, and (2) use of language features, including step indicators, clause forming, and adverbial groups.

Figure 2
Participants' Performance in Process-Focused Thesis Statement and Explanation
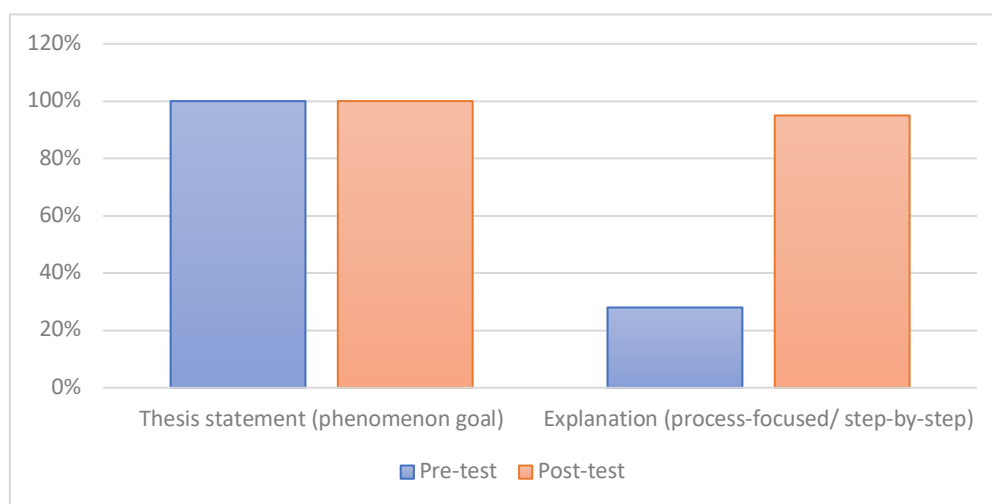
Overall Text Organization

Figure 2 illustrates learners' performance, thesis statement and the content organization. In the pre-task, all 21 participants produced a thesis statement, but fewer than 30% presented content in a clear, step-by-step manner. Most explained only the main steps with minimal detail, often using storytelling or atmospheric descriptions. After the experiment, approximately 95% were able to present their work in a process-focused structure, with clearer explanations for each step, reflecting improvement in applying the instruction genre.

Following Zimmerman and Schunk's (2011) cycle, all 21 participants set goals and standards in Stage 1 based on the genre criteria. Some used the SRL checklist in later stages to support goal achievement. In Stage 2, understanding of the instruction genre emerged through explicit teaching and analysis of model texts. One participant (Rose) mentioned, *"I started to understand when the teacher gave me the reading (text model). When I read, I tended to understand what I have to do for the task."*

A full understanding of the genre was achieved in the working stages (Stage 3 and 4). Many of the participants grasped the concept when working individually (Stage 4), while others understood better during group work (Stage 3). One participant (Lisa) shared, *"I could work on the task during the group work. I saw how my friends did the task so I understood. My friends are smart. When I saw them working, I got some ideas on my work."*

After studying through all stages, all 21 participants were able to organize and complete their work according to the instruction genre criteria. In terms of the language features, they also made significant improvement as explained in the next section.

Language Features

Step Indicators. 19 out of participants used step indicators in the pre-task, increasing to all 21 participants in the post-task. However, usage patterns improved; the pre-task showed either absence or overuse (after every sentence), while the post-task reflected more appropriate use to indicate main and sub-steps. They used single words or unorganized chunks to organize the sequence, such as *after we plan the event*, or *when the event ends*. The second pattern was applying adverbs of time as sequence indicators to organize information, such as *first*, *then*, and *after that*.

Clause Forming. The number of clauses produced by participants increased sharply from pre-task to post-task, nearly doubling from approximately 250 to approximately 450 clauses. Five types of clauses were found based on the language feature of the instruction genre, as shown in Figure 4.2.

Figure 3
Clause Formation in Detail
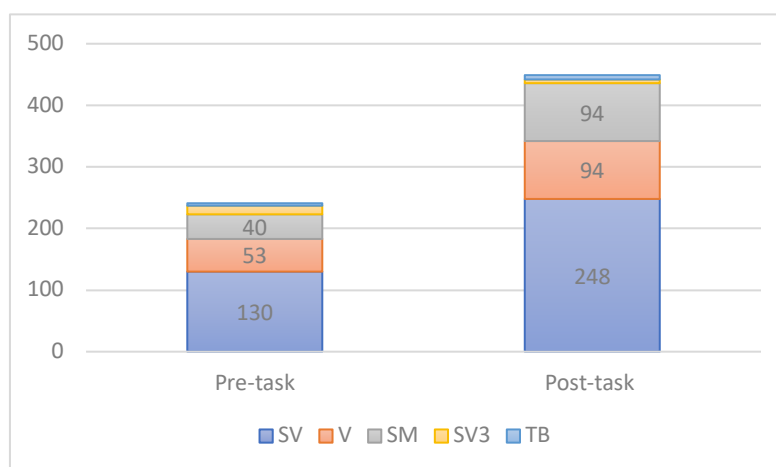

The abbreviations in Figure 3 are as follows:

- SV = Subject + verb
- V = Verb + …
- SM = Subject + modal verb
- SV3 = Subject + verb to be + verb 3
- TB = There + verb to be

The majority of clauses were of the *Subject + verb* type, accounting for approximately 55% in both the pre-task and post- task. *Verb + …* and *Subject + modal verbs*, often used as command clauses, accounted for almost 40% in both tests. *Subject + verb to be + verb 3* and *There + verb to be* were also used but appeared in smaller amounts.

For example, the participants were asked to explain the steps in organizing the university festival. The examples of language features are as follows.

- Subject + verb = "The booth decoration is also an important part."
- Verb + … = "Use durable and luxury appealing materials."
- Subject + modal verb = "A well-organized booth can attract many visitors and give fun experience."
- Subject + verb to be + verb 3 = "Food or drinks are sold."
- There + verb to be = "There are three important steps to follow."

Figure 4
Types of Basic Adverbs
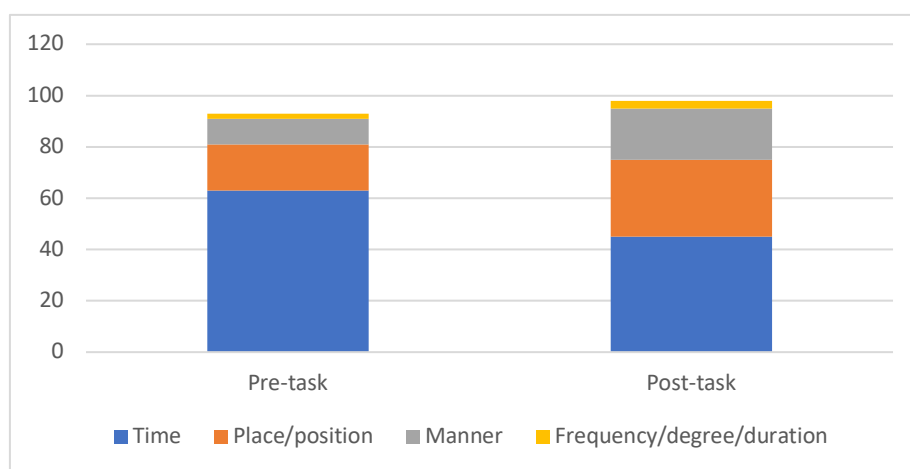
Adverbial Groups. Regarding Figure 4, The results show that participants could produce basic adverbial groups—mainly time, place/position, manner, and frequency. The total number of adverbs remained consistent across tests, approximately 90, with place/position adverbs comprising one-third, followed by occasional use of manner adverbs.

In the context of the instruction genre, content is typically organized into sequential steps to explain procedures, with adverbial groups serving to clarify the details of actions (Derewianka & Jones, 2016). Adverbial clauses such as "Once this process is finished…" and "Before starting…" help enhance procedural clarity and indicate sequencing. Providing context-specific information through such structures also improves the audience's overall understanding. Furthermore, adverbial groups can function as linguistic markers for learners at the A2 to B1 proficiency levels (Council of Europe, 2001), with B1 learners generally beginning to produce these structures to describe events and contexts. This development may serve as an indicator of learners' language progression.

In class, language features were explicitly taught with examples in Stage 2. The SRL checklist was introduced and explained. From the interviews, the checklist proved helpful by embedding the language features of the instruction genre into the checklist items. One participant (Alex) said, "*I like the checklist and reflection on my work. It helps me realize which point (of the language feature) I should focus on . It is like I am giving a lecture to myself*". The SRL checklist helped learners better understand the genre, aligning with the learning cycle proposed by Hammond (1992), which suggests that in Stage 4 (independent construction), learners should be able to work independently while still having knowledge scaffolded.

Overall, most of the participants have shown an improvement in their presentation performances, particularly in text organization and language feature use. They also experienced increased student-centeredness, which was a new experience for many of them. Despite receiving more speaking opportunities in class, both benefits and challenges were observed.

Students' Reflections on the Learning Process

According to the conceptual framework of this study, the learning process included four stages. During Stages 1 and 2, the participants were introduced a new genre and taught the relevant grammar explicitly. Most of the participants understood the text model and had some background knowledge of the grammar. They could produce short, grammatically correct sentences and had some vocabulary knowledge, which helped them grasp the main ideas of the text models.

However, when it came to creating content in Stage 3 (joint construction – group work), sentences were not produced grammatically. Some participants could not produce long sentences, while others followed sentence structures from their mother tongue. In addition, the participants could not differentiate between main steps and sub-steps in the text organization. These two issues tended to improve in the third class when the teacher emphasized the grammar of the language features of the instruction genre. The SRL checklist played a role, as mentioned by the participants—it helped them realize the communicative purpose when working independently in Stage 4. Some participants mentioned in the interview that they used the checklist while preparing their work, while others used it during their presentation rehearsals. This resulted in the post- task performance shown in Figure 4.1, where most participants were able to explain the content in a process-focused way, meaning they reached the communicative purpose of the instruction genre.

Students' Opinions on the Implementation of Studying through 'Genre-Based Self-Regulated Learning'

After the end of the semester, interviews were conducted to explore the participants' opinions on participating in a class that applied the genre-based self-regulated learning approach. It was found that participants experienced both benefits and challenges.

Perceived Benefits of the Genre-Based Self-Regulated Learning Approach

The participants reported positive perceptions toward learning through the genre-based self-regulated learning approach, as outlined below.

      Improved Organization in Oral Presentations. Participants expressed positive views toward the genre-based self-regulated learning approach, particularly regarding improved presentation skills. They reported a clearer understanding of presentation structure and greater ability to organize content aligned with their communicative goals. As one participant (Rose) said, "*I think I can organize my content in the presentation better. I know where and how I should arrange the information. I am also better at designing my presentation.*" Another (Alex) added, "*In the past, I tended to pool all the information I wanted to speak and put all of it in my presentation. Now, I do not do that.*" After every presentation, every participant was offered formative feedback to enhance their understanding on genre-based features regarding the communicative purpose of a certain genre.

      Increased Opportunities for Speaking Practice. All participants appreciated the increased opportunities to practice speaking, which had been limited in their previous Thai-medium education. They reported greater confidence and more positive attitudes toward their presentations. One participant (Lisa) said, "*In the past (high school and before the experiment), I*

rarely had chances to speak. I was easy-going to just sit and study. Now, I have to speak quite often. I was very excited to speak in front of the class at the beginning. When I had chances to present more often, I had just realized that I could do it! I think it was getting better every time I presented. I feel so much less excited now.”

Perceived Usefulness of the SRL Checklist. Participants found the SRL checklist useful during preparation and rehearsal, as its criteria helped them identify necessary adjustments to their presentation content—what to change, emphasize, add, or remove. For example, one participant (Hans) mentioned *“sometimes I did something far beyond the scope or the instruction. The checklist (SRL checklist) helps me to see what I already know and what I have to do more.”* Another benefit was the checklist provided feedback beyond the teacher's comments. During the reflection phase of the learning cycle, the participant could revise their work based on the standards and their own goals. This illustrated a process aligned with all stages of the learning cycle, potentially leading to autonomous learning (Zimmerman & Schunk, 2011). One participant (Rose) said, *“Apart from the teacher’s feedback, I know what else I should improve. Moreover, even if I made some mistakes in the presentation, the list also reminds me of the part that I have done well. The checklist also reminds me of this mistake and I will fix it next time.”*

Perceived Challenges to Genre-Based Self-Regulated Learning Approach

The participants also reported challenges in learning through genre-based self-regulated learning, as follows.

Limited Background Knowledge in Topic Areas. As most participants had limited prior experience with presentations, this was a new challenge. Interviewees reported initial struggles but noted improvement over time, feeling more at ease with increased speaking opportunities. Some participants found certain tasks challenging when the topics were beyond their background knowledge or when it was something they had never done before. As one participant (Hans) mentioned, *“For the challenges, it is searching for information for something I never know. I might search for the information but it is not suitable for the task. For example, the electrical appliance - the last project presentation. I did not know anything about it at the beginning”*.

Low Self-Perception of Language Proficiency. Some participants found it challenging when they perceived their English proficiency as low. One participant (Ben) said, *“I never deliver many presentations like this. It was quite though for me because my English is not that strong.”*

Despite challenges, participants valued the speaking practice and believed improvement came through continued practice. All interviewees preferred activity-based learning over textbook-based instruction.

Discussion

In this research, learners as language users were able to use the language effectively when they understood the structure and the relationship of communicative purpose (Devitt, 2008). Genre-based self-regulated learning served as a framework for learners to organize their speaking and select suitable language features. The participants' performance in the findings suggests that genre-based self-regulated learning helps learners understand and produce language that meets the objectives of the given tasks.

During Stages 1 and 2, learners set goals based on the teacher's instruction. This was similar to studies of Robillos (2023) and Wiboonwachara and Charubusp (2022), in which learners set goals based on the genre characteristics introduced during this stage. At this point, learners were aware

of the task expectations, and those in studies that incorporated self-regulated learning revised their work according to the goals they had set during this stage. The findings reveal that text modeling greatly supported learners' understanding of the content. Text organization and necessary language features were clearly identified. Learners could focus on essential points, avoiding feeling overwhelmed as they previously had when unsure what to prioritize. Text modeling also enabled learners to recognize differences between weak and strong presentations. As audience members, they were able to understand how a presentation was perceived, which enhanced their sense of organization and supporting details. Thus, when learners designed their presentations, they considered how the message would be received by the audience. This led to better presentation organization (content was organized into main steps and sub-steps) and inclusion of more supporting details and examples.

This study applied text modeling with both spoken and written forms, contrasting with previous studies such as Robillos (2023) and Wiboonwachara and Charubusp (2022), which focused only on writing skills. Although Praneenararat (2017) applied GBA to develop speaking skills, only written text was used as the models. The findings of this study indicated that providing both types of text models enhanced learners' comprehension. Interviews indicated that spoken models helped learners grasp the overall organization of a presentation and how to achieve communicative purpose, while the written text allowed them to observe language features more clearly. Hence, this study suggests that using both types of text modeling is beneficial in teaching speaking.

Moreover, there were some contrasts in the selection of text models. Studies of Wiboonwachara and Charubusp (2022) and Robillos (2023) selected models that were related to learners' background knowledge, based on the rationale that familiarity with the topic would support learners' understanding of the genre. In contrast, the study of Praneenararat (2017) utilized text models that were less related to learners' background knowledge, aiming to introduce new ideas and foster creativity. However, the outcomes did not align with the initial assumption. Learners in Praneenararat's (2017) perceived the task as challenging and were unable to fully produce the expected text structures, unlike those in Wiboonwachara and Charubusp (2022) and Robillos (2023). In the present study, text models were selected to align with learners' background knowledge, which facilitated their understanding and increased familiarity with the target genre. Nevertheless, in line with the approach taken in Praneenararat's (2017), this study also recognized the value of exposing learners to a variety of text models. The findings indicated that providing multiple examples not only offered learners more ideas but also enhanced their motivation. Some learners even used the text models as benchmarks they aimed to achieve.

In Stage 2, explicit teaching with a focus on essential grammar supported learners, particularly beginners, in producing sentences. Several beginners initially only produced phrases and clauses; however, explicit teaching guided them toward constructing full sentences and better supporting their content. For example, after the implementation ended, learners were able to use adverbial groups to indicate main steps and sub-steps more appropriately. It was important that teachers point out and train learners in the language features relevant to each particular genre. The study of Wiboonwachara and Charubusp (2022) reported that participants demonstrated the highest level of genre understanding during the explicit teaching phase. In contrast, participants in the present study indicated that their understanding was most developed during the actual performance in Stages 3 and 4.

In Stage 3, the findings of this study align with Derewianka (1990), who observed that working in groups allowed learners to brainstorm and pool information, improving their understanding of the genre taught. However, this study also found that the size of the group matters; smaller numbers tend to be more productive, as every member contributes. Moreover, teachers' support was crucial,

especially when introducing a new genre. Learners might be unfamiliar with a new genre benefit from the teacher's guidance and feedback. This could be challenging in large classes.

Challenges were found in terms of limited background knowledge and low self-perception of language proficiency. Brainstorming in Stage 2 was necessary as more ideas could be pooled further than learners' existing knowledge. Critical thinking and creativity could be enhanced at this stage from teachers' elicitation questions for learners to discuss rather than teaching only language features and analyzing text. Teachers' support was still recommended until group work in Stage 3 as guiding was helpful during the beginning. SRL played a role in this study in that it reminded the participants of the performance standard in every working stage. Moreover, it helped encourage low self-perception participants to be more motivated in reaching the expected standard. SRL could also support participants in identifying positive aspects of their own work which low self-perception participants normally perceived only negative sides. It is suggested for teachers to provide affirming remarks as part of overall feedback.

In the final stage, autonomous learning emerged. All learners successfully produced their work aligned with the instructional genre while working independently (Hyland, 2004). SRL played a role in achieving the goals set during Stage 1 (Xiao & Yang, 2019). A notable difference was observed between studies that did not incorporate self-regulated learning (SRL). For example, learners did not gain much confidence, as evidenced by their continued fear of making mistakes when using the language or sharing new ideas in class. In contrast, the integration of SRL in this study appeared to enhance learners' confidence, as reflected in their responses on the SRL checklist. Furthermore, unlike Study Wiboonwachara and Charubusp (2022)—where teachers continued to provide extensive support and feedback during Stage 3—this study offered less teacher support at that stage. As a result, learners demonstrated greater ownership of their work and independently revised and edited their performance in accordance with the goals they had set during Stages 1 and 2. This study aligned with Xing (2018) that learners revised their work and found their own solutions to problems, leading to autonomous learning. Further studies could conduct control groups implementing SRL in teaching and explore teachers' aspects.

The classroom implementation framework encouraged learners to set goals, learn, practice, and reflect on their work. More opportunities to use the language allowed them to recognize their potential, which motivated them further. The findings suggest that following this cycle could help learners achieve their academic goals (Zimmerman and Schunk (2011), resulting in improved performance as reflected in the findings. Implementing this teaching framework could serve as teaching pedagogy with no syllabus adjusted. It does not impose additional workload on teachers and learners. Instead, it only adjusts teaching methodology in class as learner-centeredness with this constructed teaching framework and sequence. The instruction adopted in this study could also be applied in teacher-training for those who are not familiar with the genre theory.

Conclusion and Implications

Although this study was conducted in a classroom setting, it offers valuable insights into the effectiveness of the genre-based self-regulated learning approach in enhancing learners' speaking ability. For curriculum design, the findings provide evidence that implementing this approach in a compulsory course can improve learners' oral presentation performance. The genre-based self-regulated learning framework can guide curriculum developers in increasing speaking opportunities while emphasizing communication and critical thinking skills. This supports learning autonomy that self-regulated learners set goals, control and motivate themselves to complete the given tasks as well as reflect their work, revise, find their own strategy to solve the problems until reaching the setting goals or standards. These are the characteristics of learning autonomy which

encourage life-long learning. Notably, even in large classes, this approach supports inclusive participation for every learner.

In terms of lesson planning, the genre-based self-regulated learning approach can be flexibly adapted without altering the existing syllabus. Teachers can select genres that align with the course objectives or prescribed textbooks. During both group and individual performance stages, it is essential for teachers to monitor student progress and provide timely feedback and support, especially for learners with limited experience in student-centered learning environments. Furthermore, when implementing SRL, explicit training should be provided. Teachers should offer clear examples, explain the items in the SRL checklist in detail, and revisit the concepts of GBA and SRL during the early weeks of instruction to enhance learners' familiarity and promote more conscious application of these strategies in class activities.

Some limitations on this study should be acknowledged. The absence of a control group limits result interpretation, and some changes during the intervention may have gone unexamined. Future research should consider comparative studies, explore multiple genres, and incorporate teachers' perspectives for a more holistic view. Longitudinal studies and investigations into teachers' feedback in SRL are also recommended, given the complexity of this approach.

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Appendix A

Self-evaluation checklist: Instruction Genre

Checklist	Yes	No
1. Fluency and Coherence		
1.1 Opening		
1.2 Closing		
1.3 Thesis statement (Phenomenon goal)		
1.4 Process focus (content)		
1.5 Clear process explanation (content)		
1.6 Logical sequence (steps)		
1.7 Time relationship (conjunction)		
2. Lexical resources		
2.1 Correct technical terms		
2.2 Correct action verbs, modal verbs, auxiliary verbs		
3. Grammar Range and Accuracy		
3.1 Timeless; present tense		
4. Pronunciation		
4.1 Clear pronunciation		
4.2 Proper tone of voice		
5. Body Language and Gesture		
5.1 facial expressions, body movements, posture, eye contact, etc.		

What I have done well;

_____
_____
_____
_____

What I should improve;

_____
_____
_____
_____

Name _____ Nickname _____ ID _____

Appendix B

Student No.5's Presentation Performance on Post-task (Transcription)

Overall text organization	Information of Student 5 (Presentation Transcription)	Language features
Thesis statement (phenomenon goal)	||good morning| everyone|| |||I'm really excited to be with you today|| because we have been given the responsibility to organize a valentine event||| |and| |yeah| |||this event will organize to be fun||| |so| |||let me bring you to the plan step by step|||	Main language features; Goal indicators
	||step one|| ||setting up the booths|| |||first| we have to set up the different zones to make the event more enjoyable||| |there| |there must be good food to everyone||| ||can buy delicious food|| |and| ||a drinks booth to everyone|| ||can also buy a drinks, |refreshing| the refreshment|| |and| |||the last one is a photo booth||| |to| |sorry| |||the photo booth will be a perfect present for a Valentine's day|||	Detail-oriented language features;
Explanation (process-focused/ step-by-step)		Step indicators
	|so| |||next step is step two to organize the activities||| |||second| we have prepared for everything for everyone||| |||there must be game, music and maybe even a photo booth to capture a good moment here||| |and| ||step three|| ||promoting the event|| |||third| we need to make sure everyone know about this event||| |like| |||we can (post) on social media, make a poster, or word of mouth, to everyone know this event||| |so| |||the promote is the event||| |||let's see on the event||| |||we must work on the team||| |and| |||what's important is everyone can join this event||| |so| |||let's go to join together and make Valentine's special for everyone||| ||thank you||	Clauses

Language Features in Details of Student No.5's Presentation Performance on Post- task (Transcription)

Item	Language Features	Words/chunks/clauses	Number
1	Step indicators	1. step one 2. first 3. next step 4. second 5. step three 6. third	6
2	Subject + verb	1. I'm really excited to be with you today 2. this event will organize to be fun 3. the last one is a photo booth 4. the photo booth will be a perfect present for a Valentine's day 5. next step is step two to organize the activities 6. we have prepared for everything for everyone 7. the promote is the event	7
3	Verb + ...	1. let me bring you to the plan step by step 2. let's see on the event 3. what's important is 4. let's go to join together and make Valentine's special for everyone	4
4	Subject + modal verb	1. we have to set up the different zones to make the event more enjoyable 2. we need to make sure everyone know about this event 3. we can (post) on social media, make a poster, or word of mouth, to everyone know this event 4. we must work on the team 5. everyone can join this event	5
5	Subject + verb to be + verb 3	1. we have been given the responsibility to organize a valentine event	1
6	There + verb to be	1. there must be good food to everyone 2. there must be game, music	2
7	Basic adverbs; 1) time, 2) place/ position, 3) manner, 4) frequency/ degree/ duration	1. today (1)	1