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Flipping Critical Genre-Based Writing Instruction to Enhance EFL Students' Essay Writing and Learning Autonomy

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Abstract

This study examines the effectiveness of the Flipping of Critical Genre-Based Approach (GBA) in enhancing EFL students' essay-writing competence. It explores students' perceptions of its role in fostering their learning autonomy. Using an explanatory sequential mixed-methods design, the study involved 60 fourth-semester English Department students in two intact classes. The control group was taught through Standard GBA. In contrast, the experimental group was taught through the Flipping of Critical GBA, in which the early stages were delivered online, and a genre analysis stage was added in class. Quantitative data were collected through pre- and post-tests of essay writing and analyzed using t-tests, while qualitative data from focus group interviews were analyzed thematically. Both groups improved significantly, but the experimental group gained more and outperformed the control group on the post-test (77.83 vs. 72.33, $p < .001$). Most students perceived the approach as fostering their learning autonomy, and many also reported stronger motivation and self-efficacy. Flipping Critical GBA can therefore serve as an alternative method for teaching essay writing, provided teachers anticipate challenges related to internet connectivity, digital competence, self-regulated learning, and workload. Future research should involve participants from several universities and use a wider range of qualitative techniques.

Keywords: flipped classroom; genre-based approach; genre analysis; essay writing; learner autonomy; EFL

Introduction

Information and technological advancements in this digital era have had significant consequences across social, cultural, political, economic, and educational domains. These developments have transformed the educational paradigm, emphasizing students' innovation, initiative, and creativity to foster learning autonomy through discovery learning

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that enables them to construct knowledge over time (Hamzah et al., 2026; Nguyen et al., 2022). However, fostering students' learning autonomy is particularly challenging for students at many private universities in Indonesia.

Some previous studies in Indonesia have found that students, especially those at private universities, show lower motivation and autonomy, which hinder their learning outcomes. This is understandable, as students typically enroll in state universities first before deciding to study at private ones. Consequently, private universities may receive students who have not fully engaged in their previous educational experiences. This condition influences the interest and motivation of students at private universities, which can, to some extent, be addressed by fostering positive interpersonal, caring relationships during the learning process and by selecting appropriate learning methods that accommodate students' interests and diverse learning preferences (Raturi, 2018; Rustipa, 2018; Valtonen et al., 2021).

In this digital era, teachers need to adapt to and embrace technological advancements in their teaching practice, as most students prefer and are accustomed to accessing information through the internet and multimedia (Hakim & Abidin, 2024; Syukron, Fatonah, & Masitoh, 2026). This approach allows teachers to accommodate students' preferences while promoting self-regulated learning and autonomy (Ilhomovna, 2023). Self-regulated learning skills that require students' learning autonomy are essential for student-centered learning; however, these skills can be particularly challenging for many less mature students. The difficulties primarily relate to their ability to plan learning activities, develop effective strategies, and manage their time (Affandi et al., 2023; Vermilio, 2022). The flipped classroom method (FCM), which leverages technological advances and the internet as learning tools, is an effective way to stimulate students' learning autonomy, enhance self-regulated learning skills, and increase motivation. Teachers should consider motivation and self-regulation when designing effective, innovative lesson plans, including selecting teaching methods (Griswold & Ruckert, 2018; Adıgüzel, Aşık, Bulut, Kaya, & Özel, 2023). Empirical studies indicate that digital learning, as part of the FCM, effectively enhances higher-order thinking skills necessary for success in the 21st century (Mat, Mustakim, Razali, Ghazali, & Minghat, 2024; Mat et al., 2024)

These issues prompted the researchers to explore implementing the Flipped Classroom Model (FCM) at a private university in Indonesia. FCM is an innovative learning model designed to develop students' critical thinking, innovation, and creativity by applying information technology through digital media. It is called "flipped" because the learning activities are inverted. Instead of learning new material in class and completing assignments at home, students engage with new content at home through instructor-provided resources, such as online books, videos, and PowerPoint presentations (Mohammadi et al., 2019). In class, students engage in hands-on, interactive activities such as questions and answers and group discussions to improve their reasoning and understanding of concepts.

Foreign language learning refers to acquiring communicative ability in the target language. Communication involves producing target-

language genres that students use to convey meaning both in school and beyond. Genre pedagogy, or the genre-based approach (GBA), rooted in Systemic Functional Linguistics, addresses students' need to produce various genres. This approach emerged several years ago, partly due to dissatisfaction with the process approach to teaching writing in Australian schools. Therefore, in this study, the Flipped Classroom Model (FCM) refers to its implementation within the context of GBA. To the best of our knowledge, previous studies on FCM for teaching language skills have rarely been conducted within a GBA framework.

In this study, Critical GBA, or critical genre pedagogy, refers to the genre-based approach (GBA) that has been modified by improving its steps with genre analysis. Thus, conducting genre analysis tasks becomes one of the steps or techniques in GBA. The underlying rationale is that genre analysis encourages deep learning, which reinforces students' awareness and critical thinking skills. In this study, we refer to the Flipped Classroom Model (FCM) implemented in the context of critical GBA as the Flipping of Critical GBA.

Empirical studies show that EFL students' problems in writing the target language genre or text type stem from a lack of awareness of target-language rules (Lu et al., 2021; Rustipa et al., 2024; Rustipa et al., 2023; Xu & Li, 2026). Engaging with texts, such as performing text or genre analysis to examine the rhetorical structures and lexico-grammatical features of the analyzed texts, can help minimize these difficulties. Text analysis is an awareness-raising task that increases learners' consciousness (Svalberg & Askham, 2020) and promotes a deeper understanding of language rules, which positively impacts their performance.

Previous studies on FCM revealed the benefits and challenges associated with this teaching method. FCM positively impacts students' learning motivation, engagement, and attitudes (Ariani et al., 2024; Muluk et al., 2022; Yu & Yu, 2017), as well as their EFL language skills (Ariani et al., 2024; Lee & Wallace, 2018; Lin et al., 2018; M. Y. Abdullah et al., 2019) and English grammar (Shaari et al., 2021). It promotes active learning and self-regulated learning skills (Aprianto & Purwati, 2020; Razali et al., 2023; Zainuddin et al., 2019). Studies reported that FCM increased students' motivation, engagement, and cultural awareness. It also enhanced EFL students' macro and micro language skills (e.g., writing, reading, speaking, and grammar) because EFL learners in the flipped classroom are more engaged in learning. This approach fosters active participation, greater autonomy, and the ability to manage their own learning without excessive dependence on their teacher.

Besides the aforementioned benefits, empirical studies reported barriers to the effective implementation of FCM in terms of students' concentration, time management, self-management of the learning process, increased workload, and technical issues (Cabı, 2018; Hunutlu, 2023; Vuong et al., 2018; Zhang, 2019; Li & Li, 2022). Some students had difficulty concentrating on self-regulated learning activities outside the classroom because of environmental distractions, and they also struggled with time management. For less motivated students, FCM can become burdensome because it adds workload that may lead to stress. Furthermore, slow internet

connections and eye fatigue are additional challenges that hinder FCM implementation.

Previous studies have reported that genre analysis positively impacts foreign language teaching, enhances students' writing competence, and elicits positive responses from students (Albino, 2017; Halim, 2019; Kalali & Pishkar, 2015; Nagao, 2019; Mohseni, 2021). Genre analysis fosters student participation and improves writing skills by strengthening specific sub-skills, such as organizing ideas and making linguistic choices. It also supports students' literacy and reading comprehension, as the analysis process requires them to engage critically with model texts on various topics. Although genre analysis is time-consuming, students still provided positive feedback.

To achieve optimal results and pedagogical benefits, this study investigated FCM blended with genre analysis activities to improve EFL learners' essay-writing performance, especially in argumentative essay writing. It employed a mixed-methods approach. The novelty of this study lies in implementing FCM within the context of critical genre pedagogy. Thus, this study extends previous research by enriching the standard GBA stages. It has pedagogical and theoretical significance that improves teaching practices. Pedagogically, the findings enrich writing instruction methods; theoretically, this study develops and strengthens the underlying constructivist theory of FCM.

This study aims to examine the effectiveness of Flipping Critical GBA in enhancing students' essay-writing competence and to explore students' perceptions of its role in fostering their learning autonomy.

Method

This study was conducted in a classroom context. It employed an explanatory sequential mixed-methods design, in which quantitative data were collected first. Qualitative data were subsequently gathered to explain the quantitative results in greater depth (Creswell & Creswell, 2017). The quantitative phase took the form of a quasi-experiment. In contrast, the qualitative phase used a case study. Three types of variables were involved. The independent variable was the Flipped Classroom Model (FCM) combined with critical genre analysis tasks; the dependent variable was effective writing instruction, as reflected in students' essay-writing competence; and the moderating variable was students' learning autonomy.

The treatment in both groups was based on the genre-based approach (GBA), as the course aimed to enable students to write various text types or genres. GBA is grounded in Halliday's systemic functional linguistics (Hasan, 2014), and its standard sequence comprises building the context, modeling, joint construction, and independent construction. The control group was taught through Standard GBA, in which building the context and modeling were conducted in classroom meetings. Joint construction and independent construction were completed as outside-classroom assignments. The experimental group, by contrast, was taught through the Flipping of Critical GBA. This modified version adds a "Working with the Text" step devoted to genre analysis and reverses the learning settings: building the context and modeling were delivered as online learning assignments, whereas working with the text, joint construction, and independent construction

took place in classroom meetings. During the Working with the Text step, students analyzed the argumentative genre.

To measure the effects of these treatments, two instruments were used. An essay writing test was administered to measure students' essay writing competence, and a focus group interview guide was developed to elicit students' perceptions of the Flipping of Critical GBA in fostering their learning autonomy.

The researchers administered these instruments to 60 fourth-semester students in the English Department enrolled in an essay writing course, all of whom had completed the Sentence Writing and Paragraph Writing courses. The students belonged to two intact classes of 30 students each, which the study program had formed for administrative purposes before the study began, so the researchers did not influence class composition. One class served as the control group and the other as the experimental group, and both were taught by the same lecturer using the same syllabus, learning objectives, and assessment instruments. Before the course began, the students were informed of the purpose and procedure of the research, and their informed consent was obtained to include their data in the research report. All data were anonymized to protect the participants' identities.

Data collection proceeded in two phases. In the quantitative phase, both groups took the essay-writing test after the treatment, and their scores served as the measure of essay-writing competence. In the qualitative phase, the researchers conducted focus group interviews with students in the experimental group to explore their perceptions of the Flipping of Critical GBA in fostering their learning autonomy.

The quantitative data were analyzed using an independent-samples t-test to compare the post-test scores of the control and experimental groups. In contrast, the focus group data were analyzed thematically (Maguire & Delahunt, 2017). In line with the explanatory sequential design, the themes that emerged from the qualitative analysis were then used to explain the quantitative findings.

Findings and Discussion

Finding

Effectiveness of the Flipping of Critical GBA on Essay Writing Competence

Before the treatment, all 60 students took a pre-test in which they wrote a five-paragraph argumentative essay on a topic of their choice. The experimental group obtained a mean score of 61.57 (SD = 4.38), and the control group obtained a mean score of 60.80 (SD = 3.11). Levene's test showed the variances were homogeneous ($F = 2.77$, $p = .102$), and the independent-samples t-test showed no significant difference between means, $t(58) = 0.78$, $p = .437$. The 0.77-point gap was small, and the 95% confidence interval for the difference ranged from −1.20 to 2.73. Because this interval includes zero, the two groups can be regarded as starting from the same level of essay writing competence. Any difference that appeared after the treatment therefore cannot be traced to unequal initial ability. Table 1 summarizes the pre-test and post-test results. It provides practical implications for findings (this can be reflected in the conclusion based on journal format).

Table 1

Pre-test and Post-test Results of the Experimental and Control Groups

Test	Experimental group M (SD)	Control group *M* (*SD*)	Mean difference	*t*(58)	p
Pre-test	61.57 (4.38)	60.80 (3.11)	0.77	0.78	<.437
Post-test	77.83 (4.30)	72.33 (3.62)	5.50	5.36	<.001
Gain (post−pre)	16.27	11.53	4.74	–	–

Note. n = 30 per group. Between-group comparisons used independent-samples t-tests.

After seven weeks of instruction, the two groups no longer performed at the same level. The experimental group reached a mean score of 77.83 (SD = 4.30), while the control group reached 72.33 (SD = 3.62). The variances remained homogeneous (F = 1.79, p = .186), and the mean difference was statistically significant, t(58) = 5.36, p < .001. The gap between the groups widened from 0.77 points at the pre-test to 5.50 points at the post-test, roughly seven times larger. The 95% confidence interval of the post-test difference ranged from 3.45 to 7.55. Even the lower limit is several times larger than the gap observed before treatment, showing that the experimental group's advantage is not marginal.

The paired-samples t-tests clarify how this gap emerged. Both groups improved significantly from the pre-test to the post-test. The experimental group gained 16.27 points, t(29) = 39.73, p < .001, 95% CI [15.43, 17.10], while the control group gained 11.53 points, t(29) = 54.15, p < .001, 95% CI [11.10, 11.97]. In relative terms, the experimental group's scores rose by about 26% and the control group's scores by about 19%. The experimental group's gain was therefore about 41% larger than the control group's, and the confidence intervals for the two gains do not overlap. The improvement in the control group shows that Standard GBA itself helped students develop their essay writing. The larger improvement in the experimental group shows that flipping the instruction and adding genre analysis gave students a further benefit beyond what Standard GBA provided.

One pattern in the paired results needs careful reading. The control group produced a larger t value (54.15) than the experimental group (39.73), even though its gain was smaller. This happened because the control students' gains were more uniform (SD of differences = 1.17). In contrast, the experimental students' gains varied more (SD of differences = 2.24). The larger t value in the control group thus reflects the consistency of its improvement, not its size. The same pattern appears in the post-test scores, where the control group's scores clustered more closely (SD = 3.62) than the experimental group's (SD = 4.30). Even with this greater variation, the experimental group improved more on average. Taken together, the between-group and within-group results indicate that the Flipping of Critical GBA was more effective than Standard GBA in enhancing students' essay writing competence.

Students' Perceptions of the Flipping of Critical GBA and Learning Autonomy

To explain these quantitative results, focus group interviews were conducted with the 30 students in the experimental group. Thematic analysis (Maguire & Delahunt, 2017) yielded four themes: learning autonomy, learning motivation, self-efficacy, and barriers. Many students raised more than one theme, so the numbers reported below overlap.

Learning autonomy was the most frequently mentioned theme, raised by 18 students (60%). The way students described it suggests that autonomy developed over time rather than appearing at once. Several students admitted that they first found the flipped activities and the genre analysis tasks confusing and time-consuming, and only later recognized their value. One student explained, "Now I realize that the activities are useful to make me more engaged in learning and to make me be more autonomous learner, not too dependent on my teacher" (IQ1&2-S6). Her account moves from confusion to engagement to independence from the teacher, showing that the initial difficulty did not prevent students from benefiting from the model.

Learning motivation and self-efficacy were each raised by 15 students (50%), and both themes were closely connected to autonomy. Of the 18 students who mentioned autonomy, 11 also mentioned motivation, and 9 also mentioned self-efficacy. Seven students raised all three positive themes together. Regarding motivation, students described the experience as both enjoyable and challenging, and it led them to see themselves as responsible for their own learning. As one student put it, the experience made her "aware that I am the main actor in my learning". It motivated her to achieve the learning outcome (IQ1&2-S7). This statement links motivation directly to a sense of ownership, which is central to learning autonomy.

Regarding self-efficacy, students who doubted the model at the beginning reported gradually adapting to the shift from face-to-face instruction to the flipped classroom. One student stated that she became "more confident to participate in the learning process such as in class discussions" (IQ1&2-S12). Her account follows the same path from doubt to adaptation found in the autonomy theme. Across the three themes, students thus described one connected process: the initial challenge of the model gave way to greater independence, stronger motivation, and more confidence.

Fifteen students (50%) also reported barriers. One student's example points to difficulties outside the classroom, namely managing study time while working part-time and having limited computer literacy (IQ3-S19). These barriers, however, did not cancel out the positive experiences. Eight of the 15 students who reported barriers also reported gains in learning autonomy, and four students raised all four themes. Only two students mentioned barriers without reporting any positive theme. In other words, 28 of the 30 students (93%) perceived at least one benefit from the model, even though half of them faced difficulties along the way.

Overall, most students saw Flipping of Critical GBA as a way to foster their learning autonomy, and they described this autonomy as closely tied to stronger motivation and greater confidence. These perceptions help explain the quantitative

results. Students in the experimental group not only wrote better essays than those in the control group but also described themselves as more engaged, more motivated, and less dependent on their teacher. At the same time, the barriers reported by half of the students show that the model demands time management and digital skills that not all students possess equally.

Discussion

Effectiveness of the Flipping of Critical GBA on Essay Writing Competence

Both groups improved significantly from the pre-test to the post-test, supporting the widely held view that staged genre-based teaching helps students internalize the communicative purpose, schematic structure, and linguistic features of text types (Hyland, 2007; Rose et al., 2012). The control group's gain of 11.53 points confirms that Standard GBA alone effectively teaches essay writing. The experimental group, however, gained 16.27 points, and the gap between the two groups widened from 0.77 points before the treatment to 5.50 points after it (see Table 1). Since both groups were taught through GBA by the same lecturer, with the same syllabus and learning objectives, this additional gain can be traced to the two features that set the experimental group apart: the setting in which each stage took place and the additional learning experience provided in the Working with the Text stage.

The first feature concerns the stages that were moved outside the classroom. In Building the Context, the teacher uploaded materials to the Moodle LMS, including PowerPoint presentations, videos, and relevant links. These materials explained the target text type, its schematic structure and linguistic features, and the terminology and grammatical concepts, such as clauses and phrases, that appeared in the model texts. To understand these concepts, students had to use self-regulated strategies to navigate online learning resources (Sari et al., 2023), a process that required problem-solving, perseverance, and self-awareness. In the Modeling stage, the teacher uploaded several model texts whose parts were labeled, so that students could see how the concepts from the previous stage were realized in actual texts. This asynchronous mode made students less dependent on the teacher's assistance (Bánhegyi & Fajt, 2022). Students controlled their own pace, chose how to engage with the materials, and managed their own time, which required them to set goals, monitor their progress, and adjust their strategies. These findings align with previous studies reporting that the Flipped Classroom Model (FCM) can enhance students' English writing skills (Lin et al., 2018; Liu & Zhang, 2018).

The second feature concerns the Working with the Text stage, which took place in class after a question-and-answer session that clarified the concepts students had studied online. Students first read a model argumentative text critically to identify its schematic structure and linguistic features, such as tenses and conjunctions. They then analyzed their own texts to provide self-corrective feedback, which allowed them to recognize their errors independently (Ramírez Balderas & Guillén Cuamatzi, 2018). Next, they analyzed their peers' texts and argumentative texts taken from mass media, both individually and in groups. They identified the structure and language features of these texts, located errors,

evaluated overall quality, and wrote corrected versions. This kind of text analysis is an awareness-raising task that builds students' knowledge of how texts work (Ramírez Balderas & Guillén Cuamatzi, 2018; Muhammad Yaseen & Mohd Hilmi Hamzah, 2024). Because the texts covered diverse topics, including technology, economics, social issues, and politics, students also broadened their content knowledge. This reflects the GBA principle that "EFL students learn about the target language, learn various fields through language, and learn to use language" (Agustien, 2020). This finding also aligns with Kalali and Pishkar (2015), who showed that genre analysis enhances EFL students' writing performance by activating their content schemata and formal schemata related to text type, structure, vocabulary, grammar, and rhetorical organization.

With this preparation, students entered the Joint Construction and Independent Construction stages, both held in class. They first wrote in groups on topics they proposed, with the teacher gradually reducing guidance, and then wrote independently with minimal support. In this arrangement, class time focused on practice and interaction with the teacher and classmates rather than on delivering concepts students had already studied online.

The present findings also differ from the studies cited above in one respect. Those studies report the benefits of FCM (Lin et al., 2018; Liu & Zhang, 2018) and of genre analysis (Kalali & Pishkar, 2015), whereas the present study combined the two within GBA and held GBA constant across both groups. This design shows that the combination adds value beyond what GBA already provides. Because the two features were introduced together, however, the present design cannot determine how much each one contributed on its own. The results also show that gains in the experimental group varied more across students than in the control group (SD of differences = 2.24 and 1.17, respectively). The model raised the average score considerably, but it did not benefit all students equally, and this variation deserves attention alongside the barriers half of the students reported.

Students' Perceptions of the Flipping of Critical GBA and Learning Autonomy

The focus group interviews were conducted to explain the quantitative results from the students' perspective. Most students (60%) perceived that the FCM and the genre analysis tasks enhanced their learning autonomy. This finding supports previous studies reporting that FCM helps students become more independent learners in language learning (Aprianto & Purwati, 2020; Bonyadi, 2018; Lin et al., 2018; Öztürk & Çakıroğlu, 2021; Zhonggen, 2019) and that genre analysis fosters self-regulated learning (Seiradakis, 2019; Wiboonwachara & Charubusp, 2022). In the present study, the genre analysis tasks required students to correct and revise their own work, which built a sense of responsibility for their learning. The FCM, in turn, required students to manage their own learning process and time.

Half of the students also reported stronger motivation, which aligns with previous research (Zhang, 2019; M. Abdullah et al., 2021; Teng, 2017; Yu & Gao, 2022). Students were engaged through various media, could choose their preferred learning environment, and took an active part in class discussions and text analysis. Their accounts show that this involvement made them feel like significant contributors to the

learning process, as reflected in one student's realization that she was "the main actor" in her learning. Similarly, the same proportion of students reported greater self-efficacy, supporting earlier findings (Aprianto & Purwati, 2020; M. Abdullah et al., 2021; Y. Li & Qu, 2019; Zhonggen, 2019). Students who initially doubted the model adapted successfully to the shift from face-to-face instruction to the FCM, and this success strengthened their confidence to participate in class.

The present findings go a step further than these studies in showing how closely the three outcomes are connected. Autonomy, motivation, and self-efficacy were not reported by separate groups of students. Of the 18 students who mentioned autonomy, 11 also mentioned motivation and 9 mentioned self-efficacy, and seven raised all three themes. This clustering is consistent with the view that autonomy, understood as learners' capacity to take responsibility for their learning, is reflected in features such as self-regulation, self-confidence, self-efficacy, and intrinsic motivation.

The study also identified several barriers, including internet connectivity issues, limited computer skills, difficulties with self-regulated learning and self-management, and heavy workloads. Students experienced frustration because of slow connections and technical problems, and some struggled to manage their time, stay focused, and cope with additional work, which at times led to stress. Previous studies have also reported these barriers (Cabı, 2018; Hunutlu, 2023; Vuong et al., 2018; Z. Li & Li, 2022; Zhonggen, 2019). However, these findings show that the barriers did not cancel out the benefits. Eight of the 15 students who reported barriers also reported gains in autonomy, and 28 of the 30 students perceived at least one benefit from the model. The barriers also reveal a tension within the model itself. Some students found it difficult to work independently, yet independence is the very capacity the model seeks to develop. Learning autonomy therefore appears to be both an outcome of the Flipping of Critical GBA and a condition that students need, at least in part, to benefit from it.

These findings carry pedagogical and theoretical implications. Pedagogically, the Flipping of Critical GBA offers an alternative method for teaching essay writing, one that improves writing competence beyond Standard GBA and fosters learning autonomy. Teachers who adopt it should anticipate the barriers identified in this study and support students in managing their time, developing their computer skills, and dealing with connectivity problems, especially in the early stages of the transition from face-to-face instruction. Theoretically, the study strengthens the constructivist foundation of FCM by showing how outside-classroom learning and in-class genre analysis together shape both writing competence and learning autonomy.

The study has several limitations that point to directions for future research. Participants came from only one university, so future studies could include students from several institutions to test whether the findings hold in other contexts. The qualitative data came only from focus group interviews, and future research could add other data sources to deepen the analysis of students' learning experiences. Because the flipped setting and the genre analysis tasks were introduced together, further studies could

separate the two to determine each contribution. Finally, the greater variation in the experimental group's gains and the barriers reported by half of the students suggest that future research should examine which students benefit most from the model and how support for time management and digital skills affects their learning outcomes.

Conclusion

This study shows that the Flipping of Critical GBA is more effective than Standard GBA in enhancing EFL students' essay writing competence. Although both groups started at the same level and both improved significantly, the experimental group achieved a considerably larger gain. It outperformed the control group on the post-test. This additional gain can be attributed to the two features that distinguish the approach: moving the Building the Context and Modeling stages outside the classroom, and adding a Working with the Text stage in which students analyze the schematic structure and linguistic features of argumentative texts. The students' perceptions point in the same direction. Most felt the approach fostered their learning autonomy, and many also reported stronger motivation and greater self-efficacy. These three outcomes were closely connected, as students came to see themselves as responsible for their own learning, became more motivated to achieve the learning outcomes, and grew more confident participating in class. The Flipping of Critical GBA can therefore be recommended as an alternative approach in essay writing courses.

Teachers who adopt this approach, however, need to anticipate several challenges, namely unstable internet connectivity, limited digital competence, difficulties in self-regulated learning, and heavy workloads. Support in these areas is especially needed in the early stages of the transition from face-to-face instruction. This study is also limited by its participants, who came from a single university, and by its reliance on focus group interviews as the only source of qualitative data. Future research should include participants from several universities, use a wider range of qualitative techniques, and examine the flipped setting and the genre analysis tasks separately to determine each contribution.

Author Contributions

KR: Conceptualization, Investigation, Formal analysis. YS: Formal analysis (statistical). DP: Formal analysis (qualitative). EYR: Investigation. RA: Formal analysis (statistical). SU: Formal analysis (qualitative).

Conflict of Interest

The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this paper.

Generative AI Statement

The authors used Grammarly solely for language editing and proofreading to improve the clarity and readability of the manuscript. All AI-assisted output was critically reviewed and revised by the authors, who take full responsibility for the accuracy, integrity, and final content of the manuscript.

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