

# Using Text-Based Integrated Approach (TBIA) in ESP Writing Class: Pedagogics and Carry Outs in Learning a Second Language

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## **Abstract**

Success in teaching and learning is dependent on a close match among reader goals, text characteristics, reader proficiencies, and instructional context (Mumba and Mkandawire (2019). It would be unnatural for learners to acquire understanding of the realm of the world unless they experience the thinking and gaining of insights from people around them. They need to explore on new trails and get involve to achieve specific explicit or even implicit goal. In order to attain such accomplishment, students need communication texts and use communicative approach to stimulate learning. To Mickan (2019), text and context, matched with their needs, should be carefully chosen to trigger learners' attentiveness and involvement. Instructional approaches to learning a second language should be used to test their knowledge of their cultural context, and not only their level difficulty but also their familiarity of the discourse.

The study utilized the use of Text-Based Integrated Approach (TBIA). In doing so, the erstwhile instructional device, the Text-Based Instruction (TBI), was discussed to see their differences and find out which stratagem would fit the new generation second language learners. To get on to the researcher's purpose of utilizing TBIA, two (2) language learning categories were applied; the working on the text, and the working from the text. It was revealed that they acquired better understanding of new vocabularies on their own by reading these new words in context evolving around specific topics.

**Keywords:** Text-Based Integrated Approach, ESP writing class: ESL learning

## **Introduction**

Text-based teaching and learning has become a high priority strategy with the shift in English language arts standards to preparing students for their success in college and in their future careers. According to Dombek, Foorman and Smith in their study in 2016, assessments on students' knowledge would require them to apply standards in their analytical response to multiple texts. Basic education students were likely to develop the foundational skills in writing to compose opinion and informative/explanatory pieces with increasing complexity as they aged. To add, the collegiate level learners were expected to write with intricacy on arguments and informative texts. The writing had to be well organized with a clear purpose, maintain focus on the topic, and demonstrate use of Standard English conventions based on level expectations (Burns and Richards, 2021).

The text-based approach to teaching ESL uses a series of complete texts to teaching writing effectively (Martin and Rose, 2018). To them, for students to be operative writers, they should be aware of the

structural, interpersonal and textual features of different text types. The multi-faceted and thoughtful response to these changes had become a routine and less challenging while the same broad text-based writing expectations remained present in the standards from the lower levels making the writing become more formal and refined over the years which was not a requirement in today's setting (Florito, Lorenzo (2021). They suggested that to improve writing, students should learn to write more informatively and explanatory using domain-specific vocabulary more so, factual and detailed texts while maintaining the interconnection amongst complex ideas. They should know the difference between claims and counter-claims in opinion or argument and show logical sequence of their supporting reasons and evidence, thus require them to improve reading comprehension and the writing skills using the TBI approach (Sanako, 2021).

In many English as Second Language (ESL) classrooms, writing in the target language remained a challenge for many learners (Rosario, et. al., 2019). This was to be expected considering that writing would require not only an abstract knowledge of the language (i.e. structural forms) but, equally importantly, the ability to apply what had been learnt to produce a coherent, and meaningful text (Lauber, 2021). Separating writing from other aspects of language learning (such as grammar or vocabulary) had not help students make the necessary transition from what they knew to how to use these in their writing. In short, students needed to use the text-based learning (Bowen, 2019).

According to Richards (2021), text-based instruction shared some features with Task-Based Language Instruction (TBLI) since the approach was focused on preparing learners for real-world uses of the English language. Rather than organizing instruction around tasks, texts could be chosen as the framework for teaching. "Text" to him could be used in a special sense to refer to structured sequences of language used in specific contexts or in specific way. Using TBI, learners use specific text type and master such kind to be applied in another or different contexts like language contexts in the academe or in workplaces. To Nordquist (2017) learning a foreign language should be based on an approach to teaching language which would involve: teaching explicitly about the structures and grammatical features of spoken and written texts; linking spoken and written texts to the cultural context of their use; designing units of work which focus on developing skills in relation to whole texts; and providing students with guided practice as they develop language skills for meaningful communication through whole texts.

Specifically in this study, the researcher utilized Text-Based Integrated Approach. Similar to the study of Richards and Rodgers in 2022, both studies considered TBIA as one of the co-methodologies in the teaching of English language where teachers were expected to understand and fully implement it in language teaching. They added that for teaching and learning to succeed, it hinged on the teachers' use of appropriate approaches and methodologies in their teaching. It aimed at developing learners who can engage meaningfully with different texts in different contexts. This approach could be applied in series of lessons, comprising a unit for one or two weeks focused of the teaching of writing (Iftanti, 2022). Lessons had to be well selected for word study, vocabulary extension, cohesion and coherence, oral discussion, written comprehension summaries, note taking and note making and composition communicative in nature (Hasa, 2016). Mwanza in his study in 2017 recommended teachers' use communicative activities such as drama, role play, and simulation in improve their learning of a new or another language.

## Methodology

This paper will analyze the discourse and written interaction among the respondents. In order to conduct this analysis, the researcher followed discourse analysis model viewed in terms of the parameters of field, tenor, and textuality to discuss the language system, context and the situation involved during the interaction of the participants and point out components of linguistic interaction to explain the importance of utterances in conveying meaning more than just elaborating isolated sentences.

The researcher utilized a descriptive discourse analysis approach (Wright, 2021) where she explored on precisely describing a phenomena: the linguistic devices they used, the need for the use of such language and the circumstances they were in. Using the Task-Based Integrated Approach (TBIA) and with the lessons included below, the researcher's aim was to create a need to learn and use language, particularly in this study, conjunctions as transitional devices used in writing. The tasks were for students to learn new vocabulary by creating opportunity for language acquisition in particular and communicative competence in general. According to Kawasaki (2021), while teachers seemed responsible in enriching students' language when they see the need, students should be given the chance to use English in the classroom as they use their own languages in the most natural way. To use the TBIA in the classroom, language should be authentic and less structured. He added, that to have a balance between fluency and accuracy, tasks should be provided to have better task feedback. With this model, individual language items (in the study, conjunctions as transitional devices used in writing) were presented by the teacher then practiced these items in the form written tasks or pattern drills. A specific grammar point was highlighted to bring out the pedagogical implications of the study.

For the data analysis, the Multimodal Approaches of Firmansyah (2021) was utilized to explain the results of the study. Since 'multimodalities' (Trotta, Rania and 2024) were observed in students' multi-engagements in the class, this approach matched with the goal of the study. Texts were carefully selected and analyzed which held likely with learners' vocabulary based on their core references in the field, their experiences in the use of the vocabulary and their schemata. New vocabularies were found, example were; "bibliometric", "mobile money" and "mobile payment" (Zou et al., 2023, Gallego-Losada et al., 2023). In doing this, the researcher followed a process of rounds of content reading and final eligible keywords were chosen for analysis.

Using Task-Based Integrated Approach (TBIA), the researcher used two language learning categories; the working on the text, and the working from the text. Working on the text was meant for exercises to test the student's understanding of the text. Among these activities were gap-filling, writing summary, linking actions, paraphrasing, and sequencing events. Among working from the text exercises, there were debating the idea presented in the text, finding arguments (for and against the topic or thesis statement presented by the text), and developing a conversation between student groups using the texts' topic and vocabulary. Working from the text activities would test student's ability; to decode at a deeper level the message of the text and to use the information learned in a communicative context. Such activities allowed for training both the student's reading and speaking skills. In doing this, all activities were in reference to a particular text to better understand the new vocabularies on their own by reading these new words in context evolving around specific topics which the researcher realized had increased students' memorization and overall learning.

In this study using TBIA, the researcher had sequenced the tasks and activities for a week. First, the teacher presented the lesson on conjunctions (subordinating, coordinating and correlative), their uses as well as samples of sentences where each was used. Second, learners were 'thrown in the deep end' and

required to write. This was followed by the teacher dealing with some of the grammatical or lexical problems arising in the first stage and the learners then being required either to perform the initial task or to perform a similar task. The language presented in the ‘teach’ stage could be predicted if the initial production task was carefully chosen. During this stage, the teacher introduced and defined the topic and the learners engaged in activities to either help them to do simple recall useful during the performance of the main task or to learn new words and phrases essential to the task. The stage was then followed by the ‘task cycle’ where the learners performed the task (a writing exercise using connectives). Finally, they produce written output highlighting the presented topic in the initial stage.

As to the ‘texts’ for the tasks and situation in TBIA, they were anticipated to engage in scenarios aimed at getting pedagogical and carry out implications. In this method, tasks were expected to: provide opportunities for students to exchange information with a focus on meaning, not a specific form or pattern/structure; and have a clear purpose where learners should know the outcome they were expected to produce when they finished performing the tasks. Specific in this study, written outputs were varied because each was a product of students’ individual and independent work. Such would be a product of the aforementioned 3-Phase (PPP) writing activity. The first phase, the Presentation, was setting of the task where the teacher contextualized the topic of the lesson, raised students’ interest to prepare learners in performing the task. Also, in the stage was the Preparation where the teacher helped students with both the content and the language done by activating students’ general knowledge on a certain topic and by helping students anticipate the type of language they would need to perform the task proposed (Asaro-Saddler, 2016). It was extremely important that students understand the objectives of the task during this phase. In the second, the Practice phase, learners perform the proposed task. They performed the individual task and used their existing knowledge of language to express themselves in a spontaneous way. As the focus was communication, the teacher was not supposed to carry out extensive error correction at this stage, but monitored and provided support.

As to the ‘task’, it focused on the use of authentic language and on asking students to do meaningful errands using the target language. Assessment was primarily based on task outcome (in other words the appropriate completion of real-world tasks) rather than on accuracy of prescribed language forms (Zakime, 2018). To Mohlabi-Tlaka (2016), asking students to do meaningful tasks was done to prepare them for the authentic use of language and for genuine communication and production to consider language form in general rather than concentrating on a single form.

Unlike the use of Task-Based Learning (TBL), teachers often asked students to do something in the class which they would do in everyday life using their own language. This probably would not be enough. But, if in the instruction would make language in the classroom meaningful and memorable, students should process language recycled more naturally (Sari, Dewa and Santosa, 2018). TBL could offer students the opportunity to primarily focus on classroom activity with the task and the language used would just become an instrument to complete the teaching-learning process. Doing task in this approach would make students use language to achieve a specific outcome reflecting real life’s meaning. They become free to use any language they would want.

In TBIA, learners were expected to write draft and did a little research on the topic they would want to write. Then, they had the chance to edit and write the final draft. In the post task, the teacher stressed the form-focused language to work on in accordance with students’ produced written output. Giving feedback in this stage was done on the subsequent practice of language items that emerged from the tasks. The teacher gave a grammar lesson very specific to conjunctions used as transitional devices but

the teacher expected learners to use specific structure while doing the task, neither worked on a pre-selected language item in this phase of the lesson. As to the teacher’s role, she just monitored which was extremely important in using TBIA. As to the text types, Nagao (2019) classified these as: (1) procedural (used in carrying out a task); explaining (used to explain how and why things happen); (2) expository (to review, set argument or debate); (3) factual or informational (used to give facts); (4) personal (used to tell own accounts); and (5) conversational (used functional texts e.g. dialogues, formal/informal letters, postcards, e-mail, notices) (Merawdaly, 2017).

**The Participants**

The respondents of the study were 150 students from the College of Science Majoring Applied Statistics, Biology, and Food Technology of Bulacan State University where the data were from. They were first year students, enrolled in the second semester of the Purposive Communication 101. Learners’ behaviors during and after the writing drills was observed. Respondents were grouped as to the written advocacy campaign materials they had prepared as an exit requirement for the school year 2023. Samples from the population from different groups became the basis of the study. From the group technical outputs, data were gathered to gain a thorough understanding of the text-based instruction made in the class. Using purposive sampling, the researcher selected random samples.

**Results and Findings**

The researcher randomly selected 150 outputs from the 300 students taking Purposive Communication (PCM) subject. The teacher’s focused was on the texts students used classified as: procedural or explaining, expository or expository, factual or informational, personal, and conversational. The researcher collected the text-based outputs. Then, she read each respondent’s discourses, did markings and came out with the following themes, subcategories and emerging patterns.

**For procedural texts**, findings revealed that students used the texts below to instruct readers on how to complete a specific task. This text type to them was classified into two (2) categories; how to make or do something, or inform them to do something. The purpose of a procedural text was to provide sequenced information or directions to successfully perform activities.

**Table 1. The Procedural Texts**

	Command Word	Point of View	Transition	Transitional devices
Informational	cut	3rd	has developed – features – parts – features (of parts)	before, then,
Informational	hold	3rd	is the development – processes	first, second, third, after,
Directional/ Instructional	apply	1st	Processes	first, second, third, fourth, lastly
Informational	get	3rd	subject - features – processes	since (time), planning (first step), the second step, , this (3 <sup>rd</sup> process), all these



				(referring to all the processes)
Directional/ Instructional	transfer	1st	parts – feature (2 methods) – processes (2 methods discussed)	first , after (the second method)
Informational	refer	3rd – 1st	subject (feature) – processes- parts – features	first, next, and then, when clause (time)
Informational	move	1st	Subject (compared)processes	first, then, next, lastly
Directional/ Instructional	lessen	1st	subject (feature) processes-	first, second, third, fourth, lastly
Informational	convert	3rd	subject (feature) – processes	first, then, next, lastly
Informational	make	3rd	subject (features)	NONE
Directional/ Instructional	transform	1st	Processes	first step, second, third, then
Informational	create	3rd	subject (formal definition) – features - processes – subparts	basic steps: (enumerated with v-ing; creating, ensuring, receiving), (generally include)
Informational	justify	3rd	subject (features) - processes	solder (first step), Next, before inserting, place (the next step), arm (next step), hook (next step), once removed
Directional/ Instructional	analyze	1st	subject (function) – feature – process – parts (in the first process) – processes	first, when clause, then, after that, lastly
Informational	go	3rd	subject (function) – processes	first, next, lastly, and then, and lastly
Informational	do	3rd	subject (features)	go, to adjust
Informational	place	3rd	subject (features) – parts – processes	after (placing), now
Informational	see	3rd	subject (background – the problem), processes	finding (first step), then, also
Directional/ Instructional	analyze	1st	subject (function) -processes	first, next, after v-ing, now
Informational	refer	1st	subject with its 3 main parts – processes	starting (referring to the first step), cleaning (second), stopping (third), after, when clause
Informational	clean	3rd	processes	first, second, third, then, after, lastly

For college of science students writers (the respondents of the study), they used headings and sub-headings structures in the following manner: to show direction (where to go or steps to go about

something), instruction (how to do something), and informational (practically to give information). It was clear that having a good grasp of this type of genre writing had multiple possible real-life applications for students. For this important genre, procedural texts were one of the easier genres to teach and to successfully produce as a student. Procedural texts in their many forms were the easiest to grasp for those students who did not possess a natural affinity for writing than some of the more creative writing genres. The learning of a series of criteria was to ensure that even weaker students could produce coherent and successful procedural texts (Nurfidoh and Kareviati, 2021).

Procedural texts were perceived by the respondents as explanation text since they were almost the same in function (Khushboo, 2021). They somewhat confused however an explanation text explicated the how and why behind a process. Although they appeared similar, they were very different when compared side by side. Procedural texts were considered writing genres that regularly used the second person pronoun to address the reader in a general way, often too, this ‘you’ was implied through the use of imperatives at, or near, the beginning of sentences. Given the nature of these types of text, the simple present tense was the preferred tense for this type of writing. In this regard, it offered a great opportunity to focus on verb work, especially on imperatives. These command words, or bossy words, such as cut, take, hold were often used to give orders for readers to follow as they moved step by step through the process outlined in the text.

**For expository texts**, these would persuade a reader by presenting one side of an argument. By taking a point of view and justifying it, the writers’ aim was to convince others to see only that side of an issue. Some expositions were speculated as to what might be and had persuaded others to write. Exposition texts vary according to whether they analyze, interpret or evaluate the surrounding (Yuningsih and Novarita, 2020). They had also informed or persuaded and were asked to explain the how and the why. They defined expository text to persuade audience to a particular point of view and for someone to act in a certain way if not to justify an action. They added, exposition texts could be personal and emotive in tone and selectively explain and analyze events, issues as well as phenomena. As writers, they wanted the readers to empathize with the emotions and reasons and to support the action. Students writers needed to develop their recognition ability that something could be one-sided or biased and present only one point of view, especially if they were being convinced to behave in a certain way.

**Table 2. The Expository Texts**

Text Organization	Language features	Expository texts
Statement of position	written in present tense	is, have, are
Statement of position	author speaks persuasively	we, human beings, us, our
Background information	use of word families of general nouns	environment, water, people
Background information	use of passive voice to keep focus	It saddens me to think ... Perhaps...
Background information	use of nominalization	Destruction
Argument 1	high degree of modality	must, can, should
Point of elaboration	use of action verbs	are polluting, has destructed
Point of elaboration	use of conjunctions to show cause and effect	that, and, which, because

Point of elaboration	use of complex sentences	(varied)
Argument 2	use of technical language	toxic waste, preservation, sewage, chain
Point of elaboration	use of saying verbs	urge, forced, prohibited
Point of elaboration	use of evaluative language	to take responsibility
Point of elaboration	use of modality in inclusion	can, enclosed, had

The above table shows the general perception on the use of impersonal style in using expository texts. Passive voice created the authoritative tone. Conjunctions used gave the text coherence, while the vocabulary made texts metaphorical describing feelings and attitudes. The modality the writers used expressed the writer's attitude and reflected whether the discussion was open or authoritative and definite. Responding to persuasive writing helped develop a student's critical thinking and clarity of expression. The use of these expressions had encouraged students to question, research and respond to an argument in a clear and logical way.

Findings also showed the presence of the following language features for expository texts: (1) word chains of synonyms and antonyms and word families of general nouns such as land, regenerate and natural resources were used; (2) conjunctions create cohesion and express cause and effect, e.g. because, therefore, so; (3) abstract nouns, such as restoration, species, worries where they became more scientific from the voice of the writers; (4) action word (jump), saying (beg), mental (challenge), thinking (hope), modal (must) and relating verbs (it 'I's vital) were used; (5) reasons for actions or choices were shown through the use of connectives, e.g. however, similarly, mainly, therefore, so, because, the first reason; (6) emotive words were used to involve the audience; (7) evaluative language adding the voice of authority was found; (8) absence of personal pronoun I; (9) reported speech was used when referring to what the majority of people had said on the issue indicating the support of others for the issue; (10) general text was written in the present tense, a shift to past when recounting historical event, to future when making prediction; (11) moderate to high degree of modality or certainty is found in the words selected, for example often, nearly, most, generally, might, and could depending on whether the writer would indicate authority and definiteness or openness to discussion; (12) presence of complex sentence; (13) nominalization was used when nouns were made from verbs (generate – generation); (14) beginning focus of clauses was changed from active to passive (We try changing... - Change has been ...); and (15) new information at the end of one sentence was picked up as the focus of the following one.

**For factual or informational**, findings revealed the minimal use of such texts since these were used in telling narratives evoking lots of emotions. Emotions took over through the narrative (story telling). The attempt to present lesson and facts failed. These informational texts were found out to have had provided facts in a way educational and purposeful. The latter text was perceived fact-based with the purpose of exposing the truth through a reliable source. True and deliberate expository text focused on educating reader. Other descriptors of exposition were clear, concise, and organized writing. Expository texts got to the point quickly and efficiently, unlike expository. To Yuningsih and Novarita (2020), expository unlike narrative text was non-fiction text meant to inform, analyze, explain or give additional detail about a topic. Some types of expository text include cause-and-effect writing, literary analysis, compare-and-contrast writing and reports.

Expository is different from narrative in that it does not contain fictional elements, characters or a plot. Non-written forms of expository text include presentations, lectures and meetings (Hartung, Withers,



Hagoort, and Willems, 2017). To prepare students better for the type of writing, emphasis is placed on traditional novels, stories and poems that had previously been the mainstay of language arts classrooms and not in science-based instruction. In writing, presenting new information was exploring informational texts. Informational texts to the respondents were nonfiction, factual writings. When they wrote informational texts, they considered informing the audience of the topic in an easy-to-follow format as in informational text in essays, articles, books, handouts, or brochures. Informational text was different from nonfiction writings because its purpose was to share information about the world. This was different from other nonfiction writing process, tell a biography, or retell an event. While informational texts were type of nonfiction, they did have unique qualities making it easy to identify through organizational features and structure (Literacy Ideas, 2022). The article pointed out those informational texts seemed well-organized served as aids throughout. Finally, the informational text had contained illustrations or drawings. Since the goal of an informational text was to inform, authors used different visuals and pictures to help learners. In addition to these organizational features, informational texts focused on the topic through repetition of key words, introducing new vocabulary, and including illustrations or diagrams.

**Table 3. The Factual/Informational Texts**

<b>Factual Texts</b>	<b>Purpose</b>	<b>Features</b>	<b>Words</b>	<b>Frequency</b>
Factual descriptions	describe a place or a thing	-begins with an introductory statement -systematically describes different aspects of the subject -may end with a concluding statement	Landscape Descriptions	Minimal
Factual recounts	retell events which have already happened in time order	-begins with a background information who, when, where -describes the series of events in time order -may end with a personal comment	Historical recount	Minimal
Informational texts	classify, describe and give factual information about people, animal or phenomena	-begins with a general classification or definition -lists a sequence of related information about the topic -ends with a concluding comment	Facts about	Average

For **personal texts**, there were very minimal personal texts in technical world because of their fragmentary nature. There were no objective characteristics of the texts in front of the writer. Readers

not only writers had painstakingly regarded the output's materiality, the characteristic of the personal texts at hand considering the respondents. Personal texts made an impression even before readers had seen what they had to say in reference to texture, condition and the heft of the paper, style of the handwriting (akin to a tone of voice), and the way these things had suggested the writer's care or haste, depth and surface, and what had happened to the folded sheets of a letter or the bound volume of written inputs in the time between the last inscription and now, all were implying different implications to both parties in the communication process (Hasa, 2016). Thus, the materiality of letters suggested questions not only about the circumstances of their creation, but also about social class (gender, time, or different handwriting) and about the presence or absence of an array of nibs, associated with writing.

**Table 4. The Personal Texts**

<b>Intention</b>	<b>Transition (Flow)</b>	<b>Placement</b>	<b>Personal texts</b>
to feel free	My opinion is...	1 <sup>st</sup> sentence	my, opinion
to approach the situation with openness and eagerness	I understand that...	2 <sup>nd</sup> sentence	I, understand
to approach the situation with openness and eagerness	I realize this as ...	1 <sup>st</sup> sentence	I, realize
to show urge	This must be ....	2 <sup>nd</sup> sentence	this, must
to fully engage	I am determined to ...	3 <sup>rd</sup> sentence	I, determined
to seek balance	I am quite sure...	1 <sup>st</sup> sentence	I, quite
to feel free	I know that this...	1 <sup>st</sup> sentence	I, know
to feel free	I personally believe	1 <sup>st</sup> sentence	Like, unlike
to show urge	I urge everyone to...	1 <sup>st</sup> sentence	I, urge
to seek balance	I am not really sure if...	3 <sup>rd</sup> sentence	I, not really sure
to seek balance	If I have to choose...	1 <sup>st</sup> sentence	If clause
to feel free	We know for a fact that...	1 <sup>st</sup> sentence	We , know, for a fact,
to feel free	Everyone is entitled to his opinion	1 <sup>st</sup> sentence	entitled to opinion
to feel free	I believe ...	1 <sup>st</sup> sentence	I, believe
to approach the situation with openness and eagerness	I have to admit that ...	4 <sup>th</sup> sentence	I, admit
to feel free	I personally believe...	1 <sup>st</sup> sentence	I, personally believe
to feel free	To my opinion...	1 <sup>st</sup> sentence	
to feel free	In my opinion ...	1 <sup>st</sup> sentence	my, opinion
to feel free	I believe ...	1 <sup>st</sup> sentence	I, believe
to feel free	To my mind ...	1 <sup>st</sup> sentence	my

In the study, the researcher classified the intention of personal text as to open and appreciative. This good intention would suggest certain actions however, no specific actions were necessary in order to be in a particular consciousness or attitude. Actions followed intention naturally, actions follow intention, whether one was aware of the intention or not. With that in mind, one could empower self when positive and good intentions would be developed. So, positive and empowering actions followed when intention would be open and appreciative with sub-categorized as: to feel free, to approach the situation with openness and eagerness, to show urge, to fully engage, and to seek balance (Zakime, 2018).

The above results showed that personal texts had something to do with the materiality of personal texts that could lead audience to think not only about the commercialization of writing and its varied social settings, but also about the implications of the writing itself. The physical object itself came to represent the absent person’s touch and nearness. These aspects of personal texts opened up the key distinction between an original manuscript and a published form of the text. Of course, if the text in front was not an original manuscript, one cannot personally size up its materiality, not to mention what text writers would tell about other features of the texts.

What were highlighted in the writers’ personal texts were their motives and intentions. The sense of basic chronology was important to mention. Results revealed one’s power of intention magnified in the written output. The most important principles of personal texts development and growth were to identify intention. According to Iftanti in 2022, writers’ intentions exist for every thought and every action. The power of intention could be activated with the writers’ knowledge of their personal intent. This could be very enlightening and powerful when the writers’ intentions would be brought up to the surface and more potent with the creation of a positive intent to guide writers toward more empowering actions.

As to **conversational texts**, the following were observed with the respondents’ outputs inconsiderable of the ESP writing. Here were some of the language features used by the respondents but should be eliminated (should not be applied) in the technical conversation. First, it was seen that conversational texts were impersonal (as if they were talking to the readers using pronouns ‘I’ (for the speaker) and ‘You’ (for the one writing to)). Second was that conversational texts were long sentences, slaughtering difficult words, and using the active voice. Third was that conversational writers were too much of their “writerliness” (Khushboo, 2021). Fourth, to be simply become conversational, writers should use simple words. Fifth, no conversational tone existed so to converse would to talk in writing with an authority which seemed different from catching up with a friend or write something personal. However, conversing should not be too formal to continue the effective conversation.

**Table 5. The Conversational Texts**

Conversational Texts	Grammatical features	Formal/ Informal	Person/Voice
is composed, used as, is consists of, are approximately (size), in the first floor, in the second floor, would benefit	perfect tense, prepositional phrases, and modal	Formal	3 <sup>rd</sup> person/ Active voice
which is an, to reduce, is very effective, compared to, the primary parts, by which, to test/ a way of testing	which, verb phrases, prepositional phrases, noun phrases	Informal	1 <sup>st</sup> person/ Passive voice
the necessity, to/may improve, that provides, requires manpower, to properly work, should	verb phrases, adverbial phrase, infinitive phrases	Formal	3 <sup>rd</sup> person/ Active voice

be put, mainly consists of			
is a process, can perform by, is designed, to facilitate, the versatility, is facilitated, first, second, third, to do, is produced	verb phrases, adverbs, noun phrase	Formal	3 <sup>rd</sup> person Passive voice
has parts with different functions, is divided into different parts, that can scan and print, whatever you want to print, can be used, to have a copy, will be used, can create, are used to make it work	that + _ , verb phrases, adverbial phrases, modals	Informal	1 <sup>st</sup> person/ Passive voice
enables us to be informed and to be guided, basically warns, could possibly happen, at some point, once it hits the critical level, would be responsible, another important parts, play a vital role, connect every single part, resulting to efficient flow of the mechanism	parallel structures, adverbial phrases, modals, verb phrases, noun phrases, infinitive phrases	Formal	1 <sup>st</sup> person/ Active voice
be considered, must be used, first (to enumerate the features), are primarily used, to access, are implemented, which includes, which is, should be sufficient to prevent, have to be used carefully, because of the exposure, because of the exposure, is used to make, to attain	transitional devices (first), verb phrases, modals, adverbial phrases, infinitive phrase, which + ___	Informal	1 <sup>st</sup> person/ Passive voice
can be constructed, are extremely important parts, including the following, has advantages and disadvantages, is unique in appearance from the others	verb phrases, participial phrase	Informal	3 <sup>rd</sup> person/ Passive voice
are inevitable, due to this, will be of great help, as a, to help, gives a warning through, to start (enumerate the parts), which plays, that detects, is also, connects to the other parts, connects to be fixed, not to be removed, one of the vital parts, all in all, will not function without the other	verb phrases, which + , infinitive phrases, adverbial phrases	Formal	3 <sup>rd</sup> person Active voice
is a type, that can consist, has different uses, when it is connected, when you start, can produce, will now be charging, with this, has connector on it, in making this mechanism, are the principal parts, that make up	sentence fragments (verb + noun), that + , verb phrases, prepositional phrases,	Informal	3 <sup>rd</sup> person/ Passive voice

Yuningsih and Novarita (2020) emphasized the importance of conversational texts to become competent writers. They proposed the following to become conversational in tone when writing. These were: (1) the

use of contractions to sound not too formal; (2) the use of the word ‘you’ to sound authoritative; (3) the use of questions to engage readers; and (4) the use of slang and interjections. In summary, conversational writing would entail not only ‘how’ one should write but also ‘what’ to share.

## DISCUSSION

Writing is perhaps the central activity especially in tertiary institutions. Complex social activities like educating students, keeping records, engaging with customers, selling products, demonstrating learning and disseminating ideas largely is dependent on ESP teaching (Wright, 2021). He emphasized that it would be difficult to imagine modern academic and corporate life without essays, commercial letters, emails, medical reports and minutes of meetings. Not only this but writing has become a key feature of every student’s experience. While multimedia and electronic technologies were beginning to influence learning and how things were assessed, in many domains, conventional writing remained the way in which students both consolidate their learning and demonstrate their understanding of their subjects (Dombek, Foorman and Smith, 2016).

Writing to Sari, et. al., (2018), seemed the main point of teaching and learning process in higher educational level which seemed also the centre of a range of purposes fulfilment based on the various contexts where writing should be done. The purposes of writing as a higher educational context changer can be divided into three, assessment, learning and entering particular disciplinary communities. They emphasized the fundamental position of writing among the other skills such as listening, speaking and reading. The development of writing skill must be further increased because the skill of teaching writing would show how skilful teachers of English would be. When the teacher has a good capability in writing, it could be assumed that the teacher should be able to become a good model for the language learners (Teacher Training, 2020). To Fiorito (2021), writing has shown its importance especially in daily lives. It could be seen from a side, specifically where written form had become a dominant language among the world’s population and speakers. Moreover, writing had been prioritized especially in the relation of second language learning. This skill has a role in language learning as a tool in the teaching learning process. In sum, writing was one of the most important competency that should be mastered by the students as every single thing in teaching related to writing texts for instruction.

Text-based instruction shares some features with task-based language instruction, since it focuses on preparing learners for real-world uses of English or English for Specific Purposes (ESP) (Richards and Rodgers, 2022). Rather than organizing instruction around tasks, however, texts were chosen as the framework for teaching. “Text” in the aforementioned study was used in a special sense to refer to structured sequences of language used in specific contexts in specific ways. Texts appearing in different text types would occur in specific context in text-based approach for students’ mastery. The most interesting part in using such technique was the learners’ understanding of the texts in varied situations, how they relate these texts to their experiences in the use of the language in a variety of circumstances and where the starting point was text.

Literacy Ideas (2022) defined texts which were not simply part of a list of vocabulary items or grammar. They were of everyday use for lots purposes so users were familiar to them. Language operators would have fun with texts if not break relationships with texts. They would get work and tasks done with texts. They record and relate experiences or make arrangements with texts. Using texts, they would pass time in conversing, worshipping, honoring or humiliating people with texts. They were used to make war and make peace with texts. Teachers would teach with texts while students would learn the texts. Language



users constantly would text, tweet, pod, podcast, word process twitter and facebook and kindle with texts.

In teaching ESL, there is a continuing tradition which separates vocabulary and grammar from texts (Nurfidoh, and Kareviati, 2021). Language to them was treated as a series of objects, which like numerous Lego bricks were assembled for communication. Instruction commenced with the introduction of grammatical objects for learners to recognize as parts for assembling into pre-arranged sentence patterns. The rules for assembling parts into patterns should be learned. The sequencing of grammatical items and the lists of words was unrelated the texts learners might need for communication. Grammatical rules and forms were illustrated in decontextualized sentences or dialogues. The grammar was practiced repetitively in exercises without meaning. Vocabulary items were memorized as lists and tested in gap filling exercises and not functional. In this prototypical approach to language teaching, grammar and words had been extracted from texts. Removed from contexts, the grammar and words would no longer be resembled parts of texts nor would function as parts of texts. As isolated text elements they would not suffice for learners to reassemble into texts as core units for Text-Based Instruction (TBI).

The TBI as its name implies are spoken and written text types identified through needs analysis and through the analysis of language as it is used in different settings (Rosario, et. al., 2019). Text based teaching thus has much in common with an ESP approach to language teaching. However, texts, such as grammar, vocabulary, topics and functions are components to TBI, type of mixed syllabus integrating reading, writing and oral communication and which teaches grammar through the mastery of texts rather than in isolation. Text-based teaching involves explicit teaching of the structure of different text types and an instructional strategy in which the teacher introduces the text and its purpose features, guides students through the production of texts though the process of scaffolding. Text-based teaching focuses primarily on the products of learning rather than the processes involved. Kawasaki, (2021) pointed out that an emphasis on individual creativity and personal expression is missing from TBI, which was heavily wedded to a methodology based on the study of model texts and the creation of texts based on models. Likewise, critics would point out that there was a danger that teaching within this framework can become repetitive and boring over time since the teaching cycle described above is applied to the teaching of all four macro-skills.

The Text-based Integrated Approach was formed out of Halliday's in 1978 from the Social Semiotic Theory of language where people make meanings. The TBIA develops communicative competence in learners through mastering different types of texts. Such technique is meant to improve the four language skills (speaking, reading, writing and listening). All activities are designed with reference to a particular text. To Iftanti (2022), the TBIA was based on the notion that learning to use English could be improved when teachers introduce learners to complete spoken and written texts within an appropriate situation. This would entail that such method would play an important role in ensuring that learners' communicative competence is developed.

Mohlabi-Tlaka (2016) defined Text Based Integrated Approach as “the teaching of language built on the exposure to, and the handling and manipulation of different text types.” This approach would aim for learners to handle a variety of texts and help them use language effectively. Also, the TBIA would help learners to comprehend not only language but also other non-linguistic texts allowing them to improve their communicative competence. He asserted that a text would convey meaning through a combination of two or more modes with each mode performing its task and function in the meaning making process.

Text would exist by itself or could be a complete spoken utterance or a written message. He also emphasized the differences in texts in purposes, organization, ways and features. To Merawdaly (2017), 'text' was defined as a piece of naturally occurring spoken, written, or signed discourse identified for the purpose of analysis, a language unit with a definable communicative function such as a conversation or a poster.

Halliday in 1985 stressed the systemic functional linguistics approach where the idea of the Text-based Integrated Approach came from. This was based on the view of language emphasizing the significance of context in all forms of communication. To him language is functional and therefore cannot be detached from the social context of the learner, and that a text cannot exist without a context. A context or the environment unfolding a text would always be relevant in interpreting the meaning of the text. He added, a context bridged the text and the situation in which texts actually occur. By context of situation, he meant the situation in which a text was both produced and read. To further elaborate the concept, he cited three dimensions of discourse: field, tenor and mode. Field refers to the nature of the social action; tenor refers to the participants and mode refers to the role of the language.

Teaching English using a text requires a particular context where it could be found. The use of text in a particular context seemed cardinal to meaning making in language teaching and learning. Mwanza (2017) postulated that language would always happen as text and not as isolated words and sentences. It would be therefore important for the teachers to be wary that teaching foreign languages should be based on handling texts either written or spoken. The use of TBIA implied the importance of reading the language environment (context) to acquire words meanings of the target words. TBIA sought to develop learners' communicative competence through mastering different types of texts since texts cannot be limited to passages in the traditional text books provided in schools. He defined TBIA as "a methodology focused on teaching explicitly about the features of spoken and written texts and links to the cultural context of their use". He opined that the key to using TBIA in language teaching was that language would always be used as a text in relation to a communicative setting to encourage learners to produce and understand oral and written discourse in various natural or stimulated communicative setting where they would participate with a specific and explicit intention. Learners would fully understand the texts in reference to the use of texts hinged on a particular context and setting from which the text would occur.

The essence of teaching English as a second language (ESL) would enable learners to acquire the communicative ability to share knowledge and be able to grasp concepts in English. Hence, it would be imperative that learners become communicative competent in language to ensure that nothing eludes them in their quest to get information in a foreign language. In the article in the Teacher Training (2020), it was emphasized stated 'being able to communicate requires more than linguistic competence but communicative competence or the ability to know, when, how and what to say to whom'. In addition, the competence in English language as a foreign language could help students to express ideas and feelings and use the language in society. The item discussed the significance of the professional competence of the teacher to deliver English lessons well. It added, this would be where Text-Based Integrated Approach TBIA would get in not only to help learners develop communicative competence by dealing correctly with language usage but by helping them use language in appropriate real situations. Contrastingly, Chileshe et. al. (2018) argued that tasks given in TBIA must comprise those tasks that should create a motive for learners to communicate effectively in various social contexts.

Text based integrated approach like any other approach has its own features. The following are some of the features which defined the approach. Firstly, in Text based integrated approach teaching is characterised by natural language use (Richards and Rodgers, 2022). This implies teaching of language should be conducted where there is purposeful use of language. It also entails that the unnatural use of language such as rote learning should be avoided. Secondly, teachers choose texts relevant to learners and their environment (Manchishi and Mwanza, 2018). The text chosen must also be of interest to learners. Learners learn best when they are taught what is applicable in their daily lives. If learners are not taught what happens in their daily lives, they may have problems in understanding the concepts being taught. There is also the aspect of making sense of texts from the beginning. Learners' familiarity with certain texts, their purposes and contexts of use positions them to make meanings from texts in a target language. Furthermore, there is use of language for real purposes in lessons. Texts enable lessons for authentic communication. Text based Integrated Approach allows the teachers to use texts which must be tailored to class communities. The teaching objectives must correspond to the function and purpose of the speech community (Mkandawire, 2018). Learners derived interest from learning what happened in their communities. This allowed them to relate what occurs in their community to the classroom situation. The prior experience of what happened in their society prepared them to work with texts. In Text based Integrated approach, there seemed language awareness in analysing lexico-grammar of texts (function of grammar and vocabulary together in texts). The approach to teaching grammar was through the analysis of texts (Manchishi and Mwanza, 2016). Texts are functional in different contexts for realization of different purposes. Learners learn effectively when both grammar and vocabulary are taught simultaneously.

Text based integrated approach exposes learners to different literature through extensive reading and reading clubs. Extensive reading is a practical strategy for text based instruction. Learners access a variety of books, magazines, or selected databases and websites for selection of reading materials. The learners need to be exposed to different materials for effective learning to occur (Mkandawire and Illon, 2018). As learners are exposed to reading different materials, it creates learner autonomy where learners have opportunities to select texts out of interest and to read them at leisure for pleasure or information. In cases where learners are not given chance to choose texts which may interest them, they may not focus their attention on what is being taught.

Text based Integrated Approach employs integrated skills and multimodality. Text based instruction integrates spoken and written language as in natural language use. The four language skills i.e. speaking, reading, listening and writing should not be taught in isolation (Mkandawire, 2018). Teaching should also involve the use of different modes for all learners to grasp the concepts easily. With the continuing dominance of English as the global language of business and scholarship, writing in English assumes an enormous importance for students in higher education and on professional training courses (Rosario, Pedro et. al., 2019). Countless individuals around the world must now gain fluency in the conventions of writing in English to understand their disciplines, to establish their careers or to successfully navigate their learning. Written texts, in fact, dominate the lives of all students, even those in emergent, practice-based courses not previously thought of as involving heavy literacy demands, as Yuningsih and Novarita (2020), they illustrated when they asked on the kinds of experiences considered extremely challenging to students, it could be especially daunting to those who were writing in a second language. This was not only because different languages seemed to have different ways of organizing ideas and structuring arguments but because students' prior writing experiences in the home, school or elsewhere did not

prepare them for the literacy expectations of their university or professional workplace. Their trusted ways of writing were no longer valued as legitimate for making meaning in these new institutional contexts and they find the greater formality, impersonality, nominalization and incongruence of these discourses mysterious and alien (Nagao, 2019). Moreover, their experience in their new context underlined for students that writing was not just key elements of learning and professional practice, but that it could not be regarded as homogeneous and transferable skill to take with them as they move across different courses and assignments known as ESP.

As to ESP writing, conceptions of writing focused more on assisting students towards competence in particular target texts genres. Teachers should not simply ‘teach writing’ but teach particular kinds of writing valued and expected in some academic or professional contexts. The literacy demands of the modern world, therefore, challenge ESP teachers to recognize that their task involved far more than simply controlling linguistic error or polishing style. Instead should encourage learners to respond to a complex diversity of genres, contexts and practices (Grossen, Muthukrishna and Naidoo, 2016). The field of ESP has become increasingly sensitive to the ways in which texts are written and responded to by individuals acting as members of social groups. Ideas such as communicative competence in applied linguistics situated learning in education and social constructionism in the social sciences have contributed to a view which places community at the heart of writing and speech (Mkandawire and Illon, 2018). Basically, such encourages communicators to see that not all writing is the same and that writers use language to accomplish particular purposes and engage with others as members of social groups. For these reasons, the concept of needs retains its position as a key feature of ESP practice while ESP itself steadfastly concerns itself with communication, rather than isolated bits of language, and with the processes by which texts are created and used as much as with texts themselves.

## CONCLUSION

The Text-Based Integrated Approach or TBIA had been considered a unique approach to language teaching, in this study, focused on writing to improve not only other specific macro skills for ESL learning but also communicative competence in general. Learners, who opted to using more traditional approach based on a grammatical syllabus found it difficult to come to terms with the apparent randomness of TBL but if TBL was integrated with a systematic approach to grammar and lexis, such as the TBIA, outcome could be more comprehensive and all-round approach adapted to meet more specific needs of learners. Specifically to text-based integrated approach to writing, the study showed a preference for transmission of forms and a focus on the target language organized and presented according to its discrete aspects, usually grammar structures. There was the tacit assumption at the beginning part of the study that writing skills would naturally result from explicit instruction on the discrete parts of the language. There would be a gradual realization that language forms should be combined with their functional roles to be “maximally comprehensive and helpful to not only to teachers but also the learners.” If teachers really would like to help learners in improving their writing skills, language learners should realize that to write good texts did not lie exclusively in mastering knowledge of the individual linguistic items independently from context. Rather, they should be aware of how these items could be combined and interwoven to create meaning and purpose in a text.

For students to deal with unfamiliar topics, guidance and assistance would be on the hands of their mentors. Although there would always be that feeling of being ignored when help would be asked especially in a large ESP writing class, strategies should be employed to minimize students’ negative thoughts, aid them

toward better correct writing carry outs, and ease teachers' burden on too loaded writing assessments and remediation. Their engagements in learning were influenced to a great extent, positively or negatively, by their professors' attitudes toward them and the strategies applied to keep the students motivated to write. It seemed a fact that except for their own effort to learn, professors were the most influential factor for these students to learn. Professors' attitudes might enhance or deter students' confidence and effort to learn. Their perceptions of their professors as supporters might lead them to work harder. Specifically in TBIA in this study, teachers' duty was to help students learn what they needed to know, not to find out students' weaknesses and blame them for the weaknesses, inspire them with a good learning environment and use this approach to meet not teachers but students' standards.

The study attempted to give an overview of the Text Based Integrated Approach and how it can be implemented in the class. The TBIA could become an ideal platform for learners to become communicatively competent. There was also inclusion of other components of texts, such as grammar, vocabulary, topics and functions and possible integration of the learning in writing to other skills as reading, speaking and listening, the study focused on the use of TBIA may lead to mastery of texts but not in isolation. Text-based teaching involved explicit teachers' scaffolding techniques in teaching structure of different text types. Teachers using were expected to introduce the text and its purpose features and guide students through the production and better understanding of texts. Text-based teaching in general focused primarily on the products of learning rather than the processes involved. Specifically the TBIA did not stress on individual creativity and personal expression but more on the heavily wedded methodology with model texts and the creation of texts based on models from the guided practice in the class.

### **Pedagogics and Carry Outs in Learning a Second Language**

Writing effectively and mere writing are two different terms. One cannot write effectively by just writing error-free sentences and expertise in a language does not define one as a good writer. To become competent in writing in an ESL class, it would be about connecting with the reader through words. When writers convey a message through words, the quality of writing would be directly proportional to the efficiency with which messages are conveyed. In writing using a second language, students' ability to use the language forms meaningfully and appropriately for the creation of a particular text in a particular context could ideally be achieved using a Text-Based Integrated Approach (TBIA). Meaningful learning could be organized around whole texts in context for better understanding of the language. For students, they should collaborate with their teachers on creating a shared experience of the context (ESP or General English) to the text type under studied. Using well-chosen texts, they, following teacher's instruction would be able to translate teaching into learning through the structural, textural and textual features of particular text types in contexts. Mastering a language could involve exposure to these different genres since each text would have a distinct organizational pattern through exposure to different types of text. Students must also use language in a social setting where communicated texts seemed critical for language acquisition. Conscious awareness about what one would be learning seemed also important for scaffolding purpose. It is therefore a fact that students learn through the guidance and scaffolding techniques of the teacher.

Undoubtedly, TBIA has a lot of advantages and when applied well, it can stimulate learners' critical and analytical thinking. Nonetheless, using such would require teacher's adequate knowledge on teaching English using the method. Teacher training has been implicated in studies of Manchishi and Mwanza in



their studies in 2016 and 2018 and as not being adequate thereby negatively affected the successful implementation of recommended methods of teaching in ESL classes. This implies that teacher training could ensure that students were equipped both the theoretical and practical knowledge upon finishing ESL and ESP courses (Chileshe, Mkandawire and Tambulukani, 2018). This means that during training, students should be exposed to the practicalities of this method because as put it, the role of peer teaching/micro teaching is to help the novice teacher achieve communicative goals in teaching a second language.

Another implication noticed was on boredom in learning using the TBIA because teachers' misconceptions about the method could lead to either non application of the method and at most, wrong implementation of the approach (Mwanza, 2017). In addition, the method was being criticized for 'over' reliance on the text. From this criticism, it was clear that potentially, both teachers and pupils might develop negative attitudes towards the method despite being the recommended method in some countries. Thus, there seemed a need to emphasize the benefits of the method to both mentors and students in order for them to develop positive attitudes towards the method which would in turn be central to the successful implementation of the TBIA in the classroom. As argued, teachers and pupils attitudes would have a bearing on the success or failure of a curriculum and in this case, the success and failure of the classroom implementation of the text based integrated approach. Thus, the need for classroom research on the TBIA is a must to unravel how teachers understand the method and how they would practically use it in the classroom in different contexts particularly in ESL.

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