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A CASE STUDY OF CHATGPT-INTEGRATED GENRE-BASED INSTRUCTION FOR EFL NARRATIVE WRITING DEVELOPMENT

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Abstract: Although the use of a genre-based approach in teaching writing has been extensively researched, little is known about how AI technology is incorporated into such an approach to assist Indonesian EFL students in developing their writing skills. To fill this gap, this study investigates the incorporation of AI technology (i.e., ChatGPT) within a genre-based instructional framework to identify areas of improvement in students' writing following the implementation of the teaching program. Informed with AI literacy, the instructional design is enacted iteratively to teach narrative texts. Data from this case study were collected from students' writings (diagnostic test and after-teaching test) and semi-structured interviews. The students' artefacts (n=16 for each diagnostic test and after-teaching test) were analyzed using Systemic Functional Linguistics, while students' interviews were discursively read and analyzed thematically to support the previous data. The findings suggest positive developmental changes compared to their scores on the diagnostic test. Additionally, the semi-structured interviews revealed that most students had a positive experience, reporting that they felt well-prepared to write narrative texts using the model. Developments were noted in language use and text structure, with students being actively engaged and receiving direct feedback from peers, the tool, and the teacher. The study concludes with implications and recommendations for future research.
Keywords: *AI literacy; ChatGPT; Genre-based approach; writing.*

INTRODUCTION

The genre-based approach (GBA) has become a prominent pedagogical framework in language education, particularly in second and foreign language (L2) writing instruction. Grounded in Systemic Functional Linguistics (SFL), GBA conceptualizes writing as a socially situated practice in which texts are shaped by their communicative purposes, schematic structures, and linguistic resources (Hyland, 2003, 2007). Accordingly, instruction within this framework emphasizes explicit teaching of genre conventions, rhetorical organization, and language features to support learners' participation in specific discourse communities. A substantial body of research has demonstrated that GBA can facilitate learners' genre awareness, improve textual organization, and enhance writing performance across educational contexts (Acar, 2023; Flowerdew, 2016; Liu & Chen, 2022; Nagao, 2018, 2019; Zhang, 2018).

Despite broad agreement on the pedagogical value of GBA, prior studies differ in their emphases and reported outcomes. While many studies highlight improvements in students' control of schematic structure and linguistic realization, others note that successful implementation depends heavily on instructional scaffolding, learners' proficiency levels, and teachers' genre knowledge (Huang & Zhang, 2020; Rahimi & Zhang, 2022). In the Indonesian EFL context, GBA has been widely adopted as a response to persistent challenges in students' writing development, including limited genre knowledge, weak linguistic control, and insufficient strategic awareness in composing texts (Emilia, 2005; Emilia & Hamied, 2015; Irawansyah, 2016; Juhana et al., 2023). Studies drawing on SFL Genre Pedagogy have reported positive outcomes, particularly when instruction follows a structured teaching-learning cycle that includes modeling, joint construction, and independent writing. For

example, Emilia and Hamied (2015) found that students demonstrated improved mastery of schematic structure and greater awareness of their writing abilities. Nevertheless, much of this research has focused on traditional classroom contexts and teacher-led instruction, with limited attention to how digital tools might mediate genre learning or support students' independent writing processes.

The rapid advancement of digital technologies has transformed writing practices and expanded the range of genres and tools available to L2 learners. Scholars have argued that technology-enhanced writing instruction can support learners' development of linguistic, academic, and digital literacies by providing access to resources, feedback, and collaborative learning opportunities (Korkmazgil, 2022). Within this context, several studies have explored the integration of technology into genre-based or process-genre pedagogies, reporting generally positive effects on students' writing quality and engagement (Hsu & Liu, 2019; Mizumoto et al., 2017; Peungcharoenkun & Waluyo, 2023; Vicentini et al., 2022; Wardani et al., 2021).

More recently, artificial intelligence (AI) tools, particularly generative models such as ChatGPT, have attracted growing attention in L2 writing research (Barrot, 2023; Kohnke et al., 2023). Empirical studies suggest that ChatGPT-assisted learning can support idea generation, language accuracy, and vocabulary development (Karataş et al., 2024). These findings indicate the potential of AI tools to function as supplementary learning resources that provide immediate feedback and exposure to authentic language use. At the same time, emerging research also raises concerns about over-reliance on AI, inaccuracies in generated content, reduced learner autonomy, and ethical issues such as plagiarism and authorship (e.g., trustworthiness and critical use of AI-generated texts). Thus, while AI tools offer promising affordances, their pedagogical integration requires careful instructional design and attention to learners' AI literacy.

Notably, research that systematically integrates AI tools into genre-based pedagogy remains limited. Most existing studies on ChatGPT in writing instruction examine its general effects on writing performance without embedding its use within a clearly articulated genre framework or analyzing how it supports genre-specific meaning-making. Furthermore, few studies combine textual analysis with learners' perspectives to provide a comprehensive understanding of instructional effectiveness. Consequently, there is a need for research that examines how AI-enhanced GBA can be designed, implemented, and evaluated in EFL contexts, particularly for learners with developing proficiency.

Addressing this gap, the present study investigates the integration of ChatGPT into a genre-based instructional design for teaching narrative writing in a foreign language context. By examining both students' writing development and their perceptions of the learning program, this study seeks to extend existing research on GBA and AI-assisted writing pedagogy. Specifically, it addresses the following research questions: (1) In what ways do students' narrative writing features change following a ChatGPT-enhanced GBA program? (2) What strengths and challenges emerge from student perspectives on the learning program?

The findings of this study are expected to contribute to the growing body of literature on AI-enhanced language pedagogy by offering empirically grounded insights into the pedagogical potential and limitations of ChatGPT-informed genre-based instruction. In doing so, the study aims to inform educators and researchers seeking to design innovative, theoretically grounded, and critically informed approaches to teaching writing in the AI-mediated era.

METHOD

This study adopted a qualitative case study design to explore how a ChatGPT-enhanced genre-based instructional program supported students' narrative writing development and to examine students' perceived strengths and challenges of the learning experience. A case study design was deemed appropriate because it enables an in-depth investigation of a pedagogical innovation within its authentic instructional context, emphasizing process, interaction, and participant perspectives rather than experimental measurement (Yin, 2011). Although two writing tasks (pre- and post-instruction) were employed, these were not intended as quasi-experimental tests of causal effectiveness. Rather, they functioned as qualitative indicators of developmental change, supporting close textual analysis of students' genre control and meaning-making resources over time. The primary emphasis of the study remained on qualitative interpretation of students' texts and interview data, consistent with the case study orientation.

The study employed convenience sampling. Twenty first-year EFL students enrolled in an

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English study program at an Indonesian university voluntarily provided written informed consent. Of these, 16 students (13 females and 3 males) completed all phases of the study, including both writing tasks and the semi-structured interviews; only these participants were included in the final analysis. The four students who did not complete the study withdrew due to irregular attendance and scheduling conflicts unrelated to academic performance. Nevertheless, this attrition is acknowledged as a potential limitation. Participants ranged in age from 18 to 20 years and reported an average of approximately 12 years of English learning experience. Their self-reported writing proficiency ranged from elementary to pre-intermediate, while overall English proficiency was predominantly pre-intermediate level (11 females and 2 males), with three students at an intermediate level (2 females and 1 male).

The instructional program lasted two months, comprising nine face-to-face sessions, each 60 minutes in duration. The program integrated ChatGPT into a genre-based teaching-learning cycle informed by Systemic Functional Linguistics (SFL) and the AI literacy framework proposed by Tseng and Warschauer (2023). As outlined in Table 1, the instructional design followed the five-stage genre pedagogy cycle outlined by Derewianka and Jones (2023): (1) Building Knowledge of the Field, (2) Supported Reading, (3) Modelling and Deconstruction, (4) Joint Construction, and (5) Independent Construction. Crucially, ChatGPT was not introduced as a general AI tool but was strategically embedded to support specific genre-learning objectives at designated stages of the cycle. Its use was explicitly scaffolded, task-bound, and pedagogically regulated.

Table 1. *Instructional design*

Stages	Aims	Procedures
Building knowledge of the field	Familiarising the topic	1st meeting 1. Showing a video related to the topic 2. Engaging students in a Q&A session 3. Giving students a narrative text along with comprehension questions 2nd meeting 1. Introducing AI literacy framework for ChatGPT uses a. Understanding the capabilities of ChatGPT, including strengths and weaknesses b. Accessing and navigating ChatGPT based on the topics and learning objectives c. Learning to write a good prompt and refine the prompt d. Corroborating the content generated by ChatGPT
Supported Reading	Developing students' appreciation of the topic	2. Navigating information using ChatGPT informed with AI literacy knowledge 3. Reading the information generated by ChatGPT
Modelling and Deconstruction	Understanding the structure and the lexico-grammar of narrative text	3rd & 4th meetings 1. Explaining the structure and the lexico-grammar of a narrative text 2. Analyzing a narrative text with the teacher's guidance 5th meeting 3. Learning to cite a reference (the last step in the AI literacy framework)
Joint Construction	Writing a narrative text with the teacher's guidance	6th meeting 1. Students and teacher are engaged in narrative writing process activities 7th meeting 2. The teacher gives feedback on the students' writing
Independent Construction	Writing a narrative text independently	8th & 9th meetings Students write a narrative text independently

In the first meeting, students were introduced to the narrative genre through videos, guided discussions, and a sample narrative text to activate background knowledge related to communicative purpose, audience, and context. In the second meeting, ChatGPT was introduced through an AI literacy-oriented orientation, focusing on its capabilities, limitations, and ethical use. Students were trained to: 1) formulate and refine prompts relevant to narrative topics, 2) evaluate the plausibility and accuracy of AI-generated information, and 3) use ChatGPT to gather background ideas (e.g., settings, plot possibilities, character traits) relevant to narrative writing. At this stage, ChatGPT functioned as a support tool for idea exploration and content enrichment, not for text generation.

During the third and fourth meetings, model narrative texts were analyzed to identify schematic structure (orientation, complication, resolution) and lexicogrammatical features associated with narrative meaning-making (Derewianka & Jones, 2023). The teacher guided students in analyzing ideational, interpersonal, and textual meanings following SFL principles. ChatGPT was selectively used to: 1) generate alternative examples of narrative openings or complications for discussion, 2) paraphrase short passages, and 3) support students' understanding of language features (e.g., processes, participants, circumstances). In the fifth meeting, students were explicitly instructed on ethical integration of AI-generated content, including paraphrasing, verification, and acknowledgment of AI assistance. Although narrative writing does not traditionally require citations, this instruction aimed to promote transparency and ethical authorship when AI tools inform idea development.

During joint construction, students and the teacher collaboratively composed a narrative text. ChatGPT was permitted as a guided support tool, particularly for brainstorming plot development, resolving narrative problems, and exploring language alternatives. All ChatGPT outputs were discussed critically in class, and students were required to justify their choices before incorporating any ideas into the jointly constructed text. Teacher feedback focused on genre alignment and meaning realization rather than surface accuracy alone.

In the independent construction stage, students wrote their own narrative texts. ChatGPT use was restricted during this phase. Students were not permitted to generate narrative text using ChatGPT. However, they were allowed limited use of ChatGPT for non-generative support purposes, such as checking vocabulary meanings or confirming tense usage, similar to dictionary consultation. Students were required to disclose any AI assistance used, and their drafts were reviewed for consistency with classroom instruction. This regulation ensured that the post-task reflected students' independent genre knowledge and writing ability, rather than AI-generated composition.

The present study employed two primary data sources: students' narrative texts (diagnostic writing task and post-instruction writing task) and semi-structured interviews. The diagnostic writing task (Feez & Joyce, 1998) was administered before instruction. Students were asked to write a 150-200-word narrative text on a familiar personal topic (i.e., a memorable experience) within 60 minutes, without access to ChatGPT or other digital tools. The post-instruction writing task, completed during the independent construction stage, required students to write a narrative text of comparable length (150–200 words) within the same time limit and under similar conditions. The two prompts were designed to ensure functional comparability in terms of genre demands, including schematic structure (orientation-complication-resolution) and the development of relevant meaning-making resources. Students wrote the same topic in both diagnostic and post task (i.e., a memorable experience).

Given the qualitative case study orientation of this research, the writing task function as developmental artifacts to support within-student analysis, rather than as standardized measures for cross-sectional comparison. As such, the analysis prioritizes close examination of how individual students' genre control and metafunctional meaning-making resources evolve over time (i.e., after teaching program). This limitation is acknowledged and further addressed in the Discussion section, and interpretations of improvement are accordingly presented in a cautious and qualified manner.

Students' texts were analyzed using Systemic Functional Linguistics (Halliday & Matthiessen, 2004), focusing on: 1) generic structure, and 2) lexicogrammatical realization of ideational, interpersonal, and textual meanings (see Figure 1). The texts were subsequently evaluated using an adapted rubric from Nagao (2019). Each performance level, such as Poor (0), Fair (1), Good (2), and Excellent (3) was explicitly defined for each category to ensure transparency and consistency in scoring (see Table 2). For example,

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an Excellent narrative demonstrated complete schematic structure, clear participant identification, varied processes and circumstances, coherent interpersonal positioning, and strong textual cohesion, whereas a Poor narrative showed fragmented structure and limited control of meaning-making resources.

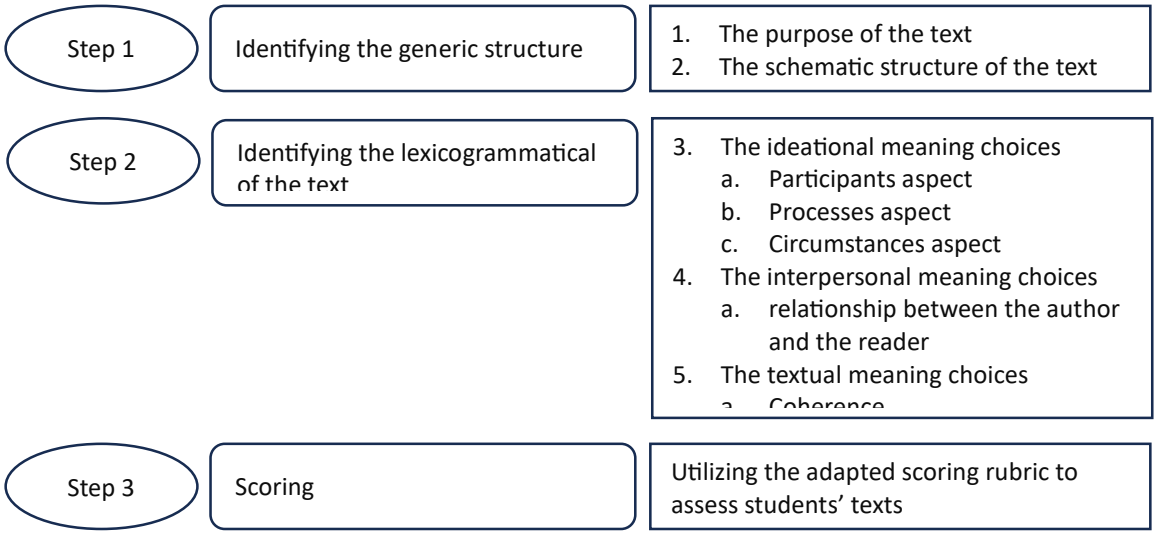


Figure 1. *The analysis flow for students' narrative written text*

Table 2. *A modified scoring rubric adapted from Nagao (2019)*

Categories	Sub-categories	Assessment criteria*
Generic structure	Identifies the sociocultural purpose of the genre	1. The text is written as an entertainment.
	Identifies motivation of genre as interpersonal or pragmatic	2. The text is written through the schematic structure of the target genre: 1) Orientation, 2) Complication, and 3) Resolution.
Lexicogrammar	Makes appropriate lexicogrammatical ideational meaning choices (Field)	3. The text explains the topic clearly. a. The Participants are clearly identified. b. The text is written using a variety of processes. c. The text is written using various Circumstances.
	Makes appropriate interpersonal meaning choices (Tenor)	4. The text shows a clear relationship between the author and the reader (enabling interaction between characters, expressing feelings, making judgments, and taking a stance.).
	Makes appropriate textual meaning choices (Mode)	5. The text is coherently and cohesively written.

*Scoring: 0= Poor, 1= Fair, 2= Good, 3= Excellent

Semi-structured interviews were conducted after the program to elicit students' perceptions of the instructional design and ChatGPT integration. Interview questions were developed following Jacob and Furgerson's (2012) guidelines and Yin's (2011) case study framework, addressing: 1) students' experiences using ChatGPT during different instructional stages, 2) perceived benefits of ChatGPT for narrative writing, 3) challenges and concerns encountered, and 4) students' views on ethical and effective AI use. Interviews were conducted in Bahasa Indonesia, audio-recorded, and transcribed following Widodo's (2014) transcription procedures. The data were analyzed using thematic analysis (Palys & Atchison, 2014). Initial coding was conducted by the researcher through a thorough reading of the data to identify overarching themes. Subsequently, the data were subjected to an iterative and detailed analysis to generate more specific themes aligned with the research questions. These themes were systematically defined and labelled to enhance data organization and support the analytical process. The resulting interpretations were then shared with the interviewees to confirm the findings accurately reflect their experiences.

To enhance trustworthiness, triangulation was employed by integrating textual analysis and

interview data for more comprehensive understanding (Hyland & Hyland, 2006), member checking by sharing data with the participants and inviting their feedback to confirm the authenticity (Lincoln & Guba, 1985), and formulating appropriate claims (Holliday, 2015).

RESULTS AND DISCUSSION

The study examined the impact of incorporating ChatGPT into the Genre-Based Approach's instructional design on students' narrative writing development and their perceptions of its advantages and challenges in L2 writing. This section presents findings related to (1) students' narrative writing development before and after the ChatGPT-enhanced genre-based instructional program and (2) students' perceptions of the strengths and challenges of integrating ChatGPT into narrative writing instruction. The findings are derived from systematic analysis of all 16 participants' texts and thematic analysis of interview data.

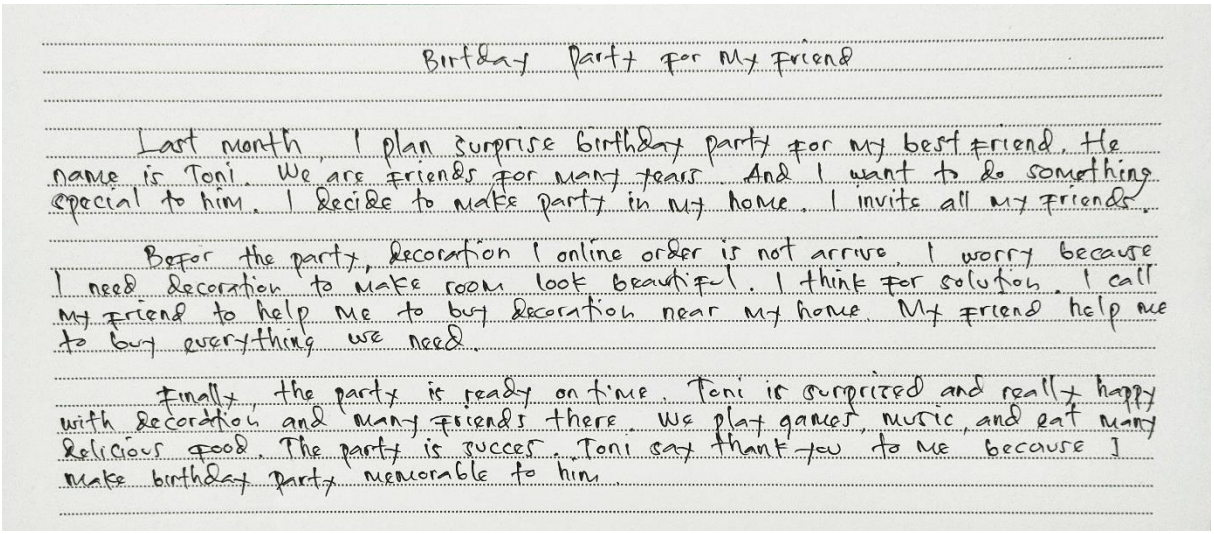
Students' narrative writing in the diagnostic task

Table 3 presents students' performance on the diagnostic writing task. To enhance scoring transparency, three indices are reported: Total score (0–15), Mean score (0–3), and Overall level (rounded mean). The diagnostic results indicate that, as a group, students demonstrated limited control of narrative genre conventions, particularly with respect to schematic structure and lexicogrammatical realization.

Overall, most students produced texts that partially fulfilled the social purpose of narrative writing but lacked a complete orientation–complication–resolution structure. Lexicogrammatical analysis revealed restricted use of past tense processes, limited variation in participants and circumstances, and weak cohesion. Only one student (Student D) demonstrated relatively stronger genre control across criteria.

Table 3. *The score of the analysis results of students' writing in the diagnostic task*

Students	Score criteria					Total score
	1	2	3	4	5	
A	0	0	1	2	0	1
B	1	0	1	2	0	1
C	1	1	1	2	1	1
D	3	3	2	2	1	2
E	0	0	1	2	0	1
F	1	1	1	2	1	1
G	1	0	1	2	0	1
H	1	0	1	2	0	1
I	1	0	1	2	0	1
J	1	0	1	2	0	1
K	1	0	1	2	0	1
L	1	0	1	2	0	1
M	1	0	1	2	0	1
N	1	0	1	2	0	1
O	1	0	1	2	0	1
P	1	0	1	2	0	1
Total score	1	0	1	2	0	1



Birthday Party for My Friend

Last month, I plan surprise birthday party for my best friend, the name is Toni. We are friends for many years. And I want to do something special to him. I decide to make party in my home. I invite all my friends.

Befor the party, decoration I online order is not arrive. I worry because I need decoration to make room look beautiful. I think for solution. I call my friend to help me to buy decoration near my home. My friend help me to buy everything we need.

Finally, the party is ready on time. Toni is surprised and really happy with decoration and many friends there. We play games, music, and eat many delicious food. The party is succes. Toni say thank you to me because I make birthday party memorable to him.

Figure 2. *An example of students' narrative texts in the diagnostic writing task*

Figure 2 presents a sample of diagnostic text that exemplifies the upper range of performance within the cohort. The text successfully conveys a personal experience with a clear chronological sequence and an identifiable complication and resolution. From an SFL perspective, the writer employed identifiable participants (e.g., I, my best friend), material and relational processes (e.g.,

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plan, is), and basic circumstances of time and place. However, even this stronger text showed inconsistent tense use, with frequent reliance on present tense forms, indicating incomplete control of narrative temporality.

These findings align with interview data, in which students reported limited prior exposure to English writing and difficulty applying grammatical rules consistently:

> "We do not usually use English for speaking or writing purposes, so we have difficulty using grammatically correct English."

When asked about their academic language use, most students indicated that English writing was rare in their prior coursework, helping explain their limited genre awareness at the outset of the program.

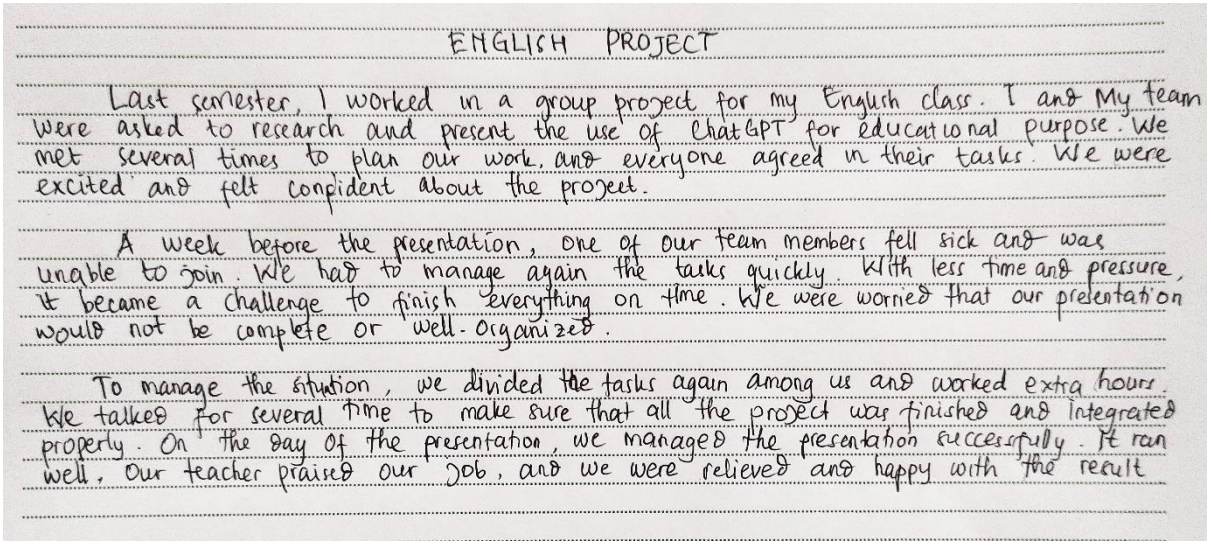
Students' narrative writing after instruction

Table 4 presents the results of students' narrative writing following the instructional program. Compared with the diagnostic task, students' post-instruction texts showed substantial improvement in schematic structure and coherence, with most students producing complete narratives that included orientation, complication, and resolution. Lexicogrammatical choices also became more appropriate, particularly in terms of participant clarity, temporal sequencing, and cohesive devices.

Table 4. *The score of the analysis results of students' writing in the post-writing task*

Students	Score criteria					Total score
	1	2	3	4	5	
A	3	3	2	2	1	2
B	3	3	2	2	1	2
C	3	3	2	2	2	2
D	3	3	3	3	2	3
E	3	3	2	2	1	2
F	3	3	2	2	1	2
G	3	3	2	2	1	2
H	3	3	2	2	1	2
I	3	3	2	2	1	2
J	3	3	2	2	1	2
K	3	3	2	2	1	2
L	3	3	2	2	1	2
M	3	3	2	2	1	2
N	3	3	2	2	1	2
O	3	3	2	2	1	2
P	3	3	2	2	1	2
Total score	3	3	2	2	1	

Figure 3 provides a sample of post-instruction text representing typical group-level performance. The text demonstrates a clear narrative progression, improved tense control, and more effective use of temporal connectors (e.g., "A week before the presentation," "To manage the situation"). While vocabulary and sentence complexity remained relatively basic, the text shows greater functional alignment between language choices and narrative purpose. Importantly, these improvements cannot be attributed solely to score changes but are evident in qualitative shifts in meaning-making. Students demonstrated increased awareness of how narrative texts are structured and how linguistic resources are deployed to enact experience, interaction, and textual flow.



ENGLISH PROJECT

Last semester, I worked in a group project for my English class. I and My team were asked to research and present the use of ChatGPT for educational purpose. We met several times to plan our work, and everyone agreed in their tasks. We were excited and felt confident about the project.

A week before the presentation, one of our team members fell sick and was unable to join. We had to manage again the tasks quickly. With less time and pressure, it became a challenge to finish everything on time. We were worried that our presentation would not be complete or well-organized.

To manage the situation, we divided the tasks again among us and worked extra hours. We talked for several time to make sure that all the project was finished and integrated properly. On the day of the presentation, we managed the presentation successfully. It ran well. Our teacher praised our job, and we were relieved and happy with the result

Figure 3. *An example of students' narrative texts in the after-teaching writing task*

It is important to clarify that ChatGPT was not employed to generate students' final narrative texts during the independent construction stage. Rather, its use was strategically confined to earlier phases of the teaching–learning cycle, where it functioned as a process-oriented and scaffolded support tool. Interview data indicate that students primarily utilized ChatGPT to brainstorm narrative ideas and plot development, examine exemplar narrative structures, obtain linguistic suggestions during the drafting process, and reflect on feedback provided by peers and the instructor. Consequently, the post-instruction texts can be understood as reflecting students' internalized genre knowledge and developing writing competence, which emerged through guided and critical interaction with ChatGPT rather than through direct reliance on AI-generated text.

Students' perceptions of ChatGPT-enhanced genre-based instruction

Analysis of interview data revealed two overarching themes: perceived strengths and perceived challenges of ChatGPT integration in narrative writing.

Perceived strengths of ChatGPT integration

Students consistently reported that ChatGPT supported their learning by making abstract genre concepts more concrete. They emphasized its usefulness for idea generation, model exploration, and language refinement, particularly when used alongside teacher guidance.

> "ChatGPT significantly facilitated my process of writing narrative texts. I used it to generate ideas and see examples before writing my own." (Student E)

Students also highlighted that explicit instruction on prompt formulation and refinement helped them interact with ChatGPT more effectively, reinforcing their sense of control over the tool rather than passive dependence. Moreover, students valued the combination of teacher feedback and AI-generated feedback, noting that ChatGPT often reinforced points made by the teacher, thereby increasing clarity and confidence:

> "The feedback from ChatGPT was quite similar to the teacher's feedback, which helped me understand better." (Student D)

Perceived challenges and limitations

Despite these benefits, students reported several challenges. Linguistic limitations, particularly vocabulary, paraphrasing, and comprehension of AI-generated texts, were frequently mentioned. Some students indicated difficulty interpreting ChatGPT output without teacher assistance:

> "I did not understand the meaning of the text produced by ChatGPT, so I asked the teacher for help." (Student C)

Students also expressed concern about over-reliance on AI, acknowledging that excessive dependence could undermine their confidence as independent writers. However, they noted that AI literacy instruction mitigated this risk by emphasizing ethical use, paraphrasing, and transparency:

> "This is a test of our honesty. The teacher guided us to paraphrase and cite properly so we do not misuse ChatGPT."

Taken together, the findings indicate that the AI literacy-informed, ChatGPT-enhanced genre-based instructional design supported students' development of narrative genre knowledge, particularly in schematic structure and coherence. ChatGPT functioned as a mediational tool rather than a text generator, with its impact closely tied to explicit scaffolding and teacher facilitation. While students reported increased confidence and engagement, challenges related to linguistic proficiency, comprehension, and ethical AI use persisted, underscoring the importance of guided and critical integration of AI in L2 writing instruction.

This study set out to examine how the integration of ChatGPT into a genre-based instructional design supported EFL students' development of narrative writing. Overall, the findings demonstrate that students' abilities to produce simple narrative texts changes following their participation in the teaching program involving ChatGPT-integrated GBA implementation along with teacher-peer feedback during the writing practices. However, the development was not uniform across all assessed dimensions. Analysis of the criterion-level results (Tables 3-4) reveals that the most substantial gains occurred in genre purpose (C1) and schematic structure (C2), while improvements in textual cohesion (C5) were modest and changes in interpersonal meaning (C4) were minimal. These findings suggest that the instructional design, anchored in the genre-based approach (GBA) and supported by scaffolded use of ChatGPT, was particularly beneficial in strengthening students'

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control over the narrative genre's overall organization and communicative purpose, but less impactful in developing interpersonal positioning and evaluative language within a relatively short instructional period.

The strong writing development in C1 and C2 aligns closely with the pedagogical emphasis of the genre-based approach, which prioritizes explicit instruction in genre purpose, stages, and structural patterns (Hyland, 2007; Derewianka & Jones, 2023). In this study, ChatGPT was deliberately integrated as a scaffolded resource within these stages, particularly during idea generation, genre exploration, and drafting. Rather than functioning as a text generator, ChatGPT was used to facilitate students in clarifying narrative orientation, sequencing events, and understanding how complications and resolutions are conventionally realized in narrative texts. This process-oriented use appears to have complemented the explicit modelling and joint construction activities central to GBA, thereby reinforcing students' genre awareness and structural control. These findings extend prior research that reports positive effects of ChatGPT on writing development (Karataş et al., 2024; Özçelik & Ekşi, 2024; Song & Song, 2023) by demonstrating how such benefits are mediated through pedagogical design and genre-focused scaffolding rather than direct AI text production.

At the same time, the limited gains observed in interpersonal meaning (C4) warrant closer consideration. While students demonstrated clearer control of narrative stages, their use of evaluative language and interpersonal resources showed little development. This pattern can be attributed to several factors. First, the instructional focus of the program emphasized genre purpose and schematic structure, which are typically more accessible to lower-proficiency learners and more readily improved through explicit instruction. Second, the relatively short duration of the intervention may not have provided sufficient time for teacher to deliver explicit scaffolding of interpersonal resources, which is necessary for students to internalize more nuanced interpersonal meanings in their writing, an ability that typically requires sustained exposure, practice, and iterative feedback. Finally, students' reliance on ChatGPT for linguistic support may have oriented them toward surface-level language correction rather than deeper engagement with interpersonal positioning. These findings resonate with previous studies suggesting that while AI tools can support early-stage writing development, higher-level discourse features may require sustained pedagogical mediation (Yan, 2023; Zou & Huang, 2023).

Across the stages of the genre-based teaching–learning cycle, ChatGPT played a differentiated scaffolding role. During the building knowledge of the field stage, students were encouraged to explore narrative texts and story themes, with ChatGPT assisting in clarifying content-related questions and generating ideas. This stage provided essential contextual grounding, which is critical for effective genre-specific writing (Gibbons, 2002). However, consistent with the interview findings, some students still struggled to articulate ideas independently, indicating that AI support alone cannot fully compensate for limited linguistic resources. Teacher guidance remained essential in helping students evaluate, select, and elaborate ideas generated through AI-mediated interaction.

In the modelling and deconstruction stage, students' engagement with exemplar narrative texts, enhanced by guided analysis and selective use of ChatGPT, contributed to clearer understanding of narrative conventions. This stage was particularly influential in enhancing students' performance in C1 and C2, as students learned to recognize how narrative purposes are realized through staged structures and patterned language choices. The findings confirm that exposure to model texts, combined with explicit explanation and mediated AI use, can enhance students' genre consciousness (Derewianka & Jones, 2023). Importantly, ChatGPT functioned as a supplementary explanatory tool rather than an authoritative source, reinforcing the teacher's role in validating interpretations and ensuring pedagogical alignment.

During the joint construction stage, collaborative writing activities provided opportunities for guided practice within students' current knowledge and skills. Feedback from both the teacher and ChatGPT facilitated students in refining narrative sequences and clarifying meaning, which further consolidated their genre control. The findings indicate that this combination of human and AI-mediated scaffolding was particularly beneficial in supporting students' gradual movement toward independent writing, though careful monitoring was necessary to prevent over-reliance on AI-generated suggestions.

In the independent construction stage, students demonstrated improved ability to produce narrative texts autonomously, reflecting the cumulative scaffolding provided in earlier stages. The observed improvements in schematic structure

and genre purpose suggest that the instructional design successfully supported students' internalization of key narrative features. Nevertheless, analysis of students' texts also revealed persistent challenges, including limited lexical variety, hesitation to express original ideas, and tendencies to paraphrase AI-generated sentences. These issues highlight the continued importance of teacher mediation in fostering creativity, linguistic risk-taking, and ethical AI use.

Finally, the findings underscore that while ChatGPT can enhance genre-based writing instruction, it does not replace the teacher's pedagogical role. Students reported challenges related to vocabulary limitations, fear of making errors, and uncertainty about appropriate AI use. The integration of an AI literacy framework within the instructional design was therefore critical in addressing issues of over-reliance and academic integrity. Consistent with previous research (Syairofi, 2024; Wang & Wang, 2025), the results suggest that explicit instruction in ethical and strategic AI use can support students' responsible engagement with ChatGPT while preserving the integrity of the learning process.

In sum, this study demonstrates that integrating ChatGPT into genre-based instruction supports EFL learners' narrative writing development, particularly in terms of genre purpose and schematic structure within a short-teaching period. However, the uneven gains across writing dimensions highlight the need for carefully designed scaffolding, sustained instructional focus, and strong teacher mediation. These findings contribute to ongoing discussions about AI-enhanced writing pedagogy by illustrating how ChatGPT's pedagogical value depends on its alignment with genre theory, learner proficiency, and principled instructional design rather than on its technological affordances alone.

CONCLUSION

This study examined the integration of ChatGPT within a genre-based instructional design to support EFL students' narrative writing development. The findings indicate that positive changes in students' narrative writing was documented within this ChatGPT-supported GBA program, particularly in terms of their understanding of narrative purpose and schematic structure. Rather than attributing these developments solely to the use of ChatGPT, the findings suggest that students' progress emerged from the combined impact of explicit genre-based instruction, teacher and peer feedback, and scaffolded interaction with ChatGPT across different stages of the teaching–learning cycle. In addition, students perceived the program as beneficial in enhancing their engagement with narrative writing, increasing their awareness of AI literacy practices, and supporting their writing processes. At the same time, several challenges were identified, including limited vocabulary resources, difficulty articulating initial ideas, fear of making mistakes that constrained creativity, tendencies toward reliance on ChatGPT, and challenges in paraphrasing AI-generated content. These findings collectively underscore that, while ChatGPT can function as a valuable pedagogical support tool, the teacher's mediating role remains central in guiding students' learning and ensuring that AI use contributes meaningfully to writing development.

From a pedagogical perspective, the findings suggest that the integration of ChatGPT into genre-based writing instruction requires active teacher guidance rather than complete instructional control or unrestricted student use. The challenges reported by students, such as over-reliance on AI output, uncertainty about paraphrasing, and concerns related to academic integrity, indicate that AI tools should be embedded within clearly structured instructional frameworks. Teachers are therefore encouraged to set explicit guidelines and boundaries for AI use, support students in developing prompt-writing, critical evaluation, and citation skills, and foster reflective engagement with AI-generated feedback. These implications are directly grounded in the study's findings, which show that students benefited most when ChatGPT was used as a scaffolded, process-oriented resource under teacher supervision. Theoretically, the study also reinforces the compatibility of ChatGPT with the genre-based approach, particularly when aligned with an AI literacy framework. ChatGPT's capacity to provide examples, language suggestions, and feedback can complement genre-based instruction by creating opportunities for students to engage critically with texts and feedback, provided that such engagement is carefully mediated by the teacher. Overall, this study highlights that the pedagogical value of ChatGPT lies not in its technological capabilities alone, but in its principled integration into instructional design that prioritizes genre knowledge, ethical AI use, and sustained teacher mediation.

It is important to acknowledge that the findings of this study should be interpreted within the constraints of its research design. As a qualitative

case study conducted in a single instructional context, the study does not seek to generalize its results to other educational settings or learner populations. Besides, participants may have provided responses during the interviews they perceived as favorable or expected rather than fully candid reflections, potentially contributing to the overall positivity of students' perceptions regarding the integration of ChatGPT. Moreover, because the instructional design integrated ChatGPT alongside genre-based pedagogy and systematic teacher and peer feedback, it is not possible to isolate the specific effects of ChatGPT from those of other instructional components. For example, students who had already used or been familiar with ChatGPT prior to the commencement of the study may exhibit different outcomes from those who had not. Future research may therefore benefit from employing comparative or mixed-methods designs, examining different text genres, and involving larger and more diverse participant groups. In addition, this study utilized the freely accessible version of ChatGPT; future studies may explore whether more advanced versions of the tool offer additional pedagogical affordances or present new challenges. Furthermore, while this study adopted a genre-based approach that emphasized staged scaffolding, greater attention to the iterative writing process, including planning, drafting, revising, editing, and publishing, may further maximize students' writing development and provide deeper insights into how AI tools can support writing over extended instructional periods.

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