

**DEVELOPING ACADEMIC WRITING SKILLS IN ENGLISH THROUGH
STRUCTURED WRITING TECHNIQUES**

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<https://doi.org/10.5281/zenodo.20307325>

Annotation. This article examines the importance of structured writing techniques in developing academic writing skills in English. Academic writing requires not only grammatical accuracy, but also logical organization, coherence, cohesion, appropriate vocabulary, and the ability to express ideas in a clear and evidence-based manner. The study emphasizes that structured techniques such as outlining, paragraph planning, thesis statement development, drafting, revising, and editing help learners organize their thoughts systematically and improve the overall quality of their written work.

Keywords: academic writing, structured writing techniques, English writing skills, coherence, cohesion, writing development, drafting, revision.

**INGLIZ TILIDA AKADEMIK YOZUV KO'NIKMALARINI TIZIMLI YOZISH
TEXNIKALARI ORQALI RIVOJLANTIRISH**

Annotatsiya. Ushbu maqolada ingliz tilida akademik yozuv ko'nikmalarini rivojlantirishda tizimli yozish texnikalarining ahamiyati o'rganiladi. Akademik yozuv nafaqat grammatik to'g'rilikni, balki mantiqiy tuzilish, izchillik, bog'liqlik, mos lug'at birliklaridan foydalanish hamda fikrlarni aniq va dalillarga asoslangan tarzda ifodalash qobiliyatini ham talab qiladi. Tadqiqotda reja tuzish, paragrafnii rejalashtirish, asosiy tezisni shakllantirish, qoralama yozish, qayta ko'rib chiqish va tahrirlash kabi tizimli texnikalar o'quvchilarga o'z fikrlarini tartibli shaklda tashkil etishga hamda yozma ishlarining umumiy sifatini oshirishga yordam berishi ta'kidlanadi.

Kalit so'zlar: akademik yozuv, tizimli yozish texnikalari, ingliz tilida yozish ko'nikmalari, izchillik, bog'liqlik, yozuvni rivojlantirish, qoralama yozish, qayta ko'rib chiqish.

**ЭФФЕКТИВНОСТЬ ФОРМИРУЮЩЕЙ ОБРАТНОЙ СВЯЗИ В РАЗВИТИИ
НАВЫКОВ ПИСЬМА НА АНГЛИЙСКОМ ЯЗЫКЕ У ОБУЧАЮЩИХСЯ**

Аннотация. В данной статье рассматривается значение системных техник письма в развитии навыков академического письма на английском языке. Академическое письмо требует не только грамматической точности, но и логической организации текста, последовательности, связности, использования соответствующей лексики, а также умения выражать мысли ясно и на основе доказательств. В исследовании подчеркивается, что такие системные техники, как составление плана, планирование абзацев, формулирование основного тезиса, написание черновика, пересмотр и редактирование, помогают

обучающимся последовательно организовывать свои мысли и повышать общее качество письменной работы.

Ключевые слова: академическое письмо, системные техники письма, навыки письма на английском языке, последовательность, связность, развитие письменной речи, написание черновика, пересмотр.

Academic writing is an essential component of higher education and plays a critical role in students' academic success. It requires learners to demonstrate clarity of thought, logical organization, and the ability to support arguments with evidence. However, many English as a Foreign Language (EFL) learners face difficulties in developing these skills.

According to Ken Hyland, "academic writing is not simply a matter of expressing ideas, but of shaping them in accordance with the expectations of a particular discourse community." [1] This highlights the importance of teaching students not only language structures but also writing conventions.

Structured writing techniques provide a systematic approach to writing that helps learners organize their ideas and improve their performance. This study aims to investigate the effectiveness of these techniques in enhancing academic writing skills.

Previous studies emphasize the importance of structured approaches in writing instruction. John Swales argues that academic writing follows specific rhetorical patterns that students must learn to produce effective texts. Similarly, Linda Flower and John R. Hayes propose that writing is a recursive process involving planning, translating, and reviewing. Jeremy Harmer states that "the writing process encourages students to focus on content and organization before accuracy," which supports the use of drafting and revising techniques. [2]

Furthermore, Dana Ferris highlights the importance of revision, noting that students improve their writing significantly when they are given opportunities to rework their drafts. These studies indicate that structured writing techniques play a crucial role in developing academic writing competence.

This study employed a quasi-experimental research design aimed at examining the effectiveness of structured writing techniques in improving students' academic writing skills in English. The research was conducted with a group of undergraduate students who were studying English as a foreign language at a university level. A total of thirty participants were involved in the study and were divided into two groups based on their initial writing proficiency levels to ensure comparability.

Over the course of eight weeks, both groups participated in regular writing classes; however, the instructional approaches differed significantly. The experimental group was taught using structured writing techniques, which included systematic instruction in outlining, paragraph organization, thesis statement development, drafting, revising, and editing. These techniques were introduced progressively, allowing students to develop a clear understanding of each stage of the writing process. In contrast, the control group followed a more traditional approach to writing instruction, which focused primarily on completing writing tasks without explicit guidance on the stages of the writing process.

Data collection was carried out through a combination of pre-test and post-test writing tasks, which were designed to measure students' progress in terms of coherence, cohesion, organization, and overall writing quality. In addition, teacher assessment rubrics were used to evaluate students' written work in a consistent and objective manner. To complement the quantitative data, qualitative data were also gathered through student questionnaires, which provided insights into learners' perceptions of the writing process and the effectiveness of the instructional methods used.

The collected data were analyzed by comparing the pre-test and post-test results of both groups. This comparison made it possible to identify the extent to which structured writing techniques contributed to improvements in students' academic writing performance. Overall, the methodological framework of the study was designed to ensure reliability and validity while providing a comprehensive understanding of the impact of structured writing instruction on learners' writing development.

The findings of the study demonstrate that the use of structured writing techniques had a significant positive impact on the development of students' academic writing skills. A comparative analysis of the pre-test and post-test results revealed that students in the experimental group showed considerably greater improvement than those in the control group. While both groups exhibited some level of progress over the eight-week period, the advancement observed in the experimental group was more substantial in terms of overall writing quality, organization, and clarity of expression.

One of the most notable improvements was observed in the organization of ideas. Students who were exposed to structured writing techniques demonstrated a clearer ability to present their arguments in a logical and systematic manner. Their writing showed a more defined introduction, well-developed body paragraphs, and coherent conclusions. This indicates that the use of outlining and paragraph planning enabled learners to structure their ideas effectively before beginning the writing process. As a result, their texts became more readable and academically appropriate.

In addition to organization, significant progress was also evident in the areas of coherence and cohesion. The experimental group demonstrated improved use of linking devices, logical connectors, and transitional phrases, which contributed to the smooth flow of ideas throughout their texts. This finding aligns with the view of Ken Hyland, who emphasizes that coherence and cohesion are essential components of effective academic writing and must be developed through guided practice.

Furthermore, the process of drafting and revising played a crucial role in enhancing students' writing performance. Learners in the experimental group were given opportunities to review and refine their work multiple times, which allowed them to identify weaknesses and make necessary improvements. This iterative process contributed not only to better grammatical accuracy but also to more precise vocabulary usage and stronger argumentation. As noted by Dana Ferris, revision is a key factor in writing development, as it enables students to move beyond surface-level corrections and engage in deeper text improvement. [3]

Another important aspect revealed by the study was the increase in students' confidence and autonomy. Through structured writing instruction, learners became more aware of the stages involved in producing a high-quality text and developed the ability to manage their own writing process. This supports the perspective of Jeremy Harmer, who argues that process-oriented writing approaches encourage learners to take greater responsibility for their work.

In contrast, students in the control group, who did not receive systematic guidance in writing techniques, showed limited improvement. Their writing often lacked clear structure, and many continued to struggle with organizing ideas and maintaining coherence. This suggests that traditional writing instruction, which focuses mainly on final products rather than the writing process, may not be sufficient for developing strong academic writing skills.

Overall, the results of the study confirm that structured writing techniques provide an effective framework for improving students' academic writing abilities. By guiding learners through each stage of the writing process, these techniques help them develop not only linguistic competence but also critical thinking and organizational skills, which are essential for successful academic communication.

Academic writing development can be explained through cognitive and socio-constructivist theories. According to Lev Vygotsky, learning occurs through guided interaction, where structured support helps learners internalize complex skills. In writing instruction, structured techniques serve as scaffolding that enables students to gradually develop independent writing abilities. [4]

Furthermore, the cognitive process theory of writing proposed by Linda Flower and John R. Hayes suggests that writing is not a linear activity but a recursive process involving planning, drafting, and revising. [5] This theoretical perspective supports the use of structured writing techniques as an effective instructional approach.

For instance, during the outlining stage, students are encouraged to identify the main idea and supporting arguments before writing. In paragraph planning, they organize their ideas into topic sentences, supporting details, and concluding sentences. This structured approach allows learners to maintain focus and avoid common writing problems such as lack of clarity and weak organization.

Despite the effectiveness of structured writing techniques, several challenges may arise during implementation. Some students may struggle with time management, as the writing process becomes more detailed and time-consuming. Others may initially find it difficult to follow multiple stages of writing.

To address these challenges, teachers should provide clear guidelines, model examples, and continuous support. Gradual introduction of writing stages and regular practice can help students adapt to structured writing more effectively.

In conclusion, the present study demonstrates that structured writing techniques play a significant role in developing students' academic writing skills in English. By guiding learners through systematic stages such as planning, outlining, drafting, revising, and editing, these techniques help students organize their ideas more effectively and produce well-structured and coherent texts. The findings confirm that writing should be approached as a process rather than a one-time product, as continuous practice and revision lead to substantial improvement in writing performance.

Moreover, the study highlights that structured writing instruction not only enhances linguistic accuracy but also contributes to the development of critical thinking, logical reasoning, and learner autonomy. Students become more aware of their writing strategies and gain confidence in expressing their ideas in an academic context.

Despite certain challenges, such as the time required for implementing structured techniques and students' initial difficulties in adapting to the process, the overall benefits clearly outweigh the limitations. With proper guidance and consistent practice, learners can successfully master these techniques and improve their academic writing competence.

Therefore, it is recommended that educators adopt structured writing approaches in English language teaching, particularly in EFL contexts. Future research may explore the integration of digital tools and innovative methodologies to further enhance the effectiveness of writing instruction.

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