METHODOLOGY OF TEACHING WRITING SKILLS IN ENGLISH

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Abstract: *The development of writing skills in English requires methodological approaches that integrate cognitive, linguistic, and technological factors. This article investigates how structured exposure to authentic models, guided collaborative tasks, and digital writing environments influence learners' writing performance. The study draws on classroom practices implemented over several weeks and evaluates learner outcomes through writing samples and reflective feedback. The findings suggest that writing instruction becomes more effective when learners are encouraged to analyze real texts, negotiate meaning with peers, and revise their drafts through technology-supported platforms. These methods foster coherence, precision, and greater awareness of audience and purpose. The research highlights the value of flexible, process-oriented instruction and emphasizes the importance of learner autonomy in improving writing competence.*

Keywords: *writing instruction; English language pedagogy; collaborative writing; authentic models; digital platforms; learner autonomy.*

Introduction. Writing in English has expanded far beyond traditional academic tasks and now encompasses digital messages, reflective entries, analytical paragraphs, and professional communication. This broader functional range requires methodological approaches that support learners in organizing ideas, selecting appropriate vocabulary, and adapting tone to specific audiences. Many learners encounter difficulties when transitioning from controlled classroom exercises to independent writing because they have limited exposure to how real texts function. As writing becomes more central in educational settings, there is a growing need for methods that develop both linguistic accuracy and strategic thinking. Effective writing instruction must therefore move beyond isolated grammar practice and adopt an approach that guides learners through discovering structure, reflecting on choices, revising text, and understanding communicative goals. This study explores such a methodology and examines how students respond to an integrated instructional sequence.

Methodology. The study was carried out with a group of intermediate English learners who participated in a structured writing program over a five-week period. The instructional process combined analysis of authentic written samples, joint drafting activities, and revision through digital tools. Students observed real examples of emails, opinion paragraphs, and descriptive texts, paying attention to how writers convey meaning, manage cohesion, and shape tone. During each session, learners generated ideas with peers, exchanged suggestions, and composed joint drafts, allowing them to verbalize reasoning

and negotiate meaning. After drafting, students worked individually with digital platforms to refine vocabulary, reorganize content, and adjust grammar before producing final versions of their texts. The data came from initial and final writing tasks as well as learner reflections collected at the end of the program.

Results. The comparison between the initial and final writing tasks showed noticeable improvement in text organization, with more logical progression of ideas and clearer topic–support relationships. Learners demonstrated stronger control of lexical selection, replacing general words with expressions that carried more precise meaning. The final texts showed reductions in mechanical and structural errors, and several students displayed increased attempts to adjust tone depending on the context of the writing assignment. Learner reflections indicated that analyzing authentic examples increased confidence and helped them understand how different purposes shape writing choices. Students also reported that collaborative drafting expanded their vocabulary options and exposed them to alternative phrasing. The use of digital tools resulted in more frequent revisions, leading to more polished final texts.

Analysis. The improvement in overall writing quality can be linked to the methodological sequence employed throughout the study. When learners observed real written texts, they gained clearer insight into organizational patterns and stylistic conventions, which reduced uncertainty during drafting. The interactive drafting stage contributed to higher lexical accuracy because students discussed their ideas before writing and considered multiple alternatives. The digital revision phase provided immediate opportunities to refine structure and grammar, supporting learners' awareness of clarity and readability. The combination of these stages helped students treat writing as a process dependent on reflection and reworking rather than a one-step activity. The data suggest that the integrated methodology strengthened the connection between planning, drafting, and revising, which in turn improved coherence and accuracy.

Discussion. he study emphasizes that writing instruction becomes more effective when learners engage in both analytical and creative processes. The use of authentic samples encouraged students to view writing as a communicative act rather than a mechanical exercise. Collaborative drafting supported the development of idea formation and vocabulary exploration, fostering a social dimension that often improves confidence and reduces cognitive load. Digital revision tools allowed learners to approach writing with greater autonomy and encouraged iterative improvement. These methodological elements reflect broader pedagogical trends that prioritize learner-centered instruction and process-based writing development. The findings reinforce the importance of flexible strategies that guide learners toward independent writing while still providing structured support. An integrated approach that includes exposure, collaboration, and technological enhancement aligns well with contemporary goals of English writing instruction and prepares learners for real-world communication tasks.

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