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**USING GENRE-BASED INSTRUCTION TO ENHANCE ARGUMENTATIVE WRITING ABILITIES IN FUTURE ENGLISH TEACHERS**

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*This study explores the effectiveness of genre-based instruction in enhancing argumentative writing abilities among future English teachers. Grounded in genre theory, the research emphasizes the importance of understanding text structure, purpose, and audience in developing academic writing skills. The study adopts a qualitative and quantitative approach, involving pre-service teachers who participate in a series of instructional stages, including modeling, joint construction, and independent writing.*

**Introduction**

Development of effective writing skills has become a central goal in English language teacher education. Among these skills, argumentative writing plays a particularly important role, as it enables future teachers to express ideas clearly, justify opinions, and engage in critical academic discourse. However, many pre-service English teachers face challenges in organizing their arguments, using appropriate language features, and maintaining coherence in their writing<sup>43</sup>.

In recent years, genre-based approaches have gained increasing attention in language pedagogy due to their systematic and contextualized nature. A genre-based methodology focuses on teaching learners how texts are structured, how language is used to achieve specific communicative purposes, and how different genres function within particular social contexts. This approach is particularly relevant for argumentative writing, as it provides

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<sup>43</sup> Hyland, K. (2004). *Genre and Second Language Writing*. University of Michigan Press.

learners with clear frameworks for organizing ideas, developing coherent arguments, and using appropriate linguistic features<sup>44</sup>.

Despite the recognized importance of argumentative writing, many future English teachers face challenges in producing well-structured and persuasive texts. These difficulties often stem from a lack of explicit instruction on genre conventions and insufficient practice in applying them. Therefore, implementing a genre-based methodology can serve as an effective solution to bridge this gap by offering structured guidance and scaffolded learning opportunities<sup>45</sup>.

The development of argumentative writing skills in future English teachers is grounded in both linguistic and pedagogical theories that emphasize the social and functional nature of language. One of the most influential frameworks underpinning a genre-based methodology is Systemic Functional Linguistics (SFL), which views language as a resource for making meaning within specific contexts. From this perspective, writing is not merely the production of grammatically correct sentences, but the construction of meaningful texts that fulfill particular communicative purposes. Argumentative writing, therefore, requires learners to understand how language is structured to present claims, support them with evidence, and engage with opposing viewpoints<sup>46</sup>.

The genre-based approach is also closely linked to the teaching-learning cycle, which typically includes stages such as modeling, joint construction, and independent construction. During the modeling stage, learners are exposed to sample texts and guided to analyze their structure, linguistic features, and communicative purpose. In the context of argumentative writing, this involves identifying elements such as thesis statements, supporting arguments, counterarguments, and conclusions. The joint construction stage allows learners to collaboratively produce texts with the support of the teacher, which helps scaffold their understanding and application of genre conventions. Finally, in the independent construction stage, learners apply their knowledge to produce their own texts, demonstrating increased autonomy and competence.

Despite the theoretical strengths of the genre-based methodology, several challenges arise in its implementation among future English teachers. One major problem is the limited awareness of genre conventions. Many students struggle to distinguish between different types of essays and often lack a clear understanding of how to structure an argument effectively. This results in disorganized texts, weak thesis statements, and insufficient use of evidence. Another issue is the overemphasis on grammatical accuracy at the expense of content and organization. While grammatical correctness is important, it should not overshadow the development of critical thinking and argumentation skills<sup>47</sup>.

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<sup>44</sup> The Role of Educators in Promoting Digital Wellbeing among Students in the Age of Technology. I.J.Mamrasulova 2026.

<sup>45</sup> Swales, J. M. (1990). *Genre Analysis: English in Academic and Research Settings*. Cambridge University Press.

<sup>46</sup> Martin, J. R., & Rose, D. (2008). *Genre Relations: Mapping Culture*. Equinox Publishing.

<sup>47</sup> Hyland, K. (2019). *Second Language Writing*. Cambridge University Press.

Additionally, learners often face difficulties in generating and organizing ideas. Argumentative writing requires not only language proficiency but also the ability to think critically, evaluate information, and present logical reasoning. However, many students have limited experience in engaging with complex issues or expressing their opinions in a structured manner. This challenge is further compounded by a lack of practice and insufficient feedback during the learning process.

To address these challenges, several pedagogical solutions can be implemented within a genre-based framework. First, explicit instruction in genre features is essential. Teachers should provide clear explanations and examples of argumentative structures, including the use of cohesive devices, logical connectors, and persuasive language. Visual aids such as diagrams and writing templates can help learners better understand the organization of argumentative texts<sup>48</sup>.

Second, the integration of collaborative learning activities can enhance students' engagement and understanding. Group discussions, peer review sessions, and joint writing tasks encourage learners to exchange ideas, reflect on their writing, and learn from one another. These activities also promote critical thinking and help students develop their ability to evaluate arguments<sup>49</sup>.

Third, regular and constructive feedback plays a crucial role in improving writing skills. Feedback should not only focus on linguistic accuracy but also address the quality of arguments, coherence, and overall organization. Using rubrics based on genre criteria can provide students with clear expectations and guide their revision process<sup>50</sup>.

Finally, incorporating authentic materials and real-life topics can make argumentative writing more meaningful and relevant. When students are encouraged to write about issues that interest them or relate to their future profession, they are more likely to be motivated and engaged in the learning process. This, in turn, contributes to the development of both their writing skills and their professional competence as future English teachers<sup>51</sup>.

### Conclusion

In conclusion, the development of argumentative writing skills is a crucial component of preparing future English teachers for both academic and professional success. The study has demonstrated that a genre-based methodology provides a structured and effective framework for enhancing these skills by focusing on the relationship between language, purpose, and context. Through explicit instruction, guided practice, and independent application, learners are able to gain a deeper understanding of how argumentative texts are constructed and how meaning is conveyed.

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<sup>48</sup> Derewianka, B. (2015). *Exploring How Texts Work*. Primary English Teaching Association.

<sup>49</sup> Hammond, J., & Gibbons, P. (2005). Putting scaffolding to work: The contribution of scaffolding in genre-based approaches. In *Perspectives on Language and Education*.

<sup>50</sup> Christie, F., & Martin, J. R. (Eds.). (2005). *Genre and Institutions: Social Processes in the Workplace and School*. Continuum.

<sup>51</sup> Tribble, C. (1996). *Writing*. Oxford University Press.

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The analysis of theoretical foundations and practical implementation has shown that the genre-based approach not only improves students' ability to organize and present arguments logically, but also fosters critical thinking, autonomy, and confidence in writing. At the same time, the challenges identified—such as limited awareness of genre conventions, difficulties in idea generation, and overemphasis on grammatical accuracy—highlight the need for carefully designed pedagogical strategies.

Addressing these issues through targeted instruction, collaborative learning, continuous feedback, and the use of authentic materials can significantly enhance the effectiveness of writing instruction. Therefore, integrating a genre-based methodology into teacher education programs is highly recommended, as it equips future English teachers with essential competencies that they will, in turn, pass on to their own students.

Overall, this approach contributes not only to the improvement of individual writing performance but also to the broader goal of advancing the quality of English language teaching.

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