

DESIGNING GENRE-BASED WRITING TASKS FOR ACADEMIC LITERACY DEVELOPMENT IN UZBEK EAP PROGRAMS

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1. Introduction. In EMI contexts, students are expected not only to write accurately in English but also to understand and produce discipline-specific genres. However, many Uzbek EAP programs still emphasize general writing formats, which fail to prepare learners for the complex literacy demands of higher education. According to Lea and Street (1998), academic writing should be seen as a social practice, where genre knowledge and critical engagement are essential. Building on Swales' (1990) genre theory, this thesis investigates how integrating genre-based tasks within a task-based learning approach supports academic literacy development.

2. Research Context and Participants. The study was conducted at the Presidential School in Nukus with 30 students aged 16–17 at B2 CEFR level. These students were enrolled in a four-week pre-sessional EAP course in preparation for potential EMI undergraduate study in Uzbekistan and abroad. Most had limited experience with academic writing beyond IELTS-style essays.

3. Task Design. Three main writing tasks were designed to mirror real academic communication: - **Task 1: Abstract Writing** – Learners read a short empirical research report and wrote abstracts using standard academic moves (purpose, methods, results). - **Task 2: Compare-Contrast Literature Review Paragraph** – Based on two short articles, students identified contrasting viewpoints and synthesized them. - **Task 3: Problem-Solution Report Writing** –



Students wrote a short report on a real-world issue using citations and structured problem-solution reasoning.

Each task followed a scaffolded process: - Genre input (samples and analysis) - Collaborative planning - Drafting with peer review - Teacher feedback and redrafting

4. Results and Discussion. Thematic and linguistic analysis of the students' drafts and reflections revealed notable improvements: - **Genre awareness:** Students better understood structures such as abstracts and literature reviews. - **Cohesion and coherence:** More frequent use of logical connectors (e.g., however, although, in contrast). - **Academic voice:** Increased use of hedging (e.g., may suggest, arguably) and stance markers. - **Source integration:** APA-style citations were used more accurately.

Student feedback highlighted how writing became more meaningful when linked to authentic academic tasks. One student remarked, "Now I know what an abstract really means. It's not just a short paragraph—it's a summary with a structure."

Teachers also observed improved engagement, particularly during peer review sessions. Students demonstrated more ownership over writing and began to self-correct grammar and cohesion issues based on genre expectations.

5. Pedagogical Implications. Genre-based writing tasks should become central in EAP syllabi, especially at pre-university levels. - Teachers need training in genre pedagogy and how to scaffold writing through real academic models. - Collaboration and reflection should be integrated into writing instruction to

reinforce genre awareness and critical thinking. - Materials should include authentic, simplified academic texts rather than decontextualized language drills.

6. Conclusion. Genre-based task design represents a practical, communicative approach to academic writing instruction in Uzbekistan. For B2-level learners at institutions like the Presidential School in Nukus, such pedagogy offers real preparation for EMI academic demands. Incorporating genre awareness through tasks develops not only writing skills but also students' ability to think, argue, and engage as future academic writers.

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