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METHODOLOGICAL JOURNAL**<http://mentaljournal-jspu.uz/index.php/mesmj/index>**IMPROVING IGCSE-LEVEL WRITING IN THE CLASSROOM: A STUDY AT
JIZZAKH PRESIDENTIAL SCHOOL*****Nargiza Yakhshibayeva****English teacher**Presidential school in Jizzakh, Uzbekistan*[*nargizayaxshibayeva44@gmail.com*](mailto:nargizayaxshibayeva44@gmail.com)*Jizzakh, Uzbekistan***ABOUT ARTICLE**

Key words: process-based instruction, academic writing, EFL learners, IGCSE students, writing challenges, peer feedback.

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Abstract: This classroom-based study explores how process-based instruction can address academic writing challenges among Grade 8 students following the Cambridge IGCSE curriculum at Jizzakh Presidential School in Uzbekistan. Students often experience difficulties in organizing ideas, using appropriate vocabulary, and managing time pressure during writing tasks. These challenges affect both the clarity of their writing and their confidence.

The study involved 24 students and adopted a qualitative approach based on classroom observations, adapted survey insights, and analysis of students' written work. A two-month instructional intervention was implemented, incorporating model essays, analysis of anonymized student samples, and peer feedback activities. Students were encouraged to reflect on their writing and identify common errors.

The findings indicate that students improved in organizing their ideas, reducing errors, and expressing themselves more clearly. In addition, students demonstrated increased confidence and reduced anxiety when completing writing tasks. The study suggests that process-based instruction, combined with reflective classroom practices, can effectively support writing development in EFL contexts.

Introduction. Writing is a key component of academic success, particularly for students studying international curricula such as Cambridge IGCSE. Effective writing requires not only grammatical accuracy and vocabulary knowledge, but also the ability to organize ideas logically and respond appropriately to task requirements. However, learners in English as a Foreign Language (EFL) contexts often face challenges in developing these skills.

In the context of Jizzakh Presidential School, Grade 8 students demonstrated several recurring difficulties in academic writing. These included generating multiple ideas but struggling to organize them, limited ability to apply vocabulary effectively, and difficulty managing time during exam conditions. As a result, students' writing often lacked clarity and coherence.

Traditional writing instruction tends to focus on the final product rather than the writing process. In contrast, process-based approaches view writing as a series of stages, including planning, drafting, revising, and editing. This approach encourages students to actively engage in developing their writing over time rather than producing a single final version. Research suggests that such approaches can improve both writing performance and learner engagement (Hyland, 2003; Badger & White, 2000).

This study aims to explore how process-based instructional strategies can help address academic writing challenges among Grade 8 students at Jizzakh Presidential School.

Methodology. This study was conducted as a small-scale classroom-based investigation involving 24 Grade 8 students following the Cambridge IGCSE curriculum. A qualitative approach was used to explore students' writing difficulties and their development over time.

Initial insights were gathered through classroom observations and selected responses from a broader survey adapted to the specific group. Students identified key challenges such as difficulty organizing ideas, recalling vocabulary, and writing under time pressure. Some students also expressed uncertainty about how their writing is assessed.

Based on these findings, a two-month intervention was implemented during regular writing lessons. The instructional approach was based on process-oriented writing, which emphasizes stages such as idea generation, drafting, and revision.

Classroom activities included:

- analyzing model essays
- reviewing anonymized student writing samples
- engaging in peer feedback
- discussing common errors

Students were encouraged to reflect on their writing and apply improvements in subsequent tasks.

Data were collected through classroom observation, student feedback, and comparison of students' written work before and after the intervention.

Results. The findings indicate that students initially faced significant challenges in organizing their ideas. While many students were able to generate ideas, they struggled to structure them into coherent paragraphs. This often resulted in unclear and unfocused writing.

Vocabulary use and grammatical accuracy were also identified as major difficulties. Several students reported that they could not recall appropriate vocabulary during writing tasks, while others mentioned making mistakes due to time pressure. In addition, students expressed stress related to completing writing tasks within limited time.

Following the intervention, noticeable improvements were observed. Students demonstrated better organization of ideas and improved clarity in their writing. The number of basic grammatical and lexical errors decreased, and students became more aware of common mistakes.

In addition to performance improvements, changes were observed in students' attitudes. Students appeared more confident and less anxious when completing writing tasks. The use of peer feedback and collaborative activities contributed to a more supportive classroom environment.

Discussion. The results of this study support the idea that writing should be taught as a process rather than a final product. The improvement in students' organization and clarity suggests that structured guidance and repeated practice are essential in developing writing skills. This aligns with previous research, which highlights the importance of drafting, revising, and feedback in writing development (Hyland, 2003).

The use of model essays and anonymized student samples played a significant role in helping students understand expectations and identify common mistakes. This reflects findings that combining model analysis with process writing can enhance students' awareness and performance (Badger & White, 2000).

Peer feedback also contributed to students' progress by encouraging active engagement and reflection. Students became more aware of writing criteria and developed a more analytical approach to their work. In addition, the reduction in anxiety suggests that supportive classroom practices can positively influence learners' confidence.

However, as this study is limited to one group of students in a specific context, the findings cannot be generalized to all learners. Further research with larger samples may provide additional insights.

Conclusion. This study explored the use of process-based instruction to address academic writing challenges among Grade 8 students in an EFL context. The findings suggest that combining model analysis, peer feedback, and reflective practices can lead to improvements in writing organization, clarity, and confidence.

The study highlights the importance of moving beyond product-focused approaches and supporting students throughout the writing process. It is recommended that teachers adopt similar strategies to create more effective and engaging writing instruction.

An important implication of this study is that even small changes in classroom practice can have a meaningful impact on students' writing development. Activities such as discussing common mistakes, analyzing sample responses, and encouraging peer interaction do not require significant changes to the curriculum, yet they can significantly improve students' awareness and engagement. This is particularly relevant in exam-oriented contexts, where students often focus on outcomes rather than the learning process.

Furthermore, the findings suggest that when students are given the opportunity to reflect on their own work and learn from others, they become more independent and responsible learners. This shift from passive to active learning can support not only writing development but also broader academic skills.

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