



**THE IMPORTANCE OF GENRE AWARENESS
IN DEVELOPING ARGUMENTATIVE WRITING
SKILLS OF PROSPECTIVE ENGLISH
TEACHERS.**

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***Abstract:** Developing effective argumentative writing skills is an essential component of English language teacher education, as prospective English teachers are expected not only to communicate their ideas clearly but also to guide future learners in producing well-structured academic texts. This study examines the importance of genre awareness in developing the argumentative writing skills of prospective English teachers. Genre awareness refers to learners' understanding of the purpose, structure, rhetorical conventions, and linguistic features associated with particular types of texts.*

***Key words:** genre awareness, argumentative writing, prospective English teachers, genre-based instruction, academic writing, writing skills*

Introduction

In the context of contemporary English language education, writing plays a significant role in the academic and professional development of prospective English teachers. Among the different forms of academic writing, argumentative writing is particularly important because it requires learners to express their ideas clearly, formulate logical arguments, provide relevant evidence, and respond appropriately to alternative viewpoints. For future English teachers, the ability to

produce effective argumentative texts is especially valuable, as they are expected to demonstrate strong writing competence and eventually help their students develop similar skills.

However, developing argumentative writing skills can be challenging for English language learners. Students may have difficulties organizing their ideas, developing a clear thesis statement, presenting convincing arguments, supporting claims with appropriate evidence, and maintaining coherence and cohesion throughout a text. In addition, grammatical accuracy alone does not guarantee successful academic writing. Writers need to understand how texts are organized according to their communicative purposes and the expectations of particular academic contexts[1;56].

In this regard, genre awareness has become an important concept in writing instruction. Genre awareness involves learners' understanding of the purpose, organization, rhetorical conventions, and linguistic characteristics of different types of texts. A genre-based approach to writing enables students to recognize how effective texts are structured and how writers use language to achieve particular communicative purposes. In argumentative writing, genre awareness can help learners identify essential elements such as the introduction of a topic, thesis statement, supporting arguments, evidence, counterarguments, rebuttals, and conclusion.

Genre awareness is an important aspect of effective academic writing because it helps learners understand that different texts are written for different purposes, audiences, and contexts. A genre can be understood as a particular type of communication that follows recognizable patterns of organization, rhetorical features, and language

use. Academic essays, research articles, reports, reviews, and argumentative texts are examples of genres that have their own conventions and communicative purposes[2;21].

For prospective English teachers, genre awareness involves more than simply recognizing different types of texts. It requires an understanding of how writers organize information and use language to achieve a particular purpose. When students become aware of genre conventions, they are better able to identify the relationship between the structure of a text and its communicative function. This awareness allows them to make more appropriate decisions about how to introduce a topic, develop an argument, provide evidence, and reach a conclusion[11;102].

Genre awareness can therefore be viewed as a combination of knowledge and practical writing ability. Students who understand the conventions of a particular genre are more likely to approach writing systematically rather than treating it as a process of simply putting sentences together. This is especially important in academic contexts, where successful writing depends on logical organization, appropriate evidence, coherence, cohesion, and an awareness of the intended audience.

Argumentative writing is one of the most important forms of academic writing because it requires writers to take a position on a particular issue and support that position through logical reasoning and relevant evidence. Unlike purely descriptive or narrative writing, argumentative writing involves persuasion and critical evaluation. The writer must establish a clear claim, explain the reasons for that claim, support ideas with evidence, and consider alternative perspectives[3;45].

A well-structured argumentative essay generally contains several interconnected components. The introduction presents the topic and establishes the writer's position, often through a clear thesis statement. The body paragraphs develop the main arguments and provide explanations, examples, facts, or other forms of evidence. Effective argumentative writing may also include counterarguments and rebuttals, demonstrating that the writer is able to recognize and respond to opposing viewpoints. Finally, the conclusion summarizes the main ideas and reinforces the significance of the argument[9;68].

For prospective English teachers, argumentative writing has particular importance. Future teachers are likely to encounter academic writing throughout their university studies and professional careers. They may need to write essays, research papers, reflective reports, teaching materials, and professional documents. Consequently, their ability to construct convincing and logically organized arguments is an important element of their overall academic and professional competence[4;20].

Genre awareness can significantly contribute to the development of argumentative writing skills because it provides learners with a framework for understanding how an argumentative text is constructed. Students who are familiar with the characteristics of the argumentative genre can more easily recognize the functions of different sections and paragraphs. They can understand, for example, why a thesis statement is necessary, how supporting evidence should be connected to a claim, and why addressing opposing views can strengthen an argument[8;69].

One of the main benefits of genre awareness is improved text organization. Learners frequently experience difficulties when deciding

how to arrange their ideas in an argumentative essay. Genre awareness provides them with an organizational framework that can guide the writing process. Instead of presenting ideas randomly, students can develop their arguments in a logical sequence, with each paragraph contributing to the overall purpose of the text[5;25].

Genre awareness can also improve coherence and cohesion. Understanding the rhetorical organization of argumentative texts helps students recognize how ideas should be connected. They can use appropriate transition signals, reference words, conjunctions, and other cohesive devices to establish relationships between sentences and paragraphs. As a result, their writing becomes easier for readers to follow and understand[7;47].

Another important contribution of genre awareness is the development of rhetorical competence. Effective academic writers need to understand that language choices depend on purpose and audience. Prospective English teachers, for example, need to know how to express claims appropriately, introduce evidence, qualify statements, compare different perspectives, and establish a formal academic tone. Genre-based instruction can make these rhetorical choices more explicit and understandable[6;35].

Genre-based instruction provides a practical approach to developing genre awareness. Rather than asking students to produce a text without sufficient guidance, this approach introduces learners to the characteristics and conventions of the target genre. Students can examine examples of argumentative texts, identify their structural and linguistic features, discuss the purpose of different sections, and then apply this knowledge to their own writing.

In conclusion, genre awareness plays a significant role in developing the argumentative writing skills of prospective English teachers. Understanding the purpose, structure, rhetorical conventions, and linguistic features of argumentative texts enables students to organize their ideas more effectively, formulate clear claims, provide relevant evidence, address opposing viewpoints, and develop coherent and persuasive arguments. Therefore, argumentative writing should not be viewed only as a means of assessing students' language proficiency but also as an important skill for their academic and future professional development.

The discussion has demonstrated that genre-based instruction can provide prospective English teachers with a systematic framework for understanding and producing argumentative texts. Through the analysis of model texts, explicit instruction, guided practice, peer feedback, and independent writing, students can gradually develop greater control over the organization and language of their writing. Such an approach can also contribute to the development of critical thinking, rhetorical competence, academic confidence, and learner autonomy.

Ultimately, integrating genre awareness into English teacher education can contribute to the preparation of more competent, confident, and reflective teachers. Greater attention to genre-based approaches in academic writing courses can help prospective English teachers become not only more successful academic writers but also more effective teachers of writing. Further research may explore the effectiveness of specific genre-based teaching techniques and investigate how genre awareness develops over time among English language teacher trainees in different educational contexts.

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