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## FORMING ENGLISH WRITTEN COMMUNICATION SKILLS AMONG HIGHER EDUCATION INSTITUTION STUDENTS IN THE CONTEXT OF DIGITALIZED LEARNING

## ФОРМУВАННЯ НАВИЧОК ПИСЬМОВОГО СПІЛКУВАННЯ АНГЛІЙСЬКОЮ МОВОЮ СЕРЕД СТУДЕНТІВ ЗВО У КОНТЕКСТІ ЦИФРОВОГО НАВЧАННЯ

**Riabovol S.L.,***orcid.org/0000-0001-7403-0382**Lecturer at the Department of English Language for non-Philological Specialities  
Oles Honchar Dnipro National University*

The article explores the systemic development of English writing skills among university students, specifically those in non-philological specialties, within the context of a modern digitalized educational environment. The research under discussion shifts the pedagogical focus from a product-oriented approach to a process-based methodology. The latter emphasises scaffolding, genre integration, and the strategic use of educational technology. The present study evaluates the integration of academic and professional genres (i.e. essays and business correspondence) alongside the implementation of process-based instruction, with a focus on planning, drafting, and revising. The investigation focuses on the role of digital tools, including artificial intelligence (AI) assistants such as ChatGPT and automated grammar checkers like Grammarly and DeepL Write. These tools function as scaffolds, supporting and enhancing student autonomy. The analysis indicates that the efficacy of digital tools is contingent upon a reflective rather than automated usage model. Specifically, the utilisation of “error logs” in conjunction with digital correctors has been demonstrated to foster self-editing skills and pattern recognition in specialised fields such as history and archaeology. Moreover, the research establishes that Generative AI is most effective during the pre-writing stage for brainstorming and outlining, provided it is coupled with rigorous critical evaluation by the student. The implementation of audio-visual support and step-by-step templates was found to significantly mitigate “blank page syndrome” and improve logical coherence in professional texts. The findings suggest that the transformation of the teacher’s role from supervisor to facilitator, supported by a culture of systematic feedback and digital literacy, is essential for cultivating autonomous learners. Mastery of these multifaceted writing competencies equips students with the skills necessary to thrive in the global labour market, where written English is the predominant medium for professional and academic interaction.

**Key words:** English writing skills, digital tools, generative AI, scaffolding, ESP, student autonomy.

У статті досліджується системний розвиток навичок письма англійською мовою серед студентів університетів, зокрема здобувачів вищої освіти нефілологічних спеціальностей, у контексті сучасного цифрового освітнього середовища. Наукова розвідка зміщує педагогічний фокус з підходу, орієнтованого на результат письма, на процесно-орієнтовану методологію. Наголошується на ефективності звернення на скафолдингу, інтеграції жанрів та стратегічному використанні освітніх технологій. У цьому дослідженні оцінюється інтеграція академічних та професійних жанрів з акцентом на плануванні, написанні та редагуванні. Дослідження зосереджено на ролі цифрових інструментів, включаючи помічників штучного інтелекту (ШІ), таких як ChatGPT, та автоматизованих засобів перевірки граматики, таких як Grammarly та DeepL Write. Ці інструменти функціонують як підтримка, допомагаючи розширити автономію студентів. Аналіз показує, що ефективність цифрових інструментів залежить від рефлексивної, а не автоматизованої моделі використання. Зокрема, було продемонстровано, що використання власних «журналів помилок» у поєднанні з цифровими коректорами сприяє розвитку навичок самостійного редагування у спеціалізованих галузях. Більше того, дослідження встановлює, що генеративний штучний інтелект є найефективнішим на етапі перед написанням тексту для мозкового штурму та складання плану майбутньої письмової роботи, за умови, що він поєднується з ретельною критичною оцінкою з боку здобувача вищої освіти. Було виявлено, що впровадження аудіовізуальної підтримки та покрокових шаблонів значно допомагає впоратись зі страхом «чистого аркуша» та покращує логічну зв'язність у професійних текстах. Результати дослідження свідчать про те, що трансформація ролі викладача з керівника на фасилітатора, що підтримується культурою систематичного зворотного зв'язку та цифрової грамотності, є важливою для розвитку автономності студентів. Оволодіння цими багатогранними письмовими компетенціями надає студентам навички, необхідні для успіху на світовому ринку праці, де письмова англійська мова є переважним засобом професійної та академічної взаємодії.

**Ключові слова:** навички письма англійською мовою, цифрові інструменти, генеративний штучний інтелект, скафолдинг, англійська мова для спеціалістів, студентська автономія.

**Formulation of the problem.** In the contemporary educational context, proficiency in English has evolved from a fundamental skill to a pivotal instrument for both professional and academic competitiveness. Writing is one of the four core language skills, requiring complex cognitive processing, the

synthesis of knowledge, and a mastery of specific linguistic registers. In higher education institutions, students’ ability to structure arguments in essays and adhere to the etiquette of business correspondence is widely considered to be a definitive marker of their academic maturity.

The contemporary landscape of higher education faces a critical challenge: the widening gap between traditional English language instruction and the complex writing demands of the global professional environment. While university students are expected to produce sophisticated academic and professional texts, conventional pedagogical models often over-emphasize grammatical accuracy at the expense of rhetorical flexibility and critical inquiry. This discrepancy is particularly acute for students in non-philological specialties who must navigate specific genre conventions while overcoming psychological barriers and linguistic interference.

By addressing these issues, this study seeks to develop and empirically validate a comprehensive methodology that prepares students for the rigors of the global labour market, where written English serves as the primary vehicle for professional interaction and sustainable career growth.

**Analysis of the research.** The integration of artificial intelligence (AI), particularly generative AI such as ChatGPT, is fundamentally reshaping the classroom dynamic. L. Kohnke, B. Moorhouse and D. Zou posit that such instruments demand a transition towards enhanced student autonomy. Their research highlights how the role of the educator is shifting from a primary knowledge provider to a facilitator who guides students in navigating AI-human collaboration. This transition is pivotal in fostering “AI literacy”, whereby students are equipped with the capacity to utilise these tools critically rather than passively [9, p. 2].

A significant impediment to effective language learning is writing anxiety, particularly during the initial stages of the writing process. N. M. Bui and J. S. Barrot provide experimental evidence demonstrating that ChatGPT serves as an effective intervention for EFL (English as a Foreign Language) learners. By facilitating the pre-writing phase – brainstorming ideas, structuring outlines, and generating vocabulary – AI tools have been shown to enhance writing performance while concurrently reducing students’ anxiety levels. This approach enables learners to engage with higher-order cognitive tasks, thus circumventing the “blank page” syndrome that can often immobilise writers [4, p. 2053].

The theoretical foundation for the use of tools to support writers experiencing difficulties is deeply rooted in the concept of scaffolding. S. Graham, K. R. Harris and C. A. MacArthur emphasise that for students encountering challenges with writing or disabilities, technology is not merely an ancillary resource but a crucial support system. It is suggested by S. Graham’s work that effective instruction must

comprise explicit strategies and digital scaffolds, the function of which is to break down the complex writing process into manageable steps. This approach is designed to ensure that students with varying ability levels can produce coherent and academically rigorous texts. The utility of writing tools is particularly pronounced in English for Specific Purposes (ESP) and English for Academic Purposes (EAP) [6, p. 102].

The analysis of scientific works indicates a prevailing consensus that digital and AI tools are transformative rather than merely supplementary. While S. Graham and J. S. Barrot emphasise the cognitive and psychological benefits (scaffolding and anxiety reduction) [6], L. Kohnke highlights the structural shifts in autonomy and academic integration [9]. Collectively, these works advocate for a balanced pedagogical approach, in which technology empowers the learner while maintaining academic integrity and specialised skill development.

**The objectives of the article.** The aim of the research is to analyse methodologies for developing written communication skills among students of non-philological specialties. The transition from general writing skills to more specialised ones (academic and professional) will be examined, with reference to the communicative approach to teaching and the implementation of digital tools.

**Presentation of the main material of the study.** Academic writing is a pivotal instrument for intellectual communication, necessitating not only a grasp of grammatical conventions but also the capacity to articulate a cogent argument. In accordance with the theoretical framework proposed by K. Hyland, the notion of academic literacy is predicated on the premise that a successful essay is predicated on the mastery of genre conventions, with each component serving a distinct and specific function [8, p. 52].

A significant number of students encounter what is referred to as the writing barrier. In their research, T. Silva and P. K. Matsuda emphasised that the primary challenge for non-native speakers of English is not merely a lack of vocabulary, but rather “native language interference”. This term refers to the attempt to transfer sentence structures from one’s mother tongue to English, which leads to a loss of stylistic precision [12, p. 642]. This phenomenon is especially pronounced during transitions to formal business styles, which demand conciseness and strict adherence to protocols for structuring information.

The development of effective writing skills is predicated on the mastery of the framework of the essay. The introduction is of pivotal importance in engaging the reader, and it is essential that it fulfils three functions. Firstly, it must serve as a “hook” to

capture the reader's attention. Secondly, it must provide a general overview of the topic. Thirdly, it must culminate in a formal thesis statement. The Purdue Online Writing Lab asserts that the thesis constitutes the "heart" of the essay and must be clear, arguable, and appropriately limited within the scope of the work [10]. After this, the body paragraphs are constructed using a disciplined "Topic Sentence – Supporting Details – Concluding Sentence" principle. It is imperative to instruct students in the utilisation of facts, statistics, and examples to substantiate each claim, thereby ensuring that each paragraph contributes logically to the overall argument. The conclusion synthesises these arguments and restates the thesis. Rather than merely repeating the introduction, it serves as a final emphasis on the significance of the researcher's position.

Contemporary pedagogical methodologies have diverged from the conventional practice of producing a single final copy. Contrary to conventional wisdom, researchers have emphasised the importance of the Process Approach, which breaks writing down into three distinct, manageable stages [1, p. 156]. The initial phase, designated as pre-writing, encompasses planning through brainstorming, mind mapping, and the formulation of a formal outline. This is followed by the drafting stage, in which students primarily focus on content and the flow of ideas, without the pressure of immediate grammatical perfection. The final stage, Revising and Editing, involves a critical analysis of the essay's structure, often facilitated through the process of peer review, and a meticulous final proofreading to ensure linguistic accuracy and professional polish.

The transition from a passive correction approach to an active learning strategy signifies a paradigm shift in the manner in which students engage with digital writing assistants. When learners treat tools such as Grammarly or DeepL Write as mere "crutches", they frequently unthinkingly accept suggestions without comprehending the underlying linguistic principles. Conversely, an active approach necessitates that students regard AI feedback as a form of dialogue. The implementation of methods such as the double check process, which involves students first attempting self-editing before consulting software, has been shown to facilitate a transition from mindless copying to critical analysis. This pedagogical shift ensures that digital tools actually foster long-term autonomy, as the learner begins to understand the rationale behind every correction rather than merely the correction itself.

The audio-to-draft exercise is a pre-writing strategy that serves to bridge the gap between sponta-

neous thought and structured writing, thereby overcoming the "blank page" syndrome. The utilisation of tools such as Vocaroo or smartphone recorders enables students to engage in verbal exploration of complex professional subjects. This approach prioritises the progression of ideas over grammatical precision. In order to provide the necessary scaffolding, it is incumbent upon the instructors to supply a list of essential, discipline-specific terms that must be included in the recording. Following the transcription of the audio, students employ artificial intelligence prompts to transform their raw thoughts into a logical three-paragraph outline, thereby converting a disorderly brainstorm into a coherent academic structure.

During the preliminary drafting stages, instructors should exercise restraint in imposing penalties for minor grammatical inaccuracies. Instead, the primary focus should be on whether the student has successfully transitioned from oral spontaneity to a structured plan. The evaluation process should be centred on the extent to which the AI assisted in the organisation of the student's original thesis without compromising its intended meaning. It is hypothesised that students with lower proficiency levels would benefit from the opportunity to interject key terms in their native language during the recording. This would be expected to significantly reduce cognitive load and stress, thus allowing the AI to act as a bridge for translation during the structuring phase.

The transition of students from a personal, subjective style of writing to one that is professional, objective, and action-oriented is a key component of official business writing. In the context of English-language business communication, the "5Cs" (clear, concise, courteous, complete, and correct) have been identified as the key characteristics that define this field. The text is characterised by clarity, conciseness, courtesy, thoroughness and precision [7, p. 314]. This framework is designed to ensure that the message is professional and easily comprehensible to the recipient, thereby minimising the risk of misinterpretation in a high-stakes environment.

The fundamental distinction between business writing and academic essays lies in the emphasis placed on practical outcomes. In order to achieve this objective, it is imperative that students develop a comprehensive understanding of particular stylistic features and registers. The use of a formal register, characterised by full verb forms (e.g. "I am" instead of "I'm"), the avoidance of colloquial phrasal verbs, and the strategic use of the passive voice, is employed in order to lend the text an air of objectivity [3, p. 143]. Moreover, it is imperative to prioritise conciseness, as in a business context, time is a valua-

ble resource. A well-crafted letter must satisfactorily address two fundamental questions: The fundamental questions that must be posed at the outset of this investigation are: firstly, what is the purpose of the present author's writing, and secondly, what response is expected?

To achieve professional competence, it is imperative to master a standardised structure. [13]. A formal letter is characterised by a strict protocol, which is initiated by an appropriate salutation, such as "Dear Mr./Ms. [Surname]" or "Dear Hiring Manager" when the name is unknown. The letter is initiated with an opening that explicitly articulates the purpose of the correspondence, for example, "I am writing to inquire about...". The body of the letter comprises the details of the request or proposal, employing courteous forms such as "I would be grateful if you could...". In conclusion, the letter is brought to a close with a standardised formula, such as "Yours sincerely" or "Yours faithfully", which is selected based on the initial greeting.

In order to assist students in mastering these conventions, the employment of practical teaching strategies, such as the case study method, has been demonstrated to be highly effective. The approach commences with the modelling stage, in which students analyse authentic samples of inquiries, complaints, or cover letters. This is followed by situational simulations, in which students respond to complex scenarios, such as apologising for a shipping delay or declining a proposal. Finally, the implementation of peer-correction sessions enables students to engage in the review of each other's work, thereby ensuring adherence to business etiquette and the elimination of emotionally charged language.

Furthermore, the establishment of a collective "phrase bank" constitutes an invaluable pedagogical instrument. The grouping of clichés and standard expressions for specific situations, such as making requests, acknowledging receipt of information, or scheduling meetings, enables students to significantly reduce their cognitive load. The utilisation of these pre-established linguistic components enables the focus to be directed towards the strategic elements of communication, thereby obviating the necessity to expend energy on elementary formulation during the writing process.

In order to ensure effective writing instruction, it is essential to make a decisive shift from passive theoretical acquisition to active, hands-on practice. The contemporary approach to methodology is predicated on the integration of pedagogical innovations that are designed to take into account the psychological characteristics and cognitive needs of students.

The communicative approach is at the core of contemporary pedagogical practices, with writing being regarded as a conduit for conveying authentic meaning rather than a mere instrument for executing grammatical exercises [11, p. 92]. The concept of scaffolding, which provides temporary pedagogical support, plays a vital role in this process. Students employ diagrams to visually represent the structure of their arguments prior to committing them to text. The provision of a linguistic "skeleton" for a letter or essay has been demonstrated to assist students in overcoming the "blank page syndrome". These supports are gradually phased out as the student gains mastery.

The quality of a student's writing is directly proportional to the effectiveness of the assessment system. Multi-level feedback has been demonstrated to be the most impactful form of feedback in a number of studies [5, p. 86].

By implementing peer-review process and subjecting the work of their course mates to critical analysis, students refine their ability to discern minutiae and enhance their capacity for self-editing. The utilisation of clear, standardised criteria of assessment encompassing content, organisation, vocabulary and grammar ensures transparency and enables students to identify specific areas for improvement.

The integration of artificial intelligence and digital technologies is fundamentally transforming the writing process. Grammar-checking tools such as Grammarly and DeepL Write provide students with immediate feedback on their work [2, p. 50]. However, from a methodological standpoint, it is crucial to shift the focus from "automatic error correction" to an "analysis of the root causes of errors".

It is imperative that educators impart the ethical utilisation of AI, conceptualising it as a medium for the structuring of thoughts or the augmentation of vocabulary, as opposed to a mechanism for the automatic generation of text on behalf of the student.

For students in non-philological fields, such as history or law, the most significant hurdle in academic writing is often the intimidating complexity of text structure. The utilisation of artificial intelligence as a collaborative brainstorming partner has been demonstrated to be an effective method of dismantling this psychological barrier by converting abstract concepts into a visual mind map. The usage of tools such as ChatGPT facilitates the organisation of a topic into coherent segments, including an introduction, methodology, and findings. This approach enables learners to prioritise the substance of their arguments over the concern of organisation. The effectiveness of this approach is measured by the speed at which

students are able to transition from a raw idea to a coherent draft, thereby ensuring that the logical progression remains sound throughout the process.

The video-based scaffolding exercise provides a structured pathway for developing these writing skills by utilising visual content as a primary source. The tiered methodology commences at the first stage, where students extract process-oriented verbs from a brief professional video, such as “discovered” or “analysed”. At the second stage, these verbs are transformed into the passive voice in order to align with the conventions of formal reporting. At the last stage, students are finally able to synthesise the information presented in the form of sentences into a logical summary paragraph. In order to facilitate this transition, instructors provide sentence starters such as “The video demonstrates that...”, to act as a linguistic framework, thus helping students to navigate the shift from viewing to formal writing.

From a pedagogical standpoint, the video-based scaffolding focus is the transformation of visual information into professional, discipline-specific text. It is incumbent upon educators to evaluate this task based on the appropriate style criterion, seeking a clear transition from general vocabulary to technical terminology and formal constructions. For instance, a successful student will progress from elementary phrases such as “the team found” to more sophisticated alternatives such as “it was established”. The use of videos with subtitles has been shown to provide an additional layer of scaffolding, thereby facilitating students’ ability to correctly spell complex professional terms.

In the ensuing discourse AI collaboration: fact vs. structure phase, the objective shifts toward developing critical AI literacy. Students are tasked with prompting an LLM to generate a structure for a highly specialised topic, such as the methodology of archaeological stratigraphy, and then rigorously evaluating the output. The exercise demands that students make a comparison between the AI-generated outline and authentic academic sources and textbooks. The purpose of this exercise is to identify potential “hallucinations” or missing critical components. By populating this structure with their own research findings, students are able to develop an understanding of how to utilise AI as a structural guide rather than an infallible source of truth, thereby maintaining their role as the primary researcher.

The instructor’s evaluation for this collaborative phase is centred on the concept of critical analysis. It is imperative that students who can articulate the AI’s deficiencies are awarded high marks, for example by noting its failure to include a necessary

discussion of primary sources or specific historical contexts. In the event of a student adopting a generic AI structure that is lacking in disciplinary depth, it is to be expected that their score will reflect a paucity of critical engagement. By providing a uniform prompt for the entire class, teachers can better compare how different students interpret and refine the same AI output, thereby fostering a classroom environment that values independent thought and professional scepticism.

The development of academic writing skills is most effective when structured through a process of intentional scaffolding that gradually recedes as the learner gains confidence. The journey commences with imitation, wherein students depend on multimedia resources, including professional podcasts and videos, to supplement templates. This stage provides a secure linguistic framework, enabling the students to assimilate the cadence of academic English. As students progress to transformation phase of the task, the scaffolding begins to thin; students move from passive completion to active manipulation, restructuring simple sentences into complex ones using specific conjunctions. The final stage, known as production, fosters complete autonomy by instructing students to record their spontaneous thoughts on platforms such as Vocaroo, subsequently transforming these oral outputs into formal written paragraphs.

In order to progress from the drafting phase to a state of true autonomy, the smart editor exercise shifts the focus from mere correction to profound analytical reflection. Instead of unquestioningly accepting all recommendations offered by tools such as Grammarly or DeepL Write, students are assigned the task of identifying their own linguistic patterns. By producing a concise description of a historical event or scientific method and subsequently categorising the top three types of errors identified by the software – such as article usage or word choice – learners transform a passive technical fix into an active cognitive realisation. This method is supported by a specialised checklist of common errors relevant to their specific field, ensuring the feedback remains contextually grounded.

For the instructor, the pedagogical goal shifts from grading the final, polished text to evaluating the student’s “error log”. The capacity of AI to effortlessly generate a flawless final product serves to underscore the true essence of learning, which lies in the student’s capacity to recognise their own deficiencies. A student will achieve a higher mark not for a perfect essay, but for a perceptive analysis of their typical pitfalls, such as a recurring tendency to omit

articles before professional titles. The highest level of autonomy is demonstrated when a student can justify why they chose to reject a specific AI suggestion, thereby proving that they have transitioned from a dependent user to a critical, self-aware writer.

**Conclusions and prospects for further research.** The development of English writing skills among university students is a multifaceted process that requires educators to move beyond traditional grammar instruction. A systemic approach, integrating the mastery of genre conventions (e.g. essays, business letters) with the cultivation of critical thinking, serves as the foundation for successful academic and professional communication.

The most effective approach to facilitate students' navigation of psychological writing barriers is to transition from a product-based teaching methodology, which prioritises the final written text, to a process-based approach. This process encompasses planning, drafting, and revising, thereby offering a more comprehensive and effective framework for addressing students' writing-related challenges.

In the contemporary educational environment, there has been a notable integration of advanced technological tools, including artificial intelligence (AI) assistants and peer-review platforms, which have become integral components of the educational landscape. The efficacy of these tools is contingent upon whether students employ them as learning aids, rather than as substitutes for their own cognitive processes.

The implementation of systematic error correction, underpinned by clear assessment rubrics, serves to transform evaluation from a source of anxiety to a catalyst for professional growth.

The integration of digital tools for non-philological specialties has the potential to transform the

lecturer's role from that of a supervisor to that of a facilitator, thereby enabling students to evolve into autonomous researchers of their own texts.

It has been established that tools such as Grammarly or DeepL Write foster self-editing skills only when employed in conjunction with an "error log" methodology. The enhancement of student autonomy is not realised through the implementation of automatic remedies; rather, it is achieved through the process of reflection on the specific grammatical and stylistic patterns that are characteristic of their respective professional domains, such as history or archaeology.

The efficacy of a developed set of exercises was demonstrated through empirical testing. The utilisation of audio-visual supports, such as video lectures and podcasts, in conjunction with step-by-step scaffolding, including templates and clichés, was found to facilitate students' successful conversion of professional knowledge into structured written texts.

The efficacy of generative AI models was found to be most significant during the preparatory stage, which encompasses the structuring of ideas and the construction of outlines. Nevertheless, critical evaluation of AI output remains an essential component of instruction, as it fosters analytical thinking and prevents the propagation of factual errors in specialized content.

It is concluded that the successful cultivation of university-level writing skills prepares students not only for academic tasks but also for the challenges of the global labour market, where written English is the primary channel for professional interaction. The sustainable development of professional writing competence is contingent upon three essential factors: continuous practice, reflection on progress, and openness to new educational technologies.

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