# THE SPREAD OF WRITING REPORTS IN MODERN ENGLISH AND THEIR APLICATION IN ELT CLASSROOM

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**Abstract:** This article analyzes the history of the report writing genre in modern English, its current development trends, and its role in the process of English language teaching (ELT). Report writing is widely used as a formal writing genre in academic, professional, and social spheres, and is especially important in preparation for international exams. The article deeply explores the stages of teaching report writing in the ELT classroom, its methodological approaches, its interactive use through digital technologies, and its impact on students' language skills. It also analyzes on a scientific basis the role of writing practice in independent thinking, critical thinking, and expressing opinions in a formal style. The results of the study indicate the need to widely introduce report writing as an effective and functional tool in English language teaching.

**Keywords:** report writing, English language teaching, ELT, academic writing, modern methodology, writing competence, task-based learning, genre-based approach, artificial intelligence, interactive learning.

**Introduction:** In today's era of globalization, when the role of English in international communication is increasing, the study and teaching of its written genres is of particular importance. Report writing, one of the formal written genres in the field of English Language Teaching (ELT), is widely used not only as a means of developing writing skills, but also as a means of forming critical and analytical thinking. This article analyzes the use of modern English report writing in the ELT classroom, its methodological approaches, didactic advantages, and its application in real learning situations.

Report writing is the process of systematically collecting real or hypothetical data, analyzing it, and expressing the results in a formal, logical, and structurally coherent form in written discourse. This genre is an important functional form of written discourse, widely used in academic and professional fields to perform tasks such as decision-making, situation analysis, or developing recommendations.

**Main part:** In the context of English Language Teaching (ELT), report writing exercises serve to develop not only linguistic but also logical-analytical skills in students. In particular, such exercises help to develop the following competencies:

• maintaining clarity, consistency, and grammatical-logical coherence in written speech;

• expressing opinions in a formal style appropriate to the social or academic context;

• expressing and justifying a personal point of view in an evidence-based manner;

These skills not only develop students' functional literacy in written speech, but also play an important role in preparing them for academic writing. Especially for students studying at upper-intermediate (B2) and advanced (C1) levels, report writing exercises are widely

recognized as an effective and targeted methodological tool in the process of preparing for international assessment systems such as IELTS, TOEFL, Cambridge Assessment.

In addition, by writing a report, students master higher-level cognitive skills such as collecting, sorting, comparing, summarizing, and drawing conclusions from information. This approach helps develop the skills of the higher levels of Bloom's taxonomy - analysis, synthesis, and evaluation.

**Materials and Methodology.** The process of teaching report writing is carried out in stages in ELT (English Language Teaching) classes. This process serves not only to develop written speech competence, but also to develop students' analytical thinking and formal expression skills. The main learning stages of report writing are analyzed below:

1. Preparatory stage

At this stage, students are introduced to the main components of the report writing genre, lexical and grammatical units. The teacher pays special attention to the following elements:

• Lexical units and phrases: for example, phrases used in formal, objective language, such as "The data indicates...", "As shown in the table...", "It is recommended that...".

• Genre features: the writing of reports in informative, neutral and formal language, as well as their traditional structure (introduction, results, discussion, conclusion and recommendations) are explained.

• Vocabulary enrichment: students are introduced to the vocabulary of the topic through scenarios related to various real-life situations (such as school life, environmental conditions, library activities).

This stage serves to increase students' readiness to write reports and to contextually master language materials.

2. Model-based analysis

In the next stage, students are presented with previously written sample reports. These reports are analyzed from the point of view of ELT methodology in the following aspects:

• Structural integrity: introduction, findings, analysis, conclusion, recommendations.

• Language tools and stylistic criteria: use of formal language, passive voice structures, objective expressions.

• Grammatical accuracy and consistency: grammatical correctness of sentences and logical connection.

Through model analysis, students become familiar with a practical example of report writing and consciously adopt the principles of writing in a similar genre.

3. Writing practice

At this stage, students write independent reports in small groups or individually. The exercises are carried out in the following forms:

• Experiential writing: for example, students collect information on topics such as "Quality of the school cafeteria", "Library attendance statistics", "The most popular subject in the classroom".

• Analytical writing: based on the collected data, conclusions are drawn, the problem is identified, analyzed and specific recommendations are made.

Writing practice serves not only to strengthen written language, but also to express real-life situations through language, to present ideas in an orderly manner, and to express one's point of view within the framework of a formal genre.

4. Structure and Evaluation

The final stage of the report writing exercise is the evaluation and analysis stage. The teacher evaluates the texts written by students based on the following criteria:

• Structural completeness: the presence of all the necessary parts of the report (Title, Introduction, Findings, Analysis, Conclusion, Recommendations).

• Language style: written in a formal, neutral and precise style.

• Grammatical accuracy: correct use of tenses, verb forms, passive sentences and other grammatical aspects.

• Logical consistency: cause-and-effect relationships between ideas and a consistent flow of thoughts.

• Expressing an opinion on the problem: a clear position on the problem is expressed based on the analysis and practical recommendations are given.

In the modern assessment system, methods such as peer assessment (mutual assessment), rubric-based assessment, and analysis using automated writing platforms (Google Docs, Grammarly) are also widely used.

**Results and Discussion.** In modern English language teaching (ELT) practice, there are several methodological approaches aimed at forming and developing report writing competence. These approaches serve to ensure the active participation of students in written speech, to encourage them to express their opinions based on real-life contexts, and to consciously use formal language. Below, three main approaches widely used in ELT are analyzed:

1. Genre-Based Approach

A genre-based approach is a methodological model for teaching written speech based on the study of the specific stylistic, functional, and structural features of each type of writing (genre). In this approach, students are given targeted knowledge of:

• the general structure of the reporting genre (introduction, results, discussion, conclusion, recommendations);

• formal writing style (formal vocabulary, passive voice, objective means of expression);

• the communicative purpose of the genre (transmitting information, indicating a problem, making a recommendation).

Based on the principles of Systemic Functional Linguistics (SFL), this approach takes into account the functions of language in society and teaches each written genre in a way that is appropriate to communicative needs. Students are able to structure a report analytically and logically, paying attention to the structure of the genre and language style.

2. Task-Based Learning (TBL)

Task-Based Learning (TBL) is an interactive methodological approach that organizes language learning on the basis of real, communicative tasks. In this approach, the report writing activity is carried out in the following stages:

• Presentation of the task: students are presented with a specific problem or situation (for example, "Environmental problems in the classroom").

• Data collection and analysis: students collect information based on interviews, observations, or questionnaires.

• Written expression: students write an analytical and formal report based on the collected information.

Through the TBL methodology, students learn to use language in context, functional grammar, and express opinions based on real problems. Also, through this approach, students

are involved in higher-level cognitive activities such as independent thinking, problem identification, and proposal making.

3. Project-Based Learning (PBL)

Project-based learning is an educational approach that focuses on students' deep learning, collaboration, and presentation of results. Report writing in this method is carried out as follows:

• A research project is selected: students conduct research in small groups on a specific topic (for example, "Food Quality in School Canteens").

• Practical activities: students collect information, analyze it, conduct interviews, or conduct observations.

• Report writing and presentation: at the final stage, groups write a report in English and make a presentation.

PBL develops students' teamwork skills, free thinking, communication, time management, and structured presentation of results. This method activates the language learning process and transforms the student from a "consumer" to a "creator".

In recent years, the deep penetration of digital technologies into the education system has led to significant changes in the development of written speech competence in the process of teaching English. In particular, report writing is now taught in a digital and interactive format, moving away from traditional written forms. This allows students to be prepared not only in terms of language, but also in terms of technological literacy in accordance with the requirements of the time.

Modern digital tools are enabling report writing exercises to be conducted in a multifaceted, interactive and collaborative format:

• Online collaboration: Through online platforms such as Google Docs, Notion and Microsoft Word Online, students can create, annotate and edit reports together in real time. This method develops teamwork, increases accountability and actively encourages the exchange of ideas.

• Artificial intelligence-assisted editing: With the help of artificial intelligence-based tools such as Grammarly, QuillBot and ChatGPT, students have the opportunity to identify grammatical, stylistic and lexical errors in the written report texts, analyze them independently and correct them. These tools strengthen students' competence in self-analysis and self-improvement.

• Virtual learning platforms: Through online learning environments such as Moodle, Google Classroom, and Edmodo, teachers can effectively organize the creation of report writing assignments, their acceptance, analysis through automated assessment criteria, and provision of individual feedback. This process allows for continuous educational communication between students and teachers.

In this way, digital technologies are transforming report writing into a more flexible, personalized, and result-oriented didactic process.

Report writing performs several pedagogical and methodologically useful functions in the ELT (English Language Teaching) environment. In particular, the following advantages can be highlighted:

• Forms academic writing skills: through report writing, students master the art of expressing scientific and analytical thought in a formal, systematic and objective manner. This is especially a necessary stage in preparing for academic writing genres.

• Develops critical and independent thinking: through components such as collecting information, analyzing it, drawing conclusions about the problem and making practical recommendations, students learn to make independent decisions and take a critical approach.

• Teaches formal expression: the report genre requires a clear, concise, neutral and objective form of expression. This style not only enriches written speech, but also prepares for professional and scientific communication.

• Strengthens international exam competencies: report writing constitutes the main part of academic writing competencies tested in international exams such as IELTS, TOEFL, Cambridge.

• Brings written language closer to real-life situations: report writing exercises are often organized in real-life contexts (school problems, environmental situations, statistical observations). This allows language acquisition through functional use rather than in an artificial environment.

**Conclusion.** Report writing exercises and their interactive implementation through digital technologies are becoming an integral part of modern ELT lessons. Such approaches are of great importance in developing not only students' language skills, but also 21st century competencies (critical thinking, digital literacy, collaboration, communication). Thus, report writing is a modern educational activity that is considered not only as a goal, but also as a means in today's language teaching process.

Writing a report in modern English is an effective method for developing students' writing, logical and analytical thinking skills in the ELT classroom. This process not only serves to learn English, but also to prepare students for professional and academic life. By writing a report, the student learns to present information through language in a coherent, well-founded and formal way. Also, this type of writing exercise, combined with modern educational technologies, makes the language learning process interactive and effective.

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