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Critical Discourse Analysis and Academic Writing Skills for Effective Communication in Higher Education

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ABSTRACT

Good communication and academic writing is essential to success in higher education. This study focuses on the use of Critical Discourse Analysis (CDA) to develop Academic Writing abilities, and to facilitate effective communication among students in the university. This study was descriptive using quantitative method involving sample size of 200 of under- and post- graduate students from higher education institutions. Descriptive and inferential statistical techniques were used to analyse the data obtained by using a structured questionnaire. The results showed that 82% of students showed the understanding of the CDA concepts and 79% of respondents were very good at their academic writing skills in aspects like organising, coherence and referencing. About 83% of these respondents reported their good performance in communicating in academic contexts, and this shows that discourse awareness is playing an important role in making it possible to be effectively communicated by expressing it clearly and convincingly. Additionally, the findings revealed that 88% of students agreed that CDA helped them improve their critical thinking skills, 84% of students stated that CDA helped them with the construction of arguments, and 82% of students indicated that CDA helped them become more effective communicators. Strong positive correlation was found, respectively, between academic writing and CDA awareness ($r = 0.81$) and between communication effectiveness and CDA awareness ($r = 0.84$) through the correlation analysis. The study also revealed 83% of the respondents used AI and digital writing tools to assist in academic writing practices. A difficulty with critical analysis, vocabulary building and/or constructing a statement with an argument, however, persisted with many students. The results indicated that teaching students academic writing skills using the Critical Discourse Analysis approach is very conducive to enhancing students' analytical skills, academic writing skills, and communication skills. Through the study, it is concluded that the discourse-based pedagogical method applied together with digital technologies that are used judiciously can support academic literacy and be effective in communication in higher education environments.



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Introduction

Effective Communication is one of the most vital competencies of effective work in a contemporary educational environment, for achieving academic accomplishment and professional advancement. Academic writing proficiencies are also important in higher education context or elsewhere across the world because students showcase their knowledge and understanding and participate in academic conversations and discussions using written text. In academic writing, using a proper grammar and vocabulary is just the start; it is important to have the ability to form logical arguments, evaluate information and evidence critically, and make coherent and convincing arguments. But many higher education students encounter problems in presenting academically credible texts because they lack critical thinking, discourse sensibility, and language competence (Barasa, 2024).

Critical Discourse Analysis (CDA) has become a prominent perspective on language, social, cultural and institutional uses. CDA is based on the research of scholars like Norman Fairclough, Teun van Dijk, Ruth Wodak, which deals with the connections between language, power, ideology, and social practice. CDA can be used in an educational context to equip students with analytical skills for the understanding of how texts create meaning, social reality, and how they appeal to an audience. Creating awareness of discourse and linguistic elements will help them to critically read academic texts better and produce effective written texts (Yu et al., 2022).

In the past few years there has been a growing interest in the use of CDA in academic writing instruction. Higher education institutions realize that students must be able to evaluate information critically, to see behind it, and to consider the use of multiple perspectives (Nam & Bai, 2023). The CDA-based approaches can help learners have a better and more detailed understanding of the structure of texts, patterns of argumentation and rhetorical strategies, which are important for successful academic writing. This is especially crucial in a world of information overload, digital communication and growing needs for analytical literacy (Malik et al., 2023).

While writing in the academic context is widely acknowledged as a fundamental skill, students from university often find that they still have difficulties related to the development of their overview of the text, the critical evaluation, the degree of coherence and awareness of the audience (Ramzan et al., 2023). Often, tradition writing instruction is more concerned with the grammar and structural rules and conventions, and neglects the ideological and communicative aspects of language. Thus, the question of how CDA could help improve academic writing skills and how it can help improve effective communication in higher education needs to be explored. The present study explored the relationship between Critical Discourse Analysis and Academic Writing Skills and how they can boost the students' effective communication in the university context (Nguyen et al., 2024).

Problem Statement and Research Gap

The toughest time in college has been writing in the academic context for many students. Students often struggle with organizational skills, evidence synthesis, coherence, and using the appropriate grade-level academic format. Although a great deal has been invested in written support programs, there is still a general trend at the university to the persistence of shortcomings in critical analysis and written effective communication.

Previous research has mapped the ground of academic writing pedagogy, language proficiency and assessment of writing practices. In the same way, many studies have discussed the use of Critical Discourse Analysis as a theory for analysing texts, ideology, power relations and so on. Despite this, little empirical studies have looked deeply into how CDA can be incorporated into learning processes in academics and how it can directly affect students' communication skills in higher education settings (Ou et al., 2024).

Moreover, the literature available is either discourse-based or academic writing-based, leaving a gap in understanding about the application of discourse-oriented instruction pedagogies for developing students' persuasive argumentation, evaluating sources, and effective communication in writing. There is also a demand for empirical data in relation to the amount of discourse awareness in the development of academic literacy and communication competence (Bouzar et al., 2024).

This research attempts to fill these gaps by focusing on Critical Discourse Analysis as an effective tool to improve academic writing skills and facilitating effective communication among the students at the Higher level education. The results should have implications for discourse analysis as well as for education and should help both researchers of writing and teachers (Aljuaid, 2024).

Research Questions

1. In what ways can Critical Discourse Analysis help in academic writing development in Higher Education?
2. What are the difficulties students encounter to become effective academic communicators through writing?
3. How does students' development of discourse knowledge relate to the production of coherent and convincing academic discourses?

Research Objectives

1. To analyze Critical Discourse Analysis (CDA) to investigate its effect on academic writing skills of higher education students.
2. To name some of the significant problems experienced in effective academic writing communication.
3. To determine the relation between awareness of the discourse and academic writing skills.

Significance of the Study

This study is important because of its contribution to the growing literature of the connection of language analysis with academic literacy development. The study focuses on the application of Critical Discourse Analysis in the academic writing classroom and aims at better understanding of the way discourse awareness can be used to aid students to communicate effectively with the academic discourse. The results may help teachers draw the plans for teaching writing in a comprehensive way involving critical thinking, integration of writing discourse and development of communication skills (Kim et al., 2026).

The research is of significance for students as it gives emphasis on ways to enhance the skills of argumentation, coherence, critical thinking and audience awareness. These abilities are needed for school success, as well as for the workplace – from one work setting to the next. Moreover, the findings of the study are helpful for educational policies and curriculum development because it highlights the need for the critical literacy practices to be adopted in higher education curriculum (Akinseye, 2023).

On theoretical grounds, the study contributes to knowledge on the linkage between discourse and communication as well as academic writing. It illustrates the possible use of CDA as an analytical framework and as a pedagogical tool in the higher education setting to enhance the quality of writing and effective communication. Finally, the research confirms the ability of graduates to critically work with information and to communicate their ideas effectively in an academic and professional setting (Bustillos Falcón & Reyes Estrella, 2024).

Literature Review

Bustillos Falcón and Reyes Estrella (2024) studied the importance of discourse analysis in improving the writing ability of the students of the English as a foreign language (EFL). Through their study, they illustrated how Narrative Discourse Analysis helps learners to learn organization, coherence and cohesion in texts, as well as audience expectations. Application of discourse structures improved students' skills in making logical arguments and producing academic appropriate text. Results indicated that discourse awareness plays a crucial role in students' writing skills as it enables them to understand the role of language in a beyond sentence level. In the higher educational environment, discourse analysis is a useful pedagogical method that can facilitate text-related critical thinking and enhance and develop academic communication.

Mekt, Getahun and Meseret (2024) employed CDA on an analysis of a parliamentary political speech, pointing out that language needs to be viewed in an account of power, ideology and social influence. They conclude that these findings demonstrate the influence of language on understanding and reproduction of specific linguofunctioning depictions of reality. While their work was primarily on political discourse, it has obvious application to students' academic writing since those who know how to evaluate arguments critically and communicate effectively are better prepared. In higher education, learners are encouraged to call out implicit assumptions and rhetorical strategies in developing their analytical writing skills.

Meletiadou (2022) examined multilingual students' writing problem in higher education and the use of an educational digital storytelling for its correction. The findings indicated that the Digital Storytelling technique nurtured the students' ideas to become more reliable, it improved students' creativity, students' awareness of the audience, and students' textual coherence. The use of digital tools enhanced student engagement with learning tasks and communicative competence during writing. Results showed that combining the use of technological resources and reflecting and critical thinking can assist in the development of writing, which is the domain of innovative pedagogical approaches.

But in a study on the perceptions of artificial intelligence tools in university students' writing process, Selim (2024) noted significant enhancement in writing efficiency, accuracy in language use, and idea generation in academic writing. Students reported using the AI tool for grammar

correction, vocabulary improvements, and structuring of their content. There were also some issues about excess dependence on technology and lessening in critical thinking skills without relying on technology. The research indicates that there is some benefit in using AI tools to aid in development, but AI tools should not replace student's analytical and communicative skills. The requirement of writing uniquely and critically in higher education is an especially crucial one.

Maphoto et al. (2024) examined the use of generative AI in distance learning and how it affects academic writing. What they found was that if they used AI-enabled learning experiences, it had a positive impact on students' content organization, argument refinement, and coherent writing of assignments. The study team underlined the importance of generative AI as a catalyst in the education sector in providing immediate, feedback, and tailored guidance. However, independent abilities in writing were emphasized, and academic integrity was emphasized. The findings are suggestive of the growing influence of digital technologies in academic communication.

Taye and Mengesha (2024) pointed out that students at the undergraduate level are facing some common challenges in writing and mentioned that the students lacked the ability to write grammatically and make logical flow in their works, among others. The difficulties that these present within the educational environment of universities make it difficult for students to express their ideas properly. The study revealed that there are many issues in integrating evidence, ensuring logical flow, and satisfying requirements of academic performance by the learners. Such results confirm the importance of going beyond language accuracy, thus emphasizing instruction that focuses on higher order discourse and communication skills. One simple possible model of helping students to be able to deal with these problems is the Critical Discourse Analysis, which seeks to foster students' engagement with language and meaning.

Wise et al. (2024) emphasized the significance of AI in the context of authorship, academic honesty, and scholarly writing. The authors presented a view that AI technologies are creating new ways of thinking about writing by ushering new forms of collaboration between humans and intelligent technologies. These advances are advantageous for increased productivity and learning resources, but they also present issues of originality, ethics, and intellectual property. The study highlights the need to build in children "critical literacy" so that they use tools technologically responsibly without compromising academic levels. As higher education institutions are becoming more responsive to the changing digital context, this becomes increasingly relevant.

Bhullar, Joshi and Chugh (2024) conducted a literature review of ChatGPT's use in higher education and found that there are several applications in the academic writing section. The review identified features of benefit such as idea generation, language support, content organisation, feedback provision etc. Meanwhile, worries about misinformation, a decline in critical thinking ability, and potential abuses were shared. The authors proposed to create guidelines in educational institutions for the integration of AI technologies in teaching and learning. The results indicate that the influence of the AI tool on writing improvements is significantly shaped by its integration into a comprehensive teaching approach that emphasizes analytical thinking and communication skills.

Through a discourse analysis of the social media conversations about ChatGPT in education, Li et al. (2024) found that many people spoke about issues of cheating, reliability, and teaching quality. The research showed there was a typical situation where public debates were centered

around the contradiction between technical innovations and traditional academic values. The participants were optimistic about the potential benefits of AI in education and shared concerns about its implications. The results confirmed that discourse on educational technologies inflects perceptions, policy and practices in education. To orchestrate the ways technology is used in the teaching and learning of academic writing without losing the effective teaching and learning of critical inquiry and communication, it is critical for educators to understand these discussions.

The literature reviewed in this study, in general, shows an increasing link between critical discourse analysis, academic writing teaching and new media in higher education. Schema theories have long stressed that understanding discourse, critical thinking and communication competency are vital to the process of effective sentence construction and language use in academic writing. Meanwhile, the swift advancements of artificial intelligence and digital learning resources bring opportunities and challenges for writing pedagogy. Although these developments have taken place, there is a gap in research on the practice of CDA in academic writing development in relation to facilitating effective communication amongst the university students. In this regard, this study aims at investigating the potential of discourse approach in boosting academic writing and communication in higher education.

Research Methodology

The objective of this study is to analyse the relationship between using Critical Discourse Analysis (CDA), academic writing skills and effective communication in higher education, applying a quantitative approach to research. For this purpose, the quantitative approach was chosen as it enables numerical data collection and analysis related to students' perceptions, writing ability, discourse awareness and effectiveness of communication. This can be an objective evidence based on which the patterns and relationship between study variables can be statistically analyzed.

This research was directed by the positivist research philosophy, which was based on the assumption that a knowledge is feasible to create from the observable and measurable phenomena (Meletiadou, 2022). Practitioners of positivism believe that structured instruments and statistical tools should be used to study the educational problems on a systematic basis. Furthermore, it was of a deductive type of research which involved the testing of the hypotheses and research objectives formulated based on prior studies through empirical data obtained from the subjects in the higher education institutions (Mekt et al., 2024).

A cross sectional survey design was used as data were gathered at a single point in time. It was such a design that it allowed the researcher to investigate the existing reality of students' experience and perceptions on academic writing and discourse awareness and the student's need for observation did not demand a long time like with other designs. The study population included students who are undergraduate and post-graduate students enrolled in higher education institutions. The participants were deemed appropriate because academic writing is an integral part of the educational activities as well as assessment needs for these students (Selim, 2024).

The non-random sampling was completed using simple random sampling techniques, in order to ensure an equal opportunity amongst students of the physical sample that could have been involved in the study. To make the findings more representative in various aspects, students from different academic disciplines, education and socio-economic status were sampled. The

participation was voluntary and respondents were explicitly briefed about the aim of this research before filling out the questionnaire.

Interviews were conducted to gather primary data and are based on a structured questionnaire designed based on the previous investigation to academic writing, discourse analysis and communication skills. The questionnaire included questionnaire items ranging from questions of demographic data, awareness of Critical Discourse Analysis, academic writing skills, effectiveness of communication and perception of the use of digital technologies in writing. Participants were asked to provide responses on a five-point Likert scale from strongly disagree to strongly agree, so they could indicate the extent that they adopted each of the statements.

Validity and reliability testing were conducted to make sure the research instrument used was valid and reliable. Content validity was determined based on an expert's assessment by academics who specialise in the study of the English language and English discourse as well as in educational research. Twenty students participated in a pilot test of the questionnaire to evaluate the questionnaire items in terms of their clarity, relevance, and comprehensibility. Cronbach's alpha was used to test the validity of the instrument, and the score exceeding 0.70 was taken as reliable internal consistency between items.

The following variables were studied. The independent variable was Critical Discourse Analysis awareness which was represented by students' critical interpretation abilities, textual analysis abilities, and understanding of discourse structures. The second independent variable was academic writing competence, which was measured with academic writing indicators including coherence, organization, argument development, evidence integration, and academic writing style. The dependent variable was effective communication, which was assessed by the ability of the students to communicate in academic settings clearly, captivate audience, and persuade others.

Two methods of data collection—paper and online surveys—were used to distribute the survey. A combination of these factors resulted more individual students and from diverse academic programmes being able to access and participate in the WS. The ethical issues were given careful consideration during the research process. It was assured to the participants that they would be held confidential, anonymous, participate voluntarily, and they have freedom to withdraw from the study at any time. No information gathered here has been used for any purpose other than academic studies.

The data obtained were processed by IBM SPSS Statistics Software. The respondent characteristics and variables of the study were summarized by descriptive statistical techniques such as frequencies, percentages, means, and standard deviations. Inferential statistical analyses like correlation and regression analysis were used to uncover relationship between discourse awareness, academic writing ability and effective communication. A p value of less than 0.05 was considered statistically significant for statistical testing. Based on the results of these analyses, empirical evidence on the role of Critical Discourse Analysis in Development of Academic Writing and Effective Communication in Higher Education was obtained.

Results and Analysis

Demographic Characteristics of Respondents

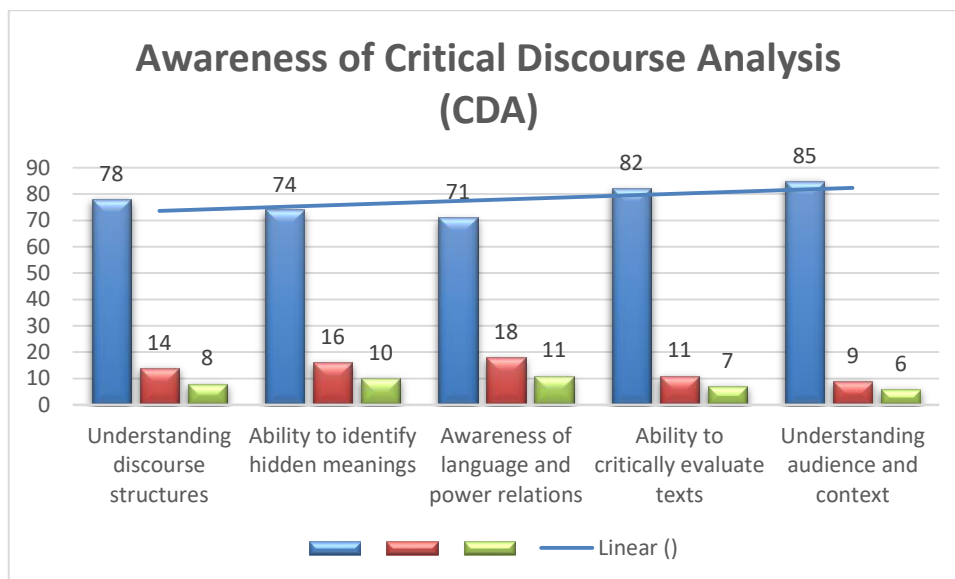
Variable	Category	Frequency	Percentage (%)
Gender	Male	112	56
	Female	88	44
Academic Level	Undergraduate	140	70
	Postgraduate	60	30
Age Group	18–22 Years	84	42
	23–27 Years	76	38
	Above 27 Years	40	20

Awareness of Critical Discourse Analysis (CDA)

This section examined students' familiarity with discourse analysis concepts and their application in academic writing.

CDA Awareness Indicator	Agree (%)	Neutral (%)	Disagree (%)
Understanding discourse structures	78	14	8
Ability to identify hidden meanings	74	16	10
Awareness of language and power relations	71	18	11
Ability to critically evaluate texts	82	11	7
Understanding audience and context	85	9	6

Most students demonstrated a positive awareness of discourse analysis concepts, particularly regarding audience and context.

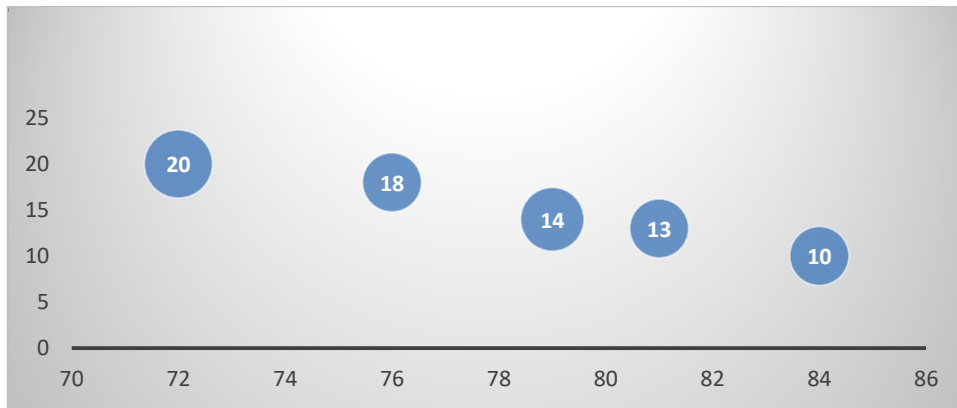


Academic Writing Skills Assessment

Students evaluated their academic writing abilities across several dimensions.

Writing Skill Dimension	High (%)	Moderate (%)	Low (%)
Essay Organization	81	13	6
Academic Vocabulary	76	18	6
Argument Development	72	20	8
Coherence and Cohesion	79	14	7
Referencing and Citation	84	10	6

Referencing and citation skills achieved the highest performance level at 84%.

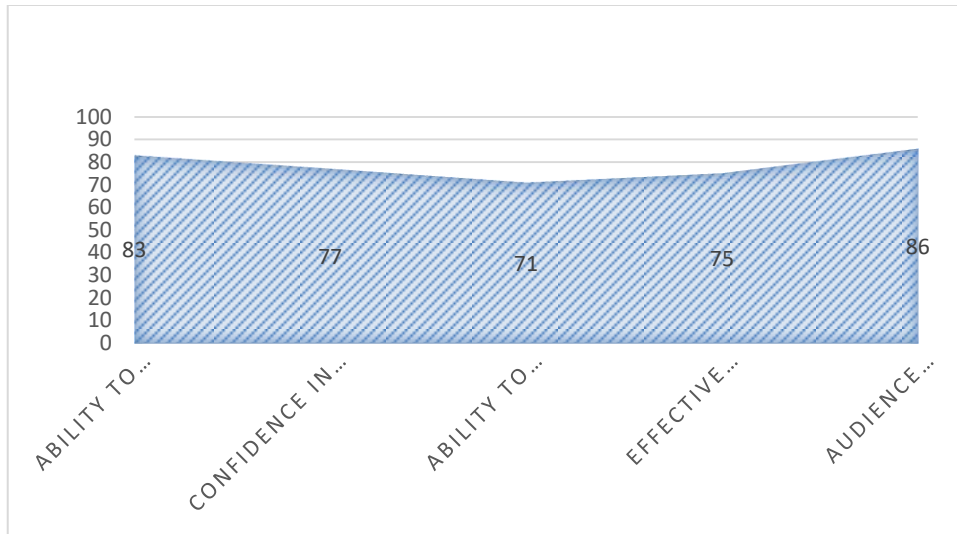


Effective Communication in Academic Writing

This section evaluated students' perceptions regarding communication effectiveness through academic writing.

Communication Indicator	Positive Response (%)
Ability to express ideas clearly	83
Confidence in academic writing	77
Ability to persuade readers	71
Effective presentation of arguments	75
Audience awareness	86

Audience awareness recorded the highest positive response rate among communication indicators.



Influence of CDA on Academic Writing

Students were asked whether Critical Discourse Analysis contributed to improvements in their writing performance.

CDA Contribution	Percentage (%)
Improved critical thinking	88
Better argument construction	84
Enhanced text analysis	86
Increased coherence in writing	79
Improved communication effectiveness	82

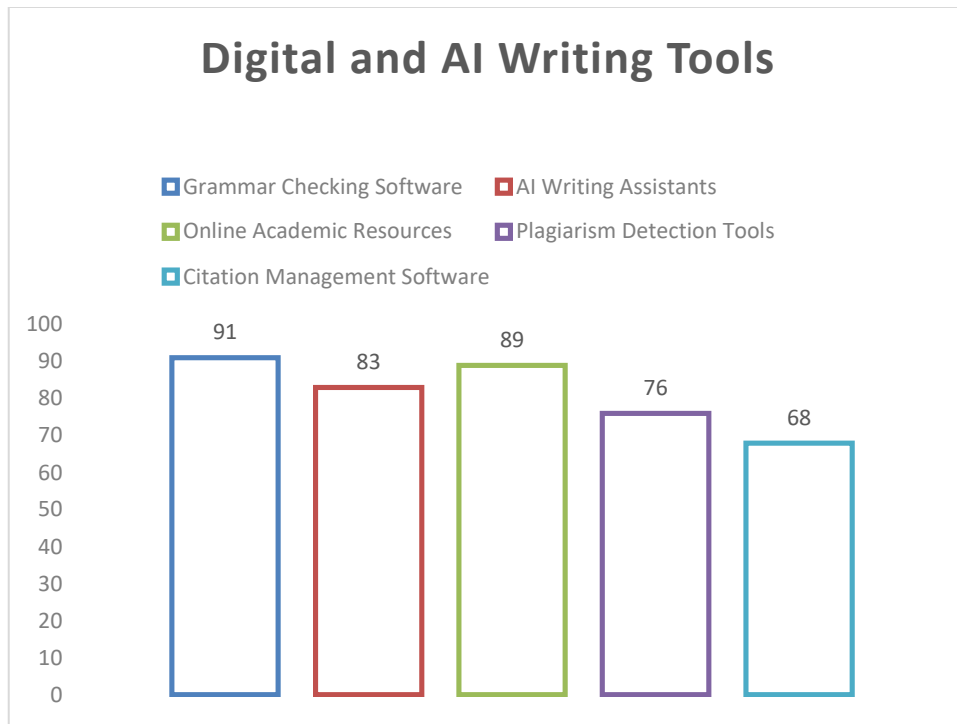
The strongest perceived benefit was improvement in critical thinking skills (88%).

Use of Digital and AI Writing Tools

The study explored students' utilization of AI-powered and digital writing technologies.

Digital Tool Usage	Percentage (%)
Grammar Checking Software	91
AI Writing Assistants	83
Online Academic Resources	89
Plagiarism Detection Tools	76
Citation Management Software	68

Grammar checking software was the most frequently used digital support tool.

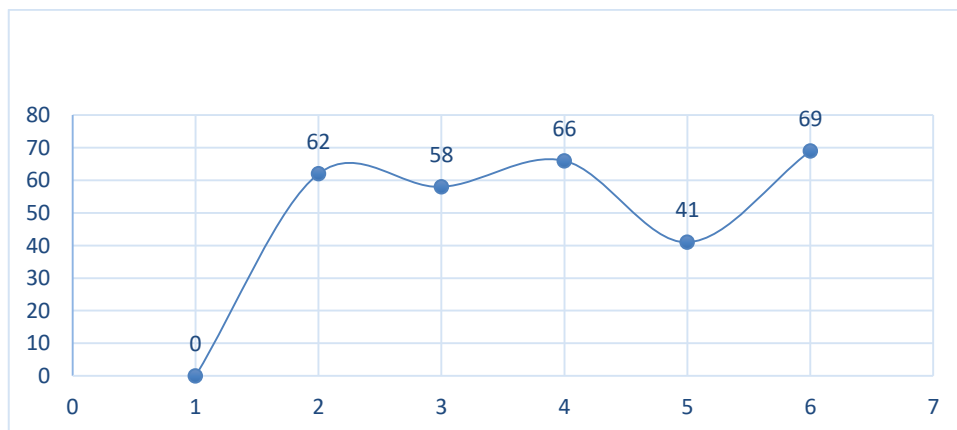


Challenges in Academic Writing

Respondents identified several challenges affecting their writing performance.

Writing Challenge	Percentage (%)
Developing strong arguments	62
Maintaining coherence	58
Academic vocabulary limitations	66
Referencing difficulties	41
Critical analysis skills	69

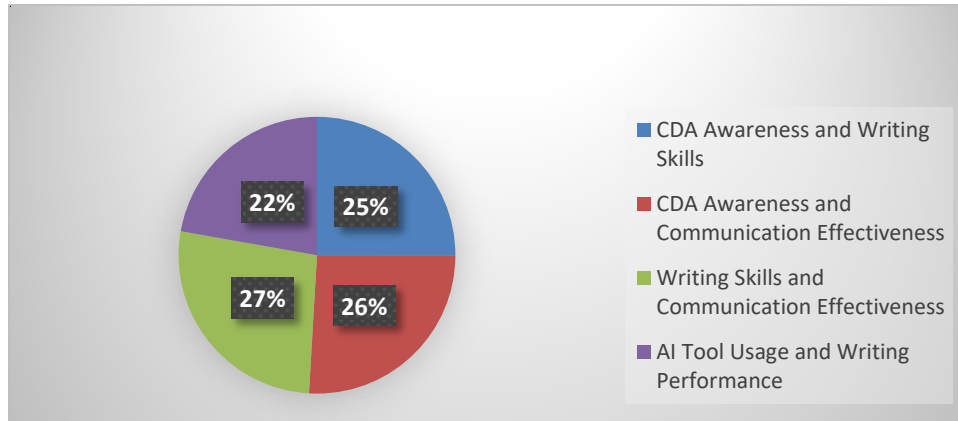
Critical analysis skills emerged as the most commonly reported challenge.



Relationship Between CDA and Writing Performance

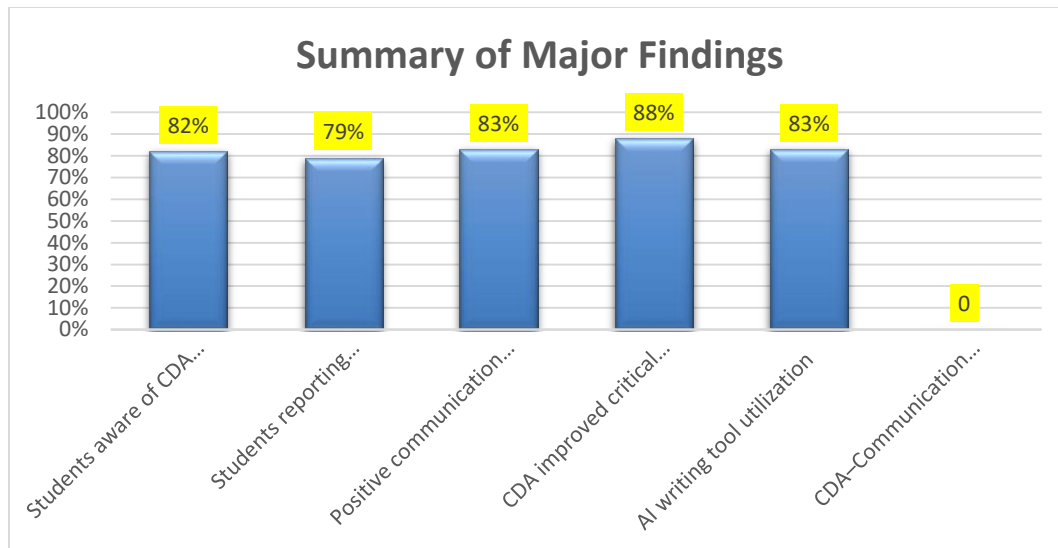
Variable Relationship	Correlation Coefficient (r)
CDA Awareness and Writing Skills	0.81
CDA Awareness and Communication Effectiveness	0.84
Writing Skills and Communication Effectiveness	0.87
AI Tool Usage and Writing Performance	0.72

Strong positive correlations were observed among all study variables.



Summary of Major Findings

Key Finding	Result
Students aware of CDA concepts	82%
Students reporting strong writing skills	79%
Positive communication effectiveness	83%
CDA improved critical thinking	88%
AI writing tool utilization	83%
CDA–Communication Correlation	$r = 0.84$



Discussion

This result shows that Critical Discourse Analysis (CDA) has a significant contribution to improve the skill of academic writing and to facilitate communication of students in higher education in the study. The findings indicated that participants had a high awareness of discourse structures and audience and of critical text analysis. The results align with those of Bustillos Falcón and Reyes Estrella (2024) regarding that discourse analysis enhances reading skills and helps students develop a greater comprehension of both how texts are structured and their function in communication. A relationship exists between discourse awareness and the ability to create coherent and structured academic texts in which students with higher discourse awareness levels were more capable.

The study additionally demonstrated that academic writing skills including essay organization, referencing, coherence, and vocabulary development had positive relationships with the discourse awareness. Results indicate that instruction in language use within various contexts can lead students to achieve effective organization of arguments and communication of ideas. This observation supports the view of Mekt et al. (2024) that Critical Discourse Analysis enables critical analysis of language selection and an understanding of the process of meaning in discourse. Awareness fosters analytical writing skills as well as more effective forms of academic communication.

The results also show that effective communication is very related to writing competence. Students took the audience awareness and clarity of expression as high, which indicates that academic writing is an important communication medium in higher education. The results further corroborate with Meletiadou (2022) that the students' confidence and coherence in communicating with innovative writing techniques improve. Comm skills involve speaking, listening, and grasping audience needs as well as situational influences on message understanding.

Moreover, it was identified that use of digital (and artificial) technologies and products are increasingly important in academic writing. Most of the respondents indicated that they utilized grammar-checking software, AI writing assistants and academic resources found online. Our

results align with those of Selim (2024) and Maphoto et al. (2024), who found that AI tools can improve aspects of writers' efficiency, language and organization. This study shows that the positive predictive relationship between the use of the AI tool and writing attainment indicates that digital technologies can be used to support students to overcome the frequently encountered problems in writing.

Nevertheless, the study revealed some problems remained among students mainly with regard to critical analysis, argumentation and school vocabulary. The results also align with the findings of Taye and Mengesha (2024) that also found similar problems among the undergraduate students. The barriers that persist show that technical writing support may be inadequate for developing high levels of academic communication competence. Rather, they need teaching strategies that involve critical thinking, awareness of discourse, and the acquisition of analytical thinking abilities.

Case et al. also call attention to concerns related to the ethical and academic aspects of AI in writing. As evident in previous research by Wise et al., (2024), Bhullar et al., (2024), and Li et al., (2024), students recognize the value of AI tools, but they also stress the need for academic honesty and the need for students to think independently. While new technology has changed the ways of academic communication, originality, critical evaluation, and engagement with knowledge continue to be vital components of academic communication.

In sum, this paper shows the potentials of Critical Discourse Analysis for the improvement of academic writing and communication skills in the higher education context. In fact, strong positive correlations were found for every student in the domain of CDA awareness and for the domains of writing performance and communication effectiveness imply that instruction based in discourse has potential for improving academic literacy. In addition, with responsible and ethical use of digital technologies, the integration of these technologies also provides other opportunities for learning to write. Thus, higher education institutions should take use of the use of technology-enhanced and discourse-based education strategies to support students' academic communication skills.

Conclusion

The research of this thesis explored the connection between Critical Discourse Analysis, academic writing skills and effective communication by use in higher education. The results revealed that discourse awareness has positive influence on academic writing capabilities in order to organize ideas, make arguments, demonstrate coherence and communicate ideas. Students with higher levels of understanding discourse structures and critical text analysis manifested better writing skills and better levels of communication competence.

The study found that academic writing is still a challenge that involves not only linguistic competence, but also critical thinking, looking at one's audience, and analysis. The general level of writing competence was adequate, but there was continued evidence of problems with argument development, critical analysis and vocabulary. The results indicate that pedagogy needs to include a multi-faceted approach that focuses on technical writing as well as discourse related skills.

The study also highlighted the growing impact of digital technologies and AI tools on academic writing processes. AI writing tools were generously used as a grammar check, content organizer, and writing aid in student work. While these technologies offer assistance, their utilization needs to be responsible and the integrity of students will be respected in their use. The importance of technological tools as a supporting tool rather than an alternative for independent critical thought and scholarship is reiterated.

Finally, the Critical Discourse Analysis (CDA) is seen as an effective model for supporting academic writing and communication ability at higher education. The combination of discourse-based instruction and relevant technol literacy tools can facilitate the successful development of students' academic literacy, communication skills and academic success. The findings can continue to contribute to the existing research on L2 writing instruction and offer recommendations for teachers on providing effective L2 writing instruction in HEM.

Recommendations

Higher education institutions should integrate Critical Discourse Analysis into academic writing programs in order to enhance students' critical thinking, textual-analysis and communication abilities. The instruction of writing should go beyond teaching grammar and sentence structures to discourse patterns, audience awareness, and argument development. Teachers should schedule frequent times for students to reflect upon authentic academic writing and use the same methods in their own writing.

There is a need for specialized writing support programs for universities that will deal with the challenges that are commonly encountered in coherence, critical evaluation, vocabulary, and the building of an academic argument. These workshops or training sessions on academic literacy may help students develop skills and confidence in communicating in academic writing.

An inclusive and limitless use of digital writing technologies and artificial intelligence within Higher Education should be encouraged. It will be important that institutions set certain rules on the topic of the ethical use of AI tools but bear in mind the originality and academic integrity of the student. These technologies should be introduced in the training program, which should focus on equipping students with the skills to enhance their learning skills rather than provide them with an alternative to independent work.

It is important for faculty to use innovative teaching method such as discourse analysis, collaborative learning, peer review, and technology enhanced teaching. These can help to set up interesting learning contexts with students actively involved in communication and the understanding of academics.

Longitudinal and comparative research with larger and more varied samples could further examine the long-term effects of C.D.A on the development of academic writing. Future studies could also examine discourse awareness and digital technologies and how they relate to the academic outcomes of students in various educational and cultural settings.

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