

## How to Improve B1 Level Students Writing Skill with Different Methods

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**Abstract:** The research work focuses primarily on teaching effective ways of writing skill for English language learners of B1 level in Uzbek educational system. B1 level learners usually have difficulties over achieving a meaningful piece of writing such as academic essays, formal letters or poems as their vocabulary is frequently limited, however, they can communicate orally and be understood through gestures. Considering these actual problems, the research work deals with finding optional ways in order to improve and enhance B1s' writing skill.

**Key points:** language proficiency, B1 level, CEFR requirements, complexity, control-to-free approach, parallel writing, guided writing.

### INTRODUCTION

As a means of communication, language is considered as a bridge between the transmission of information, ideas or feelings from one person to another. There are many foreign languages that make it possible for people to interact and socialize in any part of the world by using them. Among them, English is one of the most important languages that enables us to interact easily and instantly with our fellow global citizens. The position and status of English in Uzbekistan is greater than ever at present, as it is a means of teaching and curriculum in educational institutions.

### MAIN PART

There are 4 skills which every English learner should know and be good at it, including reading, writing, listening and speaking. Most learners of English tend to face up some obstacles in Writing, since it is considered one of the complicated aspects of English. Writing is a progressive activity, as we write and over read our writing, then will do some corrections and changes. This is what most B1 learners face in their writing task such as essay and final projects which become the requirement for them to finish their study in a university. B1 learners usually suffer from poor vocabulary and its appropriate usage in the sentence. They often awkward phrasing and utilize unconventional grammar which cause frustration to the reader. Methodology In this part we intended to utilize controlled-to-free approach that will assist to gain successful result of this article. The researcher combined qualitative and quantitative methods of investigation while carrying out the research work. Qualitative method is used to understand concepts, thoughts and experiences of the investigation of area which aided the researcher to formulate research hypothesis. Observation, Interviews with open-ended questions and questionnaire were taken from respondents to conduct qualitative approach. Quantitative method which provides a systematic, factual and accurate description of a situation receives and analyzes the date of the research work. It helped the researcher to test the hypothesis. In the current research paper, pre and post-tests have been carried out relying on quantitative method. Materials There are several instruments used in this study which were used to gather the information dealing with problems of the study. They are observation sheet, interview protocol, questionnaires, feedback, pre and post-tests. Observation is known as a way of collecting data where the researcher notes the information for the time of the investigation.

Margono stated that 'Observation is a data collection method that uses observations of the research' (Margogno, 2006). The observation sheet was utilized during in-class observation. This in-class observation was conducted directly, as researcher observed the teaching and learning process directly by attending the class. Through the observation which of the teaching writing method that have been investigated during research work have more effectiveness, will be identified step-by-step. Interviews seems to be more time consuming as it provides insight into past experiences, perceptions and feelings of interviewees. Therefore it is one of the most appropriate data collection method. The researcher used interview to gather information from teachers dealing with their problems in writing process. The specific questions were given to different groups of the university as well as teachers of the school 38 in Zangiota district. The current research addressed interviewees by a careful design of the interview questions which were based on the data collected from the questionnaires.

Questionnaires alleviates the researcher to obtain a statistically significant data of respondents. In the context of the present study, the researcher will give questionnaires to the students about the way of implementing techniques; the benefit they receive, the problem faced and the equipment used. This current investigation aimed at conducting questionnaires to establish what writing strategies were more preferred by a specific group of learners and then to investigate the reasons for learners' choices in that respect. Test. The researcher also shared written test at the beginning of the observation and at the end of each cycle. The respondents were instructed to write with several guidelines. First of all, most crucial attention was paid to the application of experimental lessons with the help of pre-test that applied to check overall knowledge of students. After that, post test was helpful to evaluate the learners' language acquisition process after the experimental classes. Every data collection tools has its own benefits but also limitations. The choice of the data collection methods of this research was based on a careful examination of the research questions. Moreover, the implementation of the research and elements such as time factor, access to respondents and place of the research were included.

The purpose of the research was to establish what English language writing ways (methods, approaches, strategies, techniques etc.) were more effective for B1 learners and to identify the learners' reasons for these choices were based on. Having finished explaining the result of the study, the researcher drew two conclusions. The first conclusion is different ways of teaching writing such as controlled-to-free approach together with guided writing and parallel writing can significantly improve the students' writing skill. In this case, the students could correctly construct sentences based on the grammar explained by the researcher. They also used appropriate vocabularies dealing with the topic in their writing. In general, students are encouraged to practice writing as much as possible. Since writing is a skill gained by practicing, it makes sense to say that the more they practice writing, the better they will write. On the basis of the research findings, I would strongly recommend that the further researchers in the FL writing strategies should take the combination of the qualitative and quantitative approach experimental form. It is expected that the result of the study can be used as an additional reference for further researches, especially researches dealing with the teaching of writing. The researcher also hopes that other researchers can apply this technique in other level of students.

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