

TEACHING WRITING IN ENGLISH FOR B1 LEVEL PUPILS

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Annotation: *The main topic of this paper is effective strategies for teaching writing to B1 English language learners. Due to their limited vocabulary, students at the B1 level typically struggle to write essays, formal letters, or poems, but they are nevertheless able to communicate verbally and comprehend the broad idea of spoken conversations. This article focuses on identifying and executing effective strategies to improve the writing abilities of B1 level learners for the reasons stated above.*

Key words: *literacy, guided writing, instruction, communication, improvement, B1 level learners, and writing abilities.*

INTRODUCTION

It is believed that language acts as a bridge to help people communicate thoughts and feelings to one another. One can associate and communicate with people anywhere in the world by studying one of the many foreign languages. Among these, English is one of the most important because it enables us to swiftly and easily communicate with people all over the world. Because it is utilized in the curriculum and for instruction in educational institutions, English is now more respected and significant in Uzbekistan than it has ever been.

Proficient writers experience greater success in their academic and extracurricular endeavors. For students to communicate, clarify concepts, and evaluate their knowledge, writing is a vital communication tool. It is also an essential part of literacy among students. Actually, writing is a lifelong skill that is essential to success in postsecondary education, both in the classroom and in the workplace. However, most students find it difficult to become proficient writers. Effective writing, first and foremost, "Achieves the writer's goals." These objectives may be decided upon by the teacher, the writer, or by the writer, the teacher, and/or peers working together.

It is suitable given the context and target audience. A persuasive essay produced for the school newspaper, for instance, can appear differently than one written for an internet conveys concepts in a way that makes the writer's intended meaning and content obvious. The writer's thoughts are effectively conveyed, clearly arranged for the reader to understand.

elicits from the reader the desired reaction. For instance, a mystery book makes the reader feel suspenseful or surprised, whereas a persuasive literature forces the reader to act." [1.2017.1] Furthermore, writing is a process in which required changes and alterations are made during the composition and proofreading stages.

The bulk of B1 students experience this while working on writing assignments, such as essays and final projects, which are essential to their academic success at university. Usually, B1 pupils have trouble with their

lexicon and the quality of its sentence construction. They usually use awkward syntax and vague language, which annoys the reader.

Teaching writing to students is not an easy task, though. There are several steps involved in writing. As stated by Brown, "Writing is a thinking process in which a writer goes through the thinking process and then generates a final written output based on their thinking.

Not only dealing with the ideas in mind, the writer also needs to deal with the components of writing such as grammatical structure, vocabulary, punctuation, and the mechanics of writing in order to make the written product can be absorbed clearly by the reader" [2.2001:336]

Furthermore, Richards and Renandya states that "writing is a complex, recursive and creative process that is very similar in its general outlines for first and second language writers: learning to write requires the development of an efficient and effective composing process, writing is seen as involving a complex web or relation between writer, reader, and text." [3.2002:15] In addition, Graham, S., & Harris, K. R. explain that " Writing is a complex process that allows writers to explore thoughts and ideas, and make them visible and concrete." [4 2002:1]

Students can sustain contact at level B1 to communicate in a range of situations and follow the major points of the discourse taking place around them if they are able to express themselves clearly in the standard dialect. Nevertheless, they could have to take a They are able to articulate the fundamental notion they want to make sense of and progress in a manner that makes sense, especially in longer times of unrestricted growth, when they take a break for lexical and grammatical preparation and correction. They could give concise arguments and explanations for their beliefs and intents, as well as clarifications of experiences, events, aspirations, hopes, and aims. At this level, students will compose brief paragraphs on topics related to a group of shorter, distinct elements to a known or particular interest sequential order.

Conventional strategies like guided writing technique are still widely used by educators. This approach is primarily focused on teaching the writing process through practice, modeling, and support. It is instructional in nature. Dash & Dash assert that "in guided composition, the students proceed with guidance from the teacher and in controlled direction." [5.2007: 101]

Choudhury continues, "A teacher guides each sentence that is written as part of guided writing. The instructor guides the pupils' efforts. The instructor should always provide the students further direction while they are writing. In conclusion, guided writing is a strategy of teaching writing in which teacher guides or helps students through stages of writing by modeling, providing the media, and preparing or supply the

written materials which can be used to guide the students into independent writing." [6.1998: 109-110]

Because teachers are so crucial to the teaching and learning process in the classroom, students in guided writing are highly dependent on them. Consequently, getting children to produce a text without the teacher's help takes a long time. The teacher's approach to getting students interested in writing is likewise ineffectual. Most pupils just stay silent and don't show their excitement. In this case, the instructor needs to be imaginative in setting up a classroom and using suitable techniques to motivate students to write more actively, independently, and with greater involvement. Students will be able to write more effectively as a result.

Effective writing involves creativity and critical thinking, so teachers should encourage B1 level students to think beyond basic structure and language use. Activities that prompt students to think critically about a topic, express their opinions, or imagine alternative perspectives can foster creativity in their writing. For example, asking students to write a persuasive argument, create a fictional story, or analyze a current event encourages them to engage intellectually and creatively in their writing process. Activities Related to Teaching Writing to B1 Level Students.

Descriptive Writing:

1. Provide students with a picture or a scene and ask them to describe it using sensory details, vivid imagery, and specific language.
2. Encourage students to share their descriptions with a partner and provide feedback on the use of descriptive language and imagery.

Collaborative Story Writing:

1. Divide students into small groups and have each group create a story by adding one sentence at a time.
2. After each student adds a sentence, pass the story to the next group member, creating a collaborative and imaginative story.

Opinion Writing:

1. Present a debatable topic and ask students to write a persuasive essay expressing their opinion and supporting it with reasons and examples.
2. Conduct a class debate based on the different opinions presented in the essays, using persuasive language and argumentative strategies.

Email Exchange:

1. Pair students and assign them specific roles, such as customer and customer service representative.
2. Have students exchange emails related to a specific scenario, such as a product inquiry, a complaint, or a request for information, and then discuss the language and appropriate format for each type of email.

Editing and Revising:

1. Provide students with a passage containing grammatical errors, punctuation mistakes, or coherence issues.

2. Ask students to work individually or in pairs to edit and revise the passage, then discuss the changes made and the reasons behind them.

In conclusion. Writing is an essential communication tool for students to communicate ideas and thoughts, explain ideas and occurrences, and assess their knowledge. It is also a critical component of student literacy. Regretfully, B1 students typically view writing ability as the most intricate and challenging to teach since it calls for both mental judgment and linguistic strategies. As previously said, B1 English language learners are already proficient in creating basic paragraphs, as well as short stories and essays.

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