

Effective Ways of Teaching Writing Skill for B1 Learners in Uzbek Educational System

¹Akhmedov Oybek Saporbaevich and ²Kodirova Kholida Khayriddin kizi

¹Doctor of Science in Philology, Professor of Uzbekistan State World Languages University
E-mail address: ahmedov.oybek@mail.ru

²Student of Master's Degree, Uzbekistan State World Languages University, Tashkent, Uzbekistan
E-mail address: kholidakodirova@gmail.com

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.*

Keywords— language proficiency, B1 level, CEFR requirements, complexity, control-to-free approach, parallel writing, guided writing.

1. 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.

2. 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 data 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 alleviate 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 tool 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.

Research Design

During the experiment the crucial data was carefully investigated in order to prove the hypothesis of the present qualification paper. The methods of the current work were qualitative and quantitative, the means and standard alterations of both control and experimental group were calculated in order to receive positive effects of the different ways of teaching writing in learners' accomplishments.

In the qualitative research, the data is vitrified using diligence observation, interview and questionnaire. The diligence observation in this study is doing intensive observation toward collecting data about the effective ways of teaching writing for B1 learners at UZSWLU and school 38 in Zangiata district. Following this, the investigator collected data from students' questionnaire which was to check needs analysis by learning foreign language and its main language skills. The quantitative data was gathered with the help of the results of pre and post-tests whereby the researchers presented statistical comparison of gained results.

After the observation I met with the teachers who had been interviewed in order to discuss learners writing skill. It was decided that there are existed a number of problems related to insufficient vocabulary, incomplete thoughts and inability to express their ideas effectively. Concerning these problems, we decided to choose most effective ways and strategies to implement with our first-year students. Strategies we selected we controlled-to-free approach together with parallel writing instructions, pre-viewing vocabulary, integrating writing with reading skill. During the investigation of two month the researcher along with the classroom teacher of the experimental group, Group 1 (Experiment) implemented the above-mentioned strategies with writer's workshop. With control group 2, we simply followed curriculum with our students. We discussed not only what we could do to support B1 learners' in writing but also what effective ways we could add.

For the Group 1, task-based handouts which included different ways of writing techniques and strategies. Each of the handouts begins with reading materials, vocabulary tasks, question designed for expressing ideas. After gathering necessary information and vocabulary in terms of the topic it moves to writing activities from ease to difficult one. Thus, they would be expected to practice and improve their writing skill with the help of the reading materials. For every task, guided writing instruction and parallel which were based on controlled-approach were implemented as we progressed through writing process. We purposefully set out an encouraging writing environment so that all the students felt comfortable and safe to write their ideas without fear of harsh criticism. Therefore, we carried out the investigation for two months.

One of the noticeable thing is that we were careful not to focus on punctuation and grammar mistakes. We desired students to have freedom to express their ideas in written form in other words we mainly concentrated about fluency.

At the end of the research, the researcher reconvened to analyze data and discuss the improvement of the writing skills for most of the students and possible reasons for those that did not. We concurred that implementing ways that mentioned above proved to be beneficial to not only B1 learners but also to all level students.

Results

This section of research paper deals with the presentation of the research findings on the basis of the teachers' and students' responses to the questionnaires and pre-post-tests which will have thorough statistical analysis. The steps of the data analysis process involved determining the means and the standard deviation of each student to check whether or not the mean scores of post-tests were in the same way as expected.

There were 24 respondents to the questionnaire for the students. The aim of this measurement to identify the writing strategies, which correspond to the stages of writing process. It also intended to identify weakness and strength of the students in terms of writing skill. Students were asked to identify their strong and weak points in writing and to list click those tasks which they liked and those disliked. It was hoped that students' answers would clarify aspects of FL writing which students struggled with.

The answers to the question which asked the students to list the writing tasks they liked the most were as follows: letters, e-mails, essays, descriptions, stories, instructions, articles, poems. The writing tasks which the sample group did not like were identified to be: letters, essays, stories, descriptions, reviews and e-mails. Table 1 presents a detailed breakdown of the students' answers.

| Writing tasks you like the most | You don't like |
|---------------------------------|-------------------|
| Letters (21%) | Stories (11%) |
| E-mails (18%) | Letters (11%) |
| Essays (7 %) | Essays (9 %) |
| Descriptions (4%) | Descriptions (3%) |
| Stories (4%) | E-mails (2%) |
| Instructions (1%) | Reviews (2%) |
| Articles (1%) | - |
| Poems (1%) | - |

Pre-test. Having collected the results of the questionnaire the researcher conducted pre-test in order to clarify the level and background knowledge of the students writing skill in English. The second purpose of giving pretest was to compare skill progress at the end of the study. Pre -test was conducted for both groups to assess their language capabilities before starting the lessons which were intended to be taught by the researcher. It was distributed to the participants and they were asked to finish for 60 minutes. The obtained results were calculated and analyzed and presented in the form of tables.

Table 2. Pre -test results (experimental group, 149)

| N | Name | Score | Mean | Difference | Difference Squared |
|----|------------------------|-------|------|------------|--------------------|
| 1 | Odinayev Abbosbek | 15 | 15.3 | -0.3 | 0.09 |
| 2 | Uteubayeva Fariza | 15 | 15.3 | -0.3 | 0.09 |
| 3 | Rayimjonov Diyorbek | 19 | 15.3 | 3.7 | 13.69 |
| 4 | Ikromova Guli | 14 | 15.3 | -1.3 | 1.69 |
| 5 | Nematova Madinabonu | 17 | 15.3 | 1.7 | 2.89 |
| 6 | Ummatkulova Mushtariy | 14 | 15.3 | -1.3 | 1.69 |
| 7 | Axatova Sevarakhon | 13 | 15.3 | -2.3 | 5.29 |
| 8 | Turgunova Aygerim | 15 | 15.3 | -0.3 | 0.09 |
| 9 | Shodiyeva Marjona | 15 | 15.3 | -0.3 | 0.09 |
| 10 | Kadamova Zebokhon | 16 | 15.3 | 0.7 | 0.49 |
| 11 | Abdullayeva Sevarakhon | 14 | 15.3 | -1.3 | 1.69 |
| 12 | Maxammadolimov Sherzod | 16 | 15.3 | 0.7 | 0.49 |

Table 3. Pre-test exam data (experimental group)

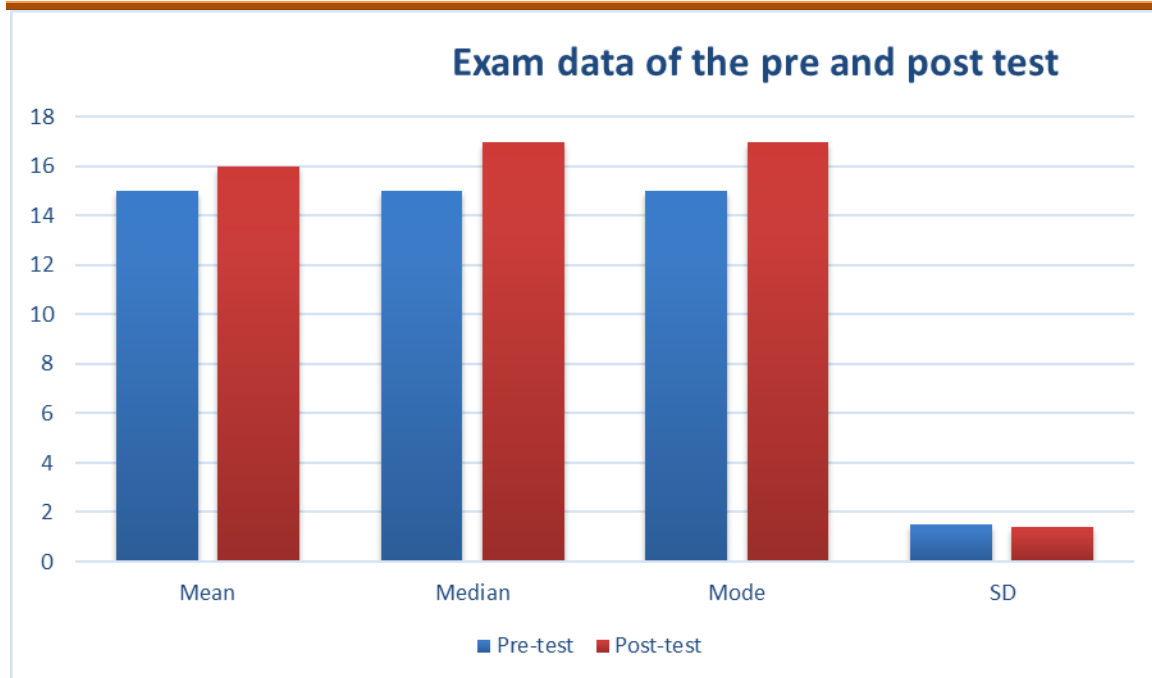
| Mean | Mode | Median | Low | High | Range | Sd |
|------|------|--------|-----|------|-------|-----|
| 15.3 | 15 | 15 | 13 | 19 | 6 | 1.5 |

Table 4. Post-test results (experimental group)

| N | Name | Score | Mean | Difference | Difference Squared |
|----|------------------------|-------|------|------------|--------------------|
| 1 | Odinayev Abbosbek | 18 | 17.4 | 0.6 | 0.36 |
| 2 | Uteubayeva Fariza | 17 | 17.4 | -0.4 | 0.16 |
| 3 | Rayimjonov Diyorbek | 19 | 17.4 | 1.6 | 2.6 |
| 4 | Ikromova Guli | 19 | 17.4 | 1.6 | 2.6 |
| 5 | Nematova Madinabonu | 16 | 17.4 | -1.4 | 1.2 |
| 6 | Ummatkulova Mushtariy | 15 | 17.4 | -2.4 | 5.6 |
| 7 | Axatova Sevarakhon | 18 | 17.4 | 0.6 | 0.36 |
| 8 | Turgunova Aygerim | 17 | 17.4 | -0.4 | 0.16 |
| 9 | Shodiyeva Marjona | 16 | 17.4 | -1.4 | 2.6 |
| 10 | Kadamova Zebokhon | 17 | 17.4 | -0.4 | 0.16 |
| 11 | Abdullayeva Sevarakhon | 20 | 17.4 | 2.6 | 6.76 |
| 12 | Maxammadolimov Sherzod | 17 | 17.4 | -0.4 | 0.16 |

Table 5. Post-test exam data (experimental group)

| Mean | Mode | Median | Low | High | Range | Sd |
|------|------|--------|-----|------|-------|-----|
| 17.4 | 17 | 17 | 15 | 20 | 5 | 1.4 |



Discussion

The findings of the research work revealed that the strategies of improving writing skill through ways such as controlled-to-free approach, guided writing and parallel writing techniques were proved to be the beneficial in the field of teaching writing in English for B1 learners. It is evident from the data analysis statistics that outcomes of the post- test indicated the students who were taught by the research content made a great improvement in terms of their writing skill and overcome some of their problems . Moreover, additional quantity of confirmation of the hypothesis was obtained due to the information collected from distributed questionnaires, completed observations within the two groups. Afterwards, the data was carefully examined and proper conclusions were drawn.

In the teaching and learning processes, the researcher gave individual feedback to the students. This kind of feedback helped the students understand better about the material presented since they became aware about their mistakes, especially for the students who were reluctant to ask the things they did not understand. Besides, it gave opportunities to the researcher to get closer to the students.

3. CONCLUSION

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.

4. REFERENCES

- [1] Byrne, Donn. 1997. Teaching Writing Skill. London: Longman Group UK
- [2] Casanave C.P. Writing games: Multicultural proficiency tests of academic literacy practices in higher education. Mahwah, NJ: Lawrence Erlbaum, 2002.
- [3] Christensen, C. R. (1981):Teaching By the proficiency test Method, Harvard Business School, Boston. Davis, B. G. (1993): Tools for Teaching, Jossey-Bass, San Francisco

- [4] Doddy, Achmad.et.al. 2008. Developing English Competencies 3: for Senior High School (SMA/MA) grade XII. Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional.
- [5] Fletcher, Ralph. (1993). What a Writer Needs. Portsmouth, NH: Heineman n. Fletcher includes useful lessons on different types of beginnings and endings.
- [6] Harris, Karen R., & Graham, Steve. (1992). Helping Young Writers Master the Craft: Strategy Instruction and Self-regulation in the Writing Process. Cambridge, MA: Brookline Books.
- [7] Ray, Katie Wood. (1999). Wondrous Words: Writers and Writing in the Elementary Classroom. Urbana, IL: National Council of Teachers of English
- [8] Strong, William. (2001). Coaching Writing. Portsmouth, NH: Heinemann. Strong uses sentence-combining exercises to study professional writers' word choice and sentence variety.