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EFFECTIVE STRATEGIES FOR DEVELOPING B2 WRITING SKILLS AMONG UZBEK EFL LEARNERS

An Article Entitled "Effective Strategies for Developing B2 Writing Skills among Uzbek EFL Learners" by Madinabonu Niyozaliyeva, an English Language Teacher at Namangan Academic Lyceum of the Ministry of Internal Affairs of the Republic of Uzbekistan.

ABSTRACT

Writing is one of the most challenging skills for learners of English as a Foreign Language (EFL), particularly for those aiming to achieve the B2 level of the Common European Framework of Reference for Languages (CEFR). This article focuses on effective strategies for developing B2 writing skills among Uzbek EFL learners. The main objectives of the article are: (1) to identify the common difficulties Uzbek learners face in developing B2-level writing skills; (2) to examine effective teaching strategies for improving writing competence; and (3) to provide practical recommendations for English language teachers. The article uses a descriptive and analytical approach based on relevant literature and established language teaching principles. Particular attention is given to paragraph organisation, the use of linking words, vocabulary development, grammatical accuracy, model-text analysis, and feedback techniques. The discussion highlights that regular writing practice, step-by-step instruction, peer assessment, and constructive teacher feedback can significantly support learners' writing development. It also emphasises the importance of developing coherence, cohesion, and the ability to express and support ideas clearly. The article concludes that a systematic and learner-centred approach can help Uzbek EFL learners overcome common writing difficulties and achieve the writing competence required at the B2 level.

Keywords: B2 writing skills, EFL learners, CEFR, writing development, Uzbek learners, teaching strategies, academic writing, vocabulary, coherence, cohesion.

1. INTRODUCTION

In the modern world, English has become an essential means of international communication, education, and professional development. As a result, developing English language skills has become an important objective for learners in Uzbekistan. Among the four main language skills, writing is often considered one of the most challenging because it requires learners to use grammar, vocabulary, organisation, and critical thinking simultaneously.

For Uzbek learners of English as a Foreign Language (EFL), achieving B2-level writing competence can be particularly demanding. Although many students have sufficient knowledge of English grammar and vocabulary, they often experience difficulties when expressing their ideas in a clear, logical, and well-organised way. Common problems include writing weak introductions, repeating the same vocabulary, using inappropriate linking words, and developing arguments without sufficient explanation or examples.

According to the Common European Framework of Reference for Languages (CEFR), B2-level learners should be able to produce clear and detailed texts on a wide range of subjects, explain different points of view, and support their opinions with relevant arguments (Council of Europe, 2020). Therefore, successful writing requires more than grammatical knowledge; it also involves the ability to organise information and communicate ideas effectively.

English teachers play an important role in helping learners overcome these difficulties. By applying appropriate teaching methods and providing regular feedback, teachers can create an effective learning environment in which students gradually improve their writing performance.

The purpose of this article is to examine effective strategies for developing B2 writing skills among Uzbek EFL learners and to identify practical approaches that English teachers can implement in their classrooms.

2. LITERATURE REVIEW

2.1. The Concept of Writing Skills

Writing is a productive language skill that involves expressing thoughts, opinions, and information through written language. According to Hyland (2003), writing is a social and communicative activity that requires writers to consider the purpose, audience, and context of their texts.

Writing competence includes several important components, such as grammatical accuracy, vocabulary range, coherence, cohesion, and appropriate text organisation. At the B2 level, learners are expected to demonstrate greater independence and flexibility in expressing complex ideas.

2.2. Common Difficulties in Developing B2 Writing Skills

Many Uzbek EFL learners face similar challenges when preparing for B2-level writing examinations. One of the most common difficulties is organising ideas into logically connected paragraphs. Students sometimes introduce several arguments without explaining them sufficiently.

Another problem is the limited use of cohesive devices. Learners frequently depend on basic expressions such as “and”, “but”, and “because”, instead of using a wider range of linking expressions, including “furthermore”, “however”, “consequently”, and “nevertheless”.

Vocabulary limitations also affect writing quality. Repetition of simple words and inappropriate word choices can make written texts less effective. Furthermore, grammatical errors involving verb forms, articles, prepositions, and sentence structures may reduce clarity.

Therefore, teachers should focus on developing all aspects of writing competence rather than concentrating exclusively on grammar.

2.3. Effective Strategies for Improving B2 Writing Skills

One effective strategy is the process-oriented approach. This method involves several stages: planning, drafting, revising, editing, and proofreading. Through these stages, learners can organise their ideas before writing and improve their texts after receiving feedback.

Another important strategy is teaching paragraph structure. Students should learn how to write clear topic sentences, provide explanations, include relevant examples, and connect their ideas logically. The PEEL method (Point, Explanation, Example, Link) can be particularly useful for developing well-organised body paragraphs.

Vocabulary development is also essential. Teachers should introduce topic-related vocabulary, synonyms, collocations, and academic expressions. For example, instead of repeatedly using the word “important”, learners can practise expressions such as “essential”, “significant”, and “crucial”. This helps them develop a wider lexical range.

Additionally, model-text analysis can improve learners' understanding of different writing genres. By examining sample essays and formal letters, students can identify appropriate structures, useful expressions, and effective ways of presenting arguments.

2.4. The Role of Feedback and Assessment

Feedback is an essential element of writing development. According to Hyland and Hyland (2006), teacher feedback plays an important role in helping learners recognise their weaknesses and improve their written performance.

Teachers should provide constructive feedback on grammar, vocabulary, organisation, and task achievement. Instead of correcting every mistake immediately, they can encourage students to identify and correct their own errors.

Peer assessment is another useful technique. Students can exchange their written assignments and evaluate each other's work using simple assessment criteria. This activity develops critical thinking and increases awareness of writing standards.

Regular assessment also allows teachers to monitor students' progress and identify areas that require additional practice.

3. CONCLUSION

Based on the analysis presented in this article, it can be concluded that developing B2 writing skills among Uzbek EFL learners requires a systematic and well-organised teaching approach. Learners often experience difficulties with paragraph organisation, linking words, vocabulary range, and grammatical accuracy. These challenges can be addressed through effective teaching strategies, including process-oriented writing, model-text analysis, vocabulary development, peer assessment, and constructive feedback.

English teachers should provide students with regular writing opportunities and guide them through different stages of the writing process. Particular attention should be paid to coherence, cohesion, task achievement, and the ability to develop arguments with relevant explanations and examples.

Moreover, learners should be encouraged to revise their written work, analyse their mistakes, and gradually become independent writers. The consistent application of these strategies can contribute to improving students' confidence and writing performance. Ultimately, effective writing instruction can help Uzbek EFL learners achieve the linguistic and communicative competence required for successful B2-level writing.

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