Improving B1 Level English Learners' Writing Skills

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Abstract. *This study explores effective pedagogical approaches to enhancing the writing skills of English Language Learners (ELLs) at the B1 level according to the Common European Framework of Reference for Languages (CEFR). While B1 learners can communicate in simple terms, they often struggle with the complexities of academic writing, facing challenges such as grammatical inaccuracies, limited vocabulary, sentence construction issues, and weak organizational skills. These obstacles hinder clarity and coherence in their written work. However, with targeted instruction, relevant learning materials, and learner-centered teaching strategies, substantial improvement is achievable. This paper reviews research on best practices for addressing these difficulties, including explicit grammar instruction, vocabulary expansion techniques, structured writing frameworks, and scaffolding methods. By implementing these approaches, educators can support B1 learners in developing greater accuracy, coherence, and overall writing proficiency.*

Key words: *writing skills, mistake, task-based learning approach, autonomous learning.*

Introduction

This study looks at the approaches used to enhance the writing abilities of English Language Learners (ELLs) at B1 level according to the Common European Framework of Reference for Languages (CEFR). Students at the B1 level can communicate at a simple level but often find it hard to understand the subtleties of academic writing. B1 students meet several challenges. They normally find grammatical accuracy difficult, with errors in preposition choice, subject-verb agreement, and verb tenses. Vocabulary limitations are another major obstacle; learners often find it hard to communicate sophisticated ideas given their poor vocabulary and inability to pick the proper words for specific situations. Furthermore, one may find it hard to generate sensible and well-constructed sentences. Run-on sentences, phrase fragments, and a lack of effective transitional methods often threaten the clarity and consistency of their writing. Last, the general structure and organization of essays typically miss the complexity needed for straightforward communication. Nevertheless, these challenges do not stop significant advancement. With the assistance of targeted lessons, pertinent learning materials, and effective pedagogical methods, writing proficiency can be notably increased at the B1 level. This paper provides an overview of the research on effective pedagogical techniques and learner-centered methods to help B1 learners to make significant improvement in their writing skills by overcoming these challenges (Wang, 2025) (Izzah, 2023) (Vesel).

Main part

Recognizing Typical Writing Mistakes at the B1 Level: A Basis for Focused Training. A comprehensive grasp of the common mistake patterns at the B1 level is essential to be done prior to putting any intervention into action. Research frequently points out several typical errors impede effective communication. Due to their inability to find the right words to describe their intended meanings, learners frequently turn to excessively simple vocabulary or make poor word selections,

which leaves them with statements that are unclear or imprecise (Freire, 2023). Writing by B1 students is often riddled with grammatical errors, such as misuse of prepositions, tense irregularities, and problems with subject-verb agreement (Sarkar). These mistakes are frequently caused by incomplete grammatical knowledge, which results in uneven rule application and a high frequency of grammatically wrong phrases. These difficulties are made worse by the limited vocabulary range and knowledge. Additionally, issues with sentence structure have a big effect on the writing's overall quality. Ineffective cohesive devices, run-on phrases, and sentence fragments all lead to a lack of coherence and intelligibility (DelRo, 2014). Language is not the only challenge faced by B1 writers; cognitive and affective elements are important as well. Error analysis studies have emphasized the impact of first language interference, in which learners' English writing is adversely affected by patterns and structures from their original language (Slimi, 2022). These problems become worse at students when they do not get enough writing practice and do not receive frequent, constructive feedback, which makes it difficult for them to see and fix their mistakes on their own (Phothungsunan, 2023). Finding these recurrent mistakes is therefore the crucial first step. This knowledge paves the path for more effective and efficient improvement by enabling the creation of focused instructional strategies that target certain areas of weakness (Grigoryan, 2023).

Pedagogical Methods: Developing Writing Skills via Task and Process.

A strong teaching strategy is essential for developing B1 writing abilities. It has been quite helpful to take a process-oriented approach, which stresses the cyclical aspect of writing rather than just the finished output. The planning, drafting, rewriting, and editing phases of the writing process are separated out by this method. According to Wang (2025) students should be urged to actively participate in each step, setting aside enough time for planning and brainstorming, creating preliminary drafts, evaluating and rewriting their work critically, and then carefully proofreading for clarity and grammatical accuracy. Continuous improvement and refinement are made possible by this iterative process (Kiri, 2019). Another useful teaching strategy is task-based learning (TBL). Through TBL, students are given genuine writing assignments that mirror real-world situations and communication objectives. Derakhshan says that (2018) these assignments urge students to apply their writing abilities for authentic communication; they are more than just exercises. Research comparing various task types, including subject writing, image writing, and summary writing, has shown that each task type's efficacy varies in terms of increasing complexity and accuracy (Derakhshan, 2018). For example, image writing can foster creativity and descriptive language abilities, while summary writing may be very useful for improving precision and conciseness. To meet the unique requirements and developmental stages of B1 learners, these assignments must be carefully chosen and sequenced. Nevertheless, task-based learning and process-oriented writing are not independent. It is essential to use these strategies while providing plenty of opportunity for correction and criticism. Students who receive constructive feedback from peers and professors are better able to recognize their mistakes, comprehend the underlying causes of them, and create plans to steer clear of them in future writing. Students can improve their work's clarity, coherence, and grammatical accuracy by revising it frequently.

Learner-Centered Strategies: Encouraging Students via Feedback and Self-Evaluation. In order to promote independence and improve writing abilities, learner-centered approaches are essential. Self-assessment encourages independent learning and metacognitive awareness by having students compare their own work to predetermined standards (Cmert, 2018). Students gain a better awareness of their strengths and shortcomings by routinely evaluating their writing and pinpointing areas for development. They are empowered to take charge of their education and actively look for ways to get better since they are self-aware. Giving constructive feedback is crucial for helping students get better. Whether given by peers or professors, constructive feedback points out particular mistakes and offers solutions (Phothungsunan, 2023). The format of the feedback is crucial. Learner autonomy and engagement can be improved by student-directed feedback, in which students are given choices for how they want to receive feedback (Phothungsunan 2023). Creating a friendly learning environment calls for insightful and corrective as well as positive and inspiring feedback. Only highlighting errors without providing direction on how to correct them could

damage students' motivation and self-esteem. Any language learning initiative depends first and foremost on motivation. For students to want to keep working on and improving their writing, positive reinforcement, relevant material, and engaging activities can be quite effective (Zare, 2023). Fostering a positive attitude toward writing requires establishing a classroom climate that is encouraging and helpful, where students feel free to take chances and make mistakes. Learning can be made more interesting and relevant to students' interests by using real materials like blogs, articles, and short stories (Adnan, 2021). Emphasizing the development of learner autonomy and providing opportunities for introspection and growth, teachers can assist B1 students to be more confident and independent writers.

Methodology

This study uses a mixed-methods approach to enhance B1-level English learners' writing skills. A total of 60 students from Bukhara State University participated. Data collection involved a pre-assessment writing test, followed by six weeks of instruction incorporating task-based learning, process-oriented approaches, and self-assessment. After the intervention, a post-assessment test was conducted. Quantitative data from pre- and post-tests were analyzed for improvement, while qualitative feedback from students was used to assess perceptions of the teaching methods. This approach enables a comprehensive evaluation of pedagogical strategies for improving writing skills.

Results and Discussion

The results of the pre- and post-assessment tests revealed a significant improvement in the writing skills of B1-level learners. Students showed noticeable progress in grammatical accuracy, sentence structure, and vocabulary usage. The task-based and process-oriented approaches helped students better organize their ideas and develop clearer, more coherent texts. Self-assessment and peer feedback fostered learner autonomy, as students became more critical of their own writing.

However, some challenges remained. Despite improvements, a few learners still struggled with more complex sentence structures and proper use of transitional phrases. These issues highlight the need for continued practice and targeted support in specific areas like cohesion and coherence. Additionally, while students appreciated the feedback process, they expressed a need for more frequent and detailed guidance from instructors. Overall, the study suggests that with consistent feedback, engaging tasks, and self-reflection, B1 learners can make significant strides in their writing proficiency.

Conclusion

Enhancing the writing abilities of B1 level English learners requires a comprehensive strategy that skillfully combines learner-centered approaches, and successful pedagogical practices. Teachers can more successfully target their interventions by closely examining typical mistakes and modifying instruction to target certain areas of weakness. Using task-based and process-oriented learning approaches offers a methodical and interesting framework for writing development. Lastly, developing writing skills and creating a pleasant learning environment depend heavily on empowering students via self-evaluation, helpful feedback, and motivational techniques. Future studies should examine the long-term effects of these strategies, examining the ways in which various interventions affect students' writing abilities over time. Technology, such as writing tools, SNS, and CALL platforms, can be used wisely to improve accessibility, engagement, and tailored feedback. However, it is important to carefully weigh the possible drawbacks of an excessive reliance on technology. More research is also needed to determine the best ratio of peer and teacher input, as well as the efficacy of AI-powered writing tools. The ultimate objective is to provide B1 students the abilities and self-assurance they need to become proficient and self-assured English communicators.

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