

EFFECTIVE METHODS OF TEACHING WRITING TO B1 LEVEL LEARNERS IN EFL CLASSES

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Abstract. Writing is a crucial productive skill in language learning, especially for learners at the B1 (Intermediate) level of the CEFR. At this stage, students are expected to write simple connected text on topics which are familiar or of personal interest. This article explores effective methods for teaching writing to B1 learners, emphasizing interactive techniques, scaffolding, technology-enhanced tools, and real-life writing contexts to boost learner engagement and writing proficiency.

Key words: writing skills, B1 level, EFL learners, interactive techniques, process writing, peer feedback, scaffolding, authentic tasks, digital tools, learner engagement, critical thinking.

Writing is more than just forming sentences; it involves planning, organizing, and expressing ideas clearly. Although B1 learners have foundational grammar and vocabulary knowledge, they may struggle with coherence, structure, and genre-specific conventions. To overcome these challenges, writing instruction should incorporate interactive, process-based, and learner-centered approaches.

Effective writing instruction begins well before learners start forming sentences. Pre-writing activities play a key role in preparing students mentally and linguistically for the task. These activities help activate existing knowledge, generate relevant vocabulary, and outline ideas. For instance, collaborative brainstorming in pairs or groups allows students to share topic-related thoughts, fostering both fluency and familiarity. Mind mapping helps students visually structure their ideas, which supports coherent paragraph development. Additionally, analyzing model texts—such as informal emails or short opinion essays—enables learners to identify genre-specific features and useful phrases, providing a clear writing framework.[1,75].

During the writing process, guidance and collaboration are vital. Teachers can scaffold writing by offering sentence starters, paragraph templates, or structured writing prompts. Such support ensures that learners stay focused and organized. Collaborative writing, where students co-write texts, facilitates immediate feedback and deeper language engagement. Digital tools like Google Docs, Grammarly, or Microsoft Word's Review feature allow real-time editing and interactive writing, making the process more dynamic and learner-centered.

After drafting, the post-writing phase is crucial for reflection and refinement. Students exchange their work and use peer-assessment checklists to evaluate aspects such as coherence, vocabulary use, and grammar accuracy. This peer feedback encourages critical thinking and mutual learning. Learners then revise their drafts, applying both teacher and peer suggestions. Publishing final pieces through class blogs, digital portfolios, or classroom displays fosters motivation and gives learners a sense of audience and accomplishment.[3,102].

Technology integration enhances engagement and provides individualized learning

opportunities. Tools like Padlet, Edmodo, and Write & Improve by Cambridge offer instant corrections and feedback on grammar and style. Gamified platforms like Kahoot and Quizlet can be used to reinforce topic-related vocabulary and grammar rules before writing. Moreover, voice-to-text apps support students with spelling difficulties and help develop oral-to-written fluency.

Using authentic writing tasks increases motivation and makes learning more relevant. Writing personal emails, blog posts, or travel brochures mirrors real-life situations, making writing practice purposeful. Creative tasks like journaling, storytelling, or letter writing allow learners to express themselves while building language fluency. Research-based writing projects enhance critical thinking and help integrate reading and writing skills.[4,95].

To support teachers, a wide range of methodological resources is available. These include books on teaching writing, downloadable lesson plans from trusted educational websites, and online communities where instructors share effective strategies and materials. Engaging in continuous professional development—such as webinars or workshops—helps teachers stay up to date with modern writing pedagogy and technology-enhanced practices.

Teaching writing to B1-level learners in EFL (English as a Foreign Language) classes requires an effective and gradual approach. At this level, students can write simple, connected texts on familiar topics, but they often struggle with organizing their writing, expressing ideas clearly, and avoiding grammatical mistakes. Therefore, the following methods are considered effective in teaching writing skills to them.

Firstly, the process writing approach is very useful. In this method, writing is taught as a multi-step process that includes planning, drafting, editing, and finalizing. These stages help learners see writing as a process that develops over time, rather than as a one-time activity.

Secondly, a genre-based approach helps learners understand the structure and style of different types of texts (e.g., formal letters, stories, articles). By analyzing model texts, students learn useful expressions and language features, which they can then apply in their own writing.[5,114].

Thirdly, writing skills can be developed gradually through staged writing activities. Starting with controlled tasks (like sentence completion), moving to guided writing (paragraphs based on a plan), and finally to free writing (personal opinions, stories) allows students to build confidence and skills step by step.

Fourth, collaborative writing and peer feedback encourage students to think critically, analyze their own and others' work, and improve their writing. Working in pairs or groups helps them express ideas more clearly and learn from one another.

In addition, using writing frames and sentence starters (e.g., "In my opinion...", "One reason is that...") supports B1 learners in expressing more complex thoughts in a structured way.

It's also important to integrate vocabulary and grammar practice into writing tasks. Writing activities should reinforce recently learned grammar structures and vocabulary. For example, writing a story can help students practice the past simple tense.

Regular, purposeful writing tasks increase engagement and fluency. Activities like journal entries, personal blogs, or real-life tasks (e.g., writing a complaint letter) make writing meaningful and motivating for learners.

In conclusion, teaching writing to B1-level EFL learners requires a gradual, content-rich,

and communicative approach. With the right support and practice, learners can gain confidence and develop the ability to produce clear and well-organized written texts. Effective writing instruction for B1 level learners requires a blend of interactive methods, guided practice, and purposeful writing tasks. By integrating pre-, during-, and post-writing activities with technology and real-life contexts, teachers can make writing more accessible, enjoyable, and meaningful. These techniques not only develop writing skills but also foster communication, collaboration, and confidence among EFL learners.

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