

**ЎЗБЕКИСТОН РЕСПУБЛИКАСИ ОЛИЙ ВА ЎРТА МАХСУС  
ТАЪЛИМ ВАЗИРЛИГИ**

**ЎЗБЕКИСТОН ДАВЛАТ ЖАҲОН ТИЛЛАРИ УНИВЕРСИТЕТИ  
ИНГЛИЗ ТИЛИ БИРИНЧИ ФАКУЛЬТЕТИ**

**ИНГЛИЗ ТИЛИ ФОНЕТИКА ВА ФОНОЛОГИЯСИ КАФЕДРАСИ**

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**SPECIFIC STEPS IN THE EXPERIMENTAL PROCESS**

**5111400 – Хорижий тили ва адабиёти (инглиз тили) таълим  
йўналиши бўйича бакалавр даражасини олиш учун**

**БИТИРУВ МАЛАКАВИЙ ИШИ**

**“ХИМОЯГА ТАВСИЯ ЭТИЛАДИ”**

**ИЛМИЙ РАҲБАР**

Инглиз тили фонетика ва фонологияси

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“ \_\_\_\_\_ ” \_\_\_\_\_ 2017

“ \_\_\_\_\_ ” \_\_\_\_\_ 2017

Тошкент –2017

**THE MINISTRY OF HIGHER AND SECONDARY SPECIAL  
EDUCATION OF THE REPUBLIC OF UZBEKISTAN**

**UZBEKISTAN STATE UNIVERSITY OF WORLD LANGUAGES  
ENGLISH LANGUAGE THE FIRST FACULTY**

**THE DEPARTMENT OF ENGLISH PHONETICS AND PHONOLOGY**

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**SPECIFIC STEPS IN THE EXPERIMENTAL PROCESS**

**5111400- Philology and teaching languages (the English language) for  
granting bachelor`s degree**

## **QUALIFICATION PAPER**

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**IS ADMITTED TO DEFENCE**

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Tashkent- 2017

## **Abstract**

The present study aimed at identifying difficulties of the B1 level students in the academic writing process and find out effective solution to teaching writing through implementing clustering technique. Implementing clustering technique in classes was used to widen the students' writing skills, enhance their achievement and understanding in writing section. To reach to these purposes, the study designed activities based on the technique for the students who involved the participation of graduates of the vocational college.

During the study the investigator determined the difficulties of subjects on writing composition by making questionnaire and reflected the results. The researcher revealed that after using clustering technique including activities, the participants made noticeable improvement that was evaluated by comparing the quality of the participants' pre- and post-compositions. The results of the students' assessment paper showed that the quality of composition (Analytic methods of scoring was used) improved vividly after using suggested technique.

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# **I. THEORETICAL PART**

## **1. 1. STATEMENT OF INTENT**

Studying English as a foreign language is gradually getting more important. English is one of the compulsory subjects in our country. One of the aims of teaching English is to develop the ability to communicate. The ability involves the four skills: listening, speaking, reading and writing. The researcher mainly focused on writing skill, because writing is considered the most difficult and complicated language skill to be learned. Writing needs hard thinking to produce ideas, words, sentences, paragraphs, and composition. Writing is one of the important skills to be mastered by the students. They use it to communicate to each other, as means of ideas and emotional expression, because when they write their ideas and emotion creatively, they are communicating on paper in their very best ways and purposes.

Based on CEFR B1 level, learners are expected to be able to express meaningful ideas in term of functional text and simple short essay in the form of description. Therefore, efforts to developed students writing skill in English are not only one of the important objectives of English teaching, but also to adapt to the needs of examination.

Researchers and all teachers aware that writing is more difficult subject than the other language skill especially for the students, most of foreign language students cannot write composition well, because they have to be able to mix their ideas and have enough capability in vocabulary and grammar.

The appropriate method, technique or strategy can solve the difficulties of student in writing. One of the techniques in writing is clustering. It is a pre-writing activity that enriches ideas before start writing. The researcher tries to sort out students' problem in writing by using clustering technique.

Based on the problems and some explanation above the researcher decided to take the title investigation by the title **“The effectiveness of clustering technique in teaching writing to B1 level students”**.

## **1.2. LITERATURE REVIEW**

In this part of research, the investigator discusses: general concept of writing, teaching of writing, definition of B1 level students' writing skills, definition of technique, definition of clustering, the steps of using clustering, effective ways of using clustering in teaching writing at B1 level.

### **The General Concept of Writing**

Writing is a process of transforming thoughts and ideas into written form to inform or communicate with the reader. Hyland supported that “writing is way of sharing of personal meanings and emphasizes the power of individual to construct their own views on atopic” (2003). It means that writing is one of the important skills that must be learned. By writing students will be able to learn any aspects of language like grammatical aspect and language used. It is believed that writing is a good way to develop students' English language skills.

In addition there are a lot of definitions stated by other experts; Raymond (1980) states one of them, he defined that writing is more than a medium of communication. It means that writing is not just the way to communicate to each other but also as means of ideas and emotional expression. Writing makes word permanent, and thus expands the collective memory of human being from the relatively small store that we can remember and pass on orally to the infinite capacity of a modern library.

Writing is also a way of finding out what people know and what people need to learn. Spoken words disappear as soon as they are spoken, but writing freezes their thought, make them visible and permanent so people can

examine and test their quality. It can be seen that writing is a way of remembering because it make word permanent and writing also is a good way to communicate because when writing, the researcher really thinks about what he or she want to be communicated by writing it. That is a way of keeping themselves honest because writing is a way of arguing with them.

Writing is a process of discovering and shaping meaning. Experienced writers rarely gather and understand immediately all the information they need. From the definition above, writing needs a process which must be surpassed by the researcher. And writing is a tools of human beings to share information or stories to others because someone can read it by several times.

### **The Purpose of Writing**

When someone writes something, he or she has purposes for writing. Each writer has own purpose, in accordance with the text of which was planning to write.

According to Braine and May defined four comment purposes in writing, there are:

- writing to inform
- writing to explain
- writing to persuade
- writing to amuse others.

First, writing to inform purposed to educate the readers about a topic of which we have some knowledge. Writing that provides interesting details and facts to hold an audience's attention. It means that writers share interest knowledge to readers knows.

Second, writing to explain is to describe the topic which was not clearly become more understandable, by using examples or other facts. In other words, a writer takes what is unclear and makes it clear.

Then, writing to persuade is more demanding and more ambitious than many other types of writing. It means that writers convince the readers to accept the ideas.

The last, writing to amuse other means someone who uses language and established forms well to express his or her point of view. It is writing to entertain and give the reader something to enjoy.

### **The Process of Writing**

Writing process is learning how to write by writing. This current emphasis in writing instruction focuses on the process of creating writing rather than the end product. The basic premise of process writing is that all children, regardless of age, can write. The initial focus is on creating quality content and learning the genres of writing. Langan stated that writing is a process that involves the following steps:

- Discovering a point-often through prewriting
- Developing solid support for the point-often through more prewriting.
- Organizing the supporting material and writing it out in a first draft.
- Revising and then editing carefully to ensure an effective, error-free paper.

Learning this sequence will give you confidence when the time comes to write. You will know that you can use prewriting as a way to think on paper and to gradually discover just what ideas you want to develop. You will understand that there are four clear-cut goals-unity, support, organization, and error-free sentences to aim for in your writing. You will realize that you can use revision to rework a paper until it is a strong and effective piece of writing. And you will be able to edit a paper so that your sentences are clear and error-free (Langan, 2006).

## **The Problems of Writing**

The first problem is the less proficient writer problem. Less proficient writers jump the process of writing by skip the prewriting strategies to generate ideas. Students might take much time to write down their ideas. The suggestion for this problem is teacher should teach less proficient writes the writing process. Teachers also need to give full attention to them, to show them how to plan a piece of writing through prewriting activities. The second problem is “ I can’t write English “ problem. Students usually give up toward writing and believe that they cannot write. The solution is teachers should apply the writing process to the students. Teacher can lead students through prewriting, drafting, and revising activities. By doing this, students can see that writing is indeed a process of development that takes time and effort. The last problem is “teacher respond” problem. Writing teachers often spend many hours reading and marking students’ papers. The suggestion for this problem is teachers can work with students on developing their written work through student-to-student conferences. Gebhard (2006).

### **Definition of B1 level students**

### **The Common European Framework of Reference, CEFR**

CEFR refers to the Common European Framework of Reference for Languages.

The CEFR is a system of level descriptions for the modern foreign languages, which provides a common basis for the development of curriculum guidelines, educational programs, teaching materials, and examinations throughout Europe. The CEFR describes which language performances correspond to certain language proficiency level regarding both content (in terms of language actions in social contexts) and quality (in terms of grammatical correctness, vocabulary, pronunciation, spelling, etc.).

The CEFR distinguishes six stages of language performance levels (SLO, the Netherlands institute for curriculum development 2014). The six levels have been summarised in table 1.

<b>A</b>		<b>B</b>		<b>C</b>	
<b>Basic user</b>		<b>Independent user</b>		<b>Proficient user</b>	
<b>A1</b>	<b>A2</b>	<b>B1</b>	<b>B2</b>	<b>C1</b>	<b>C2</b>
<b>Breakthrough Waystage</b>		<b>Threshold Vantage</b>		<b>Effective Proficiency</b>	<b>Mastery</b>

*Table 1. CEFR levels*

At **level B1** students are able to maintain interaction and get across what they want to express in a range of contexts and follow the main points of extended discussion around them, provided that speech is clearly articulated in standard dialect. They can express the main point they want to make comprehensibly and keep going comprehensibly, even though they may have to pause for grammatical and lexical planning and repair, especially in longer stretches of free production. The second feature is the ability to cope flexibly with problems in everyday life, for example coping with less routine situations on public transport; dealing with most situations likely to arise when making travel arrangements through an agent or when actually travelling; entering unprepared into conversations on familiar topics.

### **Global**

Students can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. They can deal with most situations likely to arise whilst travelling in an area where the

language is spoken and can produce a simple connected text on topics which are familiar or of personal interest. They can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.

## **Writing**

Students at this level can write simple texts on topics which are familiar or of personal interest by linking a series of shorter discrete elements into a linear sequence. They can write personal letters describing events, experiences and impressions.

## **Writing Proficiency Scales**

At this level, students can write very brief reports, which pass on routine factual information and state reasons for actions. They can write personal letters describing experiences, feelings and events in detail. They can describe basic details of unpredictable occurrences, e.g., an accident. They can describe dreams, hopes and ambitions and can take messages describing enquiries, problems, etc. They can describe the plot of a book or film and describe their reactions to it.

## **Level B1 Learner Outcomes**

**Students will be able to use the following:**

### **Functions/ notions**

Describing places

Describing past experiences and storytelling

Describing feelings, emotions, attitudes

Expressing opinions

Expressing agreement/ disagreement

Talking about films and books

### **Discourse Functions**

Initiating and closing conversation

Checking understanding

Managing interaction (interrupting, changing topic, resuming or continuing)

### **Discourse Markers**

Linkers: sequential – past time (later)

Connecting words expressing cause and effect, contrast etc.

Markers to structure informal spoken discourse

### **Verb forms**

Wh- and Yes/No Questions in present /past

Complex question tags

Past continuous

Used to

Would expressing habit in the past

Past perfect

Future time (will & going to)

Future continuous

Present perfect

Present perfect vs past simple

Present perfect continuous

Conditionals

Zero and first conditional

Second and third conditional

Phrasal Verbs

Extended phrasal verbs

Passives

Simple passive

Reported speech (range of tenses)

Modals: Possibility

Might, may, will, probably

Must/can't (deduction)

Modals: Obligation & Necessity

Must/have to

Ought to

Need to

Modals: Past

Should have, might have/etc.

Articles with countable and uncountable nouns

Determiners

Broad range (e.g. all the, most, both)

Collocation of adjectives

Adverbial phrases of time, place and frequency including word order

Adjectives vs adverbs

Adverbial phrases of degree/extent, probability

Comparative and superlative form of adverbs

Broader range of intensifiers

### **Vocabulary**

Things in the town, shops and shopping

Travel and services vocabulary

Contrasting opinions (on the one hand...)

Collocation

Colloquial language

### **Topics**

Leisure activities

Education

Film

Books and literature

News, lifestyles and current affairs

Media

### **Learner Training**

- Increased familiarity with a (probably bilingual) dictionary
- Increased familiarity with phonemic chart - layout, voiced/unvoiced, main

simple vowel sounds

- Revision of vocabulary learning techniques
- Guessing the meaning of unknown words
- Strategies for asking for something without knowing the exact word
- Awareness of skimming and scanning reading skills
- Awareness of note taking skills

### **Definition of Technique**

Technique is the implementation that takes place in a classroom. It is like a particular trick to accomplish an immediate objective. Technique must be consistent with a method, and therefore in harmony with an approach as well (Jack C. Richards and Theodore S. Rodgers). It is often misunderstood with two other terms, they are approach and method. Therefore, it is important to give a clear description of those terms to avoid misunderstanding.

There are three levels of conceptualization and organization; approach, method and technique. An approach is a set of correlative assumptions dealing with the nature of language teaching and learning. It can be seen that an approach is the basic concept behind the method of representing teaching and learning of language with certain theory. While method is an overall plan for the orderly presentation of language materials, no part of which contradicts and all of which is based on selected approach. It means that method is a procedure or steps and the way that will be used by teachers in the achievement of learning objectives. Technique is method of doing something expertly (A.S.Hornby 1995). Referring to the idea above, clustering is one of techniques in teaching writing because it is a teacher's strategy which is applied in the classroom.

### **The Definition of Clustering Technique**

Sometimes when people are going to write they feel hardly to find out

what they know about the topic or develop the ideas they have. Therefore, people have to know about how to write well to get a good composition in their writing. Having a good writing skill comes from working through a process of writing. In the writing process there are some steps that will guide us to produce appropriate writing. One of the steps is prewriting process. This step is the first step in writing process. This step is also the essential step on organizing the ideas before the writer starts to write. There are many techniques that can be used in this step; one of the techniques is clustering technique.

Cooper and Axelrod (1996) viewed that clustering is an invention activity which reveal possible relations among facts and ideas. It means that clustering is a creative activity, because when creating a clustering people tries to find things related to the topic. Clustering requires a brief period of initial planning. Based on that definition, clustering is activity before writing a text by making a note in advance about the ideas that are owned and relevance of the fact that the text will be written.

Writing is receiving increasing attention as an important tool in teaching. A clustering technique developed by Rico (1983) to improve writing skills was adapted by Henry (1986) to facilitate thinking in classroom settings. Clustering involves writing down a word or phrase and engaging in free association. Each association is written down and connected to the original stimulus by an arrow or line. If associations generate further associations, chains of associated words are produced. It is assumed that the writer will be motivated to write further about the connections made during the clustering exercise and that the connections will provide direction for the writing that follows. Henry concluded that clustering improves understanding and retention of concepts by providing students with an approach to learning that facilitates thinking.

To cluster, write the subject in the middle of a blank sheet of paper and

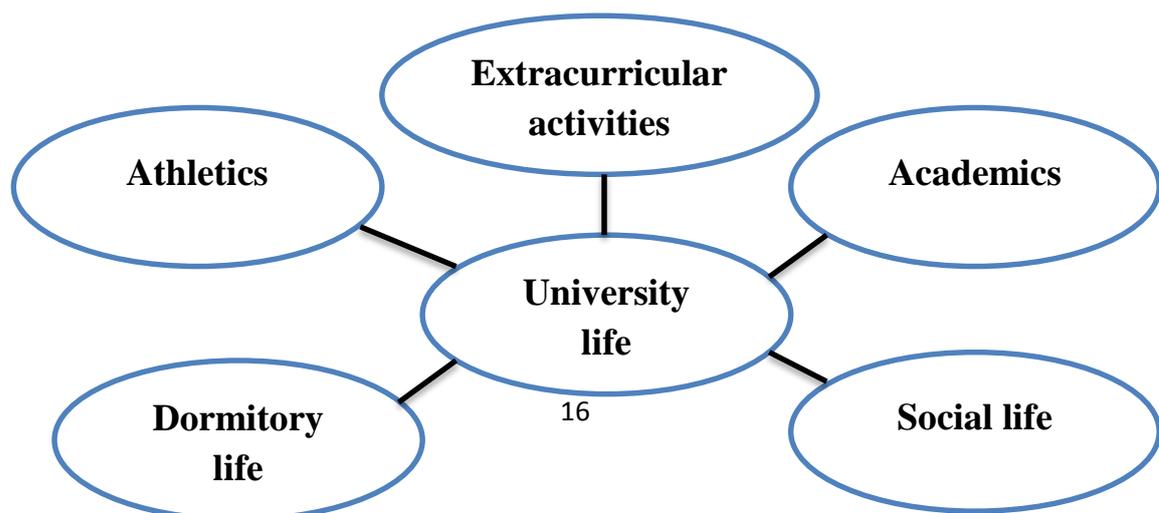
draw a circle around it and write related ideas around (Meyers 2005). Because through clustering technique, a writer could be easily to give an idea of what will be written especially helpful for visual learners. In a cluster diagram the central events or components of an essay are presented visually, more detailed events branch of the main events to provide a visual overview of the entire.

As Langan (2001) said that clustering also known as diagramming or mapping, is another strategy that can be used to generate material for a paper. This method is helpful for people to think in a visual way. In addition, clustering is another strategy that can be used to generate material for a paper.

### **The Steps of Using Clustering**

Axelord and Cooper (1985, p. 461) stated that clustering can be useful for any kind of writing. Writers use it in the early stages of planning an essay in order to find subtopic in a topic or to organize information. They may try and discard several clusters before finding one that is promising. Clustering works as follows:

- In a word or phrase, write your topic in the center of a piece of paper. Circle it.
- Also in a word or phrase, write down the main parts or central ideas of your topic. Circle these, and connect them to the topic in the center. (Figure 1)
- The next step is to generate fact, details, examples, or ideas related in any way to these main parts of the topic. Cluster these around the main parts.



### ***Figure 1. Teaching Writing Using Clustering Technique***

Having analyzed gathered data, the researcher came to the conclusion that scholars have made invaluable works in teaching writing by using clustering technique. She agrees all above mentioned ideas and views. However, teaching writing to B 1 level learners using clustering technique has not been fully investigated. With that reason, investigator intended to work on very issue in order to define the effectiveness of using clustering technique in teaching writing at B1 level.

## **II. PROCEDURES AND PROCESS**

### **2.1 Research plan**

#### **Statement of purpose**

The core purpose of the present thesis is to depict the vital role of clustering technique in teaching writing to B1 level students. The research has been carried out with the third year students of the vocational collage. The researcher considers the necessity of this investigation of such technique as clustering is to develop B1 level learners' writing skills. By investigating this topic the she reached the conclusion of teaching writing at this level is challenging and often less cared. Thus the researcher has put the aim of identifying how to teach writing to B1 learners with the help of clustering technique efficiently.

#### **Goal:**

To study how clustering technique is used successfully with B1 level learners to develop their writing skills.

**The researcher will answer the following questions:**

- ✓ Are there any peculiarities of teaching writing to B1 level learners?
- ✓ What is the effectiveness of using clustering technique in developing writing at B1 level?

**The Objectives:**

- ✓ To find out various sources on the very topic such as scientific books, newspaper and magazine articles, research papers, video and audio materials;
- ✓ To identify peculiarities of B1 level learners' writing proficiency;
- ✓ To hold a questionnaire in order to analyze teachers' experience as well as knowledge about teaching writing at B1 level through using clustering technique;
- ✓ To make an experiment to investigate effectiveness of clustering technique in teaching writing to B1 level students;
- ✓ To analyze results and make a conclusion how clustering technique effects to teach writing at B1 level.

**The methods**

To teach writing is a complicated and provoking task. At B1 level, students mostly challenge making opinions coherent. Therefore, educational materials and activities are evaluated and designed taking into account learners' needs. A central issue is how a teacher should involve students to make notes and cluster their opinions. Due to above mentioned factors, using clustering technique are highly regarded in conducting lessons from writing to B1 students.

**To carry out the investigation the following methods are used:**

- **Questionnaire** – is held to define teachers’ understanding about the level B1 of CEFR and using clustering technique in teaching writing.
- **Observation** – is carried out to learn chosen subjects’ age, nationality, interest and personality.
- **Experiment** – is held to practice clustering technique at B1 writing classes and define its effectiveness.
- **Comparison and analytic researches** – are brought about to compare the results of teaching writing to B1 level students and define the effectiveness of clustering technique.

### **The Subject**

The research has been held at the Vocational Collage specialized on Auto-transportation in Yunusabad district, Tashkent with the reason that it is situated near the researcher’s accommodation. Also, there is created enough circumstances to teach English at B1 level students. The special English Rooms are separated and equipped with visual, audial and technical aids. Two groups – an experimental and control groups are the subjects of this investigation. They have been chosen in accordance with their equal ability in learning English; besides that the groups have nearly the same knowledge and motivation. The subjects of the experimental group consist of 8 male and 8 female pupils while the subjects of the control group comprise 6 male and 9 female pupils. Almost every member of the groups is at the same age and the same nation – Uzbek.

The English teachers of the very educational establishment and the USWLU have participated as passive subjects in order to do questionnaire.

### **The Materials and Equipment**

In order to experiment the suggested the steps of using clustering technique the researcher has conducted lessons at B1 level. She has used

lesson plans, pre- and post-test exam papers, handouts, interactive whiteboard and a questionnaire during this research.

The investigator has conducted 5 lessons in each group. They consisted of one lesson for pre-test, three lessons for treatment in writing instruction and one lesson for post-test.

Lesson plans have been prepared and as a guide for the teacher to make the lessons fluent and effective.

Pre- and post-test exam papers are tools to check the subjects' background knowledge and the results of the conducted experimental lessons.

Handouts have been distributed during the classes as visual aids to explain the topic.

The interactive whiteboard is the valuable tool in using clustering technique to teach writing.

The questionnaire papers are distributed and gathered among the teachers to get to know their opinions about using clustering technique to develop writing skills of B1 level students.

## 2.2 The procedure of research work

### Variables

In the investigation, five variables are used (*Table 2*).

Variable	Usage
Dependent	Writing
Independent	Clustering technique
Moderator	Materials and others

Control	Subject
Intervening	Effectiveness

The above given table illustrates that the dependent variable of the current research is to teach writing at B1 level. Clustering technique is taken as an independent variable because it influences in teaching writing to B1 level students. The moderator variables, the special independent variables which may influence the relationship between the dependent and independent variable, are the materials used during the lesson, the background language, the age, gender and the culture of the subjects. The selected subjects to conduct the present research are in the role of control variables. The intervening variable is the effectiveness of the clustering technique in teaching writing.

The relationship between all variables in the study was controlled.

### **Specific steps in the experimental process**

#### **Stage 1**

The first step is to take questionnaire from English teachers of the college and university. It takes a week to complete. The questionnaire consists of 6 questions; three of them are open-ended questions while the rest are multiple choices. The aim of the questionnaire is determine the teachers' opinions on using clustering technique in teaching writing at B1 level. Teachers have to answer the questions as how understand clustering technique methods, how often do they use, do they think clustering technique is effective way of teaching writing and etc.

## **Stage 2**

The second stage of the research is to observe the chosen group students' behavior in class and collect the information concerning the list of the students, age, nationality, purpose of studying.

## **Stage 3**

In this phase of the work, the investigator prepares to teach B1 learners of the third year students of the selected college and learn the themes according to the Educational Standards. She designs lesson plans. The researcher demonstrates the list of ten interesting topics to the both groups such as:

- “Career and Personality”
- “Health Care”
- “The Universities”
- “The Environment”
- “Sports and exercises“
- “Family and heritage”
- “The Marriage”
- “History of my country”
- “Modern technology and robots”
- “Fashion”

The teacher chooses the topic of the lessons according to both groups of students' choices.

## **Stage 4**

Pre-test is taken from both experimental and control groups. The objectiveness is provided. Results are recorded. The researcher prepares pre-test for the both group of students on writing paragraph according to the chosen topic. The written paragraph should be at least 100 words. The teacher announces that students are measured on the following criteria:

**Word limit: at least 100**

**Time 30 min**

**Grammar – 0 – 20**

**Fluency – 0 – 20**

**Vocabulary – 0 – 20**

**Organization – 0 – 20**

**Mechanics – 0 – 20**

**Total: 100 ball**

### **Stage 5**

Then she begins to conduct lessons with the suggested lesson plans in experimental group, and standard lesson plan in controlled group. The researcher intends to practice at the vocational college for a month. While teaching she defines the role of the clustering in teaching writing.

### **Stage 6**

Afterwards, she takes post-test to get final results of the progress so that she can have achieved level of the knowledge.

### **Stage 7**

In the final point of the study research, all gathered information is analyzed and discussed. The researcher concludes the held study.

## 2.3 Data Collection

**The dates of the research steps** (*Table 3*)

<b>N<sup>o</sup></b>	<b>The steps of the experiment study</b>	<b>The Dates</b>
<b>1</b>	Observation	February 15-17, 2017
<b>2</b>	Questionnaire	February 20-28, 2017
<b>3</b>	Needs analysis	March 3, 2017
<b>4</b>	Pre-test	March 7, 2017
<b>5</b>	Group – A : Lesson 1 Lesson 2 Lesson 3	March 10, 2017 March 17, 2017 March 24, 2017
<b>6</b>	Group – B : Lesson 1 Lesson 2 Lesson 3	March 14, 2017 March 21, 2017 March 28, 2017
<b>7</b>	Post – test	April 5, 2017

### **Stage 1**

The first step is to take questionnaire from English teachers of the college and university. It takes a week to complete. The questionnaire consists of 6 questions; three of them are open-ended questions while the rest are multiple choices. The aim of the questionnaire is determine the teachers' opinions on using clustering technique in teaching writing at B1 level. Teachers have to answer the questions as how understand clustering technique methods, how often do they use, do they think clustering technique is effective way of teaching writing and etc.

Having gathered all necessary data for the research, questionnaire was held. The survey focused on analyzing the effectiveness of using clustering technique in developing writing at B1 level. 20 respondents, who are teaching B1 level learners, in particular, are conducting lessons at the college and university, participated in the survey. Fourteen of them are the teachers who conduct English lesson in Uzbek groups and six of them are the teachers of Russian groups. The respondents were not required to write their names and second names and the name of the establishment where they are conducting lessons in order to guarantee the anonymity of the questionnaire. On the top of the questionnaire list, the theme of the research paper was written to get teachers aware about the survey. The questions that the respondents have to answer are the following:

1. *Which of the language learning skills do you consider more challenging?*
2. *Do find teaching writing to B1 level students difficult?*
3. *Which methods do you use in teaching writing to B1 level students?*
4. *How often do you use clustering method in teaching B1 writing skills?*
5. *What are the advantages of using clustering method in teaching writing?*
6. *What are the disadvantages of using clustering method in teaching writing?*

The questionnaire took one and half week due to that the researcher had to work at different places as the college in Yunusabad district and the university in Uchtepa. After gathering all answers for questionnaire, the researcher saw that nearly all teachers use clustering technique in teaching writing. Majority of the respondents found out that the technique is beneficial whereas some teachers claimed there are some disadvantages.

## **Stage 2**

At this phase of the work, the researcher observed chosen classes during English lessons to define the students' age, nationality and characteristics.

**Table 4. GROUP A - Experiment**

	Student's name	Native language	Group	Age	Teacher
	Abdujalolova Mohina	Uzbek	314	19	Kamolova Khusniya
	Alimuhamedova Shahzoda	Uzbek	314	19	Kamolova Khusniya
	Ahmadjonova Iroda	Uzbek	314	18	Kamolova Khusniya
	Abdujalilov Javohir	Uzbek	314	19	Kamolova Khusniya
	Fathullayev Saidgani	Uzbek	314	19	Kamolova Khusniya
	Qobilova Robiya	Uzbek	314	18	Kamolova Khusniya
	Ergashev Jaloliddin	Uzbek	314	19	Kamolova Khusniya
	Axmatov Jamshid	Uzbek	314	18	Kamolova Khusniya
	Rejapov Abdushukur	Uzbek	314	19	Kamolova Khusniya
	Xalimbekov Saidakbar	Uzbek	314	19	Kamolova Khusniya
	Ergashev Sardor	Uzbek	314	19	Kamolova Khusniya
	Qodirov Ma'ruf	Uzbek	314	19	Kamolova Khusniya
	Fayzullayeva Kamola	Uzbek	314	19	Kamolova Khusniya
	Sherjanova Mardona	Kazakh	314	19	Kamolova Khusniya
	Xazratova Hilola	Uzbek	314	19	Kamolova Khusniya
	Mirtayeva Mastura	Uzbek	314	23	Kamolova Khusniya

**Table 5. GROUP B – control**

	Student's name	Native language	Group	Age	Teacher
	Abdullayeva Klara	Uzbek	315	19	Qurbonova Khurshida
	Abduhamidova Oyshabonu	Uzbek	315	19	Qurbonova Khurshida
	Zokirjonov Islom	Uzbek	315	18	Qurbonova Khurshida
	Alimboyeva Farida	Uzbek	315	19	Qurbonova Khurshida
	Arslonova Muhiba	Uzbek	315	19	Qurbonova Khurshida
	Baratov Suhrob	Uzbek	315	18	Qurbonova Khurshida
	Jumaniyozov Dilshod	Uzbek	315	19	Qurbonova Khurshida
	Otajonov Omon	Uzbek	315	18	Qurbonova Khurshida
	Masharipova Mahfuza	Uzbek	315	20	Qurbonova Khurshida
	Niyozova Rayhona	Kazakh	315	19	Qurbonova Khurshida
	Soataliyeva Mushtariy	Uzbek	315	19	Qurbonova Khurshida
	Touqsonova Zarina	Uzbek	315	20	Qurbonova Khurshida

	Xoliqnazarov Odiljon	Russian	315	20	Qurbonova Khurshida
	Xoliqova Dilnoza	Uzbek	315	19	Qurbonova Khurshida
	Mirsagatov Abdulaziz	Uzbek	315	20	Qurbonova Khurshida

### Stage 3

On March 3, the researcher prepared Needs assessment on both groups. She distributed the list of ten interesting topics to the both groups, which she planned to conduct the lessons. The purpose of distributing the list of topics was to give opportunity in choosing topic as their wish and interest. It makes lesson creative and easy for them.

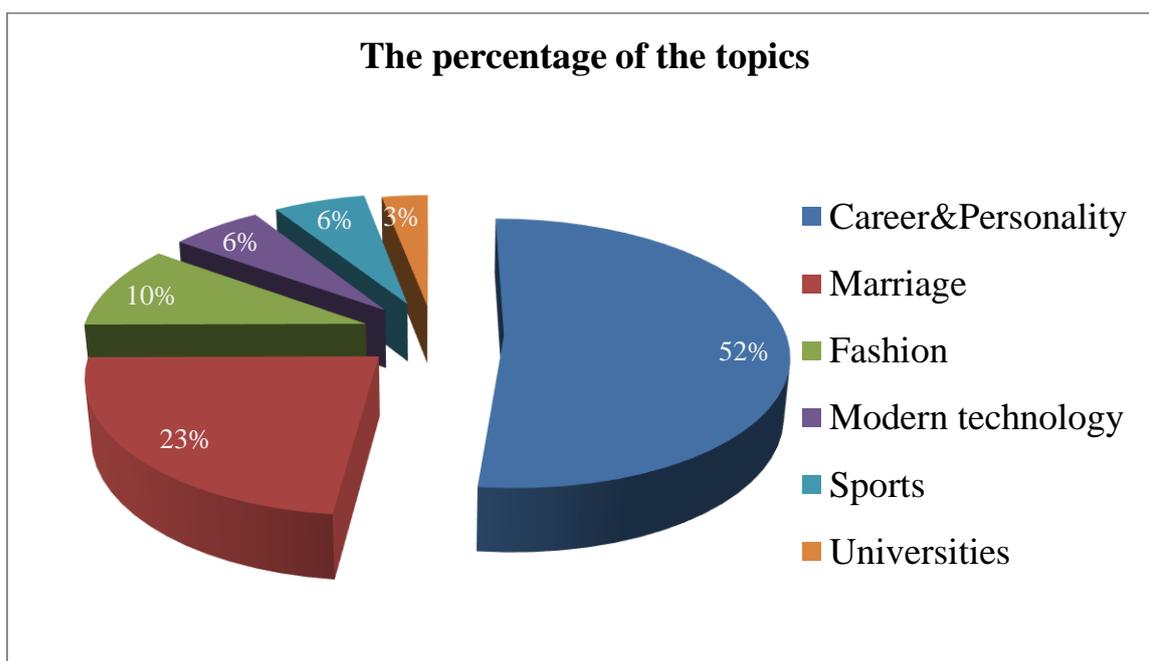
- ✓ ***“Career and Personality”***
- ✓ ***“Health Care”***
- ✓ ***“the Universities”***
- ✓ ***“the Environment”***
- ✓ ***“Sports and exercises“***
- ✓ ***“Family and heritage”***
- ✓ ***“the Marriage”***
- ✓ ***“History of my country”***
- ✓ ***“Modern technology and robots”***
- ✓ ***“Fashion”***

The researcher announced the students to choose one topic for the lesson. The reason of this is that she planned three lessons on the same topic for each group due to writing process.

According to the results of selected topic, huge amount of students (16 out of 31 students) preferred the topic “Career and Personality” for the lessons while 7 students chose “Marriage” (See diagram chart 1).

The researcher decided to conduct the lesson on the topic “Career and Personality” and collected information and activities for making on the same topic, but three different lesson plans for each group.

*Diagram chart 1*



#### **Stage 4**

The researcher organized pre-test for the both group of students on writing paragraph according to the chosen topic “Career and Personality” in March 7, 2017 after their classes. She introduced the students with criteria of the task and informed that students are measured on the criteria (See Table 6).

	<b>Aspects of task</b>	<b>Maximal ball</b>
	Grammar	0 – 20

	Vocabulary	0 – 20		
	Mechanics	0 – 20		
	Fluency	0 – 20		
	Organization	0 – 20		
	<b>Total</b>	<b>0 – 100</b>		
	<b>Word</b>	<b>Up to 100</b>	<b>Time</b>	<b>30 min</b>

All subjects of both group participated in pre-test since they were informed a day before. After 30 minutes students submitted their paragraph to the researcher. She calculated the score of the students as soon as she checked pre-test written assignment according to the criteria. She planned to compare the results of pre-test with the results of the post-test after conducting the lessons.

The researcher identified from pre-test that students made mistakes on word choice and organization and using a few amount of simple transitions in their written paragraphs. Besides that students are not able to make their writing coherent. Admittedly, almost all students have difficulties to give really reasonable ideas on the topic. Taking all of the mistakes into consideration the researcher designed three different lesson plans for each group.

## **Stage 5**

### **The first lesson**

The researcher conducted three lessons to the Group A – Experiment, using clustering technique on the topic “Career and personality” on March 10, 17, 24, 2017.

Five minutes before the first lesson started the teacher fixed the necessary words and questions regarding topic to the blackboard. In order to excite the students’ interest to the lesson and the topic the teacher started

lesson with video (time duration of video was 3 minutes) on the topic and stated students find what today's topic was. After the video students told the topic was "Career and Personality" and whole group answered to three questions as regards the video (2 min).

Then the teacher explained clustering technique. She introduced the concept of clustering technique to students and told them that clustering technique would help them in generate ideas when they started to write. She leaded students to generate ideas in form clustering technique on the whiteboard as a model. She put the topic in the center by using box to make it more interesting, and put keywords related to the topic by using lines. Students didn't have to worry in generating ideas; it was free for them to organize their ideas as long as related to the topic given.

In order to write paragraph the teacher made them revise concerning "Paragraph", "The structure of the paragraph" and "Inference sentence" (source: [www.cambridge.org](http://www.cambridge.org), "Writing a paragraph") by giving questions. After discussion she disturbed new information about those topics for scanning (10 min). While reading, Sevara, one of the students had confusion with inference sentence and supporting sentence. Although the teacher explained several times she did not understand. That situation influenced on other students in class. In order to avoid distraction, the teacher gave drill on finding inferences sentences among the supporting sentences and again explained with the help of exercise. Then, the students did drills on finding topic, supporting and concluding sentences from the text on "A future teacher" for 10 minutes (Source: Curtis Kelly&Arlen Gargagliano, "Writing from within"). In the practice part the students created inference sentences with supporting sentences on job choices and personality (10 min).

Also, the control group – B was conducted three lessons on the same topic without using clustering technique.

In the first lesson the teacher asked the student several questions that were related to the topic “Career and personality” instead of video. The questions were: (10 min)

- ✓ How do you choose your future career?
- ✓ Does the professions suit people’s characters? How? Give example.
- ✓ What kind of jobs do you prefer?
- ✓ Which of them important for you while choosing your job? High salary or your feeling?

She distributed the handout about paragraph, the structure of a paragraph and inference sentence for reading for 10 minutes. Then, they also worked on drills and discussed with teacher (15 min). The teacher asked them to practice inference sentence and supporting sentences (10 minutes). Then, the students read their sentences one by one and discussed with whole group (10 min).

As a home assignment the teacher gave to write first draft of their short compositions.

### **The second lesson**

The second lesson of the Group A – experiment the teacher used free writing strategy. She announced to write the first draft of the paragraph by looking at their prepared clustering technique on previous lesson. She said that the words were not limited in 15 minutes. However, some students wrote only four sentences in their draft.

In the next activity she used peer-work. The students should read each other’s first paragraphs and jotted down their mistakes on organization, grammar and vocabulary and logical construction of the sentences (10 min). Then, the teacher organized mini feedback presentation with the whole group. Pairs speedily stood up one by one and gave their feedback to their partner’s first draft. The teacher controlled their feedback whether it was true or false (15 min). After presentation, the teacher distributed little compositions to make clusters. (“Successful Writing”).

The teacher gave the students 20 minutes for writing their second draft with putting topic sentence, title, transitions and conjunctions. At the end of the lesson the students submitted their draft to the teacher for checking.

For the Group B the lesson unpleasantly started. The half of the class did not do their home assignment which means they did not write first draft. The teacher gave them 20 minutes for writing first draft. Other students who had written first draft were busy other things. However, the other process of the lesson continued like the Group A.

### **The third lesson**

The third lesson the teacher revised all the materials of the two lessons, which they had learnt about clustering technique, paragraph, the structures of the paragraph, inference sentence; the differences of a title and a topic sentence; and conjunctions and transitions by giving questions to the class.

In the next step of the lesson she divided the class into four groups and distributed paragraph samples which had large amount of mistakes on punctuation, organization, grammar, vocabulary, fluency to each group.

The students were required to cluster ideas on the extracts and to correct those mistakes and analyze whether

- ✓ *Title*
- ✓ *Topic sentence*
- ✓ *Supporting sentence*
- ✓ *Concluding sentence*
- ✓ *Transition words*
- ✓ *Conjunction words* were correctly used or not in 5 minutes.

The representatives of each group presented their analysis one by one (20 min). One of the distractions in the lesson was while the second group presented their analysis on speaking the mistake of the topic sentence in the short composition sample, other groups disturbed their speech and said, “They themselves are wrong”, and they made argue. At that situation, the teacher

solved the problem that they themselves made mistake and corrected it. Due to that situation, the teacher lost 10 minutes of the lesson.

In the third lesson for Group B the teacher divided the students into pairs for checking each other's second drafts for 10 minutes. Then, the students organized mini feedback presentation (25 min). Other procedures of the lesson were conducted as the procedures of the Group – A's lesson. Similarly to the lesson of the Group- A, the teacher asked the students to reflect their feedbacks for the lesson at the end of the lesson.

### **Stage 6**

On April 5, 2017, without informing both groups the researcher took the post-test which is to write a paragraph on the chosen topic “Career and Personality” for defining the effectiveness of the conducted lessons. She distributed the same criteria of assessment of the written paragraph, which she took for pre-test. She said that they had to write at least 100 words in 30 minutes. After 30 minutes they submitted their paragraphs.

### **Stage 7**

The researcher analyzed and reflected the comparison and results of pre- and post-test, questionnaire in the next section Results and discussions.

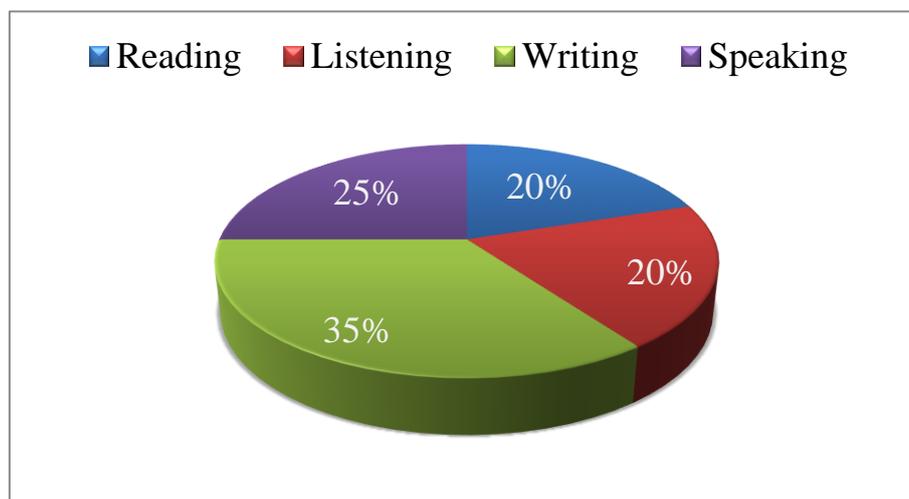
## **III. RESULTS AND DISCUSSIONS**

### **3.1 Results and Analysis**

This section of the study explains the results of the research and answers to the research questions. As above mentioned, the purpose of current paper is to determine the effectiveness using clustering technique to teach writing at B1 level. After collecting data for the current study, the researcher started to analyze her findings and draw conclusions from what she had found. Before coming to reasonable conclusions and giving answers to the research questions, the researcher thoroughly studied questionnaire answers and pre and post-test results.

## The results of the questionnaire

The first question has been directed to define which of the language learning skills teachers consider more challenging to teach. The results are described in the following pie-chart. (*Diagram chart 2*)

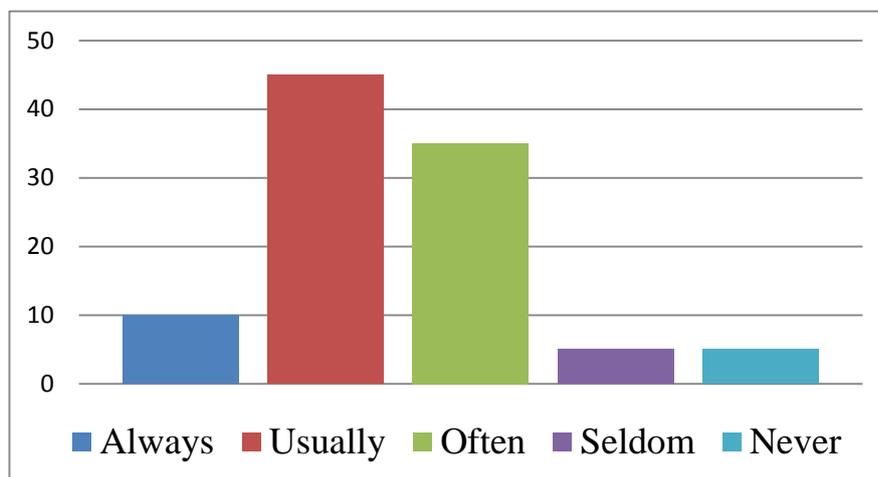


As is seen from the graph writing segment has taken the most proportion having 35% which means the majority of respondents consider teaching writing more challenging than speaking (25%), listening and reading (20%) respectively.

The next question defined that majority of respondents (75%) find teaching writing at B1 level difficult. 15 percent of the teachers stated that they don't matter while the rest (10%) replied as teaching writing at B1 level is not a complicated for them.

The third question was asked to know the teachers' choices of methods in teaching writing to B1 level students. The results revealed that clustering, cubing, focusing ideas, asking questions and brainstorming are commonly used methods by teachers. Saying that, clustering method is the most widely preferred one among teachers with 90%.

Following bar graph illustrates the replies concerning the forth question "How often do you use clustering method in teaching B1 writing skills?" (*Diagram chart 3*)



The last fifth and sixth questions were about advantages as well as disadvantages of using clustering method in teaching writing. The gathered data has shown that; stimulating, motivating learners to write, helpful to focus ideas by inspiring students were mentioned as advantages. Teachers claimed that using clustering technique can make students be accustomed to be dominated by teacher as a shortcoming.

### **The results of the pre and post test**

The evaluation results of the subjects' pre-testing short compositions provided detailed information about the general performance of students in each group.

**Table 7. Pre-test Scores**

#### **Group A- Experimental group**

<b>N</b>	<b>Student's name</b>	<b>Gram</b>	<b>Vocab</b>	<b>Mechan</b>	<b>Fluen</b>	<b>Org</b>	<b>Score</b>
<b>1</b>	Abdujalolova Mohina	14	14	16	10	12	66
<b>2</b>	Alimuhamedova Shahzoda	14	12	18	10	10	64
<b>3</b>	Ahmadjonova Iroda	16	10	15	16	14	71
<b>4</b>	Abdujalilov Javohir	15	14	16	15	15	75

5	Fathullayev Saidgani	16	12	16	13	12	69
6	Qobilova Robiya	14	15	16	10	14	69
7	Ergashev Jaloliddin	18	17	19	17	15	86
8	Axmatov Jamshid	14	16	15	14	16	75
9	Rejapov Abdushukur	10	14	16	12	12	64
10	Xalimbekov Saidakbar	10	9	16	12	8	55
11	Ergashev Sardor	16	14	15	12	12	69
12	Qodirov Ma'ruf	16	12	16	14	12	70
13	Fayzullayeva Kamola	16	12	14	14	14	71
14	Sherjanova Mardona	16	14	16	12	12	70
15	Xazratova Hilola	14	14	14	13	12	69
16	Mirtayeva Mastura	10	15	15	12	12	64

In a study, the mean<sup>1</sup> is calculated by adding up all of the values in the set and then dividing the sum by the number of values in the set. The formula for calculating the mean is as follows:

$$\bar{X} = \frac{\sum X}{N}$$

In this formula,  $\bar{X}$  is the mean,  $\sum$  indicates “add up”,  $X$  is the scores, and  $N$  is the number of scores. For the set of scores in Table 1.1, the **mean** of the group – A’ pre-test is 69.1.

$$\bar{X} = \frac{1107}{16} = 69.1$$

The **mode**<sup>2</sup> of this group is **69** which occur four times in the numerical value.

<sup>1</sup> Mean is the average numerical value in a set of numerical values.

In the group's scores the median<sup>3</sup> is calculated by adding middle scores and dividing them by two:

$$(75 + 64) : 2 = 69.5$$

So, the **median** of the pre-test equals to **69.5**

The range is computed by subtracting the highest and lowest scores and adding one:

$$86 - 55 = 31; \quad 31 + 1 = 32$$

Thus, the **range** of the group – A is 32.

The standard deviation (the average of the differences of all of the scores from the mean) is utilized to compute standard deviation for a set of scores:

$$SD = \sqrt{\frac{\Sigma (X - \bar{X})^2}{N}}$$

$$SD = \sqrt{\frac{\Sigma (\text{each score} - 69.1)^2}{16}} = \sqrt{\frac{655}{16}} = 6.4$$

---

<sup>2</sup> The mode is the numerical value that occurs most frequently in a set of numerical values.

<sup>3</sup> The median is the value at the center of the range of the set—half of the values.

The **standard deviation** of this group's pre-test is 6.4.

The statistical data illustrated in Table 1.1 determined the mean, mode, median, range and the standard deviation for Group A that are provided in Table 1.2.

**Table 8. Pre-test Scores Data for Group A**

Mean	Mode	Median	Low	High	Range	SD
69,1	69	69,5	55	86	32	6,4

**Table 9. Pre-test scores**

**Group - B**

№	Student's name	Gram	Vocab	Mechan	Fluen	Org	Score
1	Abdullayeve Klara	14	15	16	12	12	69
2	Abduhamidova Oyshabonu	14	14	18	12	10	68
3	Zokirjonov Islom	16	10	14	14	12	66
4	Alimboyeva Farida	14	14	16	15	15	74
5	Arslonova Muhiba	10	12	16	10	12	60
6	Baratov Suhrob	8	12	16	10	9	55
7	Jumaniyozov Dilshod	9	12	16	12	10	59
8	Otajonov Omon	14	16	10	15	16	71
9	Masharipova Mahfuza	15	16	12	15	16	74
10	Niyozova Rayhona	18	18	12	16	16	80
11	Soataliyeva Mushtariy	18	18	19	16	15	86
12	Touqsonova Zarina	15	16	12	15	15	73

<b>13</b>	Xoliqnazarov Odiljon	16	16	14	16	15	77
<b>14</b>	Xoliqova Dilnoza	13	16	12	16	12	69
<b>15</b>	Mirsagatov Abdulaziz	15	14	16	16	12	74

**Table 10. Pre-testing Scores Data for Group B**

Mean	Mode	Median	Low	High	Range	SD
70,3	74	71	55	86	32	7,8

There was a dramatic difference in the evaluation results of pre-writing a short composition between Group A (those who used process/modeling approach) and Group B (those who did not process/modeling approach).

**Table 11. Pre-testing Scores Data for all groups**

Group	Central Tendency			Dispersion			
	Mean	Mode	Median	Low	High	Range	SD
Group A	69,1	69	69,5	55	86	32	6,4
Group B	70,3	74	71	55	86	32	7,8

Table 11 shows that the students in Group A, performed worse in comparison with the Group B, and its students were mostly identical: the difference between the highest and the lowest score is not nearly as large as it is in Group B, where the majority of students were mixed. Furthermore, in general the results illustrates with the difference in:

Mean between Group B and Group A were 1, 2 point;

Modes between both groups were 5;

Median between both groups were 1, 5;

Standard Deviation between both groups were 1, 4

Thus, according to pre-test results short compositions of the students in control group - B are better written than experimental group' short compositions.

### **The results of the post- test**

There were noticeable changes in the results after the researcher conducted lessons in all groups based on writing a paragraph in the topic "Career and Personality". They all made considerable progress and their post-testing became much better than it was before. It is apparent that such changes occurred not only due to the lessons, but there were some other affective factors, such as good instruction, more experience and various activities.

**Table 12. Post-test scores**

#### **Group A**

<b>N</b>	<b>Student's name</b>	<b>Score</b>
1	Abdujalolova Mohina	71
2	Alimuhamedova Shahzoda	75
3	Ahmadjonova Iroda	72
4	Abdujalilov Javohir	86
5	Fathullayev Saidgani	75
6	Qobilova Robiya	71
7	Ergashev Jaloliddin	88
8	Axmatov Jamshid	79

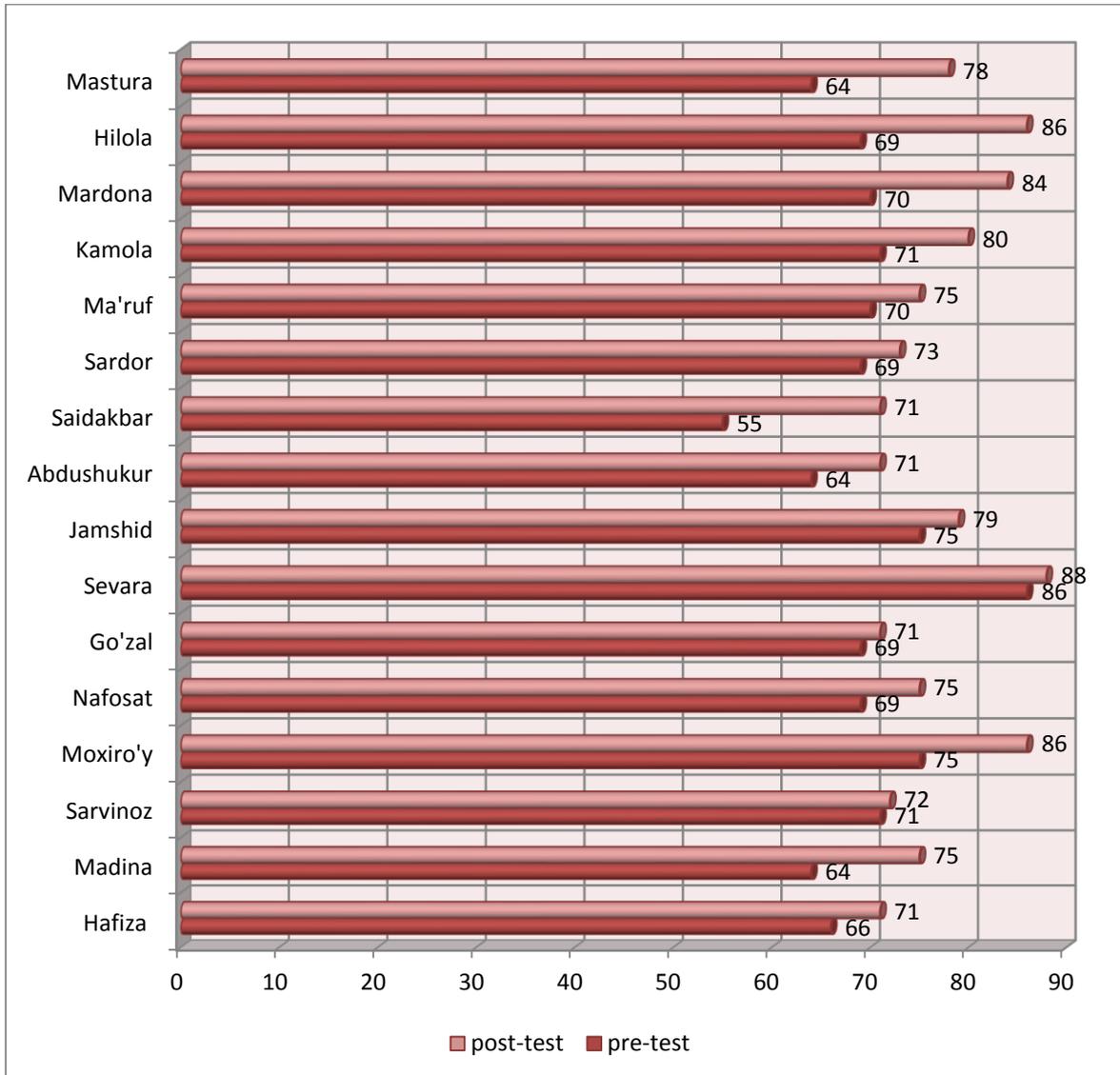
<b>9</b>	Rejapov Abdushukur	71
<b>10</b>	Xalimbekov Saidakbar	71
<b>11</b>	Ergashev Sardor	73
<b>12</b>	Qodirov Ma'ruf	75
<b>13</b>	Fayzullayeva Kamola	80
<b>14</b>	Sherjanova Mardona	84
<b>15</b>	Xazratova Hilola	86
<b>16</b>	Mirtayeva Mastura	78

From the Table 12, it is evident that the mean (general scores of their performance) of the students in Group A who regularly used the process/modeling approach improved conspicuously - by 8 points - which the difference between the highest and lowest scores enhanced and the mode was very close to the highest score.

The following bar chart illustrates the differences of the scores which taken from pre- and post – testing. According to the differences between pre and post testing results 7 students (Madina, Mohiroy, Saidakbar, Kamola, Mardona, Hilola and Mastura) from Group – A had significant rise from 11 – 17 point. On the other hand, 5 students out of the 16 rose only from 1 to 4 point ( *see diagram chart 4*). Mainly, the students succeed in the organization and fluency of their written paragraphs that organized logically and stated clearly ideas, putting topic and supporting sentences. The title of their paragraphs was also chosen in an extraordinary way that suited to the content. So, Group – A considerably improved in the written paragraphs of their post-testing.

## The difference of the pre- and post-testing results

*Diagram chart 4. Group – A*



**Table 13. Post -testing scores for Group A**

Group A	Central Tendency			Dispersion			
	Mean	Mode	Median	Low	High	Range	SD
Pre-testing	69,1	69	69,5	55	86	32	6,4
Post-testing	77,1	71	75	71	88	18	5,61

As in the table 2.2 was seen, mean rose from 69,1 to 77,1 which means the students have great changes in their written paragraphs. The standard deviation between pre- and post-testing changed into 0,8.

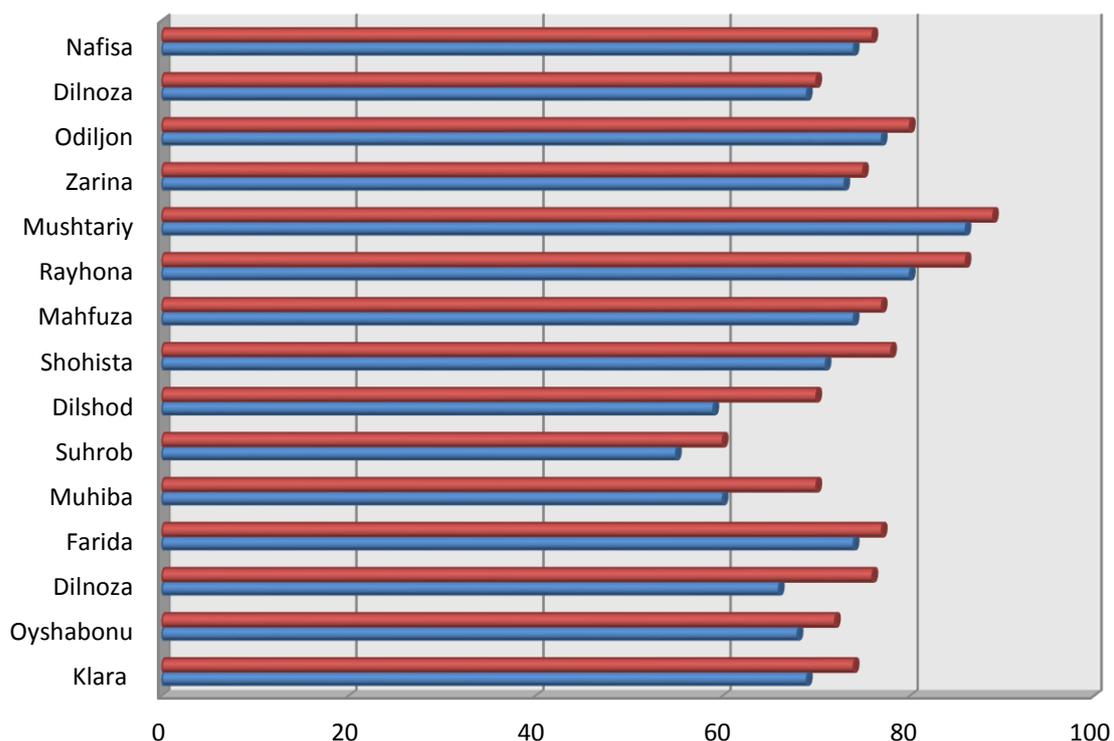
**Table 14. *Post-test scores***

**Group- B**

<b>N</b>	<b>Student's name</b>	<b>Score</b>
<b>1</b>	Abdullayeve Klara	74
<b>2</b>	Abduhamidova Oyshabonu	72
<b>3</b>	Zokirjonov Islom	76
<b>4</b>	Alimboyeva Farida	77
<b>5</b>	Arslonova Muhiba	70
<b>6</b>	Baratov Suhrob	60
<b>7</b>	Jumaniyozov Dilshod	70
<b>8</b>	Otajonov Omon	78
<b>9</b>	Masharipova Mahfuza	77
<b>10</b>	Niyozova Rayhona	86
<b>11</b>	Soataliyeva Mushtariy	89
<b>12</b>	Touqsonova Zarina	75
<b>13</b>	Xoliqnazarov Odiljon	80
<b>14</b>	Xoliqova Dilnoza	70
<b>15</b>	Mirsagatov Abdulaziz	76

*Diagram chart 5. Group – B*

## The difference of the pre and post test scores



	Klara	Oyshabonu	Dilnoza	Farida	Muhiba	Suhrob	Dilshod	Shohista	Mahfuza	Rayhona	Mushtariy	Zarina	Odiljon	Dilnoza	Nafisa
post-test	74	72	76	77	70	60	70	78	77	86	89	75	80	70	76
pre-test	69	68	66	74	60	55	59	71	74	80	86	73	77	69	74

According to the bar chart 2 results 5 students (Dilnoza, Muhiba, Dilshod, Shohista and Rayhona) out of 15 in Group – B rose noticeably, from 6 – 11 point. However, the rest of the students’ scores altered slightly, from 1- 5 point.

The next Table 2.4 shows central tendency<sup>4</sup> and dispersion<sup>5</sup> of the students in Group – B.

<sup>4</sup> Central Tendency. In a statistical study, when measurements of subjects’ behavior or performance are taken and represented numerically, there tends to be a central numerical point around which most of the “scores” are clustered. This phenomenon is known as the central tendency.

<sup>5</sup> Dispersion - focuses on the behavior or performance of the individuals in the group. There are two indicators of individual behavior or performance: range and standard deviation.

**Table 15. Post - writing scores for Group B**

Group B	Central Tendency			Dispersion			
	Mean	Mode	Median	Low	High	Range	SD
Pre-testing	70,3	74	71	55	86	32	7,8
Post-testing	75,3	70	78	70	89	20	5,2

From the evaluation results of students' works, the highest and lowest scores were received by both groups due to the fact that their second and third lessons were similar to each other's. Nevertheless, the mean of the Group – A those who used process/modeling approach in their first lesson was higher than Group– B (See Table 16).

**Table 16 Post writing scores for all two Groups**

Group	Central Tendency			Dispersion			
	Mean	Mode	Median	Low	High	Range	SD
Group A	77,1	71	75	71	88	18	5,61
Group B	75,3	70	78	70	89	20	5,2

According to the *Table 16* results standard deviation of the Group - A is 5.6 while Group – B has received 5.2. The difference between them was 0.4 point that means group – A has a slight improvement than group – B.

### **Answers to the research questions**

The researcher set up the following question before beginning the entire survey:

- ✓ Are there any peculiarities of teaching writing to B1 level learners?

- ✓ What is the effectiveness of using clustering technique in developing writing at B1 level?

### **Are there any peculiarities of teaching writing to B1 level learners?**

Having learned different sources, the researcher found out that at level B1 students are able to maintain interaction and get across what they want to express in a range of contexts and follow the main points of extended discussion around them, provided that speech is clearly articulated in standard dialect. They can express the main point they want to make comprehensibly and keep going comprehensibly, even though they may have to pause for grammatical and lexical planning and repair, especially in longer stretches of free production. The second feature is the ability to cope flexibly with problems in everyday life, for example coping with less routine situations on public transport; dealing with most situations likely to arise when making travel arrangements through an agent or when actually travelling; entering unprepared into conversations on familiar topics. Students at this level can write simple texts on topics which are familiar or of personal interest by linking a series of shorter discrete elements into a linear sequence. They can write personal letters describing events, experiences and impressions.

### **What is the effectiveness of using clustering technique in developing writing at B1 level?**

It is the indisputable fact that the clustering technique is commonly used in teaching writing because of its effectiveness in a short period. A topic can be clearly expressed by the teacher in a lesson using the clustering technique. Besides that, most teachers prefer to use clustering technique in teaching writing due to the reason it motivates the learners to think over, sort out their ideas on the given topic and makes easier to write a coherent composition at B1 level.

### 3.2 Final Reflection

The research work has been intended to determine the difficulties of the B1 level students who faced during writing classes in the university and discover appropriate solution to teaching writing by applying the clustering technique. In order to implement this technique the researcher studied several scientists' works that used in teaching writing. During the investigating several sources the researcher made sure that technique has some features and structures. For instance, in order to use clustering technique teacher are to accomplish a number of steps. The researcher decided to experiment clustering technique which was developed by Rico (1983) and adapted by Henry (1986) to improve writing skills; because it seemed the best solution to the problem which the students faced while they were writing a piece of work. As the researcher found out various data on this topic by organizing questionnaire and reflected the data in this paper, she made up lesson plans on the basis of questionnaire and the clustering technique.

The researcher's intention which makes the students write a short composition during the writing process in the class instead of giving them as home assignment gave positive results.

In fact, the researcher came across a number of drawbacks during carrying out experimental process of the study:

- Writing a short composition (paragraph) took huge amount of time to perform all stages of writing process which divided into 3-4 lessons. In each lesson, the students started to forget what they had done in the previous lesson this writing lesson. In order to connect these lessons the teacher had to spare time to the revision;
- Clustering in writing process effected on the students in B1 level positively.
- This technique demands a great deal of work from teachers. To organize lesson plan, she had to search a model in the form of a reading

passage from content areas, portions of newspaper clippings, articles from magazines, novels, videos, and dramatization and so on, as long as it is something that excites the students' interest.

Concluding all the points, the researcher recommends to the teachers that clustering technique is effective for the students (B1) those who begin learning to write.

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- Things I like to do....
- Places I like to go to....
- Place I like to work ....
- People I like to communicate...
- Things I am good at....

What is paragraph/topic  
sentence/supporting sentence/

Concluding  
sentence/inference  
sentence?

What is a paragraph?

A paragraph is a group of sentences about a topic. Every paragraph should have one topic, which is usually presented in the first sentence called the topic sentence. All the other sentences in the paragraph must develop and support the topic. When you write a paragraph, keep the topic in mind and try not to include sentences that are irrelevant (not directly related), which could confuse the reader.

### **The structure of a paragraph**

A paragraph is made up of three components: the topic sentence, the supporting sentences(body), and the concluding sentence.

#### **Topic sentence**

- The first sentence in a paragraph
- Presents the topic and the controlling idea(an important idea about the topic) of the paragraph

#### **Supporting sentences**

- The main part of the paragraph
- Provide several supporting points that explain the controlling idea of the paragraph
- Provide details that explain each supporting point

#### **Concluding sentence**

- The last sentence in a paragraph
- Restates the controlling idea and summarizes the supporting points

**Inference sentence** is one type of topic sentence. It is a logical conclusion based on the information found in the paragraph's supporting sentences.

Ex:

- Seeing blood or injuries doesn't bother Marta
- Marta enjoys taking care of people
- Marta is interesting in biology and chemistry
- **A career in medicine would be good for Marta (Inference sentence)**

Find topic sentence, supporting sentence and concluding sentence from the text.

### **Reasons for Going to University**

After graduating from high school, many students go on to university, but their reasons for entering higher education vary. First, many students attend university to study a particular subject in depth. Unlike high schools, which require students to take a wide range of classes, university curriculums allow students to choose a major. In each major, a number of specialized courses are offered, and they are taught by experts in the fields. Moreover, universities have various research facilities that help students learn. Another common reason for going to university is that a college education often leads to a better career in the future. In many countries, people with university degrees tend to find better-paying jobs than those without them. In addition, some universities provide their students with opportunities to acquire practical skills that can be useful in the real world, such as accounting, using computers, and speaking foreign languages. However, in spite of these opportunities, some students cannot find a rewarding job after graduation because of unfavorable economic conditions. Finally, for some students, making friends and

enjoying an active social life can be a sufficient reason to stay in school for another four years. In universities, students have chances to meet people who come from different places with diverse backgrounds. Furthermore, universities have a variety of student organizations where students can meet others with similar interests and spend time with them. Sometimes students make friends through part-time jobs too. To sum up, students go to university for a variety of reasons: to study a particular field, to find a good job, or to make friends

Find topic sentence, supporting sentence and concluding sentence from the text.

### **Reasons for Going to University**

After graduating from high school, many students go on to university, but their reasons for entering higher education vary. First, many students attend university to study a particular subject in depth. Unlike high schools, which require students to take a wide range of classes, university curriculums allow students to choose a major. In each major, a number of specialized courses are offered, and they are taught by experts in the fields. Moreover, universities have various research facilities that help students learn. Another common

reason for going to university is that a college education often leads to a better career in the future. In many countries, people with university degrees tend to find better-paying jobs than those without them. In addition, some universities provide their students with opportunities to acquire practical skills that can be useful in the real world, such as accounting, using computers, and speaking foreign languages. However, in spite of these opportunities, some students cannot and a rewarding job after graduation because of unfavorable economic conditions. Finally, for some students, making friends and

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### Conjunctions and transitions

You can use the conjunctions **and**, **but**, **so** to connect sentences.

Ex: John danced. His friend sang a song → **John danced, and his friend sang a song.**

**It is often not necessary to repeat the subject when both sentences have the same one.**

Ex: John danced. John sang a song → **John danced and sang a song.**

**But** and **so** usually have a comma in front of them. Sometimes **and** does, too.

Ex: John can speak Chinese, but he can't write it well.

Ex: John wasn't feeling well, so the teacher sent him home early.

Do not use **and**, **but**, or **so** to begin a sentence. Use these transition words instead.

<b>And</b> →	<b>In addition/furthermore/also</b>
<b>but</b> →	<b>however/on the other hand/nevertheless</b>
<b>so</b> →	<b>therefore/as a result</b>

ex: John often works late. In addition, he sometimes work weekends.

Transition words that show the beginning of a new subtopic	Transition words that provide more specific information on the same subtopic
First, ...	For example, ...

**Separate into paragraphs, filling the gaps putting transition words. Find topic, supporting, concluding and inference sentences.**

### **A future teacher**

Claudia has a wonderful personality. There are so many things that she would be good at, \_\_\_\_\_ if I had to choose one job for her. It would be elementary school teacher. \_\_\_\_\_, Claudia likes people. She enjoys talking to others \_\_\_\_\_ seems to make friends easily. \_\_\_\_\_, she is good at telling jokes and stories. Most important, she says that she enjoys being with young children and cares about them very much. I think she would make a good teacher because of these qualities. \_\_\_\_\_, Claudia is very sensitive. She is the first person to notice if someone is sad or not feeling well, \_\_\_\_\_ she always tries to cheer that person up. Since children don't always say how they feel, her sensitivity would make her a good teacher. \_\_\_\_\_, Claudia is well organized. She always has her appointments neatly scheduled on her calendar. Children need to follow a regular schedule, too. \_\_\_\_\_, I think Claudia would be a good teacher.

**Separate into paragraphs, filling the gaps putting transition and conjunction words, Find topic, supporting, concluding and inference sentences.**

### **A future teacher**

Claudia has a wonderful personality. There are so many things that she would be good at, \_\_\_\_\_ if I had to choose one job for her. It would be elementary

school teacher. \_\_\_\_\_, Claudia likes people. She enjoys talking to others \_\_\_\_\_ seems to make friends easily. \_\_\_\_\_, she is good at telling jokes and stories. Most important, she says that she enjoys being with young children and cares about them very much. I think she would make a good teacher because of these qualities. \_\_\_\_\_, Claudia is very sensitive. She is the first person to notice if someone is sad or not feeling well, \_\_\_\_\_ she always tries to cheer that person up. Since children don't always say how they feel, her sensitivity would make her a good teacher. \_\_\_\_\_, Claudia is well organized. She always has her appointments neatly scheduled on her calendar. Children need to follow a regular schedule, too. \_\_\_\_\_, I think Claudia would be a good teacher.

**Fill the gaps putting transition and conjunction words separate into paragraphs. Find topic, supporting, concluding and inference sentences.**

### **A future teacher**

Claudia has a wonderful personality. There are so many things that she would be good at, \_\_\_\_\_ if I had to choose one job for her. It would be elementary school teacher. \_\_\_\_\_, Claudia likes people. She enjoys talking to others \_\_\_\_\_ seems to make friends easily. \_\_\_\_\_, she is good at telling jokes and stories. Most important, she says that she enjoys being with young children and cares about them very much. I think she would make a good teacher because of these qualities. \_\_\_\_\_, Claudia is very sensitive. She is the first person to notice if someone is sad or not feeling well, \_\_\_\_\_ she always tries to cheer that person up. Since children don't always say how they feel, her sensitivity would make her a good teacher. \_\_\_\_\_, Claudia is well organized. She always has her appointments neatly scheduled on her calendar. Children need to follow a regular schedule, too. \_\_\_\_\_, I think Claudia would be a good teacher.

**In each of the following groups of sentences about job choices and personality, one sentence is an inference sentence and the rest are supporting sentences.**

**Check (✓) the inference sentence. Look at the example.**

- Seeing blood or injuries doesn't bother Marta
- Marta enjoys taking care of people
- Marta is interesting in biology and chemistry

- **A career in medicine would be good for Marta (Inference sentence)**

A

- Oyshabonu likes to write lists before making decisions
- Oyshabonu likes to solve problems step by step.
- Oyshabonu would make a better scientist than artist.
- Oyshabonu is very good at math.

B

- Being a writer seems like a good career for Nafisa.
- Nafisa prefers working alone to working with others.
- Nafisa loves to read novels, poetry, and short story
- Nafisa likes to observe people.

C

- Clara reads fashion magazines to learn about the latest fashion trends.
- Clara likes to draw her own clothing patterns.
- The job of fashion designer would be perfect for Clara.
- Clara enjoys sewing.
- Clara is very creative

D

- Odiljan dislikes puzzles and board games.
- One of Odiljan's hobbies is gardening.

- Odiljan likes to take part in sports rather than just watch them
- Odiljan seems to prefer physical activities to mental activities.
- Odiljan's favorite class at school is Dance.

E

- Dilshod likes loud parties.
- Dilshod has many friends.
- Dilshod would rather be in crowded place than an empty place.
- Dilshod has a people-oriented personality.
- A career in sales would suit Dilshod.

F

- Zarina always reads the financial section of the newspaper.
- The job of stockbroker would be ideal for Zarina
- One of the Zarina's ambitions is to make a lot of money.
- Zarina likes to take risks.
- Zarina is very good with numbers.

- 1. What is video about?**
- 2. How many kids interviewed in the video?**
- 3. What did career expert say about career?**
- 4. How many distinct types of personality did “Holland hexagon” show?**

#### **The list of paragraphs**

- About my future career
- Career and personality
- An appropriate job for my partner

**Enjoy talking to others**

**notice if smb is sad or not feel well**

**Make friends easily**

**try to cheer that people**

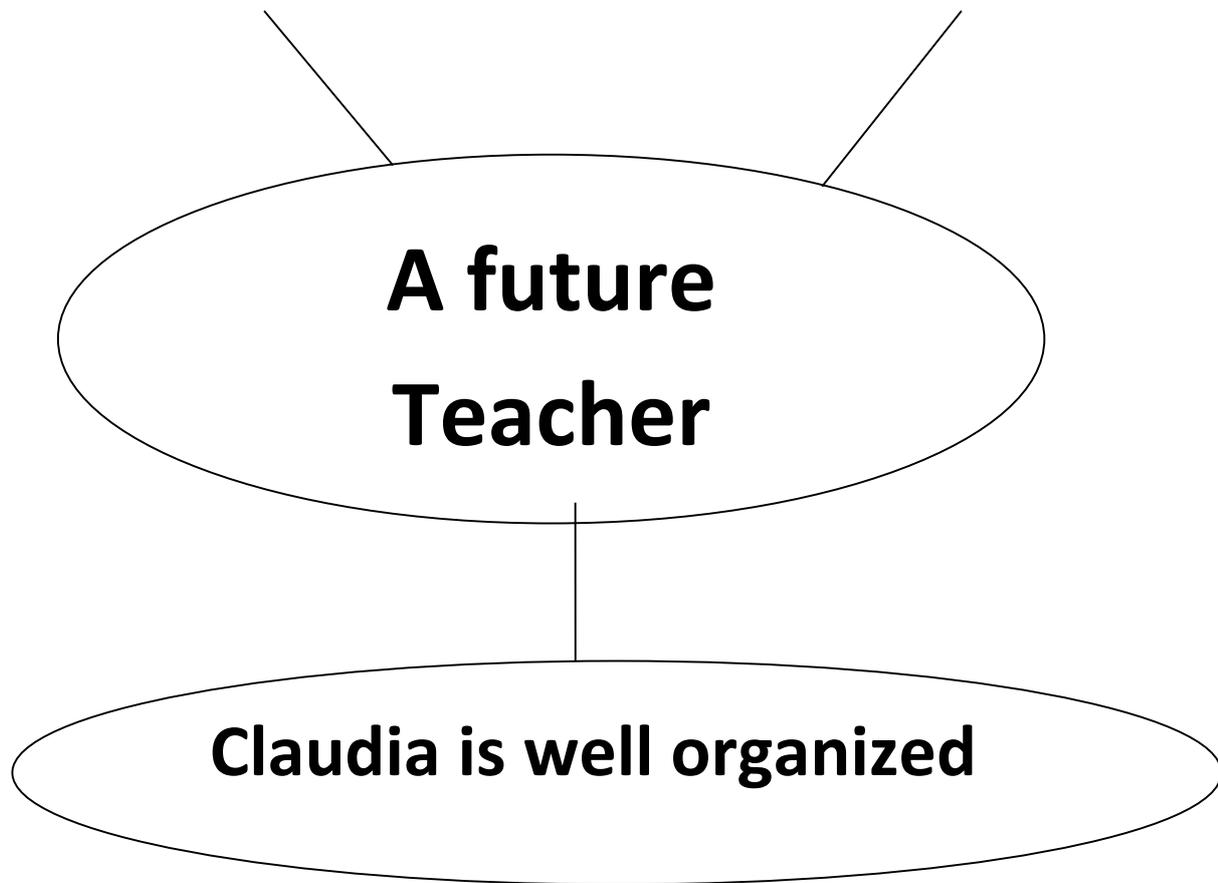
**Good at telling jokes and stories**

**feel children well even they don't tell**

**Enjoy being children and care about them**

**Claudia likes  
people**

**Claudia is  
very sensitive**



**Have her appointment neatly scheduled on her calendar**

**Since children need to follow a regular schedule**

**Topic sentence: Claudia has a wonderful personality**

Choose suitable supporting points to the jobs:  
Tour guide, Bank employee, Architect, Sales representative

- **Working alone**

- **Working with others**
- **Making less money but having more free time**
- **Making more money but having less free time**
- **Thinking by oneself**
- **Talking to others**
- **Being logical**
- **Emphasizing feeling**
- **Doing physical activities**
- **Doing mental activities**
- **Working indoors**
- **Working outdoors**
- **Taking risks**
- **Being cautious**
- **Having fixed schedule**
- **Having flexible schedule**
- **Being passive**
- **Being active**

**A** future teacher

**Claudia has a wonderful personality.** There are so many things that she would be good at, but if I had to choose one job for her. It would be elementary school teacher.

**First of all,** Claudia likes people. She enjoys talking to others and seems to make friends easily. Besides that, she is good at telling jokes and stories. Most important, she says that she enjoys being with young children and cares about them very much. I think she would make a good teacher because of these qualities.

**Second,** Claudia is very sensitive. She is the first person to notice if someone is sad or not feeling well, and she always tries to cheer that person up. Since children don't always say how they feel, her sensitivity would make her a good teacher.

**Finally,** Claudia is well organized. She always has her appointments neatly scheduled on her calendar. Children need to follow a regular schedule, too. **Therefore, I think Claudia would be a good teacher.**