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## LEARNING WRITING SKILLS FOR CEFR (COMMON EUROPEAN FRAMEWORK REFERENCE) B1 AND IELTS (INTERNATIONAL ENGLISH LANGUAGE TEACHING SYSTEM) LEARNERS WITH DIFFICULTIES IN ENGLISH

**Abstract:** In this article it was discussed some issues in studying English via writing skills. There are basic two types of teaching writing skills, such as CEFR (COMMON EUROPEAN FRAMEWORK REFERENCE) and IELTS (INTERNATIONAL ENGLISH LANGUAGE TEACHING SYSTEM) are also presented with personal examples. But, they are vital and effective learning skills among other skills in order to writing capacities.

The author presented some points and ideas from his own experience and made an effort supporting with examples.

**Key words:** learning experience, interactive methods, studying techniques, research, kinds of writing skills, personal opinions and ideas.

**Language:** English

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### Introduction

Writing is the most crucial and effective skill for the number of learners who study at schools, colleges and universities in different parts of the world. Because currently there are some problems and challenges in writing skills not only English speaking countries, but also other countries. Basically, our pupils and students who study at schools and universities have some difficulties and toughs so as to improve writing skills and they need to enhance them

in some ways in classrooms. In this article we would like to share various methods and techniques which are effective for students and pupils in language learning and some authors who have written their books which are due to writing skills, for example, CEFR and IELTS ones in order to develop each learner's writing abilities. So, some researchers observed and analyzed their writing skills in classrooms.

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Most students say that writing is the most difficult skill among listening, reading and speaking ones in English. In our country, when they are actually in classes and exams in CEFR and IELTS, they have to deal with writing issues. Sometimes during the exam, they get the lowest scores from the writing band and frustrate why they cannot manage it ineffectively. A few ones are able to succeed in classrooms and examinations. While we see some English people whose writing scores in IELTS and CEFR are lower than other bands. How can we improve the writing environment in the classroom? What methods are effective and useful to develop writing skills?

### Materials and Methods

Two decades ago, learning grammar in English was the most important for every people in language learning and eventually, as there is much more progress and so many innovations everywhere, learning and studying other skill requirements have completely altered more than grammar skills. Moreover, the information technology and internet have developed and changed everybody's minds.

"The Internet can be used in a variety of ways to support process writing as students develop their writing skills in various genres. Although the Internet is a naturally motivating tool and many young learners are familiar with using information technology, it is important for teachers to be active facilitators when the Internet is used for language learning as well as writing skills [9 Isabela Villas Boas ]." "Furthermore, both the experienced and non-experienced item writers seem to pass through similar steps in constructing their items. They typically begin from a topic, locate texts related to the topic, identify and evaluate potential IELTS texts before selecting one that seems appropriate— this is clearly Salisbury's exploratory phase [8 Anthony Green ]." Both groups reported that they found this the most time-consuming stage in the item writing process. Both groups expressed a concern that the selection of topics in the test may be rather narrow. Where the non-experienced group saw this as a constraint imposed by the need to produce IELTS-like texts, the experienced group saw it as a by-product of the need for accessibility and cultural neutrality: arts texts tend to assume or require background knowledge in a way that popular psychology or technology-based texts do not. When people have to take IELTS or CEFR tests for either university or testing a skill, they are actually beneficial to become aware of writing, reading, speaking and listening skills. But, writing discourages each young learner to get a good score from that band. They have some hesitations and more challenges -an introduction and paraphrasing of the essay topic and relevant examples in task 2 essays to get better.

### Result

So, young students and IELTS applicants make some mistakes by confusing task 1 and task 2 to choose a word and word combinations- and "phrases like "more and more", "bigger and bigger", "greater and greater" are too informal, and only good for speaking, not good for academic writing [2 Rachel Mitchell ]." Instead of writing "more and more people are driving cars these days", you could use trend language in task 1 writing to write this sentence like "increasing numbers of people are using cars these days" "a significantly larger number of people using cars these days" "a growing increase in the number of people using cars these days", "nowadays, the number of people who own cars has increased"; "increasing numbers of students are going abroad for university study"; "the number of cities that suffer from pollution has increased tremendously in recent decades". That's much better than "more and more". In addition, instead of using the structure such as "much more", you can say "a great deal larger". Also "big" is too informal for reports and essays, we should use "large" "sizeable" "significant" instead. Moreover, while writing task 2 essays, they also do not catch personal and impersonal opinions such as, no personal opinions in the body paragraphs (NO I think, I believe, in my mind, in my opinion, as far as I am concerned, for me, to me, etc.), only in the introduction (for thesis-led) or conclusion. Use impersonal opinions in the body paragraphs such as "some people think, other people believe many people claim that, as far as some people are concerned". Try to give other people's opinions, not your opinion in your body paragraphs.

Writing essays from a global perspective, because the questions are asked from a global perspective. Try to avoid relating the essay question only to your country. It should be about the world in general. If you say "traffic in the city is a serious problem when you are traveling down Madison Avenue at rush hour", it's very specific. Instead, you should say: "when people travel down busy streets in urban areas during rush hours..." now you are not talking about problems of a specific city, you are talking about problems that every city faces.

"CEFR writing processes include formal and informal letters – letters of complaint, letters of apology, letters of request, letters of application, transactional letters [7 Virginia Evans ]." In our applicants and students who study at schools and universities they lack of writing techniques, brainstorming ideas, word combinations and phrases how much they are explained in classes and courses in detail. As well as, it is clear that they don't have motivations and logical thinking.

### Discussion

According to recent studies, IELTS and CEFR are more global and academic exams not only English-Speaking Countries, but also other nations.

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An entrance exam of Universities and colleges are completely due to them. Because, a larger number of people and applicants take IELTS and CEFR in order to be a student at both international college and universities.

### Conclusion

Above mentioned, at present IELTS and CEFR have been expanding their exam capacities between

foreign university and colleges. As they are well designed and planned for four skills-listening, reading, writing, speaking and grammar for both university entrance exam and testing competencies. Each young learner has a huge opportunity and possibilities to seize them. Their requirements are being flexible and adaptable. I put forward students should have more practice for writing skill by learning active and advanced vocabulary words.

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