

**FROM SENTENCES TO STRUCTURE: TEACHING PARAGRAPH AND
ESSAY ORGANIZATION TO B2-LEVEL LEARNERS**

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Abstract: *This paper investigates effective pedagogical approaches to teaching paragraph and essay organization to B2-level English as a Foreign Language (EFL) learners. It highlights the importance of guiding students through the transition from constructing accurate sentences to developing coherent and logically structured texts. Particular attention is given to the instruction of topic sentences, supporting details, and cohesive devices. Drawing on both theoretical perspectives and practical classroom experiences, the study proposes a step-by-step model aimed at improving learners' academic writing skills. The findings suggest that systematic instruction combined with scaffolded writing tasks enhances students' ability to produce well-organized written texts at the intermediate level.*

Keywords: *B2-level learners, academic writing, paragraph structure, essay organization, writing pedagogy, EFL instruction, cohesion, coherence*

Writing is one of the most important and challenging skills in English language learning, especially for students at the B2 level. At this stage, learners have already gained a good understanding of basic grammar and vocabulary, and they are usually able to form grammatically correct sentences. However, when it comes to organizing their thoughts and ideas into well-structured paragraphs and essays, many students face difficulties. This problem often appears when learners try to write longer texts, as they



are not sure how to begin, develop, or conclude their writing. Therefore, it becomes necessary to provide clear instruction and support that helps them move from writing single sentences to building full, logical texts with proper structure. One of the key components of successful writing is understanding paragraph structure. A strong paragraph usually starts with a topic sentence that introduces the main idea. This is followed by supporting sentences that explain, give examples, or add details. Oshima and Hogue (2007) state that a well-organized paragraph should begin with a clear topic sentence, followed by supporting details, and end with a conclusion or transition.¹ Finally, a concluding sentence wraps up the paragraph or connects it to the next idea. Teachers should also help learners recognize how to stay on one topic in a paragraph and avoid mixing different ideas. In addition, students must learn how to use linking words and phrases such as “however,” “in addition,” “for example,” and “as a result” to make their writing flow smoothly and logically. When students are ready to move beyond paragraphs, they must also learn how to write essays. An essay has a more complex structure and usually consists of three main parts: an introduction, body paragraphs, and a conclusion. In the introduction, students should clearly state the main point or thesis of the essay. Each body paragraph should focus on one clear idea that supports the thesis, and the conclusion should summarize the main points and give a final thought. Teaching essay structure helps students plan their writing and organize their ideas in a way that is easier to understand. Without this guidance, students may include too many ideas in one paragraph or repeat themselves without making a clear argument. To make the writing process easier, teachers can use different tools and strategies. Model texts are very helpful because they show students what a good paragraph or essay looks like. Teachers can also provide visual organizers, like outlines or charts, to help students plan their writing step by step. Activities such as group brainstorming, sentence rearranging, or writing with sentence starters can also support learners in building confidence. It is important not to expect perfect writing from the beginning. Instead, students should be guided gradually—from writing correct and clear sentences to developing organized paragraphs, and eventually full essays.

¹ Oshima A., Hogue A. Introduction to Academic Writing. – 3rd ed. – New York: Pearson Education, 2007. – 288 p.



Another important aspect of teaching writing to B2-level learners is raising their awareness of coherence and unity in a text. Coherence refers to the logical flow of ideas, while unity means that all parts of a paragraph or essay relate to the main point. According to Halliday and Hasan, cohesion is achieved through linguistic elements that link parts of a text together and make it understandable as a whole.² Many students struggle with staying on topic, especially when they try to include too much information in one paragraph. Teachers should help students understand how to focus their ideas and connect sentences logically, using tools like idea maps or writing prompts to keep them on track. Vocabulary and sentence variety also play a major role in academic writing. B2-level learners often rely on a small set of common words and basic sentence structures. As a result, their writing can sound repetitive or too simple. Teachers can address this by introducing synonyms, academic expressions, and new ways to start or join sentences. For example, using expressions like “It is widely believed that...” or “This example highlights...” can help students sound more formal and clear. Practice with sentence transformation and paraphrasing also encourages more flexible and sophisticated writing. Feedback and revision are essential for writing improvement. Many students believe that once they finish a text, it is complete. However, learning to review, edit, and improve writing is a critical skill. Teachers should provide both written and oral feedback that is clear, constructive, and focused on key areas such as organization, clarity, and grammar. Peer feedback sessions, where students read each other’s work and offer suggestions, are also helpful for developing critical thinking and editing skills. Time management during writing is another area that deserves attention. B2-level learners may feel pressured when asked to write essays during exams or timed tasks. Teaching students how to plan their time—such as spending five minutes on brainstorming, ten minutes on outlining, and twenty minutes on drafting—can reduce stress and increase quality. This also prepares them for academic environments where timed writing is a regular requirement. Finally, motivation plays a central role in writing success. Students are more likely to write well when they see the value of writing beyond the classroom. Teachers can build

² 1. Halliday M.A.K., Hasan R. Cohesion in English. – London: Longman, 1976. – 374 p.



motivation by giving learners real-world tasks such as writing blog posts, emails, or short reports. Sharing student writing in class or displaying it on noticeboards can also build pride and interest. When students know that writing is a skill they will use in life, they take it more seriously and make greater progress.

In summary, teaching paragraph and essay structure in a clear, step-by-step manner gives B2-level learners the tools they need to improve their writing. Even if teachers do not conduct formal research or experiments, experience from the classroom shows that structured instruction leads to positive results. When students understand how to organize their ideas and use language effectively, they become more confident in their writing. They are better prepared for academic tasks, exams, and real-world communication. Therefore, focusing on writing organization should be a central part of teaching English at the B2 level, especially for learners who want to succeed in academic or professional settings.

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