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DEVELOPING B1 LEARNERS' WRITING SKILLS THROUGH TASK-BASED LANGUAGE TEACHING: A ONE-DAY LESSON PLAN ON WRITING AN INFORMAL EMAIL

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Abstract. Writing is one of the most important skills in English language learning. It helps learners express their ideas, communicate with others, and organize information in a meaningful way. However, B1-level learners often experience difficulties with grammar, vocabulary, sentence structure, and the organization of written texts. This article explores the development of writing skills among B1 learners through Task-Based Language Teaching (TBLT). The main focus is on teaching students how to write an informal email within a one-day lesson. The article presents the theoretical background of the method, lesson objectives, classroom activities, teaching procedures, and assessment techniques. The proposed lesson encourages students to communicate, think creatively, and develop their writing abilities through meaningful tasks.

Keywords: writing skills, B1 learners, Task-Based Language Teaching, informal email, English language teaching, lesson planning.

INTRODUCTION AND IMPORTANCE OF WRITING SKILLS. Writing is one of the four main language skills in English language learning, together with listening, speaking, and reading. It plays an important role in developing learners' communicative competence. Through writing, students can express their thoughts, opinions, experiences, and feelings in a clear and organized way. Writing also helps learners improve their grammar, vocabulary, spelling, and sentence structure. For B1-level learners, writing is an important part of language development. According to the Common European Framework of Reference for

Languages (CEFR), B1 learners should be able to produce simple and connected texts on familiar topics. They can describe experiences, explain opinions, and write personal letters or emails. However, many intermediate learners experience difficulties when they are asked to write in English. Some students cannot organize their ideas properly, while others have problems with grammar, vocabulary, and linking words. They may also lack confidence when writing independently. Traditional writing lessons sometimes focus too much on grammar rules and written accuracy. As a result, students may understand grammatical structures but find it difficult to use them in real communication. Therefore, teachers should introduce effective and communicative methods that make writing more meaningful and interesting. Task-Based Language Teaching (TBLT) is one of the approaches that can help learners develop their writing skills through practical tasks. It allows students to use English for a specific purpose and encourages active participation in the learning process. The main purpose of this article is to demonstrate how Task-Based Language Teaching can be applied to a one-day writing lesson for B1 learners. The lesson focuses on the topic "Writing an Informal Email" and aims to improve students' writing competence through meaningful classroom activities.

THEORETICAL BACKGROUND OF TASK-BASED LANGUAGE TEACHING. Task-Based Language Teaching is a communicative approach to language education. It focuses on using language to complete meaningful tasks rather than learning language only through grammar exercises. The main idea of TBLT is that learners develop language skills more effectively when they use the language to achieve a real communicative goal. In this approach, students are active participants, while the teacher acts as a guide and facilitator. Jane Willis (1996) presents a framework for task-based learning that includes three main stages: pre-task, task cycle, and language focus. The pre-task stage introduces the topic and prepares learners for the main activity. The task cycle allows students to complete the task by using their language knowledge. The language focus stage helps learners

analyze language forms and correct common mistakes. Rod Ellis (2003) explains that tasks play an important role in language learning because they encourage learners to focus on meaning and communication. Students are expected to use language to complete a particular goal. David Nunan (2004) also emphasizes the importance of task-based language teaching. He considers tasks an important part of communicative language learning because they connect classroom activities with real-life language use. In writing lessons, TBLT can be used for different activities, such as writing emails, letters, stories, descriptions, reports, and opinion paragraphs. For B1 learners, task-based writing is particularly useful because it provides a clear structure and purpose. Students learn how to plan their writing, organize ideas, choose suitable vocabulary, and improve their texts through feedback.

The advantages of TBLT include:

Developing communicative competence.

Encouraging independent learning.

Improving writing fluency and accuracy.

Increasing students' motivation.

Promoting collaboration and critical thinking.

Connecting classroom learning with real-life situations.

Thus, Task-Based Language Teaching can be considered an effective approach for developing writing skills among intermediate learners.

LESSON OVERVIEW, OBJECTIVES, AND MATERIALS. The proposed lesson is designed for B1-level English learners. It focuses on writing an informal email about a personal experience. The lesson is planned for one 60-minute classroom session.

General Information

Topic: Writing an Informal Email

Learners' Level: B1 – Intermediate

Duration: 60 minutes

Main Skill: Writing

Integrated Skills: Reading, Speaking, Grammar

Teaching Method: Task-Based Language Teaching (TBLT)

Class Organization: Individual work, pair work, and whole-class discussion.

Lesson Aim

The main aim of the lesson is to develop students' ability to write an informal email using appropriate vocabulary, grammar, and text organization.

Learning Objectives

By the end of the lesson, students will be able to:

Understand the structure and characteristics of an informal email.

Identify the greeting, introduction, main body, and closing.

Use appropriate informal expressions.

Organize information logically into paragraphs.

Use Past Simple tense to describe past experiences.

Apply linking words such as "and", "but", "because", "so", and "then".

Write an informal email of approximately 120–150 words.

Review their writing and identify grammatical mistakes.

Give constructive feedback to classmates.

Develop confidence in written communication.

Teaching Materials

The teacher prepares a sample informal email, worksheets, a whiteboard, markers, notebooks, and a writing checklist. A projector or digital presentation may also be used to display examples of informal emails. The lesson combines individual writing with pair work. This organization allows students to develop their own ideas while also learning from their classmates. The teacher should create a supportive classroom environment in which students are encouraged to express themselves without being afraid of making mistakes.

PRE-TASK STAGE AND TASK CYCLE. The lesson follows the main stages of Task-Based Language Teaching. The first two stages are designed to prepare students and help them complete the main writing task.

Stage 1: Pre-Task (15 minutes).The purpose of the pre-task stage is to introduce the topic, activate students' prior knowledge, and provide useful language.

Activity 1: Warm-up – "Email or Message?" (5 minutes)

The teacher begins the lesson by asking students several questions:

Do you often send emails?

Who do you usually write emails to?

What do you usually write about?

What is the difference between formal and informal emails?

Which expressions do you use when writing to a friend?

Students discuss these questions in pairs. After the discussion, several students share their answers with the class. This activity activates learners' background knowledge and increases their interest in the lesson.

Activity 2: Model Email Analysis (10 minutes)

The teacher gives students a sample informal email.

Example:

"Hi Sarah,

How are you? I hope everything is going well. I'm writing to tell you about my last holiday. Last week, I visited Samarkand with my family. We visited historical places, took many photos, and tried traditional food. The trip was really interesting because I learned a lot about the history of the city.

What did you do during your holiday? I would love to hear about your experiences.

Write back soon!

Best wishes, Anna"

Students read the email and identify its main parts.

The teacher explains the following elements:

Greeting: “Hi Sarah”

Opening: “How are you?”

Introduction: “I’m writing to tell you…”

Main body: Description of the holiday.

Closing sentence: “Write back soon!”

Sign-off: “Best wishes”

Students also learn useful informal expressions, such as “How are you?”, “Guess what!”, “I’m writing to tell you…”, “It was amazing!”, and “Hope to hear from you soon.”

Stage 2: Task Cycle (30 minutes). Activity 3: Planning the Email (5 minutes)

The teacher presents the main writing task:

“Your friend from another country wants to know about your last holiday. Write an informal email describing where you went, what you did, and how you felt.”

Students brainstorm ideas and create a short outline. They decide what information to include in each paragraph.

Activity 4: Individual Writing (15 minutes)

Students write their emails independently. They should produce approximately 120–150 words. The teacher encourages them to use Past Simple, informal expressions, linking words, and appropriate paragraph organization. During the activity, the teacher monitors students’ progress and provides assistance when needed.

Activity 5: Peer Review (10 minutes)

Students exchange their emails with a partner. They read each other’s work and provide feedback using a checklist. This activity develops students’ ability to recognize writing problems and improve their texts.

Conclusion. Writing is a complex language skill that requires learners to use grammar, vocabulary, organization, and communicative competence. For B1 learners, writing lessons should provide opportunities to express ideas and communicate through meaningful written tasks. Task-Based Language Teaching is an effective approach for developing writing skills because it connects classroom learning with real-life communication. It encourages students to participate actively, work independently, collaborate with classmates, and improve their written texts through feedback. The one-day lesson plan presented in this article focuses on writing an informal email. It includes a pre-task stage, task cycle, and language focus stage. Each stage contributes to the development of learners' writing competence. The warm-up activity introduces the topic and activates students' knowledge. Model email analysis helps learners understand text structure and useful expressions. Individual writing gives students an opportunity to produce their own texts, while peer review encourages collaboration and critical thinking. Finally, error correction and reflection help learners improve their accuracy and become more independent writers. The proposed lesson can be adapted to different classroom contexts and learner needs. Teachers may also use the same method for other writing genres, including personal letters, stories, descriptions, and opinion paragraphs. In conclusion, Task-Based Language Teaching provides a practical and learner-centered framework for teaching writing to B1-level students. Through meaningful tasks, appropriate guidance, and constructive feedback, teachers can create engaging writing lessons and support learners in developing their English language skills.

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