

## Pedagogical Practice Plan

*Adapted from Teacher's Misiel Watson Wauft plan as an example*

<b>Institution:</b>	<b>CEFR:</b> B1.1	
<b>Teacher:</b>	<b>Level:</b> Eleventh	
<b>Subject Area:</b> English Oriented to Accounting	<b>Scenario:</b> Running a Business	<b>Time:</b> 8 hours
<b>Essential question:</b> What does the term global community mean to you?	<b>Theme:</b> Empowerment in the Workplace	
<b>Essential Competence:</b> 1. Proactive attitude	<b>New Citizenship Axis:</b> Digital Citizenship with Social Equity	


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<b>Essential Competence:</b>  <b>Proactive attitude</b>	Demonstrate a proactive attitude by identifying business needs and opportunities, taking the initiative to propose solutions, and making responsible decisions to support the effective running of a business.	Identifies common business problems or needs and proposes practical solutions using appropriate language and basic business concepts.  Takes initiative during business-related tasks by contributing ideas, making

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		<p>suggestions, and participating actively in decision-making processes.</p>
<p><b>New Citizenship Axis:</b></p> <p>Digital Citizenship with Social Equity</p>	<p>Use digital tools responsibly to manage business activities, communicate ethically online, and promote social equity by ensuring inclusive access, fair treatment, and respectful digital interactions with customers and team members.</p>	<p>Uses digital tools responsibly to communicate with customers and team members, showing respect, fairness, and ethical online behavior.</p> <p>Applies inclusive digital practices in business scenarios by considering equal access, diverse needs, and non-discriminatory treatment.</p>
<p><b>Oral and Written Comprehension</b></p>	<p>Task-Building Process:</p> <p><b>Pre-Task: (Connection-Clarification)</b></p> <p><b>1. Create opportunities for schemata-building to introduce the meaning of the unknown</b></p> <p>vocabulary, structures, and functions as mentioned.</p> <p>(Essential Knowledge)</p>	<p>Integrates multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each</p>
<p><b>Listening:</b> Follow everyday conversation, with some repetition of particular words and phrases related to internal regulations, labor performance or labor welfare at a company.</p>		
<p><b>Reading:</b> Recognize</p>		

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<p>significant points in straightforward articles from the internet or magazines related to Work Environment, employees emotional Health and Committed Employees.</p>	<p><b>Task 1:</b> Students are presented with the concept of Empowerment in the Workplace and the vocabulary used with the topic by using a presentation with images and related sentences. Then they have to look up in the dictionary the new words for them. (R/L)</p>	<p>source and noticing any discrepancies among the data related to internal regulations, labor performance, or labor Welfare at a company.</p> <hr/> <p>Responds thoughtfully to diverse perspectives; synthesizes comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the</p>
<p><b>Oral and Written Comprehension</b></p>	<p><b>Task 2:</b> Students are presented with some important concepts about Internal Regulation, the Internal Rules &amp; Regulations functions, Labor Performance, Labor welfare, Work environment, Emotional Health, and Mission and Vision in a Company. The teacher divides the group into pairs and gives each pair a different concept. They have to read it and complete a chart by writing a summary about what they understand. (R/W/SI)</p>	<p>investigation or complete the task related to work Environment, employees' emotional health, and Committed Employees.</p> <hr/> <p>Recognizes new information expressed by others, and, when</p>
<p><b>Spoken Interaction</b></p> <p>Give brief reasons and explanations using simple language about measurable improvements in productivity of a company.</p>		
<p><b>Spoken Production:</b> Reasonably fluently</p>		

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<p>sustain a straightforward description of Mission and Vision in a Company, Presents information, findings, and supporting evidence, conveying a clear perspective about mission and vision of a values and positive attitudes in an employee and emotional intelligence presenting it as a linear sequence of points.</p> <p>Produce familiar sounds and prosodic patterns.</p>	<p><b>Choral + Individual Repetition Drill</b></p> <p>Students repeat and categorize:</p> <p><b>Initial Clusters</b></p> <p>strong</p> <p>plan</p> <p>grow</p> <p>bring</p> <p><b>Task Rehearsal: (Clarification Collaboration)</b></p> <p><b>2. Expose learners to authentic materials to deal with the topic related to the technical field.</b></p> <p><b>Task 1:</b> Students read the following information about Empowerment in the workplace and discuss with a classmate</p>	<p>warranted, qualify or justify their own views, and measurable improvements in productivity of a company in light of the evidence presented.</p> <hr/> <p>Presents information, findings, and supporting evidence, conveying a clear perspective about the mission and vision of a company, values, and positive attitudes and emotional intelligence of an employee so that listeners can follow the line of reasoning, alternative or opposing perspectives.</p> <p>Employs a range of phonological features in the target language by</p>

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<p>Writing: Work out how to communicate the main points related to experiences functions delegation, taking into account employer's talents, abilities, and competences.</p>	<p>their point of view using the following phrases: agree, think, believe, in my point of view, and express attitude and agreement with 'agree/think (that)' + complement clause. <b>(R/SI/SP/L)</b></p> <p><b>Pronouncing Final Consonant Clusters:</b> Consonant Clusters at the beginning of words. <b>Initial clusters:</b> /str/, /pl/, /gr/, /bl/, /tr/ . key Vocabulary: strong, speak, plan, problem, grow, bring, trust, respect, task, prompt, shift, staff, project.</p> <p><b>Minimal Pair / Sentence Practice</b></p> <p>Students practice sentences:</p> <ul style="list-style-type: none"> <li>• "I <b>speak</b> clearly in meetings."</li> </ul>	<p>manipulating prosodic features of spoken discourse (e.g. stress, intonation, rhythm) to support the message intended to convey.</p> <hr/> <p>Writes informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content experiences functions, delegation, considering talents, abilities, and competences.</p>

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	<ul style="list-style-type: none"> <li>● “We <b>plan</b> every project carefully.”</li> <li>● “I <b>respect</b> my team.”</li> <li>● “We <b>trust</b> our staff.”</li> </ul> <p>Peer correction checklist:</p> <ul style="list-style-type: none"> <li>● Are all sounds pronounced?</li> </ul>  <p><b>How to improve Employee Engagement</b></p> <ol style="list-style-type: none"> <li>1. <b>Create a positive company culture</b> Set your core values and base your actions on them.</li> <li>2. <b>Walk the walk</b> One of the most effective engagement tactics is to lead by example.</li> <li>3. <b>Emphasize collaboration</b> Set your core values and base your actions on them.</li> <li>4. <b>Invest in internal communication</b> One of the most effective engagement tactics is to lead by example.</li> <li>5. <b>Use the right technology</b> Having shared technology will boost networking and effective communication.</li> <li>6. <b>Collect employee feedback</b> Feedback makes employees feel important in shaping the company culture.</li> <li>7. <b>Be transparent</b> Transparency is the secret ingredient to employee engagement.</li> <li>8. <b>Motivate your employees</b> Embedding gamification into your culture will bring fun into work.</li> <li>9. <b>Give recognition &amp; rewards</b> Employees should be recognized for their work to keep them motivated.</li> <li>10. <b>Use Employee Advocacy</b> Use an Employee Advocacy program to engage employees through content.</li> </ol> <p><b>Task 2:</b> Students read the text Company Values and complete the exercises. First, before reading, they have to answer and</p>	

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	<p>discuss the following to help them be prepared for the reading: Look at only the title of the reading. What do you think the title means? What do you think the reading will be about? Can an organization or company have a culture? Is it important to understand the culture of the company we work in? Why/Why not? Then, read the passage about how company values and mission statements affect companies and answer the questions by choosing the option that best response to the questions. (R/SI/SP/L)</p> <p><b>Task 3.</b> Students listen to the audio and complete the gaps with the correct word that you listen. Then, based on the audio students' answer to the question Which of these jobs would suit you? Why? By using the expressions, I'd like to... because... I'm good at... (-ing), I enjoy ... (-ing), I'm interested in... (R/L)</p>	

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	<p><b>3. Focus on linguistic elements such as functions, discourse markers, grammar and vocabulary.</b></p> <p><b>Task 1:</b> Students answer the question Why do companies give performance reviews? By completing the sentences using the words below. (W)</p> <p>A performance review is designed to...  expect / feedback/ get to know/  increase/ reward/ work</p> <ol style="list-style-type: none"> <li>1. give employees _____ on their performance</li> <li>2. let employees know which areas they need to _____ on</li> <li>3. Communicate decisions such as a salary _____ or a promotion</li> <li>4. remind workers what their managers _____ of them</li> <li>5. _____ employees who exceed expectations</li> </ol>	

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	<p>6. help managers to _____ the employee better</p> <p><b>Task 2:</b> Students are presented an audio with descriptions of workers' performance. They have to complete the descriptions by using the adjectives below. (L/W)</p> <p>Excellent/ good/ poor/ satisfactory</p> <p>1. Joe is often late for work and never achieves his sales targets: _____</p> <p>2. Kate is very thorough, but this often means that her work is a little slow: _____</p> <p>3. Daniel always does what his manager expects of him: _____</p> <p>4. Charlie always exceeds: _____</p> <p><b>4. Give learners controlled practice in using the target language, vocabulary, structures, and functions.</b></p>	

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	<p><b>Task 1:</b> Students work in pairs and answer the following questions by discussing them. (R/SI/SP/L)</p> <p>How often do you get a performance review for your work? Do you find it useful? Why/why not?  Do you find it difficult to give people feedback on their work? Why/why not?  What is the most challenging part of giving or receiving feedback?  What aspects of the review process are most helpful for you?  Why do you think performance reviews are important in the workplace?</p> <p><b>Task 2:</b> Students listen to an audio about which five activities can you do in Australia? They have to listen to the audio and match the job requirements for the correct job. (L/R/)</p> <p><b>Task 3:</b> Students listen to an audio of Sandra's job. They have to answer the questions by choosing the correct option</p>	<p><b>Assessment Activity Criteria</b></p> <ul style="list-style-type: none"> <li>✓ Use appropriate business and workplace vocabulary</li> <li>✓ Communicate ideas clearly and coherently</li> </ul>

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	<p>based on what they heard from the recording. They will listen to the recording twice. (L/W)</p> <p><b>Post Task: Construction /Application (Oral and Written Production)</b></p> <p><b>5. Engage learners in meaningful productive tasks based on ...</b></p> <p><b>Task 1:</b> In pairs, students have to prepare a conversation about the given situation. Student A, you are the manager; Student B, you are the employee. Practice a performance review. Student A, you are happy with some areas of Student B's work, but you are not so happy with other areas. Student B, respond to Student A's feedback." Change roles and repeat the dialogue. Use expressions from the lesson.. (R/SI/SP/L/W)</p>	<ul style="list-style-type: none"> <li>✓ Participate actively and collaboratively</li> <li>✓ Show a proactive attitude through suggestions and problem-solving</li> <li>✓ Integrate information from reading and listening into speaking and writing</li> </ul>

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	<p><b>Role-play: “Empowered Employee”</b></p> <p><b>Scenario:</b> You are in a team meeting. You need to:</p> <ul style="list-style-type: none"><li>● express an idea</li><li>● give a suggestion</li><li>● show confidence</li></ul> <p><b>Instructions:</b> Use at least <b>5 target words</b> with clusters.</p> <p><b>Example prompts:</b></p> <ul style="list-style-type: none"><li>● “I think we should improve this process...”</li><li>● “I strongly believe this plan will work...”</li><li>● “We must respect deadlines...”</li></ul>	

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	<p><b>Assessment:</b>  Project: <b>Construction /Application</b>  Integration of activities. It has to be done in class during the whole period.</p> <p>Students work in groups to design a short business proposal focused on empowerment in the workplace within a running business scenario. They integrate the four language skills by reading and listening materials about empowerment, proactive attitudes, and collaboration, participating in a role-play business meeting, and writing a brief proposal. The project assesses students' ability to use ESP business vocabulary, communicate ideas clearly, collaborate effectively, and use future tense with Will and Going to for prediction correctly, demonstrate initiative and teamwork. Project Tasks (Integrated Skills) <b>(R/SI/SP/L/W)</b></p> <p><b>1. Reading (Input &amp; Analysis)</b></p>	

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	<p>Students read a short text or infographic about:            Employee empowerment            Proactive attitudes in the workplace            Collaboration in small businesses</p> <p><b>Task:</b>            Individually, students identify:</p> <p>Two benefits of empowerment in a business            One example of proactive behavior            One example of collaboration at work</p> <p><b>2. Listening (Understanding &amp; Note-taking)</b></p> <p>Students listen to a short audio/video (e.g., a manager talking about empowering employees or a team meeting scenario).</p> <p><b>Task:</b>            Students take notes and answer:</p>	

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	<p>How does empowerment help the business?            What responsibilities do employees have?            How does teamwork support business success?</p> <p><b>3. Speaking (Collaborative Interaction &amp; Production)</b></p> <p>In groups of 3–4, students role-play a business meeting.</p> <p><b>Task:</b></p> <p>Propose two actions to empower employees            Suggest one proactive strategy to improve performance</p> <p>Agree on one collaborative practice for the team</p> <p>Each student must:            Express opinions            Make suggestions</p>	

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	<p>Agree or disagree politely</p> <p><b>4. Writing (Practical Business Output)</b></p> <p>As a group, students write a short business proposal (120–150 words) including:</p> <p>The importance of empowerment in the workplace</p> <p>Proactive attitudes are needed in the business</p> <p>How collaboration improves results</p> <p><b>Final Product</b></p> <p>Oral group presentation (3–4 minutes)</p> <p>Written business proposal</p> <p>Individual participation in reading and listening tasks</p>	
<p>Resources: Material provided by the teacher</p> <p>Classroom: for 17 students</p>		

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<p>English Laboratory: Visit the Lab once a week. Devices: Computers and Video Beam Projector Materials: Post-it Notes, Markers, Access to Internet (not for every class), notepads,</p>		