

**TESOL-ALIGNED LESSON PLANNING FOR INTEGRATED LANGUAGE SKILLS DEVELOPMENT****Asanova Ferangiz**

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**Abstract**

This article describes a Grade 8 English as a Foreign Language (EFL) classroom in Uzbekistan, aligned with TESOL Standards 1 and 2, and presents a lesson plan focused on environmental responsibility. The learners, aged 13–14, have limited English proficiency (IELTS Band 3–4) and are primarily exposed to English within the classroom. While they can understand simple texts and produce basic sentences, they face challenges with fluency, pronunciation, and organizing ideas in writing. The classroom emphasizes structured, teacher-guided instruction with differentiated support to meet diverse learning needs. The lesson plan integrates reading, writing, listening, and speaking skills through the theme of environmental awareness, encouraging students to identify eco-friendly actions, comprehend environmental messages, and produce short written responses. Instructional strategies include visual aids, sentence starters, guided practice, and interactive speaking tasks to build confidence and language competence. Overall, the approach aims to enhance students' communicative abilities while fostering awareness of environmental responsibility.

**Keywords**

EFL learners, Grade 8 students, Uzbekistan, TESOL Standards, low proficiency learners, environmental responsibility, communicative competence, differentiated instruction, speaking skills, writing skills, language development, classroom-based learning, eco-friendly awareness

**Description of Learners (aligned to TESOL Standard 2)**

The target learners are in Grade 8, aged 13 to 14 years old, and are from Uzbekistan. They attend a school where most subjects are taught in Russian, with English being taught as a foreign language. At home, the students primarily speak Uzbek and Russian, and some also communicate in Tajik. Since English is not commonly spoken outside of the classroom, their exposure to the language is largely limited to their school lessons. The students' English proficiency is estimated to be around IELTS Band 3-4, (extremely limited) indicating that they can understand simple texts and express basic ideas both in writing and speaking. However, they face challenges with fluency, often struggling to understand fast-paced speech. In writing, they are able to form basic sentences but require assistance with organizing their ideas logically and using correct grammar. Their pronunciation is another area of difficulty, and they would benefit from more practice in using connectors and cohesive devices to enhance the flow of their speech and writing. These students are motivated to learn English, as they recognize its importance for future academic and career opportunities. They tend to be strong in logical thinking, which aids in understanding new language concepts, but they need extra support in areas like writing, pronunciation, and vocabulary development. Since they do not regularly use English outside of school, they need structured classroom activities that offer additional practice in speaking and writing. The classroom environment is structured and teacher-directed, with a focus on improving both speaking and writing skills. Instruction includes listening activities where students engage with short conversations, identify persuasive language, and practice writing

simple responses. Additionally, students are encouraged to give short speeches to build speaking confidence. To assist in their learning, the teacher incorporates sentence starters, visual aids, and guided practice to help students articulate their ideas more effectively. Differentiation is key in this classroom, as some students learn faster than others. The teacher adapts lessons by providing more challenging tasks for advanced learners while offering additional support to those who need it. The environment encourages frequent practice, with an emphasis on regular feedback, structured guidance, and interactive activities, allowing students to improve their English proficiency and build confidence in using the language.

Lesson Plan: Environmental Responsibility – How Can We Help the Planet? Lesson Focus: Reading, Writing, Listening, and Speaking Skills

**Lesson Length:**

45 minutes

**Objectives (Aligned to TESOL Standard 1)**

Content Objectives:

1. Students will identify eco-friendly actions for the environment.
2. Students will listen to understand environmental messages.
3. Students will write a paragraph about how to help the environment.

Language Objectives:

1. Students will be able to improve their recognition skills by identifying eco-friendly actions. [V, R, W, S, D, F]
2. Students will be able to improve their comprehension skills by summarizing key ideas from environmental messages. [L, F, W, S, D]
3. Students will be able to improve their writing skills by writing a paragraph about how to help the environment. [W, F, S, V, D]

**Lesson Activities (Aligned to TESOL Standard 3)**

**Activity 1: Green or Not? Warm-up**

Type: Original Activity; Annotations: [V, R, S] [Estimated Time: 10 minutes]

No differentiation needed.

**Instructions:**

1. Show six actions on the board, some good and some bad for the environment.
2. In pairs, students decide which actions help or harm the planet, then share their thoughts with the class.

**Additional Material:**

Action	Eco-Friendly	Non-Eco-Friendly
Turning off lights when leaving a room		
Throwing plastic bottles in the trash		
Walking to school instead of taking a car		
Wasting water while brushing teeth		
Using a reusable shopping bag		
Burning trash outside		

**Activity 2: Save Our Planet! (Listening – 15 minutes)**

Type: Original Activity; Annotations: [L, F, W, S, D] [Estimated Time: 15 minutes]

**Instructions:**

1. Read a passage aloud about three ways to help the environment.
2. Students listen, take notes, answer questions, and then compare answers in pairs before a class discussion.

**Additional Material:**

Listening Passage:

"There are many ways to protect the Earth. One easy way is to recycle plastic and paper. Another way is to save water by turning off the tap when brushing your teeth. Planting trees also helps because trees clean the air."

**Comprehension Questions:**

Question	Your Answer
What are three ways to help the planet?	
Why is recycling important?	

How do trees help the environment?	
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### Activity 3: My Eco-Friendly Habit - Writing

Type: Original Activity; Annotations: [W, F, V, D] [Estimated Time: 15 minutes]

#### Instructions:

1. Present the writing prompt: What is one small action you can take to help the environment?(e.g., turning off lights, recycling, using less plastic, planting trees).
2. As a class, brainstorm possible actions, then have students write a paragraph using one key vocabulary word, and share with peers for feedback.

#### Additional Material:

One way I can help the environment is _____.
This is important because _____.
Another reason is _____.
That's why I believe _____.

#### Scaffolding Justification (TESOL Standard 3)

This sequence follows Krashen's  $i+1$  and Bloom's Taxonomy, ensuring students progress from recognition to production in a meaningful way. First, students recognize eco-friendly actions through categorization, which activates prior knowledge and builds vocabulary. Next, they listen to environmental responsibility messages, helping them comprehend key ideas in authentic speech. Finally, students write and share an opinion paragraph, encouraging them to apply what they've learned in a real-world context and communicate effectively.

#### Differentiation (Aligned to TESOL Standard 3)

To make sure all students can learn effectively, two activities in this lesson include differentiation: the Listening Activity and the Writing Activity. These changes help both students who need extra support and those who are ready for a challenge. In the Listening Activity, students will hear a short passage about the environment. Stronger students will summarize what they heard in their own words and answer challenging questions that make them think more deeply. Students who need support will have multiple-choice questions and a guided worksheet with important words and sentence starters. This will help them understand the main ideas more easily. In the Writing Activity, students will write about how they can help the environment. Stronger students will add counterarguments and examples to make their writing more detailed and persuasive. Students who need support will use a fill-in-the-blank writing template with sentence starters to help them organize their ideas clearly. These changes make sure that all students can participate and improve their English skills at their own level. Students who need

more help get extra support, while students who are ready for a challenge can push themselves further. This way, everyone can succeed and grow in their learning.

### **Reflection on Lesson Plan Development (Aligned to TESOL Standards 4 & 5)**

The needs assessment for this lesson was based on the International English Language Testing System (IELTS), specifically targeting learners with a Band 3-4 proficiency level. At this level, students can understand basic English but struggle with complex ideas, academic vocabulary, and fluency. To address these challenges, the lesson objectives were designed to strengthen listening, writing, and speaking skills by introducing environmental vocabulary, enhancing listening comprehension, and practicing persuasive writing. According to Balconi & Spitzman (2020), aligning language instruction with a clear proficiency framework ensures that students develop both everyday communication skills and academic English, which are essential for progressing to a higher IELTS band. This lesson follows a task-based approach with elements of content-based instruction, ensuring that students learn English through meaningful tasks rather than isolated grammar drills. Anderson (2020) highlights that structured lesson plans with clear learning outcomes and scaffolding help students build confidence and gradually improve their skills. The lesson is divided into three stages. First, the pre-task introduces key environmental vocabulary and allows students to categorize eco-friendly and non-eco-friendly actions, activating their prior knowledge. Next, the while-task develops listening comprehension by having students listen to an audio passage and answer comprehension questions. Finally, the post-task encourages students to write a persuasive opinion paragraph and discuss their ideas in groups, reinforcing both writing structure and spoken fluency. The sequence of activities follows Krashen's  $i+1$  theory, ensuring that each task builds on students' current abilities while introducing slightly more complex challenges. The pre-task prepares students for the listening and writing tasks by ensuring they are familiar with key vocabulary. The while-task develops comprehension skills, which provide the foundation for the post-task, where students use the information they have learned to form their own arguments. This structured progression aligns with Bloom's Taxonomy, moving from recognizing key vocabulary (lower-order thinking skills) to analyzing and creating written arguments (higher-order thinking skills) (Anderson, 2020). By following this structured approach, students gain the confidence and ability to communicate their ideas effectively. Differentiation strategies were carefully incorporated to ensure that all learners could access the lesson content at their appropriate level. Tomlinson (2001) explains that differentiation should address students' varying abilities by adjusting content, process, and product to meet their needs. In the listening activity, struggling students were provided with multiple-choice answers and guided note-taking sheets, while advanced students were encouraged to summarize the passage independently and answer open-ended questions. In the writing activity, struggling students received sentence starters and structured templates, while more advanced students were challenged to include counterarguments and expand their reasoning. These strategies ensure that all students work at their own level while still being pushed to improve. This lesson prepares students for higher IELTS band scores by strengthening their ability to understand spoken English, write structured responses, and express opinions clearly. Balconi & Spitzman (2020) emphasize that teaching language functions, rather than isolated vocabulary, is key to academic success. By practicing persuasive writing and structured speaking, students develop the skills necessary for IELTS Writing Task 2 (opinion essays) and IELTS Speaking Part 3 (discussion questions). The combination of meaningful content, structured scaffolding, and differentiation ensures that students gain both the confidence and language proficiency needed to succeed at the next level.

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