

Program Learning Outcome 1

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CAP 670: Practicum

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Program Learning Outcome 1 (PLO 1):

Demonstrate principles of language pedagogy and of current best practices in teaching English to speakers of other languages; relate how these principles are based on research of language acquisition and the teaching of the various skills.

Artifact: CLA 1 – CEFR-Based Speaking Assessment Assignment

https://docs.google.com/document/d/1EWhhhL_oIMTG8Uj9gJU3lw4Q6kiH00st/edit?usp=drive_link&oid=103082019292331764797&rtpof=true&sd=true

Rationale

The reason behind choosing this comprehensive learning assessment 1 is because it explains how I completed PLO 1 by utilizing fundamental language pedagogy and second language acquisition (SLA) research ideas in a real-world teaching setting. This CEFR-based speaking test was designed for Bangladeshi EFL students in an Intensive English Program and incorporates research-informed tactics such as scaffolding, performance-based evaluation, and communicative competence. I specifically designed the test out to begin with low-stress personal questions and progressively rise in complexity, as Luoma (2004) recommended for organized oral evaluation.

By emphasizing meaningful language use, the evaluation aligns with the communicative approach to language training, which prioritizes student interaction and fluency above rote memorization. The rubric was additionally guided by Fulcher and Davidson's (2007) principles of validity and fairness in language assessment, which promote accurate and ethical measurement of speaking abilities.

This artifact demonstrates my grasp of successful language education by integrating theory and practice. It demonstrates my capacity to design tests that enhance student progress, adapt to learners' needs, and adhere to international teaching standards. Overall, this assignment is an excellent illustration of how I integrate research-based pedagogy into my teaching practice and assessment design.

Narrative

During the MA TESOL program, I acquired an improved understanding of how to implement research-based teaching practices in real-world classroom settings. The CLA 1 assignment was really effective. Designing and executing the CEFR-based speaking test enabled me to relate SLA theories to genuine instructional practice and comprehend how real-time evaluations might influence classroom instruction.

To increase student confidence and reduce anxiety, the exam activities were deliberately scaffolded, progressing from easy introductions to complicated opinion-sharing. Luoma (2004) underlines the necessity of planned progression in speaking examinations for improving learner performance. This strategy allowed the students to progressively demonstrate their abilities, which is very important in a setting when spoken English chances are limited. I discovered that employing role-play and opinion assignments, as suggested by Brown and Abeywickrama (2019), boosted student involvement and authenticity.

Creating a precise, CEFR-aligned rubric also assisted me in assessing essential communicative competency components such as fluency, vocabulary, grammar, pronunciation, and interaction (Canale and Swain, 1980). This method showed me the importance of using

clear and consistent criteria for student input. It enhanced both my evaluation techniques and my capacity to identify student needs.

One of the most beneficial consequences was learning how to create morally sound, supporting assessments. Fulcher and Davidson (2007) emphasize the necessity of exam fairness and clarity. I used these ideas by delivering basic instructions, allowing for wait time, and establishing a calm testing environment—all of which are extremely helpful for concerned EFL learners.

In conclusion, this assignment demonstrated my views that careful, research-based evaluations are critical for directing instruction, boosting learner confidence, and encouraging skill improvement. It has changed how I organize lessons, engage with students, and evaluate.

References

- Brown, H. D., & Abeywickrama, P. (2019). *Language assessment: Principles and classroom practices* (2nd ed.). Pearson.
- Canale, M., & Swain, M. (1980). Theoretical bases of communicative approaches to second language teaching and testing. *Applied Linguistics*, 1(1), 1–47.
- Fulcher, G., & Davidson, F. (2007). *Language testing and assessment: An advanced resource book*. Routledge.
- Luoma, S. (2004). *Assessing speaking*. Cambridge University Press.