

**Program Learning Outcome Three**

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CAP 670: Practicum

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## TESOL Pedagogy and Lesson Planning

### Artifact:

1. TSL 545 CLA 2: *Lesson Plan Using “The Secret Garden”*

<https://docs.google.com/document/d/1i4WE2Xp7tgt1X7kRJv4OpYwG2I41u0Zk/edit?usp=sharing&oid=103082019292331764797&rtpof=true&sd=true>

2. TSL 545 PA 2: *Evaluation of Three Reading Resources*

<https://docs.google.com/document/d/1dH3Jto6K11h0q9KUEYXBaROZDH7bg94W/edit?usp=sharing&oid=103082019292331764797&rtpof=true&sd=true>

### Rationale

The two assignments in TSL 545, Comprehensive Learning Assessment two and Professional Assessment Two, illustrate effective TESOL pedagogy by developing level-appropriate lessons and assessing teaching materials. Comprehensive Learning Assessment two focuses on a weekly reading lesson for sixth-grade students using *The Secret Garden*. This plan exhibits a thorough knowledge of lesson design, which promotes comprehension through chronological framework, character comparison, cause-effect analysis, and multimodal involvement. It also includes customized teaching methodologies and task scaffolding to address the unique requirements of ELLs.

Professional Assessment Two objective assesses reading materials such as Learn English Kids and New Headway, determining their suitability for young English learners. It focuses on fundamental TESOL themes like as interaction, cultural relevance, and language skill development.

Both activities mirror PLO 3 objectives by using pedagogical expertise to develop thoughtful, inclusive lesson plans and assessing resources that improve language learning across settings. These assignments incorporate curriculum preparation, material evaluation, and pedagogically sound techniques that are responsive to learner requirements, as highlighted in contemporary TESOL methodology and SLA theory (Ur, 2012; Richards, 2017). These theoretical foundations not only drive best practices, but also guarantee that education is flexible to a variety of classroom settings. This connection of theory and application paves the way for a more in-depth investigation of how these tactics promote learner engagement and quantifiable results.

### **Narrative**

TESOL instructors must not only teach language structures, but also create teaching that is cognitively engaging, culturally relevant, and adaptable to many learner circumstances. Through Comprehensive Learning Assessment two, I created a multi-day reading plan based on *The Secret Garden* and the pedagogical notion of scaffolding (Vygotsky's Zone of Proximal Development). By segmenting reading skills, activities such as Circle Maps and Flow Maps enabled students to access deeper levels of the text (Muijs & Reynolds, 2011). The systematic method helps students acquire both lower- and higher-order thinking abilities, which are necessary for academic language development.

Professional Assessment Two enhanced my material evaluation skills. Reviewing tools like Learn English Kids and New Headway helped me think critically about how materials encourage (or discourage) engagement, manage learner variability, and balance core language

skills with communicative competency. I recognized that excellent materials are more than just vocabulary lists or grammar exercises; they must engage kids cognitively and socially.

The implications for my future teaching practice are significant. I now realize how important it is to sequence education, link materials with student competency, and properly integrate technology. I also learned how to assess texts based not just on substance, but also on accessibility, cultural inclusion, and relevancy. Effective lesson preparation, which is key to PLO 3, requires flexibility, critical examination of learner requirements, and method modification to enhance student growth.

## References

Richards, J. C. (2017). *Curriculum development in language teaching* (2nd ed.). Cambridge University Press.

<https://www.cambridge.org/highereducation/books/curriculum-development-in-language-teaching/CF707FF5188D197FBEACB87CCB0AFA36>

Ur, P. (2012). *A course in English language teaching* (2nd ed.). Cambridge University Press.

<https://www.cambridge.org/core/books/course-in-english-language-teaching/0D16B166E2ED3E76E7B4C0611C894E9E>