

A Study to Design an Outcome Based Curriculum to Teach English as a Second Language

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Abstract: An Outcome-Based Education (OBE) framework for English prioritizes demonstrable student competencies over the mere coverage of content. Unlike traditional syllabi that list texts and topics, an OBE curriculum begins with the end in mind: defining exactly what students should be able to do with language upon completion. The design process starts by identifying clear, measurable exit outcomes. Where English is taught as second language, this might be: "Students will be able to craft a persuasive argument supported by textual evidence," or "Students will be able to analyse how an author's use of literary devices shapes meaning." These overarching goals then cascade down to specific learning objectives for each unit. Curriculum is then built backwards from these outcomes. If the goal is persuasive writing, the unit isn't just about reading famous speeches; it's structured around deconstructing rhetorical appeals, practicing thesis formulation, and peer-reviewing drafts. Texts become the vehicle for achieving the skill, not the destination itself. Generally, a novel is studied not just for its plot, but to enable students to analyse dystopian themes and evaluate arguments about power. Assessment in this model is authentic and continuous. Students demonstrate proficiency through performances of understanding—such as composing a literary analysis essay, delivering a speech, or creating a multi-modal narrative. Rubrics articulate the criteria for success, providing a transparent roadmap for both instruction and evaluation. Ultimately, an outcome-based English curriculum ensures students graduate not just reading books but possessing effective communication and critical thinking are essential for their future.

Key Words: Syllabi, outcomes, second language, curriculum

INTRODUCTION

Outcome-Based Teaching (OBT) is a modern educational approach that focuses on the results or outcomes of learning. Instead of concentrating only on what teachers teach, it emphasizes what students are able to understand, perform, and achieve at the end of a course or program. The primary aim of outcome-based teaching is to ensure that every learner acquires the required knowledge, skills, attitudes, and values necessary for academic success and real-life application. Traditional teaching methods often focus on completing the syllabus, delivering lectures, and conducting examinations. In contrast, outcome-based teaching places the learner at the center of the educational process. It encourages teachers to define clear learning outcomes and design teaching strategies that help students achieve those outcomes effectively. This approach has become increasingly important in schools, colleges, and universities around the world because it improves the quality of education and promotes meaningful learning. Outcome-based teaching is the formulation of learning outcomes. Learning outcomes are clear statements that describe what students should know or be able to do after completing a lesson, unit, or course. These outcomes are measurable and observable. For example, instead of saying "students will understand grammar," an outcome-based statement would say "students will be able to identify and use different tenses correctly in writing and speaking." Such outcomes help both teachers and students understand the goals of learning.

NECESSITY

Outcome-based teaching also promotes student-centered learning. In this approach, students actively participate in the learning process through discussions, projects, presentations, group activities, problem-solving tasks, and practical experiences. Teachers act as facilitators or guides rather than mere providers of information. Students are encouraged to think critically, ask questions, explore ideas, and apply knowledge in practical situations. This active participation increases student engagement, confidence, and motivation.

Assessment plays a major role in outcome-based teaching. Evaluation is not limited to final examinations alone. Continuous assessment methods such as assignments, quizzes, presentations, portfolios, classroom participation, and practical activities are used to measure whether students have achieved the intended outcomes. The assessment methods are aligned with the learning outcomes so that students are tested on the actual skills and knowledge they are expected to

acquire. Feedback is also an important part of the process because it helps learners improve their performance and achieve better results.

Another important aspect of outcome-based teaching is flexibility in teaching methods. Teachers can use different instructional strategies depending on the needs and abilities of students. Audio-visual aids, digital tools, role play, collaborative learning, experiential learning, and blended learning methods can all be integrated into the classroom. This flexibility ensures that different types of learners benefit from the teaching process. Slow learners receive additional support, while advanced learners can explore subjects more deeply.

Outcome-based teaching encourages the development of higher-order thinking skills such as analysis, creativity, problem-solving, and decision-making. Students are not expected merely to memorize information but to apply concepts in real-life situations. For instance, in language teaching, students may be encouraged to communicate effectively in real conversations rather than simply learning grammatical rules by heart. In science and mathematics, students learn to solve practical problems using theoretical knowledge. Such learning prepares students for future careers and social responsibilities.

The role of teachers in outcome-based teaching is highly significant. Teachers must carefully plan lessons, define objectives, select suitable teaching methods, and design appropriate assessment techniques. They should continuously monitor student progress and provide guidance wherever necessary. Teachers also need proper training and professional development to implement this approach successfully. Effective communication, classroom management, and technological skills are important qualities for teachers in an outcome-based educational system.

Outcome-based teaching offers several advantages. First, it improves the quality of education because learning becomes purposeful and measurable. Students clearly understand what is expected of them and work towards achieving those goals. Second, it promotes active learning and student participation, making education more interesting and meaningful. Third, it helps develop practical and professional skills that are useful in everyday life and employment. Fourth, it provides equal learning opportunities for all students by focusing on achievement rather than teaching methods alone. Finally, it enhances accountability among teachers and educational institutions because success is measured through student performance and achievement.

CHALLENGES

Despite its many benefits, outcome-based teaching also faces certain challenges. Preparing outcome-based lesson plans and assessments requires time, effort, and proper training. Some teachers may find it difficult to shift from traditional methods to learner-centered approaches. Large classrooms, limited resources, lack of technology, and insufficient institutional support may also affect the effective implementation of outcome-based teaching. In some cases, excessive focus on measurable outcomes may reduce creativity and spontaneous learning experiences. Therefore, a balanced and thoughtful approach is necessary.

In the field of English language teaching, outcome-based teaching has shown remarkable effectiveness. Language learning outcomes may include listening, speaking, reading, and writing skills. Teachers can design activities that allow students to communicate confidently, understand texts, write meaningful paragraphs, and participate in discussions. Instead of focusing only on grammar rules and textbook exercises, teachers encourage practical language use. This improves students' communication skills and overall language proficiency.

Technology has further strengthened outcome-based teaching in modern education. Online learning platforms, educational applications, smart classrooms, multimedia presentations, and digital assessments help teachers create interactive learning environments. Students can access learning materials anytime and engage in self-paced learning. Technology also allows teachers to track student performance and provide personalized feedback.

STUDENTS SATISFACTORY REPORT BASED ON LANGUAGE CLASSES

A survey has been taken based on the interest of the students in the language classes. Students have given their responses based on the questions. Responses were analysed and a cumulative report was submitted based on the students' response.

Methodology

- A questionnaire was prepared containing students' interest on Reading Prose, Understanding Poetry, Telling Stories, Grammar Exercise and Composition.
- Random of students who are belonging to Arts and Science were selected.
- Questionnaire were given to the selected Students who are studying History, Commerce, English, Tamil, BBA, Professional Accounting, Maths, Physics, Chemistry, and Computer Science.

- Responses were analysed and charts were prepared based on it.

Chart-1

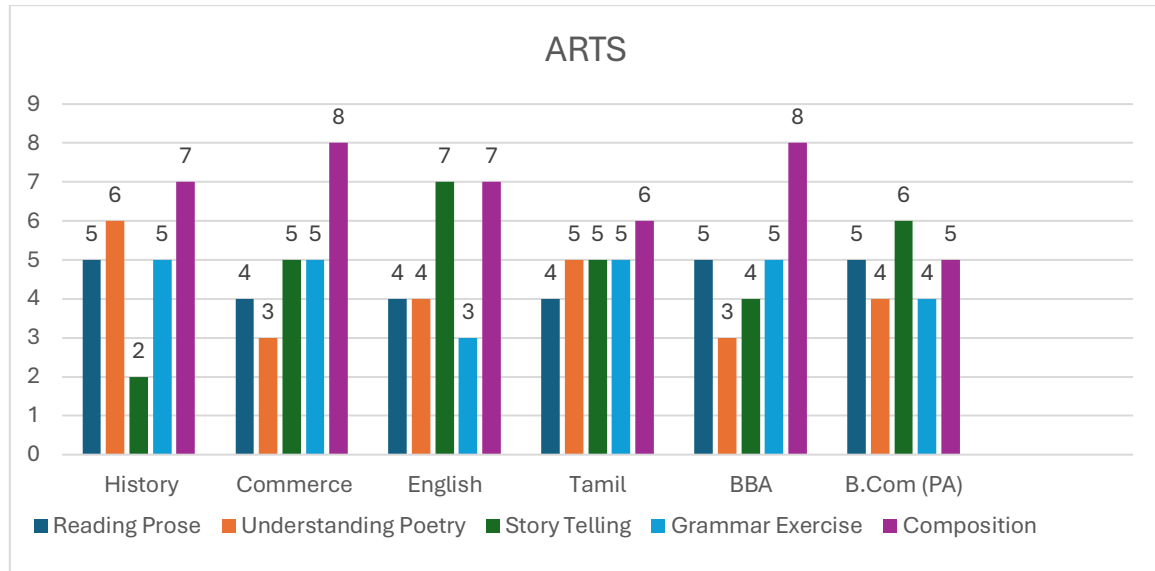


Chart-1 Students of Arts

It is observed from the column chart that 5 students from History 4 students from Commerce 4 students from English 4 students from Tamil 5 students from BBA and 5 students from B. Com (PA) shows interest in Reading Prose. 6 students from History 3 students from Commerce 4 students from English 5 students from Tamil 3 students from BBA and 5 students from B. Com (PA) can understand Poetry. 2 students from History 3 students from Commerce 7 students from English 5 students from Tamil 4 students from BBA and 6 students from B. Com (PA) are interested in telling Stories. 5 students from History 7 students from Commerce 3 students from English 5 students from Tamil 5 students from BBA and 5 students from B. Com (PA) are interested to do exercise in Grammar. 7 students from History 6 students from Commerce 7 students from English 5 students from Tamil 8 students from BBA and 5 students from B. Com (PA) welcomed Composition hour.

From the survey it is understood that most of the students from Arts Group welcome Composition hour.

Chart -2

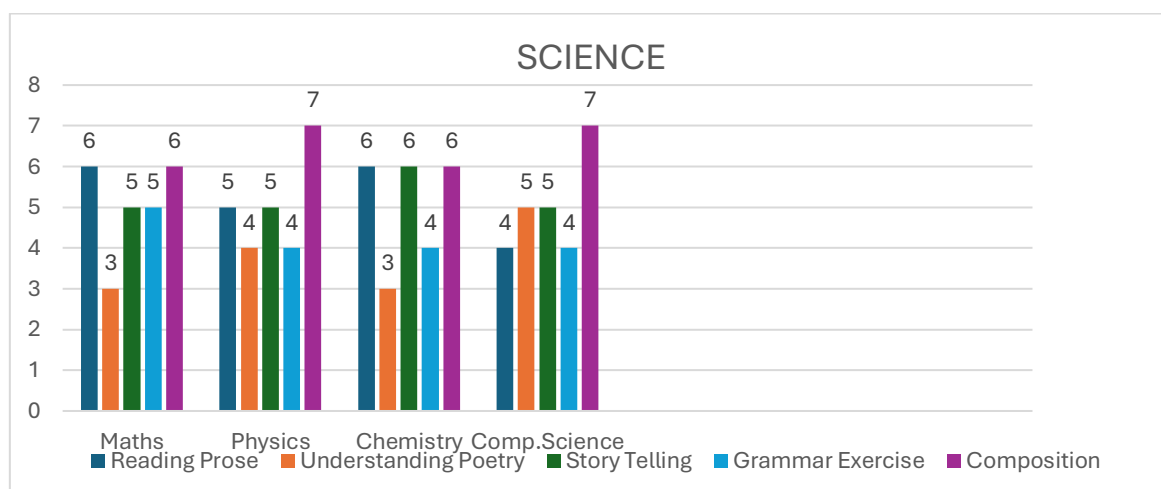


Chart-2 Students of Science

It is observed from the column chart that 6 students from Maths, 5 students from Physics, 6 students from Chemistry, 4 students from Computer Science show interest in Reading Prose. 3 students from Maths, 4 students from Physics, 3 students from Chemistry, 5 students from Computer Science can understand Poetry. 5 students from Maths, 5 students

from Physics, 6 students from Chemistry, 7 students from Computer Science are interested in Story telling. 7 students from Maths, 8 students from Physics, 8 students from Chemistry, 5 students from Computer Science are interested to do grammar exercise. 4 students from Maths, 3 students from Physics, 2 students from Chemistry, 8 students from Computer Science liked composition hour.

It is understood from the survey that most of the students in Science Group welcomed Composition hour.

Observation

It is observed from the column chart that both the Arts and the Science group students welcomed the composition hour. Normally in the composition students are given practical works such as writing composition, reading newspapers, spoken English, Word puzzles, conversation, monologue, extempore etc... So most of the students prefer composition hours and show little interest in other literature and grammar related classes.

Curriculum and Class hours

I-Year

1st Semester

Prose-1 hr

Poetry and Grammar-1 hr

Composition-4hrs

Spoken English- 1hr

Reading Newspapers-1 hr

Story Telling-1 hr

Public Speech-1 hr

2nd Semester

Prose and Poetry-1 hr

Grammar – 1 hr

Composition- 4 hrs

Spoken English-1 hr

Story Telling- 1 hr

Public Speech-2 hrs

II Year

3rd Semester

Prose and Poetry-1 hr

Drama- 1hr

Grammar-1 hr

Composition- 3 hrs

Conversation-1 hr

Public Speech-2 hrs

4th Semester

Prose and Poetry-1 hr

Grammar-1 hr

Composition-4 hrs

Public Speech-2 hrs

Group Discussion-2 hrs

CONCLUSION

Outcome-based teaching is an effective and learner-centered approach that focuses on achieving specific educational goals and improving student learning outcomes. It transforms the traditional teaching process by emphasizing active participation, practical application, continuous assessment, and skill development. Although there are challenges in implementation, the benefits of outcome-based teaching are significant in preparing students for academic success, professional careers, and responsible citizenship. By adopting this approach, educational institutions can create a more meaningful, effective, and quality-oriented learning environment that meets the needs of modern society.

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