

**COURSE LEARNING OUTCOME EVALUATION REPORT
SPEAKING FOR ACADEMIC COMMUNICATION**



**DEPARTMENT OF ENGLISH LANGUAGE EDUCATION
FACULTY OF LANGUAGES, ARTS, AND HUMANITIES
HAMZANWADI UNIVERSITY**

2024/2025

1. IDENTITY

Study program	: Department of English Language Education
Course title	: Speaking for Academic Communication
Course Cluster	: English Language Teaching (ELT).
Course code	: PBI6226
Credit units	: 2
Level of Study	: Undergraduate
Semester	: Even (II)
Academic year	: 2024/2025
Lecturer	: Astrid Dwimaulani, MA

2. PROGRAM LEARNING OUTCOMES (PLOS), COURSE LEARNING OUTCOMES (CLOS) AND SUB- COURSE LEARNING OUTCOMES SUB-(CLOS).

Program Learning Outcomes (PLOS) Mapped to the Course.	
CPL-1	Demonstrates religious values, upholds humanitarian principles, morals, and academic ethics, and integrates Islamic and NWDI values into linguistic, pedagogical, and professional practices grounded in social responsibility
CPL-3	Able to use general and academic English equivalent to B2 CEFR level orally and in writing for academic and professional communication effectively, accurately, critically, and adaptively in multicultural and digital environments at local, regional, and global levels.
CPL-4	Able to apply English for Specific Purposes (ESP) at B2 CEFR level to meet workplace, industry, and entrepreneurship needs based on English proficiency.
CPL8	Able to collaborate, communicate effectively, demonstrate leadership, conduct self-reflection and self-evaluation, and take responsibility for individual and team performance in professional contexts.
Course Learning Outcomes (CLOs)	
CLOs	The students are able to demonstrate professionalism in academic speaking settings, including appropriate language choice, tone, confidence, and adherence.
CLOs	The students are able to engage in academic discussions and debates responsibly, showing openness to diverse perspectives while maintaining moral and professional conduct.
CLOs	The students are able to demonstrate creative and innovative speaking strategies by utilizing visual aids, digital media, gestures, and voice to enhance academic communication.

CLOs	The students are able to Apply critical and systematic thinking in developing and delivering academic oral presentations supported by credible evidence
CLOs	The students are able to deliver academic oral presentations using English proficiency equivalent to B2 CEFR level with effective organization, clarity, and fluency.
CLOs	The students are able to Communicate academic ideas effectively and professionally in individual and group speaking tasks, demonstrating clarity, coherence, and audience awareness
CLOs	The students are able to Collaborate in team-based academic speaking activities such as panel discussions, group presentations, and seminars by contributing idea and negotiation
Sub-Course Learning Outcomes (Sub-CLOs)	
Sub-CLOs	Students are able to practice describing activities
Sub-CLOs	Students are able to deliver giving opinion expression
Sub-CLOs	Students are able to express agreement and disagreement
Sub-CLOs	Students are able to express giving reasons
Sub-CLOs	Students are able to express asking for clarification
Sub-CLOs	Students are able to express criticizing
Sub-CLOs	Students are able to practice seminars

3. ASSESSMENT METHODS AND INSTRUMENTS

No	CLOS	Assessment Type	Assessment Instrument
1	CLO-1	Speaking Performance	Classroom speaking participation
2	CLO-2	Academic Discussion	Debate and discussion performance
3	CLO-3	Speaking Practice	Use of visual aids and communication strategies
4	CLO-4	Oral Presentation	Academic presentation with supporting evidence
5	CLO-5	Presentation Assessment	Individual presentation evaluation
6	CLO-6	Communication Task	Speaking performance in academic tasks
7	CLO-7	Group Activity	Panel discussion or seminar presentation

4. ASSESSMENT METHODS AND INSTRUMENTS

CLO	Target Achievement	Actual Achievement	Status
CLO-1	≥ 75% of students score ≥ 70	83% of students score ≥ 70	Achieved

CLO-2	≥ 75% of students score ≥ 70	82% of students score ≥ 70	Achieved
CLO-3	≥ 80% of students score ≥ 70	84% of students score ≥ 70	Achieved
CLO-4	≥ 80% of students score ≥ 70	85% of students score ≥ 70	Achieved
CLO-5	≥ 80% of students score ≥ 70	86% of students score ≥ 70	Achieved
CLO-6	≥ 80% of students score ≥ 70	87% of students score ≥ 70	Achieved
CLO-7	≥ 85% of students score ≥ 70	88% of students score ≥ 70	Achieved

5. ANALYSIS OF LEARNING OUTCOMES ACHIEVEMENT

Based on the assessment results conducted throughout the semester, most students successfully achieved the expected learning outcomes in the Speaking for Academic Communication course. Students demonstrated improvement in their ability to communicate academic ideas effectively in English through various speaking activities. Students showed increased confidence when expressing opinions, agreeing or disagreeing during discussions, and providing logical reasons to support their arguments. The implementation of seminar practices and presentation tasks also contributed significantly to improving students' public speaking and academic communication skills. Furthermore, collaborative activities such as group discussions and seminar presentations enhanced students' teamwork, leadership, and communication competencies. However, several students still experienced difficulties in maintaining fluency and organizing ideas clearly during longer academic presentations.

Overall, the course effectively supported students in developing academic speaking competence, critical thinking, and collaborative communication skills.

6. IDENTIFIED PROBLEM AND IMPROVEMENT PLAN

No	Identified Problem	Improvement Plan
1	Some students experience limited vocabulary when expressing academic ideas.	Provide vocabulary enrichment activities related to academic speaking.
2	Several students lack confidence when delivering presentations.	Conduct more presentation practice and peer feedback sessions.
3	Students sometimes struggle to organize ideas logically during presentations.	Introduce structured presentation frameworks and speaking outlines.
4	Some students hesitate to participate actively in discussions.	Implement small-group discussion activities to increase participation.

5	Fluency and pronunciation remain challenging for some students.	Provide additional speaking drills and pronunciation practice.
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7. CONCLUSION

Overall, the implementation of the Speaking for Academic Communication course has effectively supported the achievement of the intended learning outcomes. Students demonstrated the ability to communicate academic ideas in English through discussions, presentations, and seminar activities. The course also contributed to the development of students' academic speaking competence, critical thinking, and collaborative communication skills. Future course implementation will emphasize on strengthening academic vocabulary, presentation organization, pronunciation practice, and interactive speaking activities to further enhance students' academic communication abilities.