


## Section 4:
## Productivity in Language Teaching

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### *From the Classroom to the Real World:*
### *Application of Outcomes-Based Assessment in English Courses*

Quality Assurance (QA) is becoming one of the current concerns in higher education worldwide. Learning outcomes are seen as central QA processes since the outcomes provide key benchmarks for maintaining standards and enhancing teaching and learning. The outcomes-based assessment (OBA) necessitates a change in educational practices of focus on what students have to learn rather than what educators have to teach. Moreover, it is connected with purposeful planning for the delivery and evaluation of intended outcomes.

Accordingly, the purpose of the study presented in this talk was to investigate the expected learning outcomes in English courses for undergraduate students so that relevant grading criteria could be established. In addition, relevant criteria of validity - i.e. the investigation to prove whether students achieved the outcomes defined on the basis of the expected language standards - were implemented. Then, students' study results and the scores obtained from an official English language standard were computed. Lastly, students' attitudes towards the application of OBA were documented and analyzed.

The findings of the present study can be of importance in several ways. Theoretically, they may contribute to a better understanding of the learning outcomes expected. This information can help English language instructors to develop their teaching and improve their course evaluation. Moreover, the assessment of the

concurrent validity may be useful for the interpretation of the study results as the measurements have been performed by evaluation instruments as well as by standard instruments. Therefore, the scores obtained in this study can be compared with relevant standardized scores. This will allow classroom evaluation to be connected with more meaningful standards outside the classroom.

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