

OUTCOME BASED EDUCATION IN ELT FOR GRADUATING LEARNERS OF SCIENCE AND TECHNOLOGY

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Abstract: Outcome Based Education is the novel advent of the pedagogy to break down the barriers of present teaching methodology. Technology plays a vital role in making outcome based teaching and learning successful. However, technology can never; on the whole replace the human teacher. For a facilitator to effectively impart language; to acquire the determined outcome; he or she has to be trained or skilled in certain nuances of language teaching. Along with a realistic approach; helping students to have a hands on experience and evaluating the wards based on the skills; 'constructivism', connectivity and empathy become the basis of Outcome Based Education.

OBE (Outcome Based Education) is student –centered learning methods that focus on empirically measuring student performance (the “outcome”). Back in time and even in the present, a ‘traditional’ method of imparting education has been followed; i.e. a teacher delivers his/her knowledge to the students in the form of lecture. These lectures are aided with text books and notes taken during the session. The charted note of the student is mostly a paraphrase of the source material. However this methodology has been followed widely, though certain divergent approaches also happen.

This ritualistic method of teaching makes the learning task arduous for a heterogeneous class of students. And to overcome this stumbling block, experts in the field of education have been constantly researching and till date have made developments. These pedagogic reforms lay its prime focus in devising methods and approaches of Outcome Based Teaching and Learning.

With the advent of the cutting edge technology various streams of Science and Technology has extended a cordial welcome to this breakthrough approach. The entities - the teacher and the learner’s accomplishment are made less laborious by these approaches. We find that teaching and learning methods have inextricably intertwined with this approach. Thus the outcome of this approach is unsurpassed.

Since English is taught as a second language or a foreign language in our country. English Language Teaching in our country has less effusively adapted to the teaching and learning methods which are aided by technology and resources available through it. However it is irrefutable that language teaching is complete only when, we are face-to-face with our facilitator. An individual who is formally trained thorough with the rules of the English Language and one who has secured the highest degree in this stream or a person, who has an articulation and fluency nearest to the natives, are assumed to serve as good language trainers. In a sheer attempt of imparting the rules which one is well versed with or proving the proficiency of the language to the students seldom gratifies Outcome Based Teaching and Learning in ELT. At the same time these are also the essential traits which a language teacher must possess.

In this century and centuries yet to come, we foresee that the world is becoming a global village and with profundity we see that there is an iota who can communicate well in English and the larger portion comprises of students diffident in English communication. Thus with this imprint in our minds, we must custom build the recruitment process. This designated person who can handle an English hour with a comprehensive ability would, certainly to an extent innovate outcome based sessions.

The present scenario demands, learning English not as a subject but more for communicative purposes. It is the criteria for better chances of advancement in career. The current material followed in a classroom or at least the resource used in the language lab, is oriented in burgeoning the vocabulary and proficiency in the usage of the language, although it behaves to college-level study. But the chasm in the user and the study material is vast with few exceptions. This pang of suffering is because of less importance being rendered in the juvenile level of learning the language.

“Once , in an evening class, one of my adult students said, “If there’s a right way to spell a word, I want to know it.” On another occasion, at the end of a punctuation session on possessive apostrophes, a college student said rather angrily, “ Why wasn’t I told this years ago?” (Burt, Angela V).

With the above quote as an illustration, as a conciliatory gesture, by taking the majority into consideration, building the basics becomes inevitable even at collegiate learning. There must be ample support in providing the blend of “five basic elements

of any teaching and learning situation: confidence and independence; knowledge and understanding; skills and strategies; use of prior and emerging experience and critical reflection”, rather than the traditional approach. An approach with simplified explanation of the laws and limited usage of jargons, reduces the labor in making the student understand and retain the concept for later usage. This makes the student realize that, learning and usage of the language is not only limited within the classroom, but also extends to the next level of preparing and easily equipping oneself into the workforce. This very realization in every learner is a milestone achieved in Outcome Based Teaching and Learning.

A syllabus which stabilizes fundamentals and institutionalizes honing of the students in four skills of language learning (Listening, Speaking, Reading and Writing) and awarding of the rubrics in form of a formative evaluation throughout the course period, serves as a boost to their confidence and helps them emerge successful in securing a job. Assignments during an English session must be designed in such a way that there should be seldom any chances for duplication and the assignments must be carefully thought-out so that it instigates the urge of a student to work on their own. For this to materialize a teacher must have variations while assigning a task related to a particular module. For any activity of speaking and writing students should be provided with introductory vocabulary oiling the wheels for them to frame sentences on their own. This method can have a better outcome than the method of dictation. Producing examples of tasks and samples of performances has to be assessed to showcase the merits and demerits to the learners; this a supportive method of Outcome Based Learning. Peer group learning should be encouraged whenever possible.

Being in the learning phase, students are vulnerable to all forms of learning. The main challenge faced by the English language teachers, is to make students unlearn their faults in usage which is deep seated and are uttered involuntarily. So every teacher must be sure enough of the standard based teaching of imparting the language to the student, putting an end to the process of unlearning at every phrase. “If someone makes too many mistakes in a foreign language, he or she can be difficult to understand, so a reasonable level of correctness is important” (Swan ix).

During the explanation of a topic, the facilitator should skillfully explain or quote relevant examples. This furthermore develops a vivid understanding for the students of how the learning the grammar of the language is oriented towards outcome. A free flow of conversation must be appreciated at the initial stages of speaking sessions therefore helping the students to confront hesitation and fear. The process of evaluation of speaking should be reserved; when the learner has gained confidence to speak. The feedback should be clear clues for improvisation. “Learners should aim to avoid serious mistakes but they should not become obsessed with correctness, or worry every time they make a mistake” (Swan ix). An initial activity or motivational devise in a lesson designed to get students’ attention or to tap them into background knowledge can be followed. As a desiccated way of handling an English class no more serves good.

Facilitators must generate answers from the learners without showing any personal preferences or neglecting students who shy away from answering questions. Making a student answer should never give them a feel factor of being ridiculed or punished. At the same time, the best pick of the bunch should play the role of a paraprofessional in guiding and assisting the feeble learners through buzz sessions and learning done outside the classroom. This co-operative learning is a catalytic approach in achieving Outcome based Teaching and Learning and also ensures that every individual is taken care without negligence.

Language teaching should be done with a tint of introduction, to the positive aspects of the culture from which the language has originated, James O’ Driscoll also emphasizes the fact as follows.

It is for all people who recognize that knowledge of British life is necessary to improve their understanding and use the language as it is spoken in Britain. How many times have you not finally understood a phrase in a British text and found that the dictionary did not help. How many times have you understood every word that a British person has said but not understood what he or she meant? In any society, writers and speakers leave some things unsaid or unexplained because they assume that their readers and listeners are equipped with the basic knowledge (O’Driscoll 6)

As an encapsulation the “constructivism”, connectivity and empathy are the ways the teacher will be able to help students emulate and with the plethora of available resources also become the rudiments that pave way to an Outcome Based Teaching and Learning of English Language.

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