

# Outcome-Based Teaching and Learning (OBTL) English: An Assessment

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## Abstract

This study was an attempt to determine what extent English language teachers and English major students are accepting or resisting the envisioned education approach (outcome-based) and to assess the status of the implementation and the level of usefulness of OBE approach in teaching and learning English in NEUST. It also sought to investigate if there is an existing relationship and significant difference between the assessment of the status of the implementation with contributory factors such as formulating appropriate lesson objectives, designing appropriate learning tasks, choosing appropriate teaching methodologies, and designing appropriate assessment tasks and the level of usefulness of OBE Approach with contributory factors such as the knowledge of OBE implementation through instruction and practice of OBE implementation through instruction as perceived by the English teachers and students in teaching and learning English in NEUST. A total of 20 English teachers and 105 English major students from NEUST served as respondents. The descriptive research and correlation method of research were used by the researcher with the questionnaire as the main tool in data gathering. Specifically, the study answered questions on the profile of the teacher and student-respondents; status of OBE implementation; and the level of usefulness of OBE in teaching and learning English. The study also assessed if there are significant relationship and difference between the status of OBE implementation and the level of usefulness of OBE in teaching and learning English.

**Keywords:** Outcome-Based Teaching & Learning, OBE Approach, Assessment

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## 1. Introduction

Education has always been dynamic. Everything that is dynamic certainly echoes possible problems. To keep in pace with global competitiveness, Philippines has finally implemented new approach in the teaching and learning process for tertiary level. Indeed, education constantly grows with the growth of humanity. The curriculum in the educational system of the Philippines has been altering for the changing times of generation.

Taking a new step for searching the best approach in tertiary education is one of the Philippines' main goals because of poor performance or lack of necessary skills demanded by the 21st century society (De Guzman, et al. 2017). Every profession or job in the Philippines requires a specific skill or set of skills in which Filipinos are lacking. The problem calls an attention to the government mandating all the institutions private or public to enhance learning through competency based standards and outcome-based system stated in the Commission on Higher Education (CHED) Memorandum Order No. 46, S.2012.

Following the 1987 Philippine constitution that promotes quality education, the Commission on Higher education enhances the quality of education by implementing the Outcome-Based Education in all private or public higher education institution due to its positive effects in learning. Further reasons for implementing OBE were discussed primarily to improve the quality of life of many Filipinos and by globalization (CHED Memo, Article I and III).

Outcome-Based Education (OBE) is an approach to education in which the decision about the curriculum is driven by the exit learning outcomes that the students should display at the end of the course. (Laguador & Dotong, 2014). It means that it is a well type of learning process that focuses on the development of the students' knowledge and on the enhancement of the skills of the learners. It focuses not only to the mental process but also to the action or demonstration process the learners must be applied at the end of the curriculum. The OBE approach is said to be on track to changing the educational system from inputs based to outputs based. The defined outcomes must be SMART (specific, measurable, achievable or attainable, realistic or relevant and time-based or time-bound) (Rajae, et al. 2013).

The Nueva Ecija University of Science and Technology being considered as a local state university has already implemented OBE approach as per compliance to the CHED Memorandum Order No. 46 s.2012. In order to meet higher standards and competencies in the teaching-learning process of its English Education, faculty were required to utilize OBE approach in the construction of their syllabus/syllabi of instruction. Meanwhile, to develop their capacity for the change, faculty were encouraged to attend several national and international workshops and conferences.

Since NEUST is implementing OBE, it is very essential to go in-depth into the level of usefulness of OBE

and its status of implementation as perceived by its students and teachers. In determining the relationship between the two, the institution can now formulate plans to find solutions on the identified concerns or problems and guide the students to cope up with the new educational approach.

Aware of teaching relevance of OBE approach in teaching and learning process, this study aims to assess the status of the implementation and level of usefulness of OBE approach in teaching and learning English in Nueva Ecija University of Science and Technology.

## 2. Materials and Methods

### 2.1. Research Method

To facilitate the gathering of information necessary for this study, the descriptive method of research was used. This method of research is usually used for collecting information that demonstrates relationship. It is an example of a method which information is collected without changing the environment.

OBE approach in teaching and learning English was assessed through its status of the implementation and its level of usefulness. The status of the implementation and level of usefulness of OBE approach in teaching and learning English was assessed in terms of teacher-respondents' profile such as age, sex, academic rank or teaching position, years in service, seminars or trainings attended related to OBE, and English class size being handled; student-respondents' profile such as year level, age, sex, final grade of all English subjects taken last academic year, and parents' monthly income; formulating appropriate learning objectives; designing appropriate learning tasks; choosing appropriate teaching methodologies; designing appropriate assessment tasks; knowledge of OBE implementation through instruction; and practice of OBE implementation through instruction.

Since this study was concerned in assessing the implementation and level of usefulness of OBE approach in teaching and learning English as described by English teachers and English major students; the relationship between the respondents' assessment of the status of OBE implementation and the level of usefulness of OBE approach in teaching and learning English; and the difference between the teacher and student-respondents' assessment, the descriptive method of research was the most appropriate method to use.

### 2.2. Respondents of the Study

The respondents of this study were all the third year and fourth year BSE major in English students enrolled in the old curriculum and all the English teachers who were under the College of Education in the three (3) campuses of Nueva Ecija University of Science and Technology namely: San Isidro Campus, Sumacab Campus and Gabaldon Campus.

## 3. Results and Discussion

### 1. Status of the Implementation of OBE Approach in Teaching and Learning English in NEUST

#### 1.1. Implementation of OBE in terms of Formulating Appropriate Lesson Objectives

##### 1.1.1. Implementation of OBE in terms of Formulating Appropriate Lesson Objectives in Teaching English

Table 1. Implementation of OBE in terms of Formulating Appropriate Lesson Objectives in Teaching English

Table 1 shows the implementation of OBE in terms of formulating appropriate lesson objectives in teaching English.

In teaching English...	WM	VI
1. I recognize that NEUST is implementing OBE which focuses on students' achievement.	3.75	HI
2. I align the Course Intended Learning Outcomes (CILOs) to NEUST Program Educational Objectives (PEOs).	3.70	HI
3. I align the Course Intended Learning Outcomes (CILOs) to NEUST Program Intended Learning Outcomes (PILOs).	3.70	HI
4. I am aware that what is taught in the course aligns with the stated learning outcomes.	3.65	HI
5. I recognize that the stated learning outcomes of the course have a valuable relationship to degree program.	3.90	HI
6. I make sure that the stated learning outcomes are clear and understandable wherein the curriculum, competence that I use is aligned with desired graduate outcomes.	3.85	HI
7. I use learning domains (cognitive, affective and psychomotor) specified to each CLO for all English subjects I am teaching.	3.90	HI
8. I utilize different teaching methods to measure PEOs, PILOs, and CILOs and puts effort to improve my teaching methods to achieve my learning objectives in teaching.	3.85	HI
9. I work hard to ensure all students attain the learning outcomes of their courses.	3.80	HI
10. I explain the CILOs of the courses early of the semester.	3.95	HI

In teaching English...	WM	VI
<b>OWM</b>	<b>3.81</b>	<b>HI</b>

**Legend:**

3.25 – 4.00 Highly Implemented (HI)	- Very High Extent
2.50 – 3.24 Implemented (I)	- High Extent
1.75 – 2.49 Less Implemented (LI)	- Low Extent
1.00 – 1.74 Not Implemented (NI)	- No Extent

It can be gleaned from the table that Item no. 10, “I explain the Course Intended Learning Outcomes (CILOs) of the course early of the semester” has the greatest mean of 3.95 and Item no. 4, “I am aware that what is taught in the course aligns with the stated learning outcomes” has the lowest mean of 3.65 which are both interpreted as highly implemented. These ratings gave a 3.81 over-all mean score and interpreted as highly implemented. The result only proves that the teacher-respondents are aware of formulating appropriate learning objectives in teaching English subjects. They reported a great extent of knowledge that with OBE, it is essential to identify outcomes for learners to achieve. In addition, they were implementing OBE which focuses on students’ achievement such as various skills, knowledge and attitudes.

This is supported by the study of (Guzman, M. et. al, 2017) that findings signify that the respondents are fully aware that during instructional planning, identifying outcomes the students need to prepare and accomplish at the end of instruction have to be considered. Moreover, respondents also reported great extent of knowledge that students’ skills, knowledge and attitudes have to be aligned in each of the PEOs, PILOs, and CILOs.

*1.1.2. Implementation of OBE in terms of Formulating Appropriate Learning Objectives in Learning English*

*Table 2. Implementation of OBE in terms of Formulating Appropriate Learning Objectives in Learning English*

Table 2 shows the implementation of OBE in terms of formulating appropriate learning objectives in learning English.

In learning English...	WM	VI
1. my teachers recognize that NEUST is implementing OBE which focuses on students’ achievement.	3.76	HI
2. my teachers align the Course Intended Learning Outcomes (CILOs) to NEUST Program Educational Objectives (PEOs).	3.59	HI
3. my teachers align the Course Intended Learning Outcomes (CILOs) to NEUST Program Intended Learning Outcomes (PILOs).	3.56	HI
4. my teachers are aware that what is taught in the course aligns with the stated learning outcomes.	3.72	HI
5. my teachers recognize that the stated learning outcomes of the course have a valuable relationship to degree program.	3.65	HI
6. my teacher makes sure that the stated learning outcomes are clear and understandable wherein the curriculum, competence that I use is aligned with desired graduate outcomes.	3.67	HI
7. my teachers use learning domains (cognitive, affective and psychomotor) specified to each CLOs for all English subjects I am teaching.	3.73	HI
8. my teachers utilize different teaching methods to measure PEOs, PILOs, and CILOs and puts effort to improve my teaching methods to achieve my learning objectives in teaching.	3.59	HI
9. my teachers work hard to ensure all students attain the learning outcomes of their courses.	3.70	HI
10. my teachers explain the CILOs of the courses early of the semester.	3.59	HI
<b>OWM</b>	<b>3.66</b>	<b>HI</b>

**Legend:**

3.25 – 4.00 Highly Implemented (HI)	- Very High Extent
2.50 – 3.24 Implemented (I)	- High Extent
1.75 – 2.49 Less Implemented (LI)	- Low Extent
1.00 – 1.74 Not Implemented (NI)	- No Extent

It can be gleaned from the table that Item no. 1, “my teacher recognizes that NEUST is implementing OBE which focuses on students’ achievement” has the greatest mean of 3.76 and Item no. 3, “my teacher aligns Course Intended Learning Outcomes (CILOs) to NEUST Program Intended Learning Outcomes (PILOs)” has the lowest mean of 3.56 which are both interpreted as highly implemented. These ratings gave a 3.66 over-all mean score and interpreted as highly implemented. The result only proves that most of the student-respondents are aware that their teachers are formulating appropriate learning objectives in learning English subjects.

The student-respondents believe that OBE is capable of providing a learning environment that will help them develop their skills and promotes character formation as future professionals (Borsoto et. al, 2014).

*1.2. Implementation of OBE in terms of Designing Appropriate Learning Tasks*

*1.2.1. Implementation of OBE in terms of Designing Appropriate Learning Tasks in Teaching English*

*Table 3. Implementation of OBE in terms of Designing Appropriate Learning Tasks in Teaching English*

Table 3 shows the implementation of OBE in terms of designing appropriate learning tasks in teaching English.

**In teaching English...**

	<b>WM</b>	<b>VI</b>
1. I encourage my students to think independently in solving problems, and self-managed learning.	3.70	HI
2. I give my students the opportunity to demonstrate their communication skills during class.	3.95	HI
3. I let my students debate, discuss, reflect in the class by their own judgement and interpretation.	3.80	HI
4. I expose my students to do case studies or practices in real-life situations in our classroom learning and teaching activities.	3.70	HI
5. I plan activities that focus around my students in totality and on what they have to produce at the end of the lesson.	3.85	HI
6. I get high expectations from my students for them to be academically equipped in class.	3.75	HI
7. I let my students construct their own knowledge because their own understanding is essential in OBE.	3.80	HI
8. I encourage group work and teamwork that caters for my students' attitudes and values for them to have an active participation in teaching-learning situation.	4.00	HI
9. I emphasize life-long learning that focuses on the career my students are to pursue.	3.75	HI
10. Since I have a minor role played in the teaching-learning situation, I ensure that my students search information for themselves.	3.70	HI
<b>OWM</b>	<b>3.80</b>	<b>HI</b>

**Legend:**

- 3.25 – 4.00 Highly Implemented (HI) - Very High Extent
- 2.50 – 3.24 Implemented (I) - High Extent
- 1.75 – 2.49 Less Implemented (LI) - Low Extent
- 1.00 – 1.74 Not Implemented (NI) - No Extent

Encouraging group work and teamwork that caters for students' attitudes and values for them to have an active participation in teaching-learning situation has the highest and perfect mean of 4.00 which was highly implemented. Meanwhile, encouraging students to think independently in solving problems, and self- managed learning, exposing students to do case studies or practices in real-life situations in the classroom learning and teaching activities, and having a minor role played in the teaching-learning situation to ensure that the students search information for themselves have the same weighted mean of 3.70 respectively which were highly implemented. The over-all weighted mean of 3.80 indicates that all the items or activities in terms of designing appropriate learning tasks in teaching English were highly implemented.

It was revealed that the faculty-respondents manifested a great extent of understanding that the essence of OBE is about active engagement and involvement in the classroom. Ramoroka (2007) argued that in outcome-based education, each learner should be allowed enough to show his/her potentials and be provided the most suitable condition for effective learning to occur as it is manifested in group or collaborative learning.

1.2.2. Implementation of OBE in terms of Designing Appropriate Learning Tasks in Learning English  
 Table 4. Implementation of OBE in terms of Designing Appropriate Learning Tasks in Learning English

Table 4 shows the implementation of OBE in terms of designing appropriate learning tasks in learning English.

In learning English...	WM	VI
1. my teachers encourage me to think independently in solving problems, and self- managed learning.	3.72	HI
2. my teachers give me the opportunity to demonstrate my communication skills during class.	3.75	HI
3. my teachers let me debate, discuss, reflect in the class by my own judgement and interpretation.	3.58	HI
4. my teachers expose me to do case studies or practices in real-life situations in our classroom learning and teaching activities.	3.63	HI
5. my teachers plan activities that focus around me in totality and on what I have to produce at the end of the lesson.	3.57	HI
6. my teacher gets high expectations from me for I to be academically equipped in class.	3.53	HI
7. my teachers let me construct my own knowledge because my own understanding is essential in OBE.	3.67	HI
8. my teachers encourage group work and teamwork that cater for my attitudes and values for I to have an active participation in teaching-learning situation.	3.74	HI
9. my teachers emphasize life-long learning that focuses on the career I am to pursue.	3.70	HI
10. Since my teachers have a minor role played in the teaching-learning situation, they ensure that I search information for myself.	3.61	HI
<b>OWM</b>	<b>3.65</b>	<b>HI</b>

**Legend:**

3.25 – 4.00 Highly Implemented (HI)	- Very High Extent
2.50 – 3.24 Implemented (I)	- High Extent
1.75 – 2.49 Less Implemented (LI)	- Low Extent
1.00 – 1.74 Not Implemented (NI)	- No Extent

Having given the opportunity by the teacher to demonstrate communication skills during class has the highest mean of 3.75 which was highly implemented. Meanwhile, getting high expectations to become academically equipped in class has the lowest mean of 3.53 which was highly implemented. The over-all weighted mean of 3.65 indicates that all the items or activities in terms of designing appropriate learning tasks in learning English were highly implemented.

In ESL communication, educators and learners interact in a meaningful way. As cited by (Ortega, et al, 2016) Schlebusch (2005) defines communication as a two-way process in which feedback takes place when a certain medium is in use. Furthermore, he also says that ESL communication is a way of promoting growth of intelligent, creative and lateral thinking in order to emulate and uncultured ESL learners with English values. Learners develop themselves when they use and communicate in English. The inability to exercise the use of English in the ESL classrooms will hamper learners' competency in communication. In teaching and learning, a meaningful interaction that takes place between educators and learners brings about effective ESL communication.

*1.3. Implementation of OBE in terms of Choosing Appropriate Teaching Methodologies*

*1.3.1. Implementation of OBE in terms of Choosing Appropriate Teaching Methodologies in Teaching English*

*Table 5. Implementation of OBE in terms of Choosing Appropriate Teaching Methodologies in Teaching English*  
 Table 5 shows the implementation of OBE in terms of choosing appropriate teaching methodologies in teaching English.

<b>In teaching English...</b>	<b>WM</b>	<b>VI</b>
1. my way of teaching creates learners' interests, enthusiasm and appreciation.	3.70	HI
2. I encourage my students' involvement and success in learning through pushing them to do practical work and become highly adapted to it.	3.85	HI
3. my teaching enhances critical thinking and creative thinking skills.	3.80	HI
4. I use information sheet, job sheet, operation sheet and other printed materials to teach my students.	3.70	HI
5. I use audio tapes, video tapes, slide sequence photographs, models, practical kits, tools, and printed materials in my own classroom.	3.70	HI
6. I give individual assignment and practical project work to my students	3.90	HI
7. I encourage my student to develop group learning skills such as discussion and interpersonal skills.	4.00	HI
8. let my students contribute and create new ideas and concepts, adaptation, accumulation and transferring them to micro and small conversation to maximize their communication skills.	3.80	HI
9. I commonly use observation, written tests, portfolio, and actual demonstration of performance methods to assess my students' mastery of intended learning outcomes.	3.80	HI
<b>OWM</b>	<b>3.81</b>	<b>HI</b>

**Legend:**

3.25 – 4.00 Highly Implemented (HI)	- Very High Extent
2.50 – 3.24 Implemented (I)	- High Extent
1.75 – 2.49 Less Implemented (LI)	- Low Extent
1.00 – 1.74 Not Implemented (NI)	- No Extent

It can be gleaned from the table that Item no. 7, "I encourage my student to develop group learning skills such as discussion and interpersonal skills" has the highest and perfect mean of 4.00 which was interpreted as highly implemented. Items no. 1, "my way of teaching creates learners' interests, enthusiasm and appreciation", no. 4, "I use information sheet, job sheet, operation sheet and other printed materials to teach my students", and no. 5 "I use audio tapes, video tapes, slide sequence photographs, models, practical kits, tools, and printed materials in my own classroom", have the lowest mean of 3.70 respectively which were interpreted as highly implemented. These ratings gave a 3.81 over-all mean score and interpreted as highly implemented. The result only proves that most of the teacher-respondents are aware and have a great extent of choosing appropriate teaching methodologies in teaching English subjects. The faculty respondents fully understand that the essence of OBE is to encourage group work and teamwork and there are high expectations for learners to do well in class. They also understand well that in the outcome-based environment, learners are expected to be involved in group task/work and continuously improve their performance.

Killen (2007) points out those teaching and learning strategies describe the ways in which educators apply skills, techniques and styles. Educators need to apply a variety of teaching strategies to allow learners to demonstrate the learning they have mastered. One such strategy is where learners engage collaboratively in pairs or groups in order to enhance the acquisition of ESL. The ESL educator should guide the process while learners provide outputs such as dialogues, role-plays and games. Moreover, he also suggests that such activities provide learners with opportunities to speak, listen, write and read.

Table 5.1 Ranking of the Different Teaching Methods Used in Teaching English

Table 5.1 presents the ranking of the different teaching methodologies used in teaching English subjects.

	Rank 1	Rank 2	Rank 3	Rank 4	Rank 5	Rank 6
<b>TEACHING METHODS</b>	T	T	T	T	T	T
1. Lecture Method	3	2	3	4	4 *	4
2. Demonstration Method	5	5 *	5	3	2	0
3. Inquiry Method	0	2	3	9 *	4	2
4. Discovery Method	5	3	5 *	3	4	0
5. Discussion Method	7 *	4	3	0	2	4
6. Project Method	0	4	1	1	4	10 *

Legend:

T = Total No. of the Teachers' Response

\* = Method According to Rank

It can be shown from the table that most of the teacher-respondents used the discussion method and the least method they used was the project method.

In the OBE, varied teaching strategies and techniques have to be utilized so as to solicit more students' engagement (Guzman, M. et al, 2017).

### 1.3.2. Implementation of OBE in terms of Choosing Appropriate Teaching Methodologies in Learning English

Table 6. Implementation of OBE in terms of Choosing Appropriate Teaching Methodologies in Learning English  
 Table 6 shows the implementation of OBE in terms of choosing appropriate teaching methodologies in teaching English.

#### In learning English...

	WM	VI
1. my teachers' way of teaching creates my interests, enthusiasm and appreciation.	3.62	HI
2. my teachers encourage my involvement and success in learning through pushing me to do practical work and become highly adapted to it.	3.60	HI
3. my teachers' way of teaching enhances my critical thinking and creative thinking skills.	3.72	HI
4. my teachers use information sheet, job sheet, operation sheet and other printed materials.	3.59	HI
5. my teachers use audio tapes, video tapes, slide sequence photographs, models, practical kits, tools, and printed materials in their own classroom.	3.69	HI
6. my teachers give individual assignment and practical project work.	3.70	HI
7. my teachers encourage me to develop group learning skills such as discussion and interpersonal skills.	3.62	HI
8. my teachers let me contribute and create new ideas and concepts, adaptation, accumulation and transferring them to micro and small conversation to maximize my communication skills.	3.60	HI
9. my teachers commonly use observation, written tests, portfolio, and actual demonstration of performance methods to assess my mastery of intended learning outcomes.	3.70	HI
<b>OWM</b>	<b>3.65</b>	<b>HI</b>

Legend:

3.25 – 4.00 Highly Implemented (HI) - Very High Extent

2.50 – 3.24 Implemented (I) - High Extent

1.75 – 2.49 Less Implemented (LI) - Low Extent

1.00 – 1.74 Not Implemented (NI) - No Extent

It can be gleaned from the table that Item no. 3, "my teacher's way of teaching enhances my critical thinking and creative thinking skills", has the highest mean of 3.72 which was interpreted as highly implemented. Meanwhile, Item no. 4, "my teacher uses information sheet, job sheet, operation sheet and other printed materials", has the lowest mean of 3.59 which was interpreted as highly implemented. These ratings gave a 3.65 over-all mean score and interpreted as highly implemented. The result only proves that most of the student-respondents are aware and have a great extent that their teachers were choosing appropriate teaching methodologies in teaching English subjects.

There is a great extent of knowledge among the student-respondents that in OBE, appropriate questioning technique towards development of their higher order thinking should be utilized (Guzman, M. et al, 2017). The process of teaching and learning is towards promoting students' critical thinking capacity. Therefore, more activities to enhance students' communication and thinking skills should be embedded in learning and teaching sessions.

*Table 6.1 Ranking of the Different Teaching Methods Used in Learning English*

Table 6.1 presents the ranking of the different teaching methodologies used in learning English subjects.

	Rank 1	Rank 2	Rank 3	Rank 4	Rank 5	Rank 6
<b>TEACHING METHODS</b>	T	T	T	T	T	T
1. Lecture Method	21	17	7	8	7	45 *
2. Demonstration Method	27	27 *	31	5	9	6
3. Inquiry Method	8	16	23	24	24 *	10
4. Discovery Method	9	13	24 *	28	24	7
5. Discussion Method	37 *	18	18	15	13	4
6. Project Method	3	14	2	25 *	28	33

Legend:

T = Total No. of the Students' Response

\* = Method According to Rank

It can be shown from the table that most of the student-respondents said that their teacher employed mostly the discussion method in their classroom and the least method that their teachers used was the lecture method.

In OBE classroom, learners have to be viewed as active individuals. This is true in a classroom wherein teachers plan and execute activities because knowledge can also be shaped through actual experiences. Moreover, OBE classroom is not predominated by traditional methods of teaching (Guzman, M. et al, 2017). OBE favored instruction which is learner-centered and learner-controlled where in students can influence the content, activities, materials, and paces.

#### *1.4. Implementation of OBE in terms of Designing Appropriate Assessment Tasks*

##### *1.4.1. Implementation of OBE in terms of Designing Appropriate Assessment Tasks in Teaching English*

##### *Table 7. Implementation of OBE in terms of Designing Appropriate Assessment Tasks in Teaching English*

Table 7 shows the implementation of OBE in terms of designing appropriate assessment tasks in teaching English.

#### **In teaching English...**

	WM	VI
1. I ensure that my course activities are well-prepared and delivered that have a clear relationship to course assessment.	3.85	HI
2. I give my students the opportunity to show higher-order intellectual capability, ability to work together and independently during assessment and succeed competent.	3.95	HI
3. I make sure that the course assessment tasks are fair and appropriate.	3.85	HI
4. I recognize that the difficulty and workload of this course are reasonable before, during and after assessment.	3.70	HI
5. I ensure that the recommended reading materials/texts I am using are helpful in any assessment tasks.	3.85	HI
6. I believe that understanding the Course Intended Learning Outcomes (CILOs) will help my students to do better in any assessments wherein I am aware on the assessment criteria that I am using to assess my students' competence in class.	3.85	HI
7. I recognize that the course assessments contribute to my students' understanding of the course content	3.75	HI
8. The intended learning outcomes, teaching activities and outcome-based assessment are well understood by my students.	3.85	HI
9. The relationship between assessments (quizzes, term exams, assignments, practical tests, etc.) and the attainment of learning outcomes are fully understood by my students.	3.85	HI
OWM	3.83	HI

Legend:

3.25 – 4.00 Highly Implemented (HI) - Very High Extent

2.50 – 3.24 Implemented (I) - High Extent

1.75 – 2.49 Less Implemented (LI) - Low Extent

1.00 – 1.74 Not Implemented (NI) - No Extent

Giving the students the opportunity to show higher-order intellectual capability, ability to work together and independently during assessment and succeed competent has the highest mean of 3.95 which was highly implemented. Meanwhile, recognizing that the difficulty and workload of this course are reasonable before, during and after assessment has the lowest mean of 3.70 which was highly implemented. The over-all weighted mean of 3.83 indicates that all the items or activities in terms of designing appropriate assessment tasks in teaching English were highly implemented. It was revealed that faculty members realized the need to develop



upon their students higher-order thinking skills (HOTs). Mohayidin et al. (2008) recognized that teaching should focus and aimed at learners' acquisition of higher order thinking skills.

*Table 7.1 Ranking of the Different Assessment Methods Used in Teaching English*

Table 7.1 presents the ranking of the different assessment methods used in assessing outcomes in teaching English subjects.

ASSESSMENT METHODS	Rank 1	Rank 2	Rank 3	Rank 4	Rank 5	Rank 6
1. Lecture Method	1	4	5 *	1	3	6 *
2. Demonstration Method	5	4	3	3	5 *	0
3. Inquiry Method	2	4	3	5	3	3
4. Discovery Method	2	0	2	8 *	4	4
5. Discussion Method	7 *	2	4	3	2	2
6. Project Method	3	6 *	3	0	3	5

Legend:

T = Total No. of the Teachers' Response

\* = Method According to Rank

It can be gleaned from the table that most of the teacher-respondents used the discussion method and the least method they used was the inquiry method used.

Mohayidin et al. (2008) also synthesized that valid outputs and reliable assessment procedure and approaches to evaluate the output and performances of the students are a significant step in producing quality graduates.

#### *1.4.2. Implementation of OBE in terms of Designing Appropriate Assessment Tasks in Learning English*

*Table 8. Implementation of OBE in terms of Designing Appropriate Assessment Tasks in Learning English*

Table 8 shows the implementation of OBE in terms of designing appropriate assessment tasks in teaching English.

#### **In learning English...**

	WM	VI
1. my teachers ensure that their course activities are well-prepared and delivered that have a clear relationship to course assessment.	3.67	HI
2. my teachers give me the opportunity to show higher-order intellectual capability, ability to work together and independently during assessment and succeed competent.	3.67	HI
3. my teachers make sure that the course assessment tasks are fair and appropriate.	3.66	HI
4. my teachers recognize that the difficulty and workload of this course are reasonable before, during and after assessment.	3.46	HI
5. my teachers ensure that the recommended reading materials/texts they are using are helpful in any assessment tasks.	3.67	HI
6. my teachers believe that understanding the Course Intended Learning Outcomes (CILOs) will help me to do better in any assessments wherein I am aware on the assessment criteria that they are using to assess my competence in class.	3.71	HI
7. my teachers recognize that the course assessments contribute to my understanding of the course content	3.66	HI
8. I understand well the intended learning outcomes, teaching activities and outcome-based assessment.	3.58	HI
9. I fully understand the relationship between assessments (quizzes, term exams, assignments, practical tests, etc.) and the attainment of learning outcomes.	3.70	HI
<b>OWM</b>	<b>3.64</b>	<b>HI</b>

**Legend:**

3.25 – 4.00 Highly Implemented (HI) - Very High Extent

2.50 – 3.24 Implemented (I) - High Extent

1.75 – 2.49 Less Implemented (LI) - Low Extent

1.00 – 1.74 Not Implemented (NI) - No Extent

Believing that understanding the Course Intended Learning Outcomes (CILOs) will help the learners to do better in any assessments wherein they are aware on the assessment criteria that their teacher is using to assess their competence in class has the highest mean of 3.71. Meanwhile, as their teachers are recognizing that the difficulty and workload of this course are reasonable before, during and after assessment has the lowest mean of 3.46 which was highly implemented. The over-all weighted mean of 3.64 indicates that all the items or activities in terms of designing appropriate assessment tasks in learning English were highly implemented. For learning and teaching, students have great extent of agreement for all statements. The total mean score signifies that

students have positive perception towards learning and teaching activities.

This is similar to the study of Rhaffor et. al (2017) entitled “Students’ Perception on Outcome -Based Education (OBE) Implementation: A Preliminary Study in UniKL MSI” revealed that the students believe that understanding the CLOs will help them to do better in their assessments. Hence, students understand the relationship between assessments and learning outcomes’ attainment, otherwise they are aware in the assessment criteria the lecturers used to assess them.

*Table 8.1 Ranking of the Different Assessment Methods Used in Learning English*

Table 8.1 presents the ranking of the different assessment methods used in learning English subjects.

	Rank 1	Rank 2	Rank 3	Rank 4	Rank 5	Rank 6
<b>ASSESSMENT METHODS</b>	T	T	T	T	T	T
1. Lecture Method	25	13	15	18	21	13
2. Demonstration Method	12	30 *	22	16	14	11
3. Inquiry Method	33 *	25	19 *	13	6	9
4. Discovery Method	3	14	15	23	31 *	19
5. Discussion Method	21	13	17	27 *	15	12
6. Project Method	11	10	17	8	18	41 *

Legend:

T = Total No. of the Students’ Response

\* = Method According to Rank

It can be shown from the table that most of the student-respondents said that their teacher employed mostly the inquiry method in their classroom and the least method that their teachers used was the discovery method.

Previous study by Caguimbal et. al (2013) has concluded that a well-defined assessment criteria, one that clear to both lecturers and students on how it will take place, are an utmost advantage of OBE.

## 2. Level of Usefulness of OBE Approach in Teaching and Learning English in NEUST

### 2.1. Usefulness of OBE in terms of the Knowledge of OBE Implementation Through Instruction

#### 2.1.1. Usefulness of OBE in terms of the Knowledge of OBE Implementation Through Instruction in Teaching English

*Table 9. Usefulness of OBE in terms of the Knowledge of OBE Implementation through Instruction in Teaching English*

Table 9 shows the usefulness of OBE in terms of the knowledge of OBE implementation through instruction in teaching English.

<b>In teaching English...</b>	<b>WM</b>	<b>VI</b>
1. I recognize how the PEOs of the college were formulated.	3.55	VU
2. I recognize the alignment of PEO to ILO, CLO and PI through curriculum mapping.	3.90	VU
3. I know how Course Learning Outcomes were developed using Bloom’s Taxonomy.	3.75	VU
4. I recognize how the OBE process is being facilitated in the university.	3.65	VU
5. I have clear understanding on how to do the OBE assessment.	3.70	VU
6. I am aware in the use of the following direct assessment techniques in assessing the course learning outcomes:		
6.1. Quizzes	4.00	VU
6.2. Activities/Exercises	3.95	VU
6.3. Major Examinations (Term Examinations)	3.95	VU
6.4. Assignments and Projects	3.95	VU
6.5. Oral/Practical Examinations (Communication Skills)	3.95	VU
7. I recognize the principle of making and using the rubric for assessment.	3.90	VU
8. I recognize how to apply the OBE in constructing major examinations.	3.75	VU
9. I recognize how to deliver instructions through student-centered approach.	3.95	VU
10. I am ready to apply the OBE curriculum in the delivery of my instructions.	3.85	VU
<b>OWM</b>	<b>3.84</b>	<b>VU</b>

Legend:

3.25 – 4.00 Very Useful (VU)

2.50 – 3.24 Useful (U)

1.75 – 2.49 Less Useful (LU)

1.00 – 1.74 Not Useful (NU)

It can be gleaned from the table that Item no. 9, “I recognize how to deliver instructions through student-centered approach”, has the greatest mean of 3.95 and Item no. 1, “I understand how the PEOs of the college were formulated”, has the lowest mean of 3.55 which were both interpreted as very useful. Meanwhile, among

the direct assessment techniques in assessing the course learning outcomes, quizzes have the highest and perfect mean of 4.0 which was interpreted as very useful. These ratings gave a 3.84 over-all mean score and interpreted as very useful. The result only proves that the teacher-respondents have shown a great extent of knowledge of OBE implementation through instruction in teaching English.

They reported a great extent of knowledge that with OBE, there is a change of instruction from content to learning outcomes. OBE is a term used to imply that everything will be designed and organized around the intended outcomes, which a learner needs to demonstrate at the end of the learning program. Moreover, the respondents consider that there is no single best type of assessment and assessment should be aligned with learning outcomes. This result is consistent with Laguador and Dotong's (2014) finding indicating that there was a great awareness of the respondents in the different techniques in assessment under the OBE which include quizzes, projects, activities and exercises.

*2.1.2. Usefulness of OBE in terms of the Knowledge of OBE Implementation Through Instruction in Learning English*

*Table 10. Usefulness of OBE in terms of the Knowledge of OBE Implementation through Instruction in Learning English*

Table 10 shows the usefulness of OBE in terms of the knowledge of OBE implementation through instruction in learning English.

<b>In learning English...</b>	<b>WM</b>	<b>VI</b>
1. my teachers recognize how the PEOs of the college were formulated.	3.69	VU
2. my teachers recognize the alignment of PEO to IILO, CLO and PI through curriculum mapping.	3.67	VU
3. my teachers know how Course Learning Outcomes were developed using Bloom's Taxonomy.	3.72	VU
4. my teachers recognize how the OBE process is being facilitated in the university.	3.78	VU
5. my teachers have clear understanding on how to do the OBE assessment.	3.77	VU
6. my teachers are aware in the use of the following direct assessment techniques in assessing the course learning outcomes:		
6.1. Quizzes	3.81	VU
6.2. Activities/Exercises	3.76	VU
6.3. Major Examinations (Term Examinations)	3.79	VU
6.4. Assignments and Projects	3.71	VU
6.5. Oral/Practical Examinations (Communication Skills)	3.80	VU
7. my teachers recognize the principle of making and using the rubric for assessment.	3.71	VU
8. my teachers recognize how to apply the OBE in constructing major examinations.	3.68	VU
9. my teachers recognize how to deliver instructions through student-centered approach.	3.70	VU
10. my teachers are ready to apply the OBE curriculum in the delivery of their instructions.	3.78	VU
<b>OWM</b>	<b>3.74</b>	<b>VU</b>

**Legend:**

- 3.25 – 4.00 Very Useful (VU)
- 2.50 – 3.24 Useful (U)
- 1.75 – 2.49 Less Useful (LU)
- 1.00 – 1.74 Not Useful (NU)

It can be gleaned from the table that Item no. 10, "my teacher is ready to apply the OBE curriculum in the delivery of his/her instructions", and Item no. 4, "my teacher understands how the OBE process is being facilitated in the university", have the same and greatest mean of 3.78 and Item no. 2, "my teacher understands the alignment of PEO to IILO, CLO and PI through curriculum mapping", has the lowest mean of 3.67 which were both interpreted as very useful. Meanwhile, among the direct assessment techniques in assessing the course learning outcomes as perceived by the learners, quizzes have the highest mean of 3.81 which was interpreted as very useful. These ratings gave a 3.74 over-all mean score and interpreted as very useful. The result only proves that the student-respondents have shown a great extent of knowledge of OBE implementation through instruction in learning English.

The students perceived a very great extent of agreement for the effort of lecturers to ensure the attainment of learning outcomes. This implies that according to English majors, their teachers are greatly practicing the OBE in the delivery of their instruction as well as in the documentation of the evidence to show its implementation. This study also confirmed the practice of Maritime Faculty Member in LIMA in the use of varied classroom teaching and learning activities towards more student-centered activities (Guico & Dolor, 2013).

2.2. Usefulness of OBE in terms of the Practice of OBE Implementation Through Instruction

2.2.1. Usefulness of OBE in terms of the Practice of OBE Implementation Through Instruction in Teaching English

Table 11. Usefulness of OBE in terms of the practice of OBE Implementation through Instruction in Teaching English

Table 11 shows the usefulness of OBE in terms of the practice of OBE implementation through instruction in teaching English.

In teaching English...	WM	VI
1. I participate in the formulation of the PEOs of the College.	3.75	VU
2. I make syllabi that show the relationship of PEO to IILO, CLO and PI.	3.80	VU
3. I have syllabi that show Course Learning Outcomes.	3.95	VU
4. I attend series of seminars and discussions regarding OBE in the university.	3.60	VU
5. I have evidence to show the OBE assessment of my students.	3.80	VU
6. Aside from the class record, I have documents to show the use of the direct assessment techniques following the OBE format for evaluating the:		
6.1. Quizzes	3.95	VU
6.2. Activities/Exercises	3.95	VU
6.3. Major Examinations (Term Examinations)	3.95	VU
6.4. Assignments and Projects	3.95	VU
6.5. Oral/Practical Examinations (Communication Skills)	3.95	VU
7. I have records or documents to show the use of rubrics.	3.70	VU
8. I have table of specifications that clearly shows the relationship of course learning outcomes to PI.	3.80	VU
9. I have sample documents to prove in the conducted TLA through student-centered approach.	3.80	VU
10. I have different techniques related to OBE in the delivery of my instructions.	3.70	VU
<b>OWM</b>	<b>3.83</b>	<b>VU</b>

**Legend:**

- 3.25 – 4.00 Very Useful (VU)
- 2.50 – 3.24 Useful (U)
- 1.75 – 2.49 Less Useful (LU)
- 1.00 – 1.74 Not Useful (NU)

It can be gleaned from the table that in terms of teaching, having syllabi or syllabi of instructions that show Course Learning Outcomes has the highest mean of 3.95 which was interpreted as very useful and having records or documents to show the use of rubrics and having different techniques related to OBE in the delivery of instructions have the same and lowest mean of 3.70 respectively which were verbally interpreted as very useful. The over-all weighted mean of 3.83 indicates that all the items or activities in terms of practice of OBE implementation through instruction in teaching English were very useful. For learning and teaching, educators have great extent of agreement for all statements. The total mean score signifies that teacher-respondents have positive perception towards learning and teaching activities.

This reveals that there is a great extent of awareness among faculty-respondents the practice of OBE implementation through instruction in teaching English. Similar to the study of Guzman et. al (2017) that the faculty members of the different Colleges of RMTU on the other hand, would be more mindful that various teaching methods have to be identified and applied to help the learners achieve intended outcomes.

2.2.2. *Usefulness of OBE in terms of the Practice of OBE Implementation Through Instruction in Learning English*

2.2.3. *Table 12. Usefulness of OBE in terms of the Practice of OBE Implementation Through Instruction in Learning English*

Table 12 shows the usefulness of OBE in terms of the practice of OBE implementation through instruction in learning English.

<b>In learning English...</b>	<b>WN</b>	<b>VI</b>
1. my teachers participate in the formulation of the PEOs of the College.	3.66	VU
2. my teachers make syllabi that show the relationship of PEO to IILO, CLO and PI.	3.72	VU
3. my teachers have syllabi that show Course Learning Outcomes.	3.74	VU
4. my teachers attend series of seminars and discussions regarding OBE in the university.	3.74	VU
5. my teachers have evidence to show the OBE assessment.	3.67	VU
6. Aside from the class record, my teachers have documents to show the use of the direct assessment techniques following the OBE format for evaluating the:		
6.1. Quizzes	3.77	VU
6.2. Activities/Exercises	3.75	VU
6.3. Major Examinations (Term Examinations)	3.81	VU
6.4. Assignments and Projects	3.75	VU
6.5. Oral/Practical Examinations (Communication Skills)	3.75	VU
7. my teachers have records or documents to show the use of rubrics.	3.73	VU
8. my teachers have table of specifications that clearly show the relationship of course learning outcomes to PI.	3.67	VU
9. my teachers have sample documents to prove in the conducted TLA through student-centered approach.	3.70	VU
10. my teachers have different techniques related to OBE in the delivery of their instructions.	3.79	VU
<b>OWM</b>	<b>3.73</b>	<b>VU</b>

**Legend:**

- 3.25 – 4.00 Very Useful (VU)
- 2.50 – 3.24 Useful (U)
- 1.75 – 2.49 Less Useful (LU)
- 1.00 – 1.74 Not Useful (NU)

It can be gleaned from the table that, the teacher uses different techniques related to OBE in the delivery of his/her instructions has the highest mean of 3.79 which was interpreted as very useful and the teacher participates in the formulation of the PEOs of the College has the lowest mean of 3.66 which was verbally interpreted as very useful. The over-all weighted mean of 3.73 indicates that all the items or activities in terms of practice of OBE implementation through instruction in learning English were very useful. The total mean score signifies that student-respondents have positive perception towards learning and teaching activities.

The students perceived a very great extent of agreement that their lecturers work hard to ensure all students attain the learning outcomes of their courses. In OBE approach, lecturers play a crucial role as the reflective practitioner. It means understanding where they have come from, why certain methods of teaching have been selected, and cultivating the habit of continually reviewing their practice as educators to improve the quality and efficacy of their delivery in making necessary transition (Bialobrzaska, 2006). Moreover, OBE is one approach where lecturers can work closely with students. Generally, students have great extent of agreement for all statements in this section as the total mean is 3.73.

3. Significant Relationship between the Status of the Implementation and the Level of Usefulness of OBE Approach Perceived by the English Teachers and Students in Teaching and Learning English in NEUST

Table 13. Significant Relationship between the Status of the OBE Implementation and the Level of Usefulness of OBE Approach As Perceived by the English Teachers and Students in Teaching and Learning English in NEUST

Table 13 shows the relationship between the status of the OBE implementation and the level of usefulness of OBE Approach as perceived by both teacher and student-respondents in teaching and learning English in NEUST.

			Knowledge	Practice
Spearman's rho	Learning Objective	Correlation Coefficient	.598**	.590**
		Sig. (2-tailed)	0.000	0.000
		N	125	125
	Learning Task	Correlation Coefficient	.657**	.601**
		Sig. (2-tailed)	0.000	0.000
		N	125	125
	Teaching Methodologies	Correlation Coefficient	.668**	.708**
		Sig. (2-tailed)	0.000	0.000
		N	125	125
	Assessment Task	Correlation Coefficient	.645**	.682**
		Sig. (2-tailed)	0.000	0.000
		N	125	125

\*\* . Correlation is significant at the 0.01 level (2-tailed).

Implementation of OBE in terms of formulating appropriate learning objectives was significantly correlated with usefulness of OBE in terms of the knowledge ( $r_s=.598^{**}$ ) and practice ( $r_s=.590$ ) at 0.01 level. Meaning, the better the formulating appropriate lesson objectives the better the usefulness of OBE in terms of the knowledge and practice of OBE implementation through instruction. The hypothesis of no significant relationship is rejected.

Implementation of OBE in terms of designing appropriate learning tasks was significantly correlated with usefulness of OBE in terms of the knowledge ( $r_s=.657^{**}$ ) and practice ( $r_s=.601$ ) at 0.01 level. Meaning, the better the designing appropriate learning tasks the better the usefulness of OBE in terms of the knowledge and practice of OBE implementation through instruction. The hypothesis of no significant relationship is rejected.

Implementation of OBE in terms of choosing appropriate teaching methodologies was significantly correlated with usefulness of OBE in terms of the knowledge ( $r_s=.668^{**}$ ) and practice ( $r_s=.708$ ) at 0.01 level. Meaning, the better the choosing appropriate teaching methodologies the better the usefulness of OBE in terms of the knowledge and practice of OBE implementation through instruction. The hypothesis of no significant relationship is rejected.

Implementation of OBE in terms of designing appropriate assessment tasks was significantly correlated with usefulness of OBE in terms of the knowledge ( $r_s=.645^{**}$ ) and practice ( $r_s=.682$ ) at 0.01 level. Meaning, the better the designing appropriate assessment tasks the better the usefulness of OBE in terms of the knowledge and practice of OBE implementation through instruction. The hypothesis of no significant relationship is rejected.

Summing it up, this is similar to the study of Laguardor et. al (2014) revealed that knowledge of the OBE implementation through instruction in terms of formulation of PEOs of the College, alignment of PEO to IILO, CLO and PI through curriculum mapping, development of Course Learning Outcomes using Bloom's Taxonomy, how the OBE process is being facilitated in the university, clear understanding on how to do the OBE assessment, delivery of instructions through student-centered approach, and application of the OBE curriculum in the delivery of instructions were significantly correlated which was manifested by educators in the conduct of outcome-based teaching and learning process. Thus, this greatly contributes for learners to perform well in the class.

*4. Significant Difference between the Assessment of OBE Approach as perceived by Teachers and Assessment of OBE Approach as perceived by Students*

*Table 14. Significant Difference between the Assessment of OBE Approach as perceived by Teachers and Assessment of OBE Approach as perceived by Students*

Table 14 reveals the significant difference between the assessment of OBE approach as perceived by the English teachers and assessment of OBE approach as perceived by the English major students.

	Teachers	Students	p value	z value	VI
	(N=20)	(N=105)			
	WM	WM			
Learning Objectives	3.81	3.66	0.033	-2.231*	Significant
Learning Task	3.80	3.65	0.005	-2.971*	Significant
Teaching Methodologies	3.81	3.65	0.010	-2.760*	Significant
Assessment Task	3.83	3.64	0.016	-2.572*	Significant

\*. Significant at the 0.05 level (2-tailed).

It is evident that the teacher respondents had higher weighted mean than of the students counterpart in terms of lesson objectives ( $z = -2.331$ ), meaning, there is significant difference on the perception of both sets of respondents in terms of the implementation of OBE. The hypothesis of no significant difference is rejected.

In terms of formulating lesson objectives in teaching and learning English, OBE places considerable responsibility on curriculum designers. To begin with, it requires that someone determines what things are “essential for all students to be able to do” which is often a contentious issue. It also requires that these things be expressed in terms that will enable teachers to use them to guide their planning and instructional practices, which is not always an easy task (Biggs & Tang, 2010).

It is evident that the teacher respondents had higher weighted mean than of the students counterpart in terms of learning tasks ( $z = -2.971$ ), meaning, there is significant difference on the perception of both sets of respondents in terms of the implementation of OBE. The hypothesis of no significant difference is rejected.

Dealing with designing particular and appropriate teaching/learning activities, this needs to be aligned with the target verbs in the ILOs that teacher to facilitate in the classroom. To Biggs & Tang (2009), good teaching was defined as “getting most students to use the level of cognitive processes needed to achieve the intended outcomes that the more academic students use spontaneously”. Traditional teaching methods such as lecture, tutorial, and private study – do not in themselves require students to use these high-level cognitive processes. The challenge for teaching, then, is to select teaching activities that will encourage teachers to achieve the ILOs (Biggs & Tang, 2010).

It is evident that the teacher respondents had higher weighted mean than of the students counterpart in terms of teaching methodologies ( $z = -2.760$ ), meaning, there is significant difference on the perception of both sets of respondents in terms of the implementation of OBE. The hypothesis of no significant difference is rejected.

Using varieties of appropriate teaching methodologies that favor collaborative learning is also an important aspect of the OBE instruction. This is in the sense that the students will engage themselves in the learning situation as they freely express their own ideas, manage their own learning styles as they are given real-life opportunities and actively participate in the classroom discussion. Thus, this helps them develop their HOTS.

It is evident that the teacher respondents had higher weighted mean than of the students counterpart in terms of assessment tasks ( $z = -2.572$ ), meaning, there is significant difference on the perception of both sets of respondents in terms of the implementation of OBE. The hypothesis of no significant difference is rejected.

In aligned teaching, by contrast, designing appropriate assessment tasks reinforces learning. Indeed, assessment is the senior partner in learning and teaching. If we get it wrong, the rest will collapse. In brief, in OBL it is more appropriate to require outcome-related evidence of validity – that is, evidence that we are drawing valid inferences about the achievement of outcomes, rather than about the learning of content (Killen, 2007).

To sum it up, this table addresses the concerns in the implementation of OBE approach in the College of Education (COED) particularly in English Education. This will help to improve the relationship between the students and teachers and the implementation of the approach in the curriculum. This aims to enhance the identified problem and concerns about the implementation. Students must realize the importance and objectives of having knowledge, skills/instructions and attitude which are significant in their future employment (Laguador, 2013).

## 5. Conclusion

As OBE is being highly implemented and very useful in terms of teaching and learning English and even though there is a significant relationship and difference between the OBE implementation as perceived both by the English educators and learners, the following contribute greatly in the field of education based from the result

gathered. Meaning, it is really a challenge both for the teachers and students.

Therefore, educators need to be well prepared and pay considerable attention to structuring learning experiences to help learners achieve the outcomes, using varieties of instructional methods to help learners learn effectively, providing opportunities for students to practice and building a positive learning environment. Teachers need to be flexible in the way they present information to learners, give them diverse opportunities to learn, and be flexible in their approaches to assessment.

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