



Utopian Learner - Centric English Classroom in Outcome-Based Education

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Received: 03 Mar 2022; Received in revised from: 29 Mar 2022; Accepted: 05 Apr 2022; Available online: 14 Apr 2022
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Abstract— *There has been a shift in the methodology of teaching from teacher- centric approach to learner-centric approach in all levels of education; however, the curriculum and syllabus designed as well as method of evaluation force the teachers and students to follow the teacher-centric approach in English language classrooms. This article discusses the reforms to be made in the curriculum, syllabus and evaluation methodology in English language teaching and learning in outcome-based education .*

Keywords— *teacher- centric, learner-centric, curriculum, syllabus, evaluation, outcome-based education, English language classroom.*

INTRODUCTION

Outcome-based [OBE] is a learner-centric teaching and learning methodology in which the curriculum, syllabus, course delivery and evaluation system are planned to achieve the stated objectives and outcomes. It is based on the performance of the learner at different levels. The curriculum and syllabus should cater to the needs of the learner in real life situations, which in turn would foster an interest in the learners to learn and master English language, which is the need of the hour. The syllabus should focus on enhancing the learner's speaking, writing, reading and listening skills in English language in an interesting way.

UTOPIAN ENGLISH LANGUAGE CLASSROOM: SUGGESTIONS

Speaking, being more performance oriented can be improved only by way of oral drills. So the English language classroom should be a platform for verbal interaction for the learners to improve and refine their speaking skills. The activities may include role play, group discussion, running commentary of a video clipping, narrating a story, delivering welcome speech, vote of thanks and so on in an imaginary situation. Since the role of

a teacher is to guide the learners, the teacher should be a competent speaker with the standard pronunciation and proficiency in English language. Moreover, there should be an effective continuous comprehensive evaluation system to evaluate the speaking skills of the learners. Most of the evaluation systems followed at present lack provisions for assessing speaking skill.

Writing is the visual representation of speech. It is a productive skill which involves manipulating, structuring and communicating. The learner should be trained to use variety of sentence patterns and constructions, rhetoric language, integrate the pieces of information or ideas to achieve coherence and cohesion. The classroom activities to improve the writing skill should include creative writing addressing contemporary issues by each student like poetry, novels, articles, essays, letters, book reviews and film reviews. Here, the learner is free to explore his or her area of interest and produce something worth of his/ her own. The educational institutions can keep the works of their students in the library which would be a portrait gallery of the different ages that can tell the future about the past. Evaluation of writing skill should focus on the productive skills rather than memory. In most of the current evaluation systems followed at present, the learner's writing skills are mainly assessed by giving

questions based on a text in the syllabus, which can be learned by heart. Such systems promote rote learning and give no room for improving the productive skills of the learner.

Listening is hearing and perceiving a message. Of the four basic language skills, listening is usually given the least importance in the curriculum. Listening can enhance the speaking skill. The learners should be given an opportunity to listen to conversations or monologues from a range of native speakers, watch English movies so that he /she can understand the tone, melody, rhythm, stress and intonation of English language. A method of evaluation should be devised to assess the listening skill of the learner like answering questions based on the recordings of a conversation, monologue or announcement.

Reading is the act of perceiving the meaning from the written form. Both intensive and extensive reading should be encouraged so as to enable the learner to enrich his /her vocabulary and improve comprehension skills. Even loud reading can be encouraged as it helps the learner to identify the defects in pronunciation, articulation and stress, which add to the beauty of spoken language as well. Usually, reading has been given a short shrift in our evaluation system. The evaluation system in outcome-based education should be designed to test a wide range of reading skills which include reading for gist, reading for main ideas, reading for detail, skimming, understanding logical argument and recognising writers' opinions, attitudes and purpose. According to Francis Bacon, "Reading maketh a full man; conference a ready man; and writing an exact man."

CONCLUSION

Hence, our curriculum, syllabus and evaluation system should be in tune with the need of the hour. With the advancement in technology, a resourceful teacher can give numerous tasks to the learner to develop all the four basic language skills and create a language learning environment of ease and comfort. The objective of an utopian English classroom should be to enable the learners to use English language competently and comfortably in their social, professional and everyday life.

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