

Implementing Outcomes Based Education in Foundation Program

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Abstract

This paper looks at how Foundation Program at Dhofar University in the Sultanate of Oman aligned its English language program with the principles of outcomes based education. The Ministry of Higher Education, Oman, decided to lay down a policy of higher education that will assess the Higher Education Providers' academic programs on the basis of the standards which are known as Oman Academic Standards. Students are required to have acceptable competencies in the following four areas: English language, Mathematics, Computing and Study Skills. This paper discusses how Foundation Program at Dhofar University aligns its courses with the learning outcomes and that this is a program that delivers its courses much the same as the Outcomes Based Education methodology.

Keywords: GFP, learning outcomes, OAS, OBE

INTRODUCTION

Oman is one of the Gulf Countries that has laid emphasis on educating its human resource. To ensure that the Higher Education Institutions(HEIs) provide quality education, they are required to go through the process of licensing and accreditation by Oman Academic Accreditation Authority (OAAA). In order to get accreditation, every institution has to run a General Foundation Program (Ministerial Decision No. 72/2008) to 'prepare students for effective participation in higher education.' This program targets secondary school graduates who fail to attain the prescribed learning outcomes in the areas of English Language, mathematics, computing and general study skills (1.1 and 1.2 Oman Academic Standards for General Foundation Programs document OAC Ministry of Higher Education).

The Foundation Program (FP) of Dhofar University is one of the first to be recognised as a program that has 'aligned its Foundation program with Oman's National General Foundation Program Standards.' In this context, it is important to understand the General Foundation Program (GFP) standards and the related learning outcomes to determine whether the GFP at Dhofar University can be compared to the Outcomes Based Education (OBE) as advocated by William Spady (1994), according to whom, OBE is a process of "clearly focusing and organizing everything in an educational system around what is essential for all students to be able to do successfully at the end of their learning experiences (p.1).

1.WHAT IS OUTCOMES BASED EDUCATION?

Outcomes Based Education aims at designing a curriculum and implementing it focusing on what students can actually do after they are taught. OBE expects the educators to ask what the teachers want the students to learn, why they want to learn it, how best they want the students learn it and how will the teachers know what the students have learnt.

Thus, in OBE the desired outcome is selected first and the curriculum, instructional materials and assessments are created to support the intended outcome (Spady 1988; 1993). Outcomes according to Spady, are ".....clear learning results that we want students to demonstrate at the end of significant learning experiences" (1994, p. 2). These outcomes determine the curriculum design. It is a kind of informed teaching and learning. Learners know beforehand what they are going to learn and how they are going to learn what they learn, and the teachers know what their students are expected to learn and how best they will be able to use the learnt experience in doing what they are expected to do at the end of the learning.

Outcomes Based Assessment In An English Language Program

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Outcomes Based Assessment In An English Language Program:

Program Evaluation in Language Education R. Kiely, P. Rea-Dickins, 2005-07-26 The authors describe evaluation as a way of understanding and developing language programs the thematic and background section sets out the decision making quality management and learning functions of evaluation Case studies illustrate the diversity of evaluation contexts functions and approaches documenting the ways in which evaluation processes and outcomes inform and facilitate program development and contribute to explaining how language and teacher education programs constitute opportunities for learning The ways in which evaluation practice can be researched and developed to maximize policy institutional and program effectiveness is included and a comprehensive set of resources for those commissioning undertaking or researching language program evaluations concludes the text

Handbook of Research in Second Language Teaching and Learning Eli Hinkel, 2016-11-18 Volume III of the Handbook of Research in Second Language Teaching and Learning like Volumes I and II is a comprehensive state of the art overview of current research into social contexts of second language L2 foreign language FL teaching and learning language policy curriculum types of instruction incremental language skills such as listening speaking reading writing vocabulary and grammar international communication pragmatics assessment and testing It differs from earlier volumes in its main purpose to provide a more in depth discussion and detailed focus on the development of the essential language skills required for any type of communication speaking listening reading vocabulary grammar and writing Volume III preserves continuity with previous volumes in its coverage of all the classical areas of research in L2 FL teaching and learning and applied linguistics but rather than offering a historical review of disciplinary traditions it explores innovations and new directions of research acknowledges the enormous complexity of teaching and learning the essential language abilities and offers a diversity of perspectives Chapter authors are all leading authorities in their disciplinary areas What's new in Volume III Updates the prominent areas of research including the sub disciplines addressed in Volumes I and II and represents the disciplinary mainstays Considers and discusses perspectives held by different schools of thought on the what the how and the why of teaching foundational language skills including theories pedagogical principles and their implementation in practice Captures new and ongoing developments and trends in the key areas of L2 FL teaching and learning and innovative research topics that have gained substantial recognition in current publications including the role of corpora technology and digital literacy in L2 FL teaching and learning Examines new trends in language pedagogy and research such as an increased societal emphasis on teaching academic language for schooling somewhat contradictory definitions of literacy and the growing needs for instruction in intercultural communication

Federal Register ,2003-12 **Resources in Education** ,1996 **Teaching Korean as a Foreign Language** Young-mee Yu Cho, 2020-10-20 Teaching Korean as a Foreign Language Theories and Practices is designed for prospective or in service Korean as a Foreign Language KFL teachers With contributions from leading experts in the field readers will gain

an understanding of the theoretical framework and practical applications of KFL education in the context of Second Language Acquisition SLA The eight chapters explore the history of and current issues in language education the practicalities of being a classroom teacher and teaching and evaluation techniques for developing language and cultural proficiency This comprehensive volume also includes an annotated bibliography which lists over 500 of the most recent and pertinent research articles and doctoral dissertations in the area This bibliography will be of great service to students teachers and any researchers in applied linguistics and second language acquisition interested in Korean language education

Open Architecture Curricular Design in World Language Education Andrew R. Corin, Betty Lou Leaver, Christine M. Campbell, 2025-07-01 A guide to a textbook free approach to world languages curriculums that will improve learning outcomes Open architecture curricular design OACD is a textbook free curricular design framework for teaching and learning world languages that integrates all the best practices in world language education to enhance learning efficiency and effectiveness As editors and pioneers of this method Corin Leaver and Campbell define OACD for world language instructors and second language acquisition researchers from middle school through higher education and beyond The book's chapters demonstrate how to use OACD for a wide variety of languages and proficiency levels in government service academy and university programs Topics covered include the use of authentic texts at all levels learner involvement in the selection of content and activities and methods of assessment and program evaluation

Teaching Performance Expectations for Educating English Learners María V. Balderrama, Lynne T. Díaz-Rico, 2006 Teacher Performance Expectations for Educating English Learners addresses the needs of elementary and secondary teachers in multilingual classrooms including second language learning across multiple academic subjects Renowned authors María V Balderrama and Lynne Díaz Rico provide in a single volume the techniques necessary to prepare teachers and other professionals to teach speakers of other languages and cultural backgrounds This timely text is designed to be a comprehensive source of teaching techniques and effective educational practices particularly those that meet California's standardized Teacher Performance Assessment that prospective teachers must take This book specifically addresses those standards by presenting explicit expectations that challenge teachers in multilingual multiethnic classrooms Subscribing to a teaching approach that respects and builds second language skills upon a foundation of native language proficiency Teacher Performance Expectations for Educating English Learners contains the most up to date techniques currently available for promoting linguistic proficiency and features multiple effective teaching methods for the educator of English learners The main tenet of the book is that successful English language learning results from a combination of rich interesting content instruction and a fast moving engaging curriculum

Issues in Language Programme Evaluation in the 1990s Sarinee Anivan, 1991

Voices of Authority Monica Heller, Marilyn Martin-Jones, 2001-02-28 One of the major challenges of our day is the provision of effective democratic education under conditions of increasing sociolinguistic diversity and change Yet most work on this

subject focuses on linguistic cognitive pedagogical or policy dimensions of education and linguistic diversity failing to address social and political issues This volume argues that these are central to understanding the significance and consequence both of educational policy and practices in multilingual settings and language policy and practices as they manifest themselves through education Specifically we argue that language practices in these settings reveal struggles over the establishment of authority and legitimacy they can be interpreted as voices expressing a variety of social positions and interests to the resources distributed through educational institutions and processes They reveal what is at stake and for whom in choices made at state institutional school and other levels regarding both language of instruction and assessment as well as regarding language teaching and learning and the evaluation of linguistic proficiency

Multidisciplinary Research Area in Arts, Science & Commerce (Volume-8) Chief Editor- Biplab Auddya, Editor- Manami Bhadra, Dr. Ruqia Hashmi, Dr. G. Chandrasekaran, Mulay Atul Ramesh Rao, Dr. V. Vishnuprasad, Dr. Prakash H S, 2025-09-11

Current Index to Journals in Education, 2002 *Encyclopedia of Language & Linguistics* E. K. Brown, 2006

Using Standards-based Classroom Assessments to Influence Practice in Programs for English Language Learners (ELLs) Timothy Jay Boals, 2003 *Outcome-based Education* Patrick Griffin, Patricia Smith, 1997 This publication is the outcome of a DEETYA funded project which focused on the implementation of outcome based approaches to teaching and learning in schools Some of the key issues facing schools in the process of changing from an input driven to an outcome based approach are identified It includes a selection of abstracts of papers developed during the study which provide practical support for teachers and others in leadership roles in schools *American Educational Research Association Annual Meeting Program* American Educational Research Association, 2005 The CATESOL Journal, 2005 **Applied Linguistics**, 2005

Meaningful Assessments of the Young Child Margaret B. Puckett, Janet K. Black, 2008 This book is not for the tired and timid but for those committed professionals who wish to think through a plan that is coherent cohesive learner and family focused and work through the development of a defensible reliable and valid authentic assessment system KEY TOPICS Discusses emerging research in the area of brain development research and its implication for assessment practices Provides information on the standards movement and how these standards can have either a negative or positive impact on developmental goals Adds a developmental continuum as an appendix to help teachers focus on emerging development rather than on perceived deficits in children Provides an added chapter on portfolio systems Places more emphasis on the discussions of diversity and inclusion MARKET For educators and school administrators *Australian Review of Applied Linguistics*, 1999 *British Education Index*, 2005

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