

**ASSESSING OUTCOME-BASED EDUCATION IN ENGLISH LANGUAGE  
TEACHING: A COMPREHENSIVE CASE STUDY OF IMPLEMENTATION  
STRATEGIES AND TECHNOLOGICAL INTEGRATION AT FENI UNIVERSITY AND  
KHWAJA YUNUS ALI UNIVERSITY**

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**Abstract:**

As the educational practices gradually shift away from the traditional bookish approach, this study presents a comprehensive case study on the implementation of Outcome-Based Education (OBE) in the English Language Teaching (ELT) classroom at Feni University and Khwaja Yunus Ali University. It explores the actual tools and techniques adopted by educators to align teaching methodologies with the OBE framework. The study analyzes the effectiveness of these strategies in enhancing student learning outcomes and overall language proficiency. Through qualitative and quantitative data, the paper evaluates the impact of OBE on curriculum design, assessment methods, and student engagement. The results from the survey indicate an overall positive outlook. A majority of respondents expressed confidence in their understanding of OBE principles and engagement in related professional development activities. The study shows the importance of the use of technology, with various platforms such as online tools, educational apps, and interactive whiteboards being believed to be effective in enhancing outcome-based ELT practices. The level of student involvement in designing ELT activities and assessments was found to have related with preferences for specific technology tools. This suggests a link between student engagement and innovative educational practices. Despite these positive findings, there is an area for improvement. These areas include the need for greater support from curriculum and institutional leadership for outcome-based ELT as well as differences among teachers in implementing OBE-based assessment practices. Feni University and Khwaja Yunus Ali University could benefit from initiatives to support OBE practices, by improving student-

centered learning experiences through effective technology integration in ELT. The findings offer valuable insights and provide a direction for future improvements in educational practices at the university.

**Keywords:** OBE curriculum, ELT, Classroom, Tools and Techniques, University

## **Introduction:**

The world of English Language Teaching (ELT) has been continuously evolving, with a significant shift towards Outcome-Based Education (OBE) in recent years. OBE is a student-centric learning model that focuses on measuring student performance through outcomes, which are clear, measurable demonstrations of what students should know and be able to do upon completion of a course or program (Ahaslides, 2024). This approach aligns well with the dynamic needs of language learning, where communicative competence is important. A report stated that about 2.58 million working-age people in Bangladesh are unemployed (The Business Standard, 2024). This indicates that traditional teaching methodologies are no longer as effective in this modern era. The current landscape of today's era is shifting, and the educational sector needs a modification of priorities and approaches. In such conditions, the concept of outcome-based education (OBE) is a new era yet to be completely explored (Yang 2014). The essence of OBE's philosophy is to model an educational structure that equips students in a way that enhances their practical ability and creative excellence. OBE is designed to establish training objectives aligned with the future career desires and development courses of students (Shulman, 2004). The rationale behind adopting OBE in ELT is grounded in its potential to enhance language proficiency by ensuring that teaching methods and assessment strategies are directly linked to the expected learning outcomes (Jha, 2019). This alignment is crucial in an ELT classroom, where the ultimate goal is to equip students with the ability to use English effectively in real-world scenarios. In the context of Feni University and Khwaja Yunus Ali University, the case study examines how the OBE-driven approaches are operationalized within the classroom setting. It investigates the specific tools and techniques that facilitate the achievement of desired learning outcomes. The study considers the role of technology and digital resources in enhancing the OBE experience for both teachers and learners. Through a qualitative analysis of classroom observations, teacher interviews, and student feedback, this research provides insights into the effectiveness of OBE in fostering an engaging and productive ELT environment. It also identifies challenges and best practices that emerge from the implementation of OBE in a university setting. The findings of this case study are expected to contribute to the broader discourse on OBE in ELT and offer practical implications for educators seeking to optimize their teaching strategies to achieve the most favorable outcomes for their students.

## **Literature Review:**

Education is a critical instrument for a nation's socioeconomic development, and higher education institutions should provide students with a high-quality education that equips them with the skills necessary for career advancement, according to Hossain's (2023) research. In order to more effectively contribute to society at large in the interconnected world of the twenty-

first century, it is imperative that students have access to an education of exceptional quality that adheres to global benchmarks. Students, accrediting bodies, businesses, universities, and governments have all taken an interest in the Outcome-Based Education (OBE) system due to a variety of international initiatives. For the success of the Outcome-Based Education approach, institutions of higher education must establish and maintain enduring quality assurance strategies. Enhancing the employability of recent graduates in Bangladesh and identifying factors that may have an impact on quality assurance systems are the overarching objectives of the study. Active stakeholder cooperation and meticulous planning are required to advance OBE's quality assurance procedure. Graduating students in Bangladesh are currently confronted with an unprecedentedly high unemployment rate. Higher education establishments (HEIs) in Bangladesh have encountered stringent governmental measures in an effort to enhance quality assurance in recent times. University-level implementation of work-based learning is required. This necessitates preliminary preparations, such as revising the current curriculum, developing and instructing courses that prioritise practical skills, and forging reliable alliances with accreditation bodies that are utilised by potential employers. Institutions of higher education must be evaluated in a transparent and accountable fashion. Significant motivational efforts are required to reestablish a work-oriented learning perspective among our youth.

The challenges that universities in Bangladesh will encounter during the shift from a conventional to an outcome-based education system are delineated in Hassan's (2012) study. Programme Educational Objectives (PEOs) and Programme Outcomes (POs) must be established and rewritten curricula must be completed prior to the implementation of OBE. Prior to the soft skills that employers highly regard, traditional education has prioritised job-related hard skills, including analytical reasoning, interpersonal proficiency, effective communication, and a strong work ethic. Conversely, outcomes-based education (OBE) posits that the focus in the field of education ought to shift from merely imparting knowledge to fostering critical thinking, from instructing students on content to requiring them to process it, and from focusing on teaching to observing students' accomplishments. Therefore, universities in Bangladesh will face the most significant challenges in areas such as engineering programme curriculum development, evaluation and assessment for PEOs and POs, and similar responsibilities. The prestigious Bangladesh University of Engineering and Technology (BUET) employs a substantial cohort of faculty members who are remarkably knowledgeable and proficient. These individuals not only instruct but also perform consulting work. Given our current understanding, BUET appears poised to lead the charge towards educational system reform. If effective in implementation, OBE is anticipated to be adopted by additional universities, mirroring BUET's approach.

Rahman (2018) sought to determine whether outcome-based education (OBE) could assist graduates in maximising their educational experience by equipping them with the necessary skills for professional success. Particularly in the field of science, OBE has grown in popularity in numerous regions of the world over time as a student-centered method of instruction. Successful OBE implementations in the humanities include linguistics and English for undergraduates in Hong Kong and English language teacher preparation at the pre-service level

in Malaysia. Recently, some private colleges in Bangladesh have also begun to consider OBE as a way to ensure the provision of a high-quality education. Nevertheless, the continuous dispute regarding whether pre-primary to tertiary educational institutions in Bangladesh should employ Bangla or English as the medium of instruction poses a substantial barrier to achieving the goals of OBE in ELT. In order to promptly tackle this matter, it is advisable that educational establishments in Bangladesh that offer instruction in both Bangla and English achieve a harmonious equilibrium between the two languages, thereby ensuring that students attain the essential linguistic proficiencies. This article examines the Bangla vs. English medium of instruction dispute using the balancing act theory as an illustration and proposes that Bangladeshi schools consider implementing OBE as a means of instructing English.

Saha (2023) investigates the methodologies and theoretical underpinnings of Outcome Based Education (OBE) as they pertain to universities in Bangladesh. Objective-based education (OBE) is an instructional approach that prioritises the needs and interests of students by organising diverse pedagogical techniques around the establishment of precise learning objectives. The study investigates the history, theory, and application of OBE, in addition to its evolution. Furthermore, it offers a comprehensive assessment of the expansion and implementation of OBE in Bangladesh, considering its alignment with the nation's goals and its impact on curriculum development, assessment techniques, and teacher preparation. According to the study, essential concepts and best practices upon which OBE in Bangladesh is built include clarity in learning outcomes, learner-centered approaches, assessment variety, transparency, quality assurance, faculty development, and stakeholder engagement. Emphasising infrastructure investment and ongoing faculty development, the report recommends policy modifications for the national framework as well as institutional enhancements. The results provide valuable insights for the continuous improvement of OBE practices in higher education in Bangladesh. They contribute to the ongoing discourse on OBE in the nation and establish a foundation for future research endeavours, including longitudinal impact studies and technological integration.

According to a study by Chowdhury (2022), higher education in Bangladesh has recently undergone a paradigm transition from a teacher-centered to a student-centered, outcome-based model. Bangladesh faces significant challenges in the implementation of an outcome-oriented curriculum at the university level. The readiness of Bangladeshi institutions to incorporate the OBE curriculum into their tertiary business education programmes is influenced by significant factors, as delineated in the Bangladesh Accreditation Council's policies regarding the OBE curriculum. The objective of the research was examined through a quantitative inquiry. We distributed surveys to a cross-section of professors at private universities in Bangladesh in order to obtain quantitative data. To assess the university's readiness to adopt the OBE curriculum, responses regarding the impact of the program's structure and design, institutional factors, and individual faculty members' circumstances were collected via a closed-ended questionnaire. Two statistical analyses were employed to assess the influence of disruptive elements on the preparedness of institutions to implement the OBE curriculum: Pearson's correlation and multiple regression. The degree to which an institution was prepared to adopt the OBE

curriculum was significantly influenced by the curriculum's structure, design factors, and the personal qualities of its faculty. However, institutional variables exhibit the inverse pattern. Although the authors have identified significant barriers to the implementation of OBE curriculum in Bangladesh, further investigation should concentrate on institutional dimensions. The findings may not be applicable to departments outside of business due to the tiny sample size ( $n=120$ ) utilised in this study. For institutions to be prepared to implement the OBE curriculum, ongoing research and development in the area of OBE curriculum design and structure, in addition to faculty member-specific aspects, is required, according to the findings of this study.

Rahayu et al. (2021) contend that outcome-based education (OBE) has had a considerable impact on the discussion around educational curriculum frameworks since Spady's influential work in 1994. Inspired by this assumption, the researchers aimed to investigate the implementation of outcome-based education (OBE) in the teaching of English in a vocational school setting. The study utilised a qualitative documentation analysis method to examine data obtained from English lesson plans spanning four sessions in a vocational school. The researcher collected additional data by conducting observations, interviews, and library research, with a particular emphasis on three main areas: aims, instructional materials, and assessment. The study's findings suggest that OBE is essential for achieving desirable learning outcomes, especially in the setting of vocational education. The researchers recommended that educators provide concrete teaching materials and implement decision-making strategies based on the belief that the English skills taught will be useful in students' future careers, especially in the field of accounting. Moreover, the study suggested incorporating occupational proficiency into instructional and educational endeavours. The authors emphasised the study's wider significance in influencing the frameworks that regulate the practice and techniques of goal setting, classroom activities, and the testing and evaluation of students' performance within the OBE framework.

Lixun's (2011) study sheds light on the widespread adoption of Outcome-Based Learning (OBL) on a global scale, specifically its official recognition by the University Grants Committee in Hong Kong starting from 2008. The research, conducted in the English Department at the Hong Kong Institute of Education, introduces an OBL adaptation framework aimed at improving student-centered learning. The findings highlight the effectiveness of OBL in promoting a targeted approach to learning outcomes, giving students a clear understanding of their abilities after completing the course. Lixun emphasizes the importance of educators effectively guiding learners towards their intended outcomes. This involves developing both generic and program-specific learning outcomes that are aligned with teaching and assessment strategies. The study seeks to encourage contemplation on achieving effective teaching and learning in higher education through the lens of OBL, reflecting the broader global trend in educational reform towards outcome-driven approaches.

Jakhale's (2015) examination of Outcome-Based Education (OBE) in engineering education, as evidenced in a case study conducted at an RIT engineering education organization, illustrates the effectiveness of this pedagogical approach. The study employed a comprehensive assessment

methodology, incorporating in-semester evaluation (ISE), mid-semester evaluation (MSE), and end-semester evaluation (ESE), along with the mapping of Course Learning Outcome (CLO)-Program Outcome (PO). Feedback from alumnae, employers, and students further informed the evaluation, focusing on course structure and the alignment of CLO-PO with academic achievements. The results demonstrated a positive impact of OBE on engineering education, underscoring its efficacy in enhancing the overall learning experience and outcomes in this educational context.

### Methodology:

**Research Design-**This study employed a qualitative approach to explore the implementation of situated practice in multiliteracy teaching within the ELT classroom. The research was conducted at Feni University and Khwaja Yunus Ali University.

**Participant Selection-**Nineteen participants were involved in this study. All of them were educators at Feni University and Khwaja Yunus Ali University. These educators were selected purposefully because of their expertise in ELT and their direct involvement in teaching.

**Data Collection-**To gather data, a structured questionnaire was distributed via an online Google Form. The questionnaire was designed to capture insights related to the situated practice of multiliterate teaching. Participants were asked about their experiences with outcome-based learning activities, the tools they used, and their perceptions of effectiveness.

**Sampling Methods-** The sampling method employed was purposive and convenience sampling, as participants who were readily available and willing to participate were selected from Feni University and Khwaja Yunus Ali University. Given the specific context of Feni University and Khwaja Yunus Ali University, this approach allowed us to efficiently collect data from educators within the institution.

**Data Analysis-**Once the responses were collected, they were transcribed, encoded, displayed, and interpreted the data. A comprehensive analysis was conducted to assess patterns, themes, and significant enhancements in this regard.

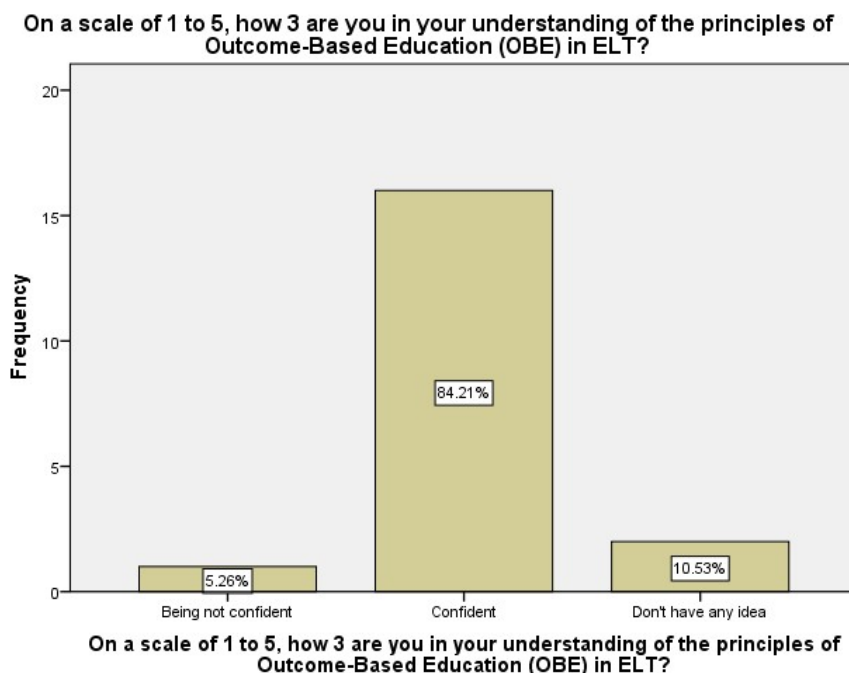
**Ethical Considerations-**The ethical practices were ensured by obtaining informed consent from all participants. Confidentiality was maintained, and participants' identities were anonymized during data analysis and reporting.

### Results:

Responses		Frequency	Percent
	Being not confident	1	5.3
	Confident	16	84.2
	Don't have any idea	2	10.5
	Total	19	100.0

*Table 1-On a scale of 1 to 5, how 3 are you in your understanding of the principles of Outcome-Based Education (OBE) in ELT?*

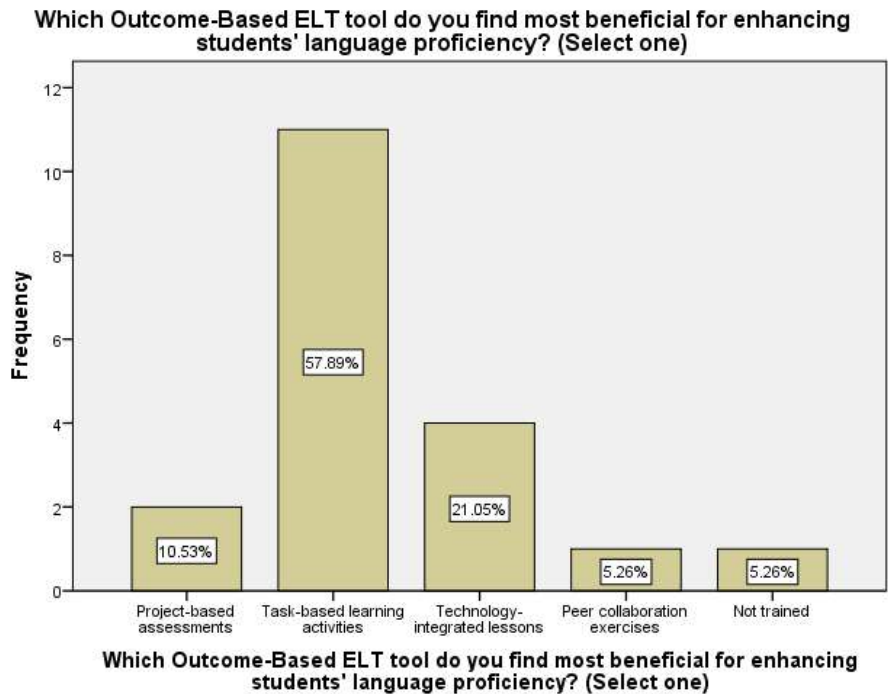
This table presents responses from participants regarding their understanding of OBE principles in English Language Teaching (ELT). The majority of respondents (84.2%) indicated they are confident in their understanding, while a small percentage (5.3%) stated they are not confident, and another 10.5% mentioned they don't have any idea about it.



Responses		Frequency	Percent
	Project-based assessments	2	10.5
	Task-based learning activities	11	57.9
	Technology-integrated lessons	4	21.1
	Peer collaboration exercises	1	5.3
	Not trained	1	5.3
	Total	19	100.0

*Table 2-Which Outcome-Based ELT tool do you find most beneficial for enhancing students' language proficiency? (Select one)*

This table shows responses regarding which tools participants find most beneficial for enhancing students' language proficiency. Task-based learning activities received the highest percentage (57.9%), followed by technology-integrated lessons (21.1%).

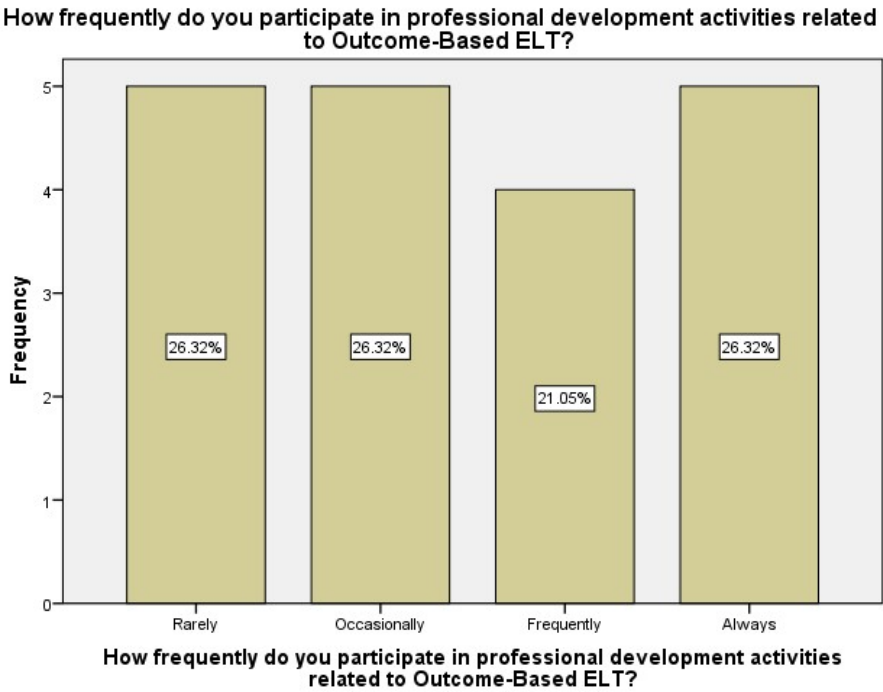


Responses		Frequency	Percent
	Rarely	5	26.3
	Occasionally	5	26.3
	Frequently	4	21.1
	Always	5	26.3
	Total	19	100.0

Table 3-How frequently do you participate in professional development activities related to Outcome-Based ELT?

Participants' frequency of engaging in professional development activities related to Outcome-Based ELT is presented in this table. Responses vary from rarely (26.3%) to always (26.3%), with occasionally and frequently falling in between.

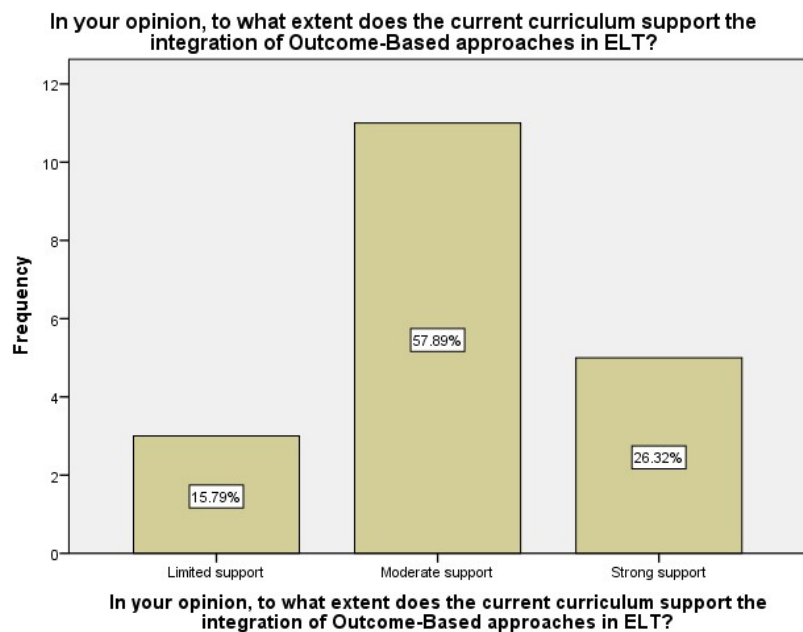




Responses		Frequency	Percent
	Limited support	3	15.8
	Moderate support	11	57.9
	Strong support	5	26.3
	Total	19	100.0

Table 4-In your opinion, to what extent does the current curriculum support the integration of Outcome-Based approaches in ELT?

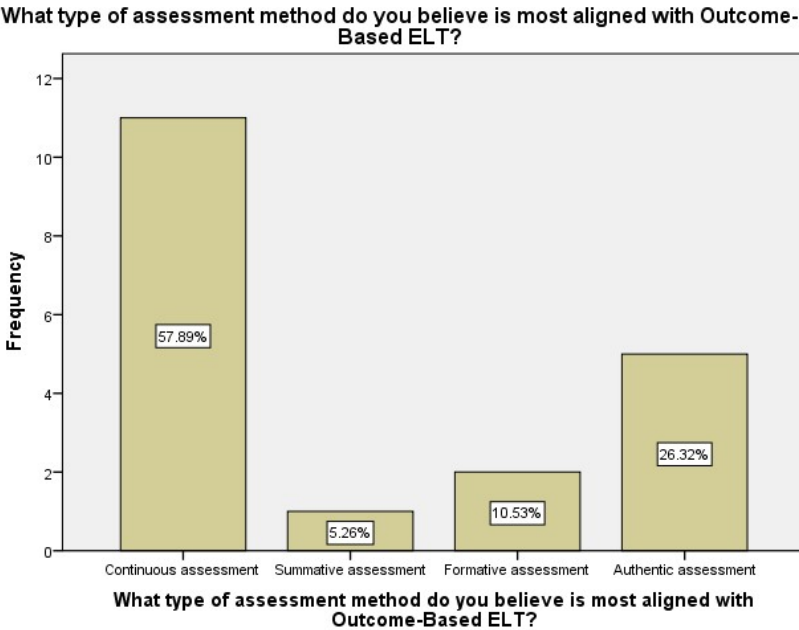
Participants' perception of the extent of curriculum support for integrating Outcome-Based approaches in ELT is shown in this table. The majority (57.9%) rated the support as moderate, with 26.3% indicating strong support.



Responses		Frequency	Percent
	Continuous assessment	11	57.9
	Summative assessment	1	5.3
	Formative assessment	2	10.5
	Authentic assessment	5	26.3
	Total	19	100.0

*Table 5-What type of assessment method do you believe is most aligned with Outcome-Based ELT?*

This table presents respondents' views on assessment methods aligned with Outcome-Based ELT. Continuous assessment received the highest percentage (57.9%), followed by authentic assessment (26.3%).

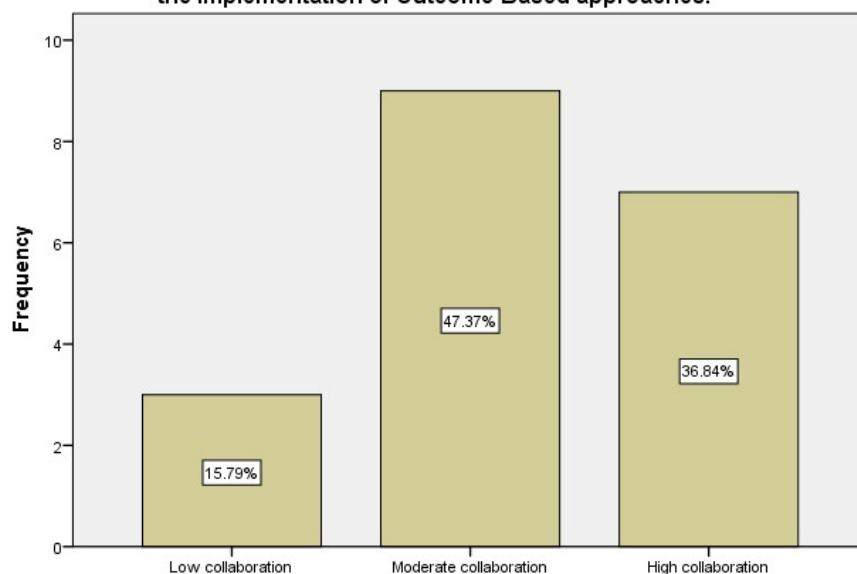


Responses		Frequency	Percent
	Low collaboration	3	15.8
	Moderate collaboration	9	47.4
	High collaboration	7	36.8
	Total	19	100.0

Table 6-Rate the level of collaboration among ELT teachers in your institution regarding the implementation of Outcome-Based approaches.

Participants rated the level of collaboration among ELT teachers regarding the implementation of Outcome-Based approaches. Moderate collaboration was the most common response (47.4%).

**Rate the level of collaboration among ELT teachers in your institution regarding the implementation of Outcome-Based approaches.**

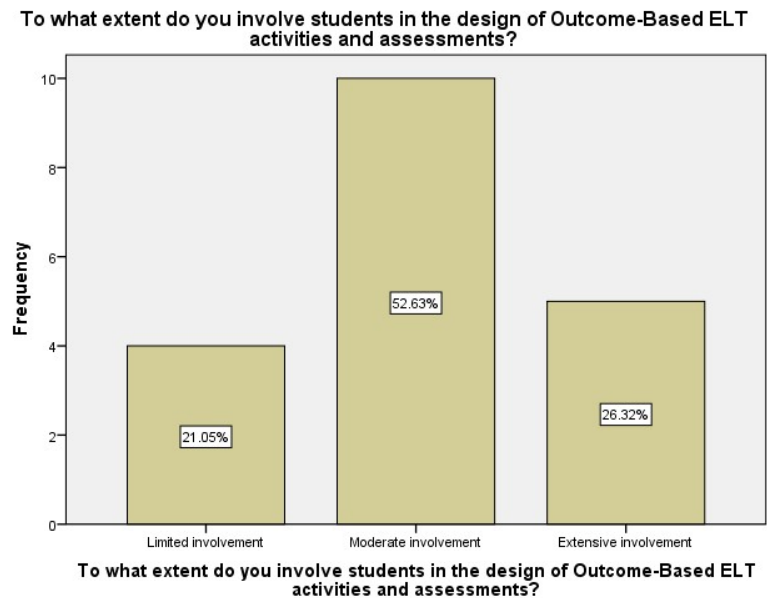


**Rate the level of collaboration among ELT teachers in your institution regarding the implementation of Outcome-Based approaches.**

Responses		Frequency	Percent
	Limited involvement	4	21.1
	Moderate involvement	10	52.6
	Extensive involvement	5	26.3
	Total	19	100.0

*Table 7-To what extent do you involve students in the design of Outcome-Based ELT activities and assessments?*

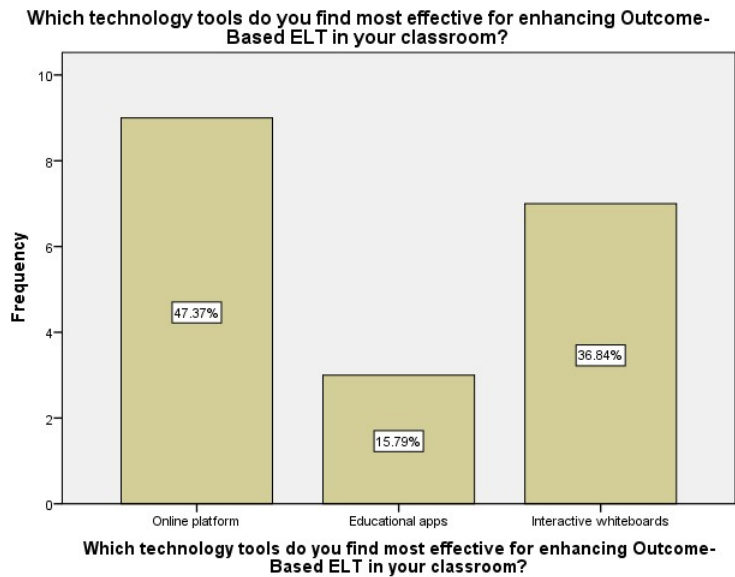
This table shows the extent to which participants involve students in designing Outcome-Based ELT activities and assessments. Moderate involvement was the most common response (52.6%).



Responses		Frequency	Percent
	Online platform	9	47.4
	Educational apps	3	15.8
	Interactive whiteboards	7	36.8
	Total	19	100.0

Table 8-Which technology tools do you find most effective for enhancing Outcome-Based ELT in your classroom?

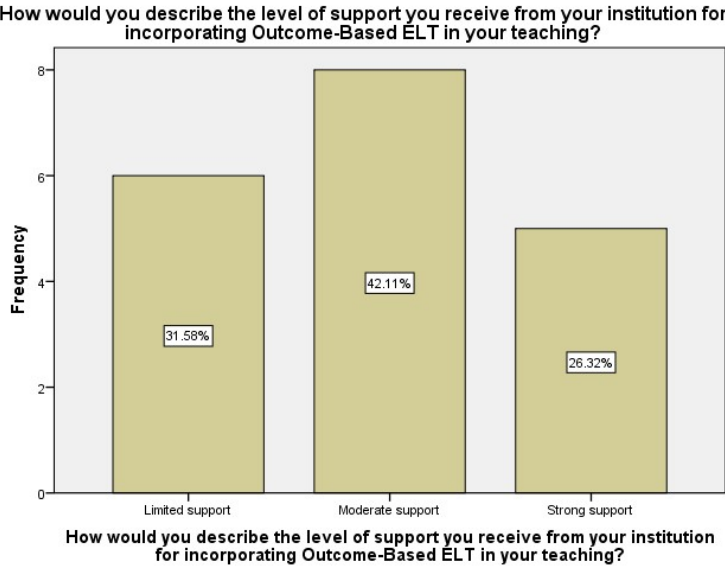
Participants' opinions on effective technology tools for enhancing Outcome-Based ELT in the classroom are presented. Online platforms and interactive whiteboards were considered most effective, each receiving a significant percentage.



Responses		Frequency	Percent
	Limited support	6	31.6
	Moderate support	8	42.1
	Strong support	5	26.3
	Total	19	100.0

Table 9-How would you describe the level of support you receive from your institution for incorporating Outcome-Based ELT in your teaching?

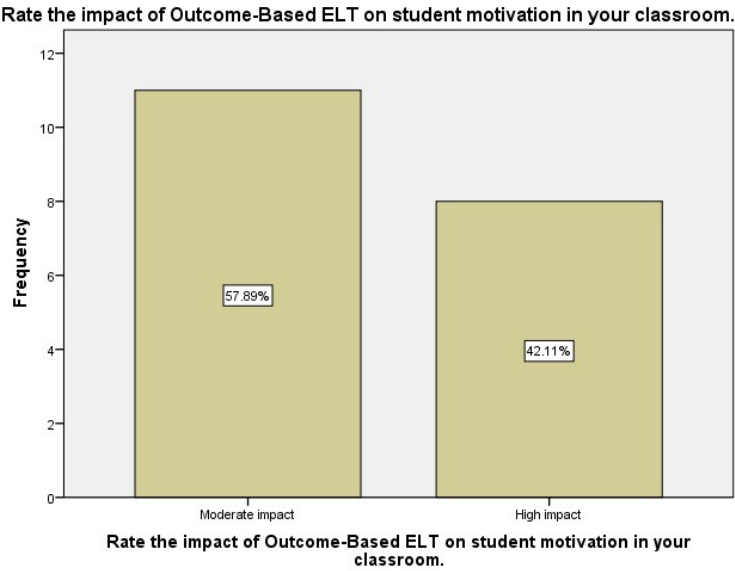
Participants rated the level of support they receive from their institutions for incorporating Outcome-Based ELT in teaching. Moderate support was the most common response (42.1%).



Responses		Frequency	Percent
	Moderate impact	11	57.9
	High impact	8	42.1
	Total	19	100.0

Table 10-Rate the impact of Outcome-Based ELT on student motivation in your classroom.

Participants rated the impact of Outcome-Based ELT on student motivation. The majority (57.9%) rated the impact as moderate.

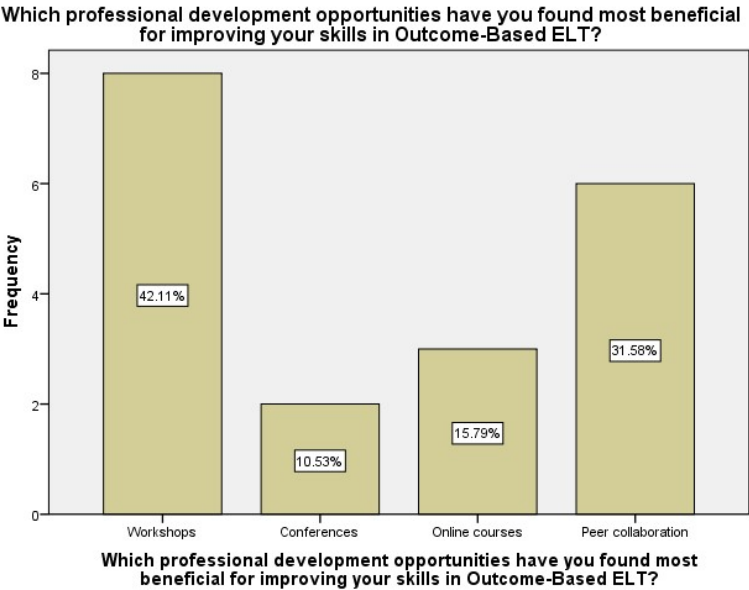


Responses		Frequency	Percent
	Workshops	8	42.1
	Conferences	2	10.5
	Online courses	3	15.8
	Peer collaboration	6	31.6
	Total	19	100.0

Table 11-Which professional development opportunities have you found most beneficial for improving your skills in Outcome-Based ELT?

This table presents responses regarding the professional development opportunities participants found most beneficial for improving their skills in Outcome-Based ELT. Workshops were the most commonly cited option (42.1%), followed by peer collaboration (31.6%).

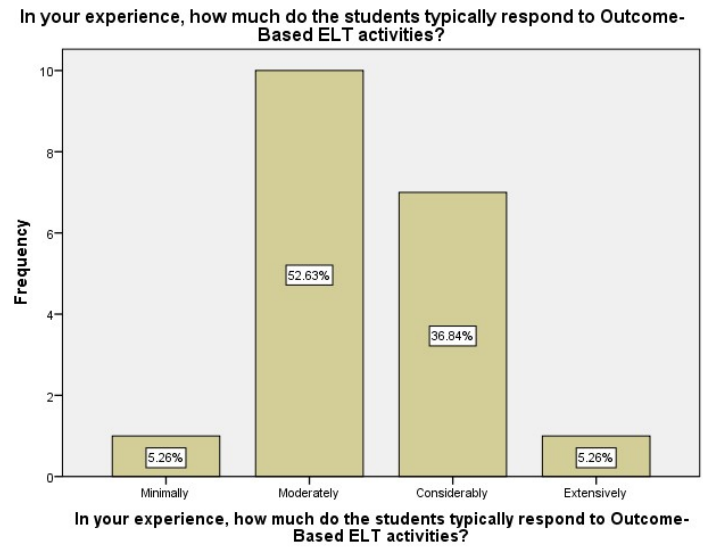




Responses		Frequency	Percent
	Minimally	1	5.3
	Moderately	10	52.6
	Considerably	7	36.8
	Extensively	1	5.3
	Total	19	100.0

Table 12-In your experience, how much do the students typically respond to Outcome-Based ELT activities?

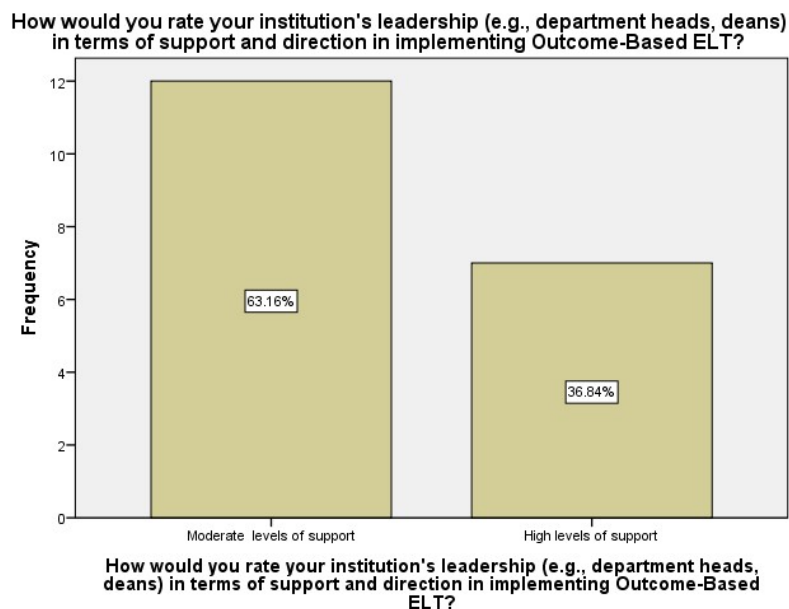
Participants were asked about the typical response of students to Outcome-Based ELT activities. The majority of respondents (52.6%) indicated that students respond moderately, while 36.8% mentioned a considerable response.



Responses		Frequency	Percent
	Moderate levels of support	12	63.2
	High levels of support	7	36.8
	Total	19	100.0

Table 13-How would you rate your institution's leadership (e.g., department heads, deans) in terms of support and direction in implementing Outcome-Based ELT?

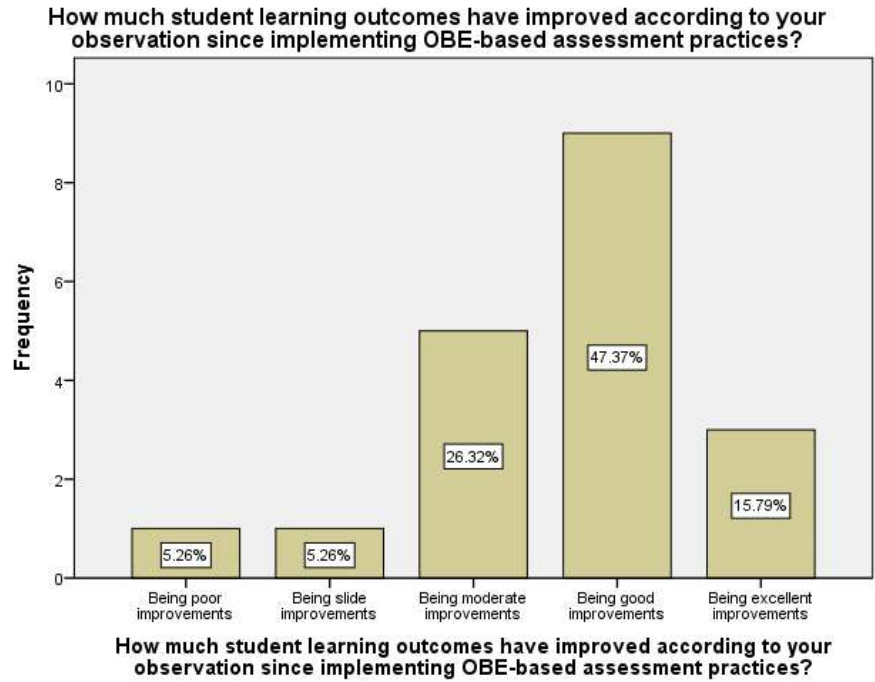
This table reflects participants' perception of their institution's leadership support in implementing Outcome-Based ELT. The majority (63.2%) rated the support as moderate, with 36.8% indicating high levels of support.



Responses		Frequency	Percent
	Being poor improvements	1	5.3
	Being slide improvements	1	5.3
	Being moderate improvements	5	26.3
	Being good improvements	9	47.4
	Being excellent improvements	3	15.8
	Total	19	100.0

*Table 14-How much student learning outcomes have improved according to your observation since implementing OBE-based assessment practices?*

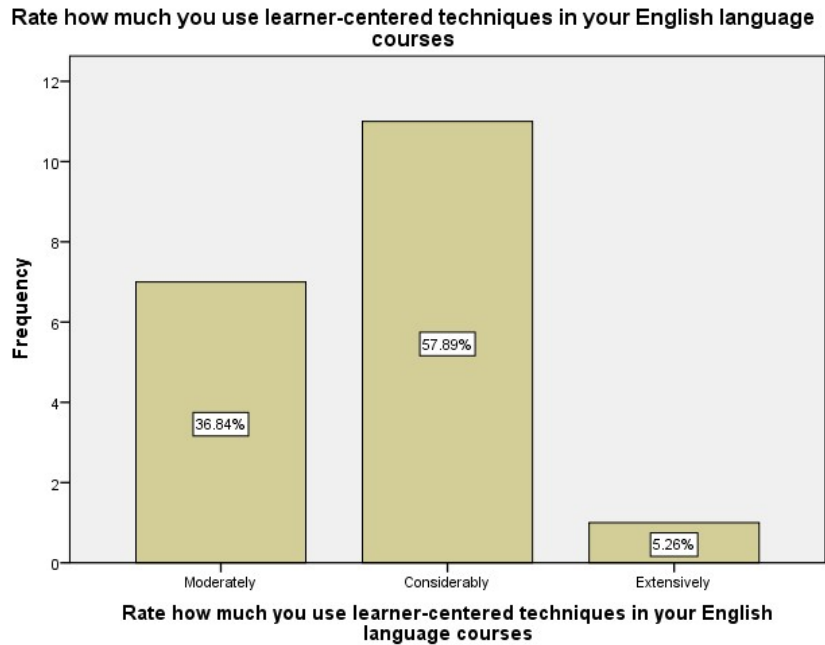
Participants provided their observation on the improvement in student learning outcomes since implementing OBE-based assessment practices. Responses varied from poor improvements (5.3%) to excellent improvements (15.8%), with the majority (47.4%) indicating good improvements.



Responses		Frequency	Percent
	Moderately	7	36.8
	Considerably	11	57.9
	Extensively	1	5.3
	Total	19	100.0

Table 15-Rate how much you use learner-centered techniques in your English language courses

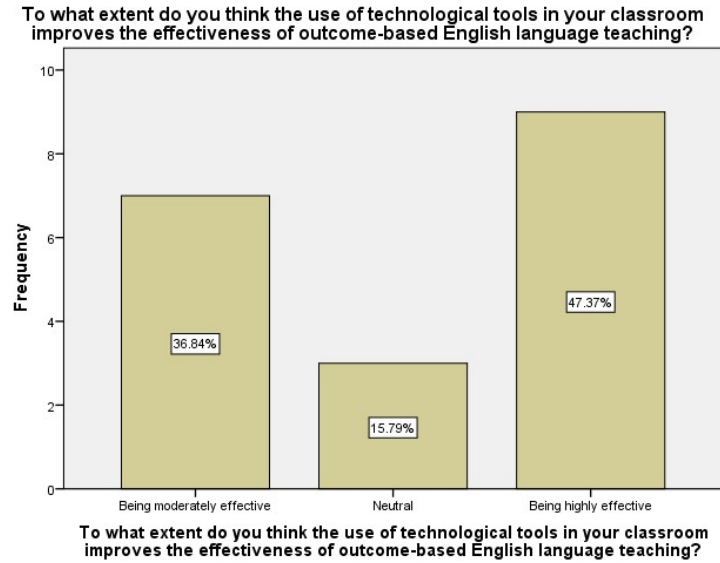
Participants rated how much they use learner-centered techniques in their English language courses. Considerably was the most common response (57.9%), followed by moderately (36.8%).



Responses		Frequency	Percent
	Being moderately effective	7	36.8
	Neutral	3	15.8
	Being highly effective	9	47.4
	Total	19	100.0

Table 16-To what extent do you think the use of technological tools in your classroom improves the effectiveness of outcome-based English language teaching?

This table shows participants' opinions on the extent to which the use of technological tools improves the effectiveness of outcome-based English language teaching. The majority (47.4%) rated it as highly effective, while 36.8% considered it moderately effective.

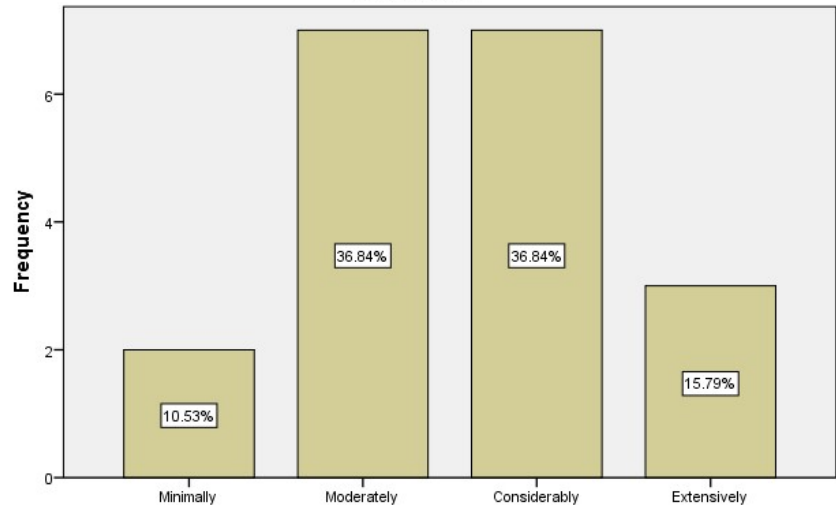


Responses		Frequency	Percent
	Minimally	2	10.5
	Moderately	7	36.8
	Considerably	7	36.8
	Extensively	3	15.8
	Total	19	100.0

Table 17-How often do you think language teachers change traditional lesson plans to track and grade student progress in an Outcome-Based English Language classroom?

Participants were asked how often they think language teachers change traditional lesson plans to track and grade student progress in an Outcome-Based English Language classroom. Responses range from minimally (10.5%) to extensively (15.8%), with moderately and considerably falling in between.

**How often do you think language teachers change traditional lesson plans to track and grade student progress in an Outcome-Based English Language classroom?**



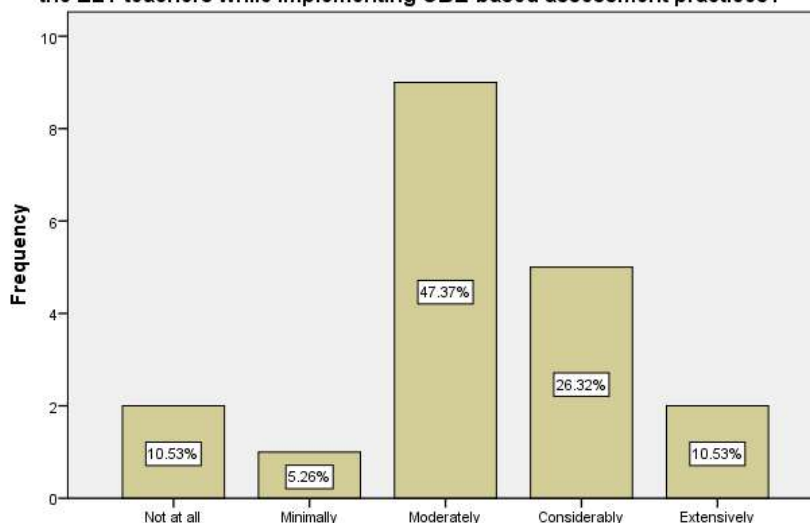
**How often do you think language teachers change traditional lesson plans to track and grade student progress in an Outcome-Based English Language classroom?**

Responses		Frequency	Percent
	Not at all	2	10.5
	Minimally	1	5.3
	Moderately	9	47.4
	Considerably	5	26.3
	Extensively	2	10.5
	Total	19	100.0

*Table 18-Select an option to indicate the extent of disparities you have observed among the ELT teachers while implementing OBE-based assessment practices?*

This table presents responses regarding the extent of disparities observed among ELT teachers while implementing OBE-based assessment practices. Moderately was the most common response (47.4%), indicating some level of variation among teachers in this aspect.

Select an option to indicate the extent of disparities you have observed among the ELT teachers while implementing OBE-based assessment practices?



Select an option to indicate the extent of disparities you have observed among the ELT teachers while implementing OBE-based assessment practices?

**To what extent do you involve students in the design of Outcome-Based ELT activities and assessments? \* Which technology tools do you find most effective for enhancing Outcome-Based ELT in your classroom? Crosstabulation**

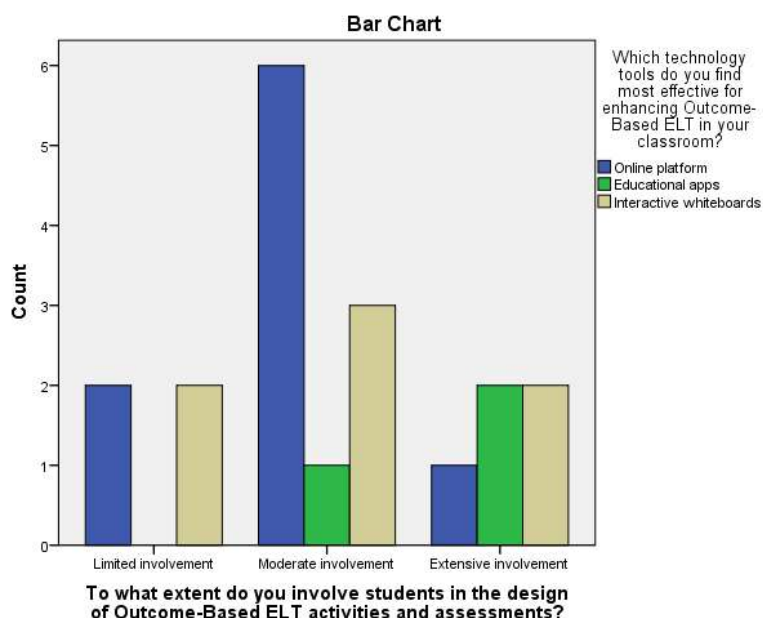
Count

		Which technology tools do you find most effective for enhancing Outcome-Based ELT in your classroom?		
		Online platform	Educational apps	Interactive whiteboards
To what extent do you involve students in the design of Outcome-Based ELT activities and assessments?	Limited involvement	2	0	2
	Moderate involvement	6	1	3
	Extensive involvement	1	2	2
Total		9	3	7

The table examines the relationship between the extent to which students are involved in the design of Outcome-Based ELT activities and assessments and the effectiveness of different technology tools in enhancing Outcome-Based ELT in the classroom. It provides valuable



insights into which technology tools are preferred by participants based on the extent of student involvement in the design process. When student involvement in activity and assessment design is limited, online platforms seem to be the most preferred technology tool. With moderate student involvement, a variety of technological tools are mentioned, but interactive whiteboards are selected by the most. When students are extensively involved in activity and assessment design, educational apps and interactive whiteboards are the most frequently mentioned tools.



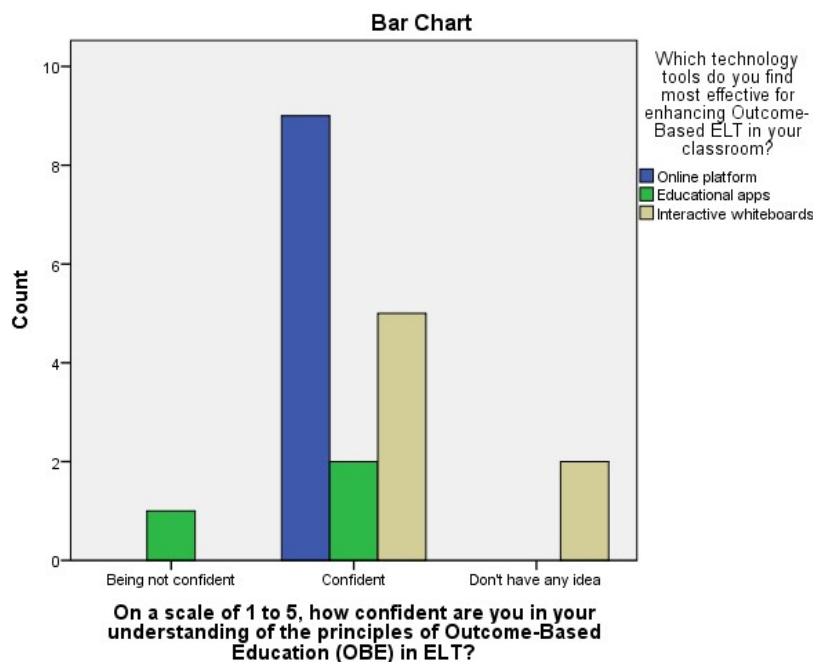
**On a scale of 1 to 5, how confident are you in your understanding of the principles of Outcome-Based Education (OBE) in ELT? \* Which technology tools do you find most effective for enhancing Outcome-Based ELT in your classroom?**

**Crosstabulation**

Count		Which technology tools do you find most effective for enhancing Outcome-Based ELT in your classroom?		
		Online platform	Educational apps	Interactive whiteboards
On a scale of 1 to 5, how confident are you in your understanding of the principles of Outcome-Based Education (OBE) in	Being not confident	0	1	0
	Confident	9	2	5
	Don't have any idea	0	0	2

ELT?				
Total		9	3	7

The table suggests a potential relationship between confidence in understanding OBE principles and technology tool preferences for Outcome-Based ELT. Confident respondents regarded a variety of technology tools as effective, while those who were not confident or unsure showed more limited preferences. It also highlights the importance of considering educators' confidence levels when implementing Outcome-Based ELT.

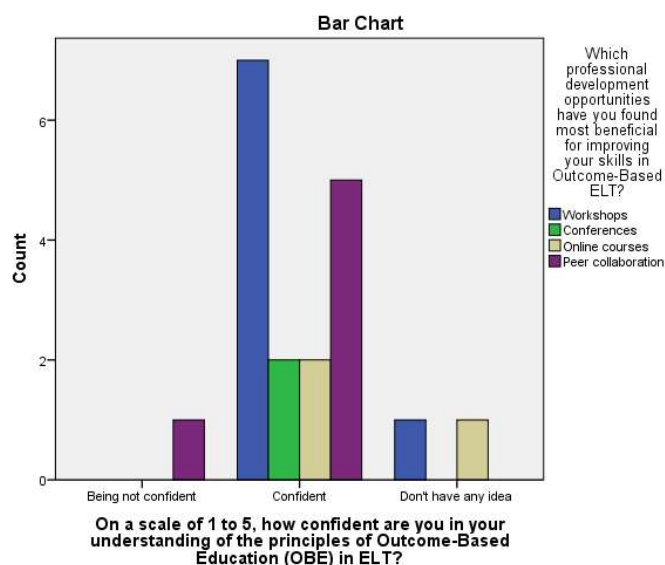


**On a scale of 1 to 5, how confident are you in your understanding of the principles of Outcome-Based Education (OBE) in ELT? \* Which professional development opportunities have you found most beneficial for improving your skills in Outcome-Based ELT? Crosstabulation**

Count		Which professional development opportunities have you found most beneficial for improving your skills in Outcome-Based ELT?		
		Workshops	Conferences	Online courses
On a scale of 1 to 5, how confident are you in your understanding of the	Being not confident	0	0	0
	Confident	7	2	2
	Don't have any	1	0	1

principles of Outcome-Based Education (OBE) in ELT?	idea			
Total		8	2	3

The table suggests a potential relationship between confidence in understanding OBE principles and preferences for specific professional development opportunities in Outcome-Based ELT. Confident respondents found different professional development opportunities beneficial, while those who were not confident showed limited preferences. This shows the need to adjust professional development opportunities to the confidence level of the educators and needs in Outcome-Based ELT.

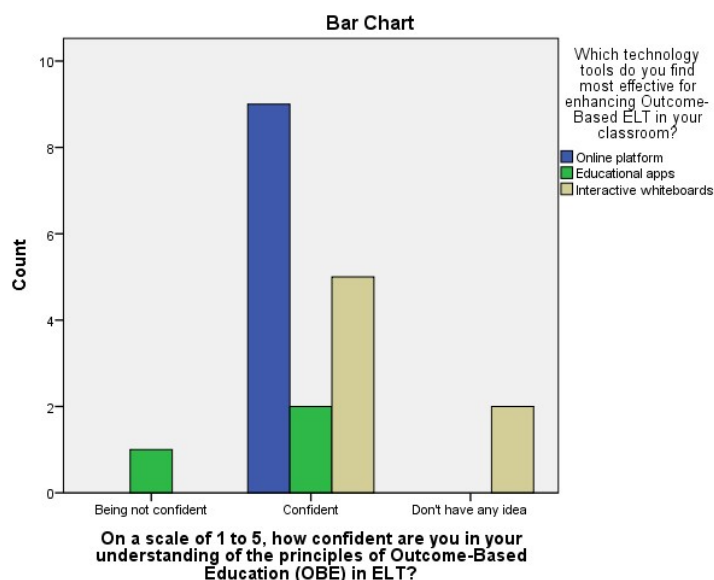


**On a scale of 1 to 5, how confident are you in your understanding of the principles of Outcome-Based Education (OBE) in ELT? \* Which technology tools do you find most effective for enhancing Outcome-Based ELT in your classroom?**  
**Crosstabulation**

Count	Which technology tools do you find most effective for enhancing Outcome-Based ELT in your classroom?		
	Online platform	Educational apps	Interactive whiteboards

On a scale of 1 to 5, how confident are you in your understanding of the principles of Outcome-Based Education (OBE) in ELT?	Being not confident	0	1	0
	Confident	9	2	5
	Don't have any idea	0	0	2
Total		9	3	7

This table examines the potential relationship between two variables: the level of confidence in understanding the principles of Outcome-Based Education (OBE) in English Language Teaching (ELT), and the effectiveness of different technology tools for enhancing Outcome-Based ELT in the classroom. Confident respondents mentioned a variety of technology tools as effective, while those who were not confident or unsure showed more limited preferences. It also highlights the importance of considering educators' confidence levels when implementing Outcome-Based ELT.



### Discussion:

The study provided important findings into the perceptions and practices related to Outcome-Based Education (OBE) in English Language Teaching (ELT) at Feni University, Bangladesh. Overall, the majority of respondents expressed confidence in their understanding of OBE principles. A significant proportion also reported engagement in professional development activities related to OBE. This indicates a positive attitude towards Outcome-Based approaches within the institution.

When it came to the integration of technology tools, participants mentioned various platforms such as online platforms, educational apps, and interactive whiteboards as effective for enhancing Outcome-Based ELT. Their preference for specific technology tools varied depending on their level of confidence in understanding OBE principles. Confident respondents chose a wide range of technology tools. This suggests a correlation between confidence and openness to adopting innovative educational practices.

The extent of student involvement in the design of Outcome-Based ELT activities and assessments was also found to be related to the preferences for technology tools. When students were moderately or extensively involved in the design process, different technology tools, including interactive whiteboards and educational apps, were thought effective. This shows the importance of student engagement in designing and implementing educational practices. It also points out the need for flexibility in selecting technology tools to support Outcome-Based approaches.

Despite the generally positive perceptions, there were areas identified for improvement. The majority of respondents reported to have received moderate support from the curriculum and institutional leadership for Outcome-Based ELT. However, some indicated limited support. This area can be further worked on. Disparities among ELT teachers in implementing OBE-based assessment practices were noted. Thus, more professional development initiatives and collaborative efforts within the institution are needed.

The findings from this case study show the interplay between educators' confidence levels, student involvement, and technology integration in Outcome-Based ELT at Feni University and Khwaja Yunus Ali University. Moving forward, the university could benefit from targeted interventions for OBE implementation. There is also a pressing need for collaboration among teachers and using technology effectively to promote student-centered learning experiences in ELT.

### **Conclusion:**

The case study conducted at Feni University and Khwaja Yunus Ali University, Bangladesh, revealed important aspects into the perceptions and practices related to Outcome-Based Education (OBE) within the English Language Teaching (ELT) context. The majority of respondents demonstrated confidence in their understanding of OBE principles. This shows a positive attitude toward Outcome-Based approaches within the institution. Additionally, active engagement in professional development activities related to OBE was reported by a substantial proportion of educators. Despite generally positive perceptions, areas for improvement were identified. While most respondents reported moderate support from the curriculum and institutional leadership for Outcome-Based ELT, some indicated limited support. Addressing these challenges and having stronger institutional support will enhance the successful implementation of OBE-based assessment practices.

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