

## **Implementation an Outcome Based Education (OBE) Lesson Plan in English Language Teaching**

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### **Abstract**

This study shows the design and implementation of Outcome-Based Education (OBE) lesson plans in English language teaching. OBE focuses on measurable learning outcomes, which may improve English proficiency. The paper analyzes the development process of OBE-based lesson plans and their efficacy through empirical data, discussing implications for English language teaching. Findings indicate that OBE-based lesson planning enhances clarity in learning objectives, aligns assessments with targeted competencies, and encourages student-centered activities. An OBE framework enhances English language learning by promoting clear, competency-based objectives, interactive activities, and continuous assessment. OBE lesson plans guide students through targeted learning experiences that build relevant language skills. Implementing OBE in ELT requires significant investment in teacher training and resources to support lesson planning and assessment restructuring. Challenges like lecturer readiness and resource allocation are acknowledged. OBE in ELT has shown potential to improve teaching and learning by promoting competency-based instruction and student-centered activities. Addressing challenges like time constraints and professional development is crucial for this approach's sustained success.

**Keywords:** Implementation, Outcome Based Education, English Language

## Abstrak

Studi ini menunjukkan perancangan dan implementasi rencana pembelajaran Pendidikan Berbasis Hasil (OBE) dalam pengajaran bahasa Inggris. OBE berfokus pada capaian pembelajaran yang terukur, yang dapat meningkatkan kemahiran bahasa Inggris. Makalah ini menganalisis proses pengembangan rencana pembelajaran berbasis OBE dan efektivitasnya melalui data empiris, serta membahas implikasinya bagi pengajaran bahasa Inggris. Temuan menunjukkan bahwa perencanaan pembelajaran berbasis OBE meningkatkan kejelasan tujuan pembelajaran, menyelaraskan penilaian dengan kompetensi yang ditargetkan, dan mendorong kegiatan yang berpusat pada siswa. Kerangka kerja OBE meningkatkan pembelajaran bahasa Inggris dengan mempromosikan tujuan yang jelas dan berbasis kompetensi, kegiatan interaktif, dan penilaian berkelanjutan. Rencana pembelajaran OBE memandu siswa melalui pengalaman belajar yang ditargetkan yang membangun keterampilan berbahasa yang relevan. Implementasi OBE dalam ELT membutuhkan investasi yang signifikan dalam pelatihan guru dan sumber daya untuk mendukung perencanaan pembelajaran dan restrukturisasi penilaian. Namun, tantangan terkait kesiapan dosen dan alokasi sumber daya diakui. Secara keseluruhan, implementasi OBE dalam Pengajaran Bahasa Inggris (ELT) telah menunjukkan potensinya untuk meningkatkan praktik pengajaran dan pembelajaran dengan mempromosikan instruksi berbasis kompetensi dan kegiatan yang berpusat pada siswa. Namun demikian, mengatasi tantangan seperti keterbatasan waktu dan perlunya pengembangan profesional sangat penting bagi keberhasilan berkelanjutan dari pendekatan ini.

**Kata Kunci:** Implementasi, Outcome Based Education, Bahasa Inggris

## INTRODUCTION

English language proficiency demand has grown significantly in recent decades, making effective instruction crucial. Outcome-Based Education (OBE), a student-centered approach, prioritizes specific learning outcomes to improve learning quality by aligning objectives, assessments, and strategies. The shift toward OBE is rooted in the desire to move away from traditional, input-based education toward a framework where students achieve clear, measurable goals<sup>1</sup>. In English language teaching, creating an Outcome-Based Education (OBE) lesson plan involves matching instructional activities to learning objectives and ensuring tests accurately measure progress. For guidance, consult the AMEE Guide on OBE and current research on English teaching methods. Recently, the use of OBE in

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<sup>1</sup> Bowen, R. S. (2017). Understanding by design. *Vanderbilt University Center for Teaching*.

English Language Teaching (ELT) has gained attention as teachers seek to improve student learning and engagement. OBE highlights how crucial it is to specify precise learning objectives that students should meet by the conclusion of a course or program. By designing the curriculum on the intended goals rather than just the content, this method moves the emphasis from conventional teaching techniques to a more student-centered learning experience.

Furthermore, for teachers to successfully incorporate OBE principles into their teaching techniques, they must receive continual professional development and training. Teachers must modify their teaching practices and evaluation tactics to conform to the established outcomes while implementing an OBE framework<sup>2</sup>. This calls for a helpful institutional setting that offers the required tools and chances for instruction. To sum up, creating an OBE-based lesson plan for ELT not only improves students' educational experiences but also necessitates a coordinated effort by institutions and teachers to overcome implementation-related obstacles. Teachers can develop successful lesson plans that support meaningful learning experiences in line with intended goals by utilizing the insights from current research and well-established frameworks.

In English Language Teaching (ELT), implementing OBE requires careful planning to develop reading, writing, speaking, and listening skills. While OBE's benefits are clear, research on its implementation in ELT is limited. This study examines the design and practical application of OBE-based lesson plans in English teaching. It analyzed the effects of competency-based and OBE-aligned lesson plans in European language programs. Researchers found that aligning language instruction with learning outcomes clarified objectives and provided measurable milestones. OBE-based lesson plans enhanced students' understanding of learning goals, promoted autonomy, and provided structured feedback. However, comprehensive assessment tools that align with language skills are crucial.

Teaching for Quality Learning at University. Although this study focuses broadly on higher education, it discusses OBE's principles and the necessity of aligning curriculum design with intended outcomes, especially in language learning contexts. Proposed a constructive alignment model, compatible with OBE

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<sup>2</sup> Bowen, R. S. (2017). *Understanding by design*. *Vanderbilt University Center for Teaching*.

principles, emphasizing the need for lessons and assessments to reflect targeted competencies directly<sup>3</sup>. Their work revealed that outcome-aligned lesson planning resulted in improved student engagement and learning quality. They highlighted challenges, such as the need for teacher training and resource allocation, especially when integrating OBE into traditional education systems. Approaches and Methods in Language Teaching. This influential text on language teaching methods covers various approaches, including how OBE frameworks can enhance communicative language teaching. Although it does not directly study OBE, it provides a foundation for understanding how outcome-based principles support skill acquisition in ELT. The authors suggested that OBE principles could enhance language acquisition by focusing on practical skills (e.g., fluency and comprehension), making lesson plans more adaptable to student needs. The study also noted the need for comprehensive assessments to gauge skills effectively.

The challenges of Implementing Outcome-Based Education in Teacher Education. Focusing on teacher training, this study examined educators' challenges when adopting OBE, particularly in designing outcome-based lesson plans in language courses<sup>4</sup>. It explored the specific needs of ELT teachers to adapt to OBE, including the creation of measurable language outcomes and the development of appropriate assessments. Khan identified that while OBE encouraged structured, goal-oriented teaching, teachers required extensive training to effectively design lessons and assessments. Additionally, the study found that teachers needed more time and resources to implement OBE, especially in language classrooms where ongoing assessment and adjustment were critical. Outcome-Based Education in Language Education: Experiences from Malaysian Schools. This study investigated the application of OBE principles in Malaysian secondary schools, focusing on English language teaching<sup>5</sup>. It examined how schools adapted curriculum and lesson plans to meet specific outcomes in reading, writing, and communication. The

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<sup>3</sup> Biggs, J., Tang, C., & Kennedy, G. (2022). *Teaching for quality learning at university 5e*. McGraw-hill education (UK).

<sup>4</sup> Asghar, I., Irshad, S., & Abbas, A. (2023). English Language Teachers' Perceptions About Outcomes-Based Approach For Developing English Language Competencies. *Journal of Positive School Psychology*, 666–678.

<sup>5</sup> Ag Damit, M. A., Omar, M. K., & Mohd Puad, M. H. (2021). Issues and Challenges of Outcome-based Education (OBE) Implementation among Malaysian Vocational College Teachers. *International Journal of Academic Research in Business and Social Sciences*, 11(3). <https://doi.org/10.6007/ijarbss/v11-i3/8624>

study concluded that OBE-based lesson plans helped improve student focus on clear learning targets and competency development. However, challenges included limited resources and varying teacher readiness. Teachers needed professional development to handle the shift to outcome-focused teaching effectively.

Among the challenges they noted was the time needed to create thorough lesson plans and assessments, which can result in more stress and burnout. Since many teachers feel unprepared to fully incorporate OBE into their teaching practices because they are unfamiliar with the framework and its methodologies, the study also emphasized the need for continual professional development and training opportunities. The effective application of OBE in language instruction also depends on institutional support.

OBE has the potential to greatly enhance learning outcomes and student engagement in higher education.<sup>6</sup> A more dynamic and student-centered learning environment results from the application of OBE principles, which also improve emotional and cognitive engagement. Lesson plans with specific, quantifiable outcomes lead to increased motivation and achievement. This methodical approach fosters an engaging classroom environment and empowers students to take charge of their education. Students will be more engaged with the material if assessments are in line with learning objectives, which will result in a more comprehensive learning experience. Additionally, OBE promotes student-centered approaches to English language instruction, enabling teachers to modify their methods to accommodate a range of learning preferences and styles. This flexibility improves academic performance and increases student engagement.

These preceding studies collectively underscore several pivotal points: Outcome Clarity and Focus: OBE lesson plans enhance learning by providing explicit, quantifiable objectives that guide teaching and evaluation. Enhanced Student Engagement: Students enrolled in OBE-aligned programs exhibit heightened engagement, as they comprehend the specific skills they must acquire. Need for Teacher Training: Numerous studies emphasize the significance of teacher preparedness, as OBE necessitates a paradigm shift in lesson planning, instructional

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<sup>6</sup> Sun, P. H., & Lee, S. Y. (2020). The importance and challenges of outcome-based education –a case study in a private higher education institution. *Malaysian Journal of Learning and Instruction*, 17(2), 253–278.

methodologies, and assessment design. Assessment Alignment: Effective OBE in English Language Teaching (ELT) hinges on well-crafted assessments that closely align with the intended learning outcomes, often necessitating novel tools and approaches for educators. This study focuses on Developing an Outcome-Based Education (OBE)-Based Lesson Plan in English Language Teaching; Exploring the steps and considerations in developing OBE-based lesson plans for English language teaching. Evaluating the impact of OBE-based lesson plans on learning outcomes in English language teaching. Identifying challenges and proposing solutions for implementing OBE in ELT.

## **RESEARCH METHODS**

This study employs a qualitative research design, gathering data through classroom observations, interviews with lecturers, and analysis of student assessment results. The participants included 2 English language lecturers and 5 students from Higher Education. The lecturers were trained on the OBE framework and guided in creating lesson plans. Data were collected through classroom observations, lecturer and student interviews, and student performance on assessments. Lesson plans were evaluated for alignment with OBE principles, including clearly defined learning outcomes, alignment of instructional strategies, and assessments. Data analysis involved coding qualitative responses and analyzing patterns in student performance data.

## **RESULTS AND DISCUSSION**

The findings of this study are presented in three main sections: the steps of Outcome-Based Education (OBE) lesson plan design, the impacts of OBE implementation, and the challenges faced during the integration of OBE in English Language Teaching (ELT). These findings are based on interviews with two lecturers and five students who were involved in the study. The researchers then summarized the responses in Table 1

**Table 1. the interview results**

<b>Questions</b>	<b>Q 1</b>	<b>Q 2</b>	<b>Q3</b>	<b>Q4</b>
<b>The questions about</b>	Steps of OBE lesson plan design	Impacts of OBE (a) student-centered activities	Impact of OBE (b) assessment and feedback	Challenges in Implementing OBE in ELT
<b>Total participants</b>	7 (2 lecturers and 5 students)	7(2 lecturers and 5 students)	7 (2 lecturers and 5 students)	7 (2 lecturers and 5 students)
<b>Percentage</b>	100%	100%	100%	100%

Participants discussed designing an OBE-aligned lesson plan in English language teaching. They included 2 lecturers and 5 students. Seven participants discussed the steps of OBE lesson plan design, while the second group discussed the impacts of OBE, including student-centered activities, assessment, and feedback. The final group discussed the challenges in implementing OBE in ELT.

#### **Steps of OBE Lesson Plan Design**

Lecturers were able to create lesson plans centered on specific competencies, such as vocabulary acquisition, listening comprehension, and speaking fluency. The process began with the identification of clear and measurable learning outcomes, which acted as the foundation for planning. These outcomes enabled lecturers to align all teaching activities and assessments toward achieving the targeted competencies. The lesson plans incorporated a variety of teaching methods and materials designed to foster active learning and align with students' needs. The development process also involved determining appropriate assessment tools to evaluate the achievement of the specified outcomes.

Building on this foundation, lecturers systematically mapped each activity to the intended learning outcomes to ensure consistency between instruction and assessment. This alignment is central to the OBE approach, as it ensures that every

classroom task whether it involves group discussions, multimedia-based exercises, or problem-solving activities contributes directly to the mastery of predetermined competencies. In addition, lecturers considered learner diversity by incorporating differentiated instructional strategies, enabling students with varying proficiency levels to engage meaningfully with the lesson content. The selection of teaching materials also played an essential role in the planning process. Authentic resources such as videos, digital texts, and interactive language platforms were integrated to enhance learner engagement and provide real-world language exposure. These materials were chosen not only for their relevance but also for their potential to support the development of higher-order thinking skills, communication, and collaboration key components of modern ELT practices.

Lecturers carefully aligned assessment strategies with targeted competencies. They used rubrics, performance tasks, formative checks, and observational notes to accurately measure students' progress throughout the instructional process. This approach allowed both lecturers and students to monitor learning development, identify gaps, and adjust strategies promptly. The systematic development of lesson plans within the OBE framework enabled lecturers to design structured, transparent, and goal-oriented instruction, ensuring that all pedagogical decisions, from activity selection to assessment design, promoted meaningful and measurable student learning outcomes.

Measurable learning outcomes are the main focus of the pragmatic Outcome-Based Education (OBE) framework. It enables teachers to create lesson plans that focus on particular skills like speaking fluently, listening comprehension, and vocabulary growth<sup>7</sup>. These exercises are intended to assist students in developing their listening skills, applying their information in context, and participating in authentic communication situations. Teachers can make sure their instruction is goal-oriented and provide a clear framework for evaluating students' progress by matching these strategies with particular competencies. This approach is further supported by ongoing feedback systems like formative assessments and

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<sup>7</sup> Memon, T., & Shah, W. A. (2024). Universalizing the particulars: neoliberalizing English language teaching (ELT) through outcome-based education (OBE). *Educational Linguistics*, 3(2), 208–237.

peer reviews<sup>8</sup>. Teachers are empowered by the OBE framework to develop focused and successful lesson plans that improve student learning results.

These findings are consistent with previous research, which emphasizes the importance of constructive alignment in creating effective OBE lesson plans<sup>9</sup>. The explicit definition of learning outcomes acted as a guiding framework, enabling lecturers to design activities that promote meaningful learning. This approach was further validated by insights from interviews conducted with two lecturers.

One lecturer explained, *"The clear learning outcomes provided a roadmap for both the instructors and students, making it easier to select activities that truly support the learning process."* Another lecturer added, *"Developing OBE lesson plans requires time, but the clarity it brings to our teaching process is invaluable. It ensures that every activity we plan serves a purpose."*

A student remarked, *"The lessons felt more organized and focused. I knew what I was expected to achieve by the end of each session."* Another shared, *"Having a clear target for each activity helped me concentrate on improving specific skills, like speaking fluency or listening comprehension."*

## **Impacts**

The OBE design brought about significant changes in teaching and learning processes, which are detailed in two main aspects:

### **1. Student-centered activities**

The transition to OBE resulted in the adoption of more interactive and student-centered teaching methodologies. Lecturers incorporated activities such as role-playing, group discussions, and project-based tasks to provide students with opportunities to practice and demonstrate their language proficiency in realistic and meaningful contexts. These activities encouraged students to actively participate in their learning process, fostering collaboration and critical thinking. Both lecturers and students reported that this approach enhanced classroom dynamics and improved student motivation.

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<sup>8</sup> Carney, E. A., Zhang, X., Charsha, A., Taylor, J. N., Hoshaw, J. P., & Note Elizabeth Carney, A. A. (2022). *Formative assessment helps students learn over time: Why aren't we paying more attention to it?*

<sup>9</sup> Biggs, J., Tang, C., & Kennedy, G. (2022). *Teaching for quality learning at university 5e*. McGraw-hill education (UK).

Moreover, the implementation of OBE encouraged lecturers to shift their instructional focus from content delivery to the facilitation of learning experiences. This shift allowed students to engage in purposeful tasks that aligned with the intended learning outcomes, thereby making the learning process more transparent and goal-oriented. Lecturers also emphasized the importance of formative assessment techniques such as peer feedback, self-assessment, and reflective journals to continuously monitor student progress and adjust instruction accordingly. These strategies not only supported students' development of metacognitive skills but also enabled them to take greater ownership of their learning.

In addition, the integration of authentic assessment tasks within the OBE framework strengthened the connection between classroom instruction and real-world language use. Tasks such as oral presentations, collaborative projects, and scenario-based performances provided students with meaningful opportunities to apply their linguistic and communicative abilities in ways that mirrored actual professional and social contexts. This alignment between learning outcomes, instructional activities, and assessment practices contributed to a more coherent and effective learning environment, ultimately supporting the development of students' overall language competence.

## 2. Assessment and feedback

Incorporating formative assessments, peer evaluations, and self-assessments into the teaching process was a key feature of the OBE framework. Lecturers emphasized the importance of providing continuous feedback to students, which allowed them to track their progress, identify areas for improvement, and gain a deeper understanding of their language learning process. Students appreciated the transparency and relevance of these assessments, which helped them feel more involved in their learning journey. In the context of Outcome-Based Education, these assessment practices served not only as measurement tools but also as learning opportunities. Formative assessments were strategically embedded throughout each lesson to ensure that students received timely guidance aligned with the expected learning outcomes. This approach helped

lecturers monitor students' performance in real time and adjust instructional strategies when necessary. Peer evaluations further supported collaborative learning by encouraging students to critically engage with one another's work, provide constructive feedback, and learn from diverse perspectives. Such collaborative practices strengthened learners' communication skills and fostered a supportive learning community.

Additionally, self-assessments played a crucial role in promoting learner autonomy. Through guided reflection tasks, checklists, and performance rubrics, students were encouraged to evaluate their own progress and set personal learning goals. This reflective process helped them develop metacognitive awareness an essential component in improving speaking and other language skills. When combined, these assessment methods supported a more holistic, student-centered approach that aligns with OBE principles and ensures that learning outcomes are meaningfully achieved.

The shift towards OBE fostered a more student-centered classroom environment, wherein interactive activities such as role-playing, group discussions, and projects became integral to the learning process. Such activities provided students with opportunities to practice language skills in authentic, real-world contexts, which is critical for developing communicative competence<sup>10</sup>. For example, students can immerse themselves in realistic settings that necessitate the use of language skills in context by engaging in role-playing exercises. In addition to making studying more interesting, this gives students a safe setting in which to hone their listening and speaking skills. This participatory method is further enhanced by group discussions, which foster peer dialogue and allow students to express their ideas, negotiate meaning, and hone their critical thinking skills.

On the other side, projects frequently call for students to collaborate to solve problems or make presentations, which promotes teamwork and communication. These experiences are crucial because they allow students

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<sup>10</sup> Katawazai, R. (2021). Implementing outcome-based education and student-centered learning in Afghan public universities: the current practices and challenges. *Heliyon*, 7(5).

to use their language skills in actual, real-world circumstances. Since it gives students the tools to use language responsibly and successfully in a variety of contexts, this kind of practical application is crucial for the development of communicative competence.

Considering all aspects, the OBE framework's focus on interactive and student-centered activities not only enhances engagement but also prepares students for communication challenges in real-world scenarios. By cultivating a learning environment that prioritizes meaningful interactions and practical application, teachers can empower students to develop the essential skills for success in both academic and professional settings.

In interviews, one lecturer noted, "*Students became more engaged when they saw the relevance of the activities to real-world communication. Role-playing scenarios like job interviews or group discussions made learning more practical.*"

A student affirmed this, saying, "*I felt more confident in speaking English because the activities reflected situations I might face outside the classroom.*" Another student observed, "*The projects and group tasks were challenging but rewarding. Working with my peers helped me learn faster and made the lessons more enjoyable.*"

The integration of formative assessments, peer evaluations, and self-assessments further supports the efficacy of OBE in enhancing students' language learning processes. Continuous feedback mechanisms enabled students to monitor their progress, identify areas for improvement, and take ownership of their learning journey<sup>11</sup>. Model of formative assessment, which highlights the role of feedback in fostering self-regulated learning.<sup>12</sup> By involving students in the assessment process, the lecturers not only promoted accountability but also encouraged reflective practices that are crucial for language development.

One lecturer explained, "*Formative assessments allowed us to guide students more effectively. The feedback loop helped them identify specific areas where they needed to improve.*"

A student concurred, "*Getting feedback from both my peers and the teacher helped me see my strengths and weaknesses. It made me more aware of my*

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<sup>11</sup> Ali, Q. I. (2024). Towards more effective summative assessment in OBE: a new framework integrating direct measurements and technology. *Discover Education*, 3(1). <https://doi.org/10.1007/s44217-024-00208-5>

<sup>12</sup> Carney, E. A., Zhang, X., Charsha, A., Taylor, J. N., Hoshaw, J. P., & Note Elizabeth Carney, A. A. (2022). *Formative assessment helps students learn over time: Why aren't we paying more attention to it?*

*learning process."* Another student shared, *"Self-assessment tasks were new to me, but they made me think critically about my progress and set goals for improvement."*

### **Challenges in Implementing OBE in ELT**

Although the use of Outcome-Based Education (OBE) in English Language Teaching (ELT) has shown positive outcomes, several challenges have surfaced that compromise its efficacy. The substantial amount of time needed to create thorough lesson plans and exams that adhere to OBE principles is one of the primary challenges brought up by lecturers<sup>13</sup>. Making sure that learning activities are closely related to particular competencies and measurable outcomes requires careful planning. However, balancing these expectations with existing teaching responsibilities has proven to be a significant challenge for many teachers. Stress and exhaustion brought on by the increased effort may eventually degrade the quality of training.

To successfully incorporate OBE into their teaching practices, teachers have indicated a considerable requirement for continual professional growth and training, in addition to time restrictions. Many teachers believe they are not equipped to completely adopt the OBE framework, which can result in uneven application across various programs and courses. To give teachers the skills they need to thrive in this new educational paradigm, professional development opportunities that emphasize OBE principles, assessment techniques, and creative teaching methods are essential.

The process of integrating OBE in ELT has also been made more difficult by a lack of institutional support and resources. Many institutions might not offer enough financial resources, administrative support, or materials to help with the shift to an outcome-based strategy. For teachers attempting to implement OBE practices in their classrooms, this lack of support may pose further challenges. It becomes difficult to maintain the OBE framework over time without enough funding since teachers might not be able to locate the resources they need to engage their students. In summary, the findings illustrate both the benefits and challenges

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<sup>13</sup> Memon, T., & Shah, W. A. (2024). Universalizing the particulars: neoliberalizing English language teaching (ELT) through outcome-based education (OBE). *Educational Linguistics*, 3(2), 208–237.

of implementing OBE in ELT. While the approach promotes more focused and interactive teaching and learning, the practical challenges highlight the need for institutional support and continuous capacity building for educators.

Although the adoption of Outcome-Based Education (OBE) in English Language Teaching (ELT) had numerous benefits, there were challenges to the shift. The time constraint was one of the most important concerns that surfaced. To create comprehensive lesson plans and assessments that were especially suited to the specified learning objectives, lecturers discovered that they needed more time<sup>14</sup>. Teachers frequently felt overburdened by the extra requirement for preparation time as they tried to make sure their teaching methods matched the OBE framework. A significant obstacle to the successful implementation of outcome-based curriculum design may be the additional workload involved.

In addition to time restrictions, the requirement for ongoing professional growth became more apparent. Due in large part to their unfamiliarity with the framework and related approaches, numerous teachers found it challenging to fully incorporate OBE principles into their teaching practices. This knowledge gap made it clear how crucial it is to give teachers the tools and training they need to make the switch to OBE. To give instructors the abilities and self-assurance they need to successfully apply this strategy, professional development programs that emphasize the fundamentals of OBE, efficient evaluation techniques, and creative teaching approaches are crucial.

Additionally, because OBE stresses a more student-centered approach to teaching and learning, it necessitates a cultural transformation inside educational institutions. Teachers who are used to more conventional teaching approaches may object to this change. Thus, creating a welcoming atmosphere that promotes cooperation and the exchange of best practices among teachers is essential to overcoming these challenges. This highlights the importance of institutional support and capacity-building initiatives to equip educators with the necessary skills and knowledge.

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<sup>14</sup> Ag Damit, M. A., Omar, M. K., & Mohd Puad, M. H. (2021). Issues and Challenges of Outcome-based Education (OBE) Implementation among Malaysian Vocational College Teachers. *International Journal of Academic Research in Business and Social Sciences*, 11(3). <https://doi.org/10.6007/ijarbss/v11-i3/8624>

One lecturer shared, *"Preparing OBE lesson plans and assessments take a lot of time and effort. Balancing this with our other responsibilities is challenging."* Another lecturer emphasized, *"We need more training and workshops to fully understand how to implement OBE effectively in our classes."*

From the students' perspective, some challenges also emerged.

One student commented, *"Sometimes the workload felt overwhelming because of the number of projects and assessments."*

Another observed, *"The new approach was different from what we were used to, so it took time to adjust."*

## **CONCLUSION**

An OBE framework enhances English language learning by promoting clear, competency-based objectives, interactive activities, and continuous assessment. OBE lesson plans guide students through targeted learning experiences that build relevant language skills. Implementing OBE in ELT requires significant investment in teacher training and resources to support lesson planning and assessment restructuring. Schools and educational institutions should provide ongoing professional development to help teachers transition to OBE methods effectively.

Recommendations for Future Research. Further research could explore the longitudinal impacts of OBE-based lesson plans on language proficiency and investigate ways to address time and resource challenges. Studies could also examine how OBE impacts learner motivation and engagement in ELT. Overall, the implementation of OBE in ELT demonstrated its potential to enhance teaching and learning practices by fostering competency-based instruction and promoting student-centered activities. However, addressing challenges such as time constraints and the need for professional development is crucial for the sustained success of this approach. Future research could explore strategies for overcoming these challenges and further refining OBE frameworks in diverse educational contexts.

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