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Learning Outcomes Acquisition in Second Language Tertiary Education Classroom Practices

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Abstract- Indeed, Learning Outcomes (LO) are vital components of a curriculum design. These themes are not only a reflex of Education academic, administrative standards but, more importantly, a prelude for lecturing's guidance and learning comprehension. Although Learning Outcomes refer to those learning achievements that learners will be able to demonstrate once completing the learning process, fulfilling this wanted goal still represents an academic challenge for all kinds of teaching and learning disciplines, and language is not exempted from being a subject that requires especial scrutinizes when addressing Learning Outcomes. Herewith, the study aimed to analyze learning outcome aspects and implications in second language acquisition in Tertiary Education classroom practices. It also brings up a based prospect on language insights and curriculum settings. To accomplish this objective, various manuscripts and Internet accredited websites were searched. The outcome revealed that the idea of boosting second language learners' knowledge and skills cognition meaning, differentiation, and association to treat the acquisition of learning outcomes at Tertiary Education classroom practices might be assumed as an academic functional approach that helps academicians in handling the second language acquisition process, and therefore in producing university graduate's skills.

Keywords: *linguistics; learning outcomes; assignments; evaluation criteria.*

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Learning Outcomes Acquisition in Second Language Tertiary Education Classroom Practices

Joel Laffita Rivera

Abstract- Indeed, Learning Outcomes (LO) are vital components of a curriculum design. These themes are not only a reflex of Education academic, administrative standards but, more importantly, a prelude for lecturing's guidance and learning comprehension. Although Learning Outcomes refer to those learning achievements that learners will be able to demonstrate once completing the learning process, fulfilling this wanted goal still represents an academic challenge for all kinds of teaching and learning disciplines, and language is not exempted from being a subject that requires especial scrutinizes when addressing Learning Outcomes. Herewith, the study aimed to analyze learning outcome aspects and implications in second language acquisition in Tertiary Education classroom practices. It also brings up a based prospect on language insights and curriculum settings. To accomplish this objective, various manuscripts and Internet accredited websites were searched. The outcome revealed that the idea of boosting second language learners' knowledge and skills cognition meaning, differentiation, and association to treat the acquisition of learning outcomes at Tertiary Education classroom practices might be assumed as an academic functional approach that helps academicians in handling the second language acquisition process, and therefore in producing university graduate's skills. Thus, the present research study is valuable for scholars interested in conducting researchers related to Second Language Acquisition Studies.

Keywords: linguistics; learning outcomes; assignments; evaluation criteria.

I. Introduction

Indeed, Learning Outcomes (LO) are vital components of a curriculum design. These themes are not only a reflex of Education academic, administrative standards but, more importantly, a prelude for lecturing's guidance and learning comprehension. Although Learning Outcomes refer to those learning achievements that learners will be able to demonstrate once completing the learning process, fulfilling this wanted goal still represents an academic challenge for all kinds of teaching and learning disciplines, and language is not exempted from being a subject that requires especial scrutinizes when addressing Learning Outcomes. As the linguistic outputs from Learning Outcomes relate to learner's capabilities accomplishment, it is necessary to look at this purpose to discuss the fact that they must demonstrate based linguistic knowledge and skills a result of the learning process. Among many other educational challenges, this could be a complex task to manage from second language knowledge and skills acquisition. This sustained academia search observation led us to create the hypothesis that not only by designing appropriate learning outcomes, which is an academic requirement, we, as academicians, should assume that the second language learning acquisition is going to produce for itself that level of practical expertise that we want our university studs to do the show. Therefore, we perceive that one of the philosophical thinking that could help them to develop based knowledge and skills subject relates is by having a deep understanding about to what [Knowledge and Skills] mean, and how they can associate and differentiate them when it comes to applying linguistically. See diagram 1: Applied Linguistic Knowledge and Kills Association and Differentiation. According to (oxforddictionaries.com. 2012) the term "knowledge" can refer to a theoretical or practical understanding of a subject. It can be implicit (as with practical skill or expertise) or explicit (as with the theoretical understanding of a subject), formal or informal, systematic or particular. A skill, on the other hand, is the learned ability to act with determined results [assignment and examination performances] with good execution, often within a given amount of time (Rao, 2010).

Table 1: Applied Linguistic Knowledge and Kills Association and Differentiation

Subject	Association	Example	Differentiation	Example
Knowledge		Pronunciation Lexi		Listening Speaking
	Competences Source	Grammar	Competences Development	Reading Writing
Skills				

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II. Literature Review

According to (Brain and Richard, 2003); (Weinreich & Herzog, 1968), Linguistics is the scientific study of the structure and development of language in general or particular languages. The language study also involves analysis of Langue Form, Language Meaning, and Language in Context (Martinet, 1960). (Crystal David, 1990) argues that Linguistics can be described as an academic discipline and, at least, its theoretical subfields, as a field of science, being a widely recognized category of specialized expertise. For (Behme, Christina; Neef, Martin, 2018), Linguistics is heterogeneous in its research methods. Based on these researchers view, we could affirm that having an understanding of language philosophy and language applications could help second language teachers to develop much better lecturing approaches, and therefore in handling the learning outcomes acquisition of the language subject to be taught, which is an issue that requires the use of Linguistics. A clear example is the academic learning outcomes recommendation of using a verb that describes an observable action, a description of what the learner will be able to do and under which conditions. This is something that academicians can do by employing this equation [Do+What+how=Result]. For instance, [Apply and infer] [grammatical functions] [in Spanish language contexts]. Of course, according to the language proficiency level and by thinking in mind Bloom's Taxonomy of Educational Objectives. The original taxonomy of the cognitive domain for categorizing the level of abstraction of questions that commonly occur in educational settings was created by (Longman, Engelhart, Furst, Hill, and Krathwohl, 1956), and time later revised by (Anderson & Krathwohl, 2001) to help teachers understand and implement a standards-based curriculum. Other significant linguistics issues when dealing with learning outcomes are the cognitive and affective domains learning approaches. (Iran, 1990) and (Zimmerman & Bandura) respectively, argue that the meta-cognitive component of learning is involved in the exertion of control and responsibility for one's cognitive and affective processes to understand the information provided. Pedagogically, this fact led (Boekaerts, 1995) to highlight the effectiveness of providing cognitive learning activities to students. Thus, considering [Knowledge and Skills Association and Differences] to get a better understanding about the Acquisition of Learning Outcomes in second language tertiary education classroom practices is also a valuable cognition approach scientific idea. However, being knowledgeable with the language subject knowledge and having the ability to use it appropriately in second language contexts are two different things. Furthermore, as second language teachers are required to make available their second language curriculum before imparting the subject, lecturing approaches have to be well-managed in these regards. See the example from table 2: Spanish Language Course Academic Inputs:

Table 2: Spanish Language Course Academic Inputs

Subject Name	Course Objective	Learning Outcomes	Assign Mode
Spanish for beginners	To equip studs with basic Spanish language communication skills	To apply questions and responses in conversational Spanish	Individual speaking assign
AT THE END OF THIS COURSE, STUD S WILL BE ABLE TO APPLY SPANISH LANGUAGE PHRASES AND SENTENCES INTO WRITTEN AND SPOKEN CONTEXTS RESEARCH2021\SPEAKING TEST (ERSHAD ZULKARNAIN-1191302356).MP4			

III. Academic Approach and Methodological Inputs

As the present research study relates to experienced academic teaching and learning the second language at Higher Learning Education, the hypothesis presented is interpreted as a methodological tool for second language teachers to treat learning outcomes in a second language classroom. At Tertiary Education, we do not teach knowledge. Instead, we use it to help university students develop practical skills. This theoretical thinking matches the philosophy of Education, which is the process of facilitating learning, or the acquisition of knowledge and skills. It also fits the learning acquisition process, pedagogy, and psychology view from other researchers (Richard, 2010); (Scott, 2012); (Li, 2012); (Merriam, 2019); (Department of Education and Training Victoria, 2017); (Shulman, Lee (1987); (Plotnik, Rod; Kouyomdijan, Haig, 2012). According to a report from (The World Bank, 2019), the future of work and the increasing role of technology in value chains make tertiary education even more relevant for workers to compete in the labor market. Thus, it should be a concern for both teachers and learners to understand that the results from learning outcomes are based on courses' declarative statements. In other

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words, a demonstration of learning capabilities. Academically speaking, it is not about what we teach/learn but about how to do it. If well is true that being knowledgeable with the language topic helps us understand the subject assignments given; how to do them appropriately is a different thing because it demands the necessary skills to contextualize that based subject knowledge. Regardless of the level of language proficiency, understanding the association and differentiation between knowledge and skills and the application of these abilities could play a role in the acquisition of based subject learning outcomes. Academically, a well-delivered learning outcome will focus on how the learner will apply their new knowledge in a real-world context. At Tertiary Education, we manage this way the second language teaching and learning classroom, prepare our assignments and evaluate the knowledge and skills productivity. See Diagram 1: Learning Outcomes T&L Tertiary Educational Model created for this purpose, and table 3: Bloom's Taxonomy of Educational Objectives for building Learning Outcomes Evaluation Criteria:

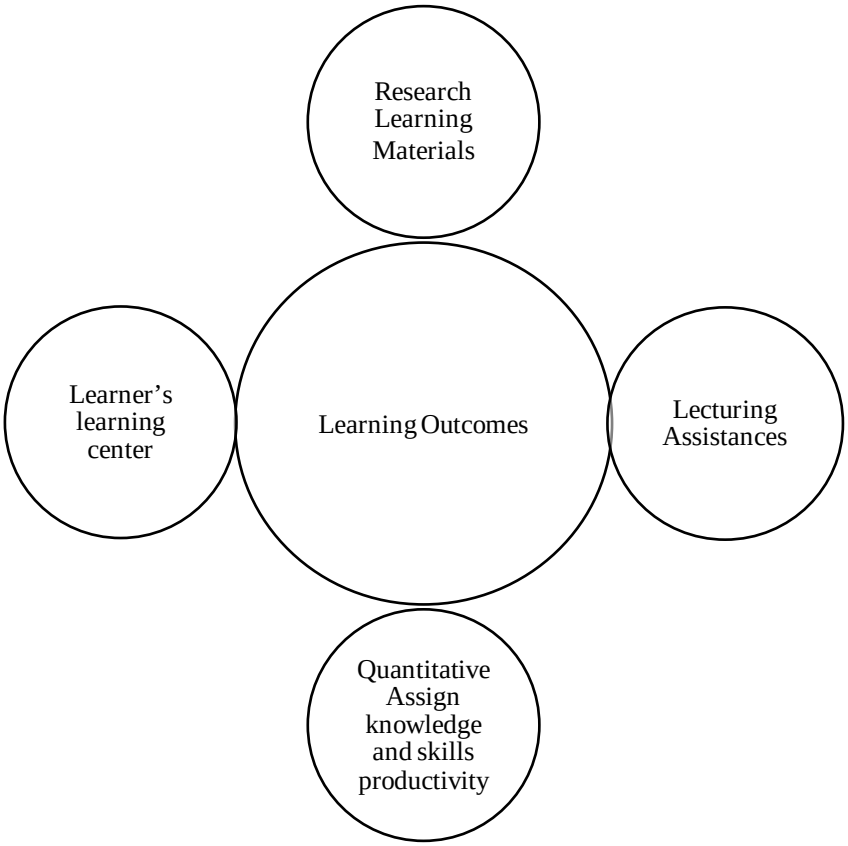

Diagram 1: Learning Outcomes T&L Tertiary Educational Model

Table 3: Bloom's Taxonomy of Educational Objectives

Level	Description
Knowledge (represents the lowest level of learning)	To know and remember specific facts, terms, concepts, principles, or theories.
Comprehension	To understand, interpret, compare, contrast, explain.
Application	To apply knowledge to new situations to solve problems using required knowledge or skills.
Analysis	To identify the organizational structure of something; to identify parts, relationships, and organizing principles.
Synthesis	To create something, to integrate ideas into a solution, to propose an action plan, to formulate a new classification scheme.
Evaluation (represents the highest level of learning)	To judge the quality of something based on its adequacy, value, logic, or use.
Adapted from California State University, Bakersfield, PACT Outcomes Assessment Handbook (1999)	

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IV. Methodology

The methodological approach used revised various manuscripts and Internet accredited websites to conduct the present research study. Two fundamental questions were accountable to proceed with the investigation, which attempts to responding them has been contextualized and sustained by accomplishing the study objective, which analyses learning outcome aspects and implications in second language acquisition at Tertiary Education classroom practices, and bring up a based prospect on language insights and curriculum settings. This all to make up the literature framework of the research study, which is based on 1) Research methodology. 2) Subject matter domain. 3) Results and discussion.

V. Fundamental Questions

What if by boosting second language learners' knowledge and skills cognition meaning, differentiation, and association, we can obtain better learning outcomes at Tertiary Education? If producing graduates' skills at this educational level is vital, how well are we handling the second language acquisition process?

VI. Result and Discussion

Although many researchers have addressed the same subject here discussed, there are always room for new ideas. And this is what the present research study has attempted by providing a literature framework through which the thoughts about acquiring Learning Outcomes in Second Language Classroom Practices at Tertiary Education can be well interpreted. Similar to what the objective of learning outcomes should be, the title of the paper is by far an eloquent abstract of what readers might expect. Thus, the study has featured various facets of the subject matter [Learning Outcomes] to analyze their linguistic role. To answer the research questions, and draw appropriate conclusions and recommendations, this analysis traces Learning Outcomes outputs to look into the learning accomplishment purposes. In other words, what else we, as university academicians, can do in order to get done those learning achievements wanted goal at the end of the language course taught, and which still represent an academic challenge for all kinds of teaching and learning disciplines. By logical appliance, we know that the linguistic outputs from Learning Outcomes relate to accomplish learner's capabilities. So, considering this fact, the study has produced an assumption and then has elaborated a subjective research methodological spectrum backed by sustained academic search observation. This hypothetical view perceives that one of the philosophical thinking that could help individuals to develop based knowledge and skills subject relates is by having a deep understanding about to what [Knowledge and Skills] mean, and how they can associate and differentiate them when it comes to applying linguistically. This result could lead us to consider adopting a different methodological position towards learning outcomes acquisition in second language classroom practices, mainly when working with university students. In supporting this view, other researcher's assessments (oxforddictionaries.com. 2012) and (Rao, 2010) were used to evaluate knowledge and skills concepts. Based on the academic linguistic and curriculum insights, which illustration given in table 1: Applied Linguistic Knowledge and Kills Association and Differentiation and table 2: Spanish Language Course Academic Inputs, it could be affirmed that the hypothesis cops with this output discussion. And as it has prior pointed, this theorical thinking also matches the philosophy of Education, and the learning acquisition process, pedagogy, and psychology view from other researchers (Richard, 2010); (Scott, 2012); (Li, 2012); (Merriam, 2019); (Department of Education and Training Victoria, 2017); (Shulman, Lee (1987); (Plotnik, Rod; Kouyomdijan, Haig, 2012). Thus, taking into account all this, the study highlights that a well-delivered learning outcome should focus on how the learner will be able to apply their new knowledge in a real-world context. It also underlines the methodological standpoint of managing this way the second language teaching and learning classroom, the preparation of assignments, and the evaluation of the knowledge and skills productivity. Consequently, diagram 1: Learning Outcomes T&L Tertiary Educational Model puts forward provided valuable methodological insights for lecturing guidance.

Statistically speaking, Learning Outcomes are measured statements. When it comes to applying linguistics, second language teachers should consider the equation [Do+What+how=Result] and Bloom's Taxonomy of Educational Objectives for getting right this academic task. Both references have been cited for them to develop based course learning outcomes. Although for second language teachers and the learners accomplishing learning outcomes outputs may be challenging, the database presented in this research study has proved that it is possible to optimize second language learning outcomes acquisition and leaner' performance at Tertiary Education.

VII. Conclusion

Highlighting the fact that learning outcomes are statements based on learning course results, it could conclude that the idea of boosting second language learners' knowledge and skills cognition meaning, differentiation, and association to treat the acquisition of learning outcomes at Tertiary Education classroom practices is relevant and consistent with the hypothesis made and discussed. The output from this assumption

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might be assumed as an academic functional approach that helps academicians in handling the second language acquisition process, and therefore in producing learners' graduates' skills. This research output criterium is backed by the current global labor market demand for skills-work-force. Academically speaking, the learning outcomes approach presented is valuable, and it will be intelligent to evaluate its usefulness for teaching and learning languages and its implementation in all kinds of university subjects as well.

VIII. Recommendation

Currently, there are many movements for education reforms, and teaching and learning at Tertiary Education are not exempt for being subject to these approaches. However, for improving university student's learning quality and efficiency towards the production of a well-qualified and competitive skills labor market forces, the learning process should be treated as the students' learning center and efficient problem-solving at this educational level. Generally, we see learning outcomes as academic curriculum statements on which we relate to teach, set assignments and examinations, and evaluate learning performances. Although it is not inappropriate to do so, this perception has led many of us to become more driven [administrative policies makers] than [lecturing intellectual producers]. But unlike prior educational levels [primary and secondary schools] where the learning process is driven by knowledge – methodology - practices, at Tertiary Education, we have the duty to reverse this process to obtain a materialized learning outcome proficiency level of competent performances towards the current and future business development. Thus, future researchers should be done to deep escalating into learning outcomes acquisition in second language tertiary education classroom practices.

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