

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.

Index terms— linguistics; learning outcomes; assignments; evaluation criteria.

1 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

43 to (oxforddictionaries.com. 2012) the term "knowledge" can refer to a theoretical or practical understanding of a
44 subject. It can be implicit (as with practical skill or expertise) or explicit (as with the theoretical understanding
45 of a subject), formal or informal, systematic or particular. A skill, on the other hand, is the learned ability to act
46 with determined results [assignment and examination performances] with good execution, often within a given
47 amount of time (Rao, 2010).

2 Literature Review

48 According to (Brain and Richard, 2003); (Weinreich & Herzog, 1968), Linguistics is the scientific study of the
49 structure and development of language in general or particular languages. The language study also involves
50 analysis of Langue Form, Language Meaning, and Language in Context (Martinet, 1960). (Crystal David, 1990)
51 argues that Linguistics can be described as an academic discipline and, at least, its theoretical subfields, as a
52 field of science, being a widely recognized category of specialized expertise. For (Behme, Christina; Neef, Martin,
53 2018), Linguistics is heterogeneous in its research methods. Based on these researchers view, we could affirm
54 that having an understanding of language philosophy and language applications could help second language
55 teachers to develop much better lecturing approaches, and in handling the learning outcomes acquisition of the
56 language subject to be taught, which is an issue that requires the use of Linguistics. A clear example is the
57 academic learning outcomes recommendation of using a verb that describes an observable action, a description
58 of what the learner will be able to do and under which conditions. This is something that academicians can do
59 by employing this equation [Do+What+how=Result]. For instance, [Apply and infer] [grammatical functions]
60 [in Spanish language contexts]. Of course, according to the language proficiency level and by thinking in mind
61 Bloom's Taxonomy of Educational Objectives. The original taxonomy of the cognitive domain for categorizing
62 the level of abstraction of questions that commonly occur in educational settings was created by (Longman,
63 Engelhart, Furst, Hill, and Krathwohl, 1956), and time later revised by (Anderson & Krathwohl, 2001) to
64 help teachers understand and implement a standards-based curriculum. Other significant linguistics issues when
65 dealing with learning outcomes are the cognitive and affective domains learning approaches. (Iran, 1990) and
66 (Zimmerman & Bandura) respectively, argue that the meta-cognitive component of learning is involved in the
67 exertion of control and responsibility for one's cognitive and affective processes to understand the information
68 provided. Pedagogically, this fact led (Boekaerts, 1995) to highlight the effectiveness of providing cognitive
69 learning activities to students. Thus, considering [Knowledge and Skills Association and Differences] to get a
70 better understanding about the Acquisition of Learning Outcomes in second language tertiary education classroom
71 practices is also a valuable cognition approach scientific idea. However, being knowledgeable with the language
72 subject knowledge and having the ability to use it appropriately in second language contexts are two different
73 things. Furthermore, as second language teachers are required to make available their second language curriculum
74 before imparting the subject, lecturing approaches have to be well-managed in these regards. See the example
75 from table 2: Spanish Language Course Academic Inputs:
76

3 Academic Approach and Methodological Inputs

78 As the present research study relates to experienced academic teaching and learning the second language at
79 Higher Learning Education, the hypothesis presented is interpreted as a methodological tool for second language
80 teachers to treat learning outcomes in a second language classroom. At Tertiary Education, we do not teach
81 knowledge. Instead, we use it to help university students develop practical skills. This theoretical thinking
82 matches the philosophy of Education, which is the process of facilitating learning, According to a report from
83 (The World Bank, 2019), the future of work and the increasing role of technology in value chains make tertiary
84 education even more relevant for workers to compete in the labor market. Thus, it should be a concern for both
85 teachers and learners to understand that the results from learning outcomes are based on courses' declarative
86 statements. In other

4 Methodology

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

95 3) Results and discussion.

96 V.

5 Fundamental Questions

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

101 6 Result and Discussion

102 Although many researchers have addressed the same subject here discussed, there are always room for new ideas.
103 And this is what the present research study has attempted by providing a literature framework through which
104 the thoughts about acquiring Learning Outcomes in Second Language Classroom Practices at Tertiary Education
105 can be well interpreted. Similar to what the objective of learning outcomes should be, the title of the paper is
106 by far an eloquent abstract of what readers might expect. Thus, the study has featured various facets of the
107 subject matter [Learning Outcomes] to analyze their linguistic role. To answer the research questions, and draw
108 appropriate conclusions and recommendations, this analysis traces Learning Outcomes outputs to look into the
109 learning accomplishment purposes. In other words, what else we, as university academicians, can do in order to get
110 done those learning achievements wanted goal at the end of the language course taught, and which still represent
111 an academic challenge for all kinds of teaching and learning disciplines. By logical appliance, we know that the
112 linguistic outputs from Learning Outcomes relate to accomplish learner's capabilities. So, considering this fact,
113 the study has produced an assumption and then has elaborated a subjective research methodological spectrum
114 backed by sustained academic search observation. This hypothetical view perceives that one of the philosophical
115 thinking that could help individuals to develop based knowledge and skills subject relates is by having a deep
116 understanding about to what [Knowledge and Skills] mean, and how they can associate and differentiate them
117 when it comes to applying linguistically. This result could lead us to consider adopting a different methodological
118 position towards learning outcomes acquisition in second language classroom practices, mainly when working with
119 university students. In supporting this view, other researcher's assessments (oxforddictionaries.com. 2012) and
120 (Rao, 2010) (Shulman, Lee (1987); (Plotnik, Rod;Kouyomdijan, Haig, 2012). Thus, taking into account all this,
121 the study highlights that a welldelivered learning outcome should focus on how the learner will be able to apply
122 their new knowledge in a real-world context. It also underlines the methodological standpoint of managing this
123 way the second language teaching and learning classroom, the preparation of assignments, and the evaluation of
124 the knowledge and skills productivity. Consequently, diagram 1: Learning Outcomes T&L Tertiary Educational
125 Model puts forward provided valuable methodological insights for lecturing guidance.

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

132 7 VII.

133 8 Conclusion

134 Highlighting the fact that learning outcomes are statements based on learning course results, it could conclude
135 that the idea of boosting second language learners' knowledge and skills cognition meaning, differentiation, and
136 association to treat the acquisition of learning outcomes at Tertiary Education classroom practices is relevant and
137 consistent with the hypothesis made and discussed. The output from this assumption might be assumed as an
138 academic functional approach that helps academicians in handling the second language acquisition process, and
139 therefore in producing learners' graduates' skills. This research output criterium is backed by the current global
140 labor market demand for skills-work-force. Academically speaking, the learning outcomes approach presented
141 is valuable, and it will be intelligent to evaluate its usefulness for teaching and learning languages and its
142 implementation in all kinds of university subjects as well.

143 VIII.

144 9 Recommendation

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

1

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

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Figure 1: Table 1 :

2

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

Figure 2: Table 2 :

3

Level

Figure 3: Table 3 :

And as it has prior pointed, this theoretical 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);

Figure 4:

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