OBE EAP-EOP MODEL: A PROPOSED INSTRUCTIONAL DESIGN IN ENGLISH FOR SPECIFIC PURPOSES

By

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ABSTRACT

Outcome-Based Education (OBE) demands innovative Instructional Designs (ID) in the 21st century. Being a descriptive-qualitative research, this paper aimed to (1) identify the ID used in the English language curricula of a private tertiary level institution in the Southern Luzon, Philippines, (2) determined the elements that the ID of the English language curricula in the institution contains, and (3) attempted at proposing an outcome-based ID in English for Academic Purposes (EAP) and English for Occupational (EOP) Purposes courses. Ten English teachers, sampled purposively, participated in the study. Based on the data that were analyzed using content analysis, results revealed that (1) the ID of the English language curricula in the institution is actually non-existent, and that the instructors are uncertain about it. Second, some instructors subtly referred to (2) the syllabus as the only element in the ID of the English language curricula in the institution. They also advised sound elements (i.e. objectives, lessons, activities, outcomes, evaluation) that can be integrated in an ID for EAP and EOP courses. Accordingly, (3) an ID so-called as OBE EAP-EOP Model: An Instructional Design in English for Specific Purposes courses based on the OBE paradigm has been developed and proposed assimilating the suggested ID elements. The ID, however, is yet a proposal. In this regard, forthcoming research investigations shall focus on the other components or stages of instructional design.

Keywords: English for Specific Purposes, Outcome-based Education, Instructional Design.

INTRODUCTION

Instructional Design (ID) can be traced back to the applications of systems by the military during and after World War 2 to the development of instructional materials in training programs (Sink, 2014). Since then until the 21st century, ID has become an inevitable component of pedagogy, especially in English language education. ID, based on Linh and Suppasetseree (2016), is "A System of procedures specifying the planning, design, development, implementation, and evaluation of effective and efficient instruction in a variety of educational environments" (p. 3). All IDs involve components in designing instruction such as analysis, design, development, implementation, and evaluation (Reiser & Dempsey, 2011). They are actually customizable and effective in conceptualizing instructional solutions that meet learning objectives. However, they sometimes do not meet the demands of an educational setting because tailoring an ID to the latter, that is, the educational setting is also necessary. Since 2012, the Philippine educational system has stepped into a major paradigm shift, implementing Outcome-Based Education (OBE) across subject areas from basic to tertiary education. Though OBE has been an overt educational framework, the realization of its principles seem hidden in courses such as English for Specific Purposes (ESP), not to mention ESP instructors who sometimes have the lack of knowledge on OBE in ESP. The researcher, however, does not make any generalization on the foregoing statement claiming that there has been no OBE-aligned ID indeed, but most probably, there has been no proposed OBE-aligned ID as far as ESP is concerned in certain tertiary institutions. Motivated by this lacuna, the study investigated the ID in the English language curricula of a private tertiary institution in the Southern Luzon, Philippines. Vitally, it delves into (1) the ID used in the English language curricula of the institution, (2) the elements that the ID of the curricula in the institution contains, and (3) the proposed ID for the said curricula of the institution.

1. Literature Review

According to Sink (2014), IDs often amalgamate notions of other models. IDs available in English language education are numerous. They include ADDIE (Analysis, Design, Development, Implementation, and Evaluation) and Multimedia Learning models, being prominent among others. The ADDIE Model is considered as the most fundamental and viable model because of its universal and organized nature (Reiser & Dempsey, 2012). Analysis, being the most essential element (Sugie, 2012), is determining the contents to be learned. Design is stating how the contents are to be learned. Design is drawn from the theories such as cognitivism, constructivism, and so on. Development is the writing and creation of instructional materials. Implementation is executing the ID in the actual context. Evaluation (i.e. formative and summative) is assessing the sufficiency of the instruction. Similarly, the Dick and Carey Model is the most widely used ADDIE-type model (Dick, Carey, and Carey, 2014; as cited in Sink, 2014). "The pertinent components are the teachers, learners, instructional materials, and the learning environment that are important to the success of students' learning and are integrated to each other" (Linh & Suppasetseree, 2016, p. 4). Based on the perspective that people get in-depth learning from words and pictures rather than from words alone, Mayer (2005) devised the Cognitive Theory of Multimedia Learning that uses media instruction in light of how human brain works. It assumes that: 1. The mind has two separate channels – auditory and visual when processing information; 2. The mind has limited channel of capacity; and 3. Learning is an active process of filtering, selecting, organizing, and integrating information. The Kemp Model, on the other hand, states that ID stems from the learner's point of view instead of content. Being holistic, it considers all the aspects of learning environment (Linh & Suppasetseree, 2016).

OBE is an approach that organizes the educational system around what is essential for all learners to know, value, and be able to do to achieve a desired level of competence (Commission on Higher Education, 2014). An institution's vision, mission, and goals are its bases for designing program outcomes. OBE emphasizes three outcomes: program, course, and learning. Its paradigm is learner-centered (Spady, 1994). It is a way of viewing and a way of doing things consistent with that viewpoint. Its purpose is to ensure that all learners are equipped with the knowledge, competence, and qualities needed to be successful after their exit in the educational system. Its premises are its rationale that all students learn and succeed, but not on the same day in the same way. Its principles pertain to putting the purposes and premises into action that contributes to the effectiveness of OBE. This includes Clarity of focus, Expanded opportunity, High expectations, Design down, and Outcomes. Lastly, its practices refers to the implementation (from theory to practice). OBE, though operational in educational systems across the globe, has been more of a hidden curriculum in ESP courses in the Philippines. ESP teachers in the Philippines may have the "outcomes" in mind, but these are not set as official in an ESP course.

Both distinguished as kinds of ESP, English for Academic Purposes (EAP) and English for Occupational Purposes (EOP) vary in track (Hutchinson & Waters, 1987). EAP is more academic than EOP. It "refers to the language and associated practices that people need in order to undertake study or work in English medium higher education" (Gillett, 2011, para. 1). Examples are Academic Writing, Speaking, Reading, etc. On the other hand, EOP is seen as the opposite of EAP (Rodriguez, 2006), but both are related in a way that the first serves as pre-requisite of EOP. The latter assumes that learners already have developed basic communication skills before taking EOP. It is intended for professional, vocational, and pre-work goals. EOP courses are Hospitality English, Maritime English, and so on. While both are essential in developing the English communication competence of HEI (Higher Education Institution) graduates, both undergo curriculum development and ID.

Some of the recent studies on ID are purist Instructional Designs, while others integrate technology. Those that were purists are that of Park (2010), and Martinez and Cardona (2012). Park (2010) considered non-native speaker graduate students' characteristics, cultural diversity, and need to develop inter cultural communicative

competence (ICC). Their perceptions on ICC and ID strategies for socially engaged learning with 208 non-native speaker (NNS) graduate students were investigated. The design was composed of four categories: (1) gradual engagement and active participation; (2) rich cultural context; (3) self-regulation and learning ownership; and (4) integration of communication technologies. Examined the ID implemented by two teachers at a public high school, and related it with the language learning standards set by the Ministry of National Education in Colombia, Martinez and Cardona (2012) report that the lessons in the ID of the two teachers were focused grammar and they were chiefly communicative. As suggested by observing English classes in the public high school, learners were actually geared towards developing linguistic competence contrary to the pragmatic/sociolinguistic standards for learning English. There was no relation between what the teachers teach and what they explained during the interview. There was no clear relation between the ID used by them and the national standards established by the Ministry of Education. Importantly, English teachers should monitor the link between their English teaching and the standards implemented by the educational system.

Others IDs integrate technology. Having the goal to show an affordable MALL design for language teachers, Tai (2012) studied an over-the-market mobile device with a task-based approach to design a contextualized mobile assisted language learning (MALL) practice that included the mobile device: mobile MSN with full keyboard input, POP3 e-mail, and so on. The design comprised of three-task framework: pre-task phase, main task phase, and post-task phase.

For lifelong and flexible learning, Kumtepe (2006) designed an e-learning project to teach Turkish as a mother tongue and second language in Europe. Accorded with the European countries' curricula, the ID-Turkish Program involved parameters according to the needs of the adult citizens: 1. Examining the community; 2. Examining the level and status language skills among adults; 3. Clarifying a range of supportive possibilities for a second language via open and distance education technology; 4. Determining the level of awareness and perception in

establishing the root–culture connection; 5. Designing and developing e-learning environment to teach Turkish language in Europe.

Wang (2014) explored how task management principles into online foreign language ID, employing a design-based research approach. As a design team, five worked to refine an online Chinese foreign learning module. Fifty-one undergraduate teacher education senior students also participated by completing the course and offering their feedback in the discussion. Course documents, design and conversation notes served as sources of data. Four engagement principles were determined as essential elements in designing engaging tasks. These principles were (1) addressing student needs, (2), challenge/ability matching, (3), setting up clear learning goals, and (4) assigning clear instructions and directions.

Having the idea of integrating Facebook, Linh and Suppasetseree (2016) developed his own online ID to improve the writing of Thai students at the start of their university education. His design, i.e., FBCL Model (Face book - Based Collaborative Learning) aimed at helping the learners write collaboratively using Facebook groups. Upon the evaluation of experts, the model's elements were found satisfactory and appropriate in improving EFL writing instruction in Facebook groups. It may be meritorious in giving an instructional framework to EFL teachers and instructional designers. The model was finalized after the evaluation; thus, the researchers arrived at having the model comprising of six steps: 1. Analyse setting; 2. Set Instructional Goals; 3. Design Lessons; 4. Produce Instructional Package; 5. Conduct Teaching and Learning Activities, 6. Conduct Evaluation and Revision of Writing Instruction.

Studies on IDs were undertaken because of the demands of the educational system, learners' needs, and so on. As tertiary institution, MCL (Malayan Colleges Laguna) offers ESP courses. Professors of English like the researcher of this study can see that it is quite abstract articulating the ID that instructors employ in handling ESP. The institution's course syllabi are updated every term of the year, and focus group discussions on course syllabi are performed regularly. However, an official ID seems non-concrete or has not

been devised. This paper aims to identify the ID used in the English language curricula of the institution, determine the elements that the ID in the English language curricula contain, and proposes an ID in the English language curricula of the institution.

2. Research Questions

This paper seeks to fulfil the following.

- What ID is used in the English language curricula of the institution?

- What elements does the ID in the English language curricula contain?

- What ID can be proposed for the English language curricula of the institution?

3. Methods

3.1 Research Design

This paper uses a descriptive-qualitative research design. It describes the ID used in, the elements contained in, and the proposed ID in the English language curricula of the institution.

3.2 Instrument

The paper used a researcher-developed open-ended survey questionnaire. Due to the limited space of the paper, it was decided not to include the questionnaire.

3.3 Participants

Ten (10) English language instructors participated in the survey. They were selected through purposive sampling. Additionally, they are the ones teaching ESP courses in the institution. They answered the survey in September 2016. They have been unnamed for confidentiality purposes.

3.4. Data Collection and Analysis

For research ethics, it is important to note that prior to the research implementation, the researcher sought approval from the Office of Research Promotion and Coordination of the institution to conduct the study, and that the results of the study will be used for the benefit of the institution. On a different note, responses of the participants were coded through content analysis (Treadwell, 2010; Zhang & Wildemuth, 2011). With the assistance of two inter-coders who have been English language teachers teaching ESP for more than five years, inter-coding occurred thrice, but the pre-inter-coding was undertaken once by the researcher. Before the individual inter-coding of the two inter-coders, the researcher had oriented them regarding the study, its objectives, and the pre-coded data. Measuring inter-coding reliability is calculating the percent of agreement between inter-coders (Stemler, 2001). Done every round, the researcher added the number of similar cases that were coded by the inter-coders and divided them with the number of total cases. Initially, the inter-coders had 40% similarity. The researcher and the inter-coders made justifications as to the reasons why they coded one sample and another until they all agreed at an understanding. Secondly, they inter-coded again all the samples and agreed at 75%. In terms of the codes and samples, they were different and explained again their decisions on their differences until they reached at an agreement. Thirdly, they arrived at 90% similarity. This agreement level conventionally justifies the acceptable estimation as not less than 80 to 90%, which analysts accept as reliable (United States General Accounting Office, 1989).

4. Results and Discussion

Wherever applicable, results with corresponding discussion will be linked to the concepts/findings of the previous studies.

4.1. What ID is used in the English Language Curricula of the Institution?

4.1.1 Absence of ID

Six (6) out of ten responded that there is no ID being used by the English teachers for the English language courses in MCL. The English teachers (ET) expressed that,

ET1: There is really no instructional design prescribed in teaching English and I think even in other courses.

ET4: I teach the subject assigned to me, and I just follow the syllabus.

ET5: It is up to the teacher on how he or she will execute the lessons. Instructional design may not be necessary since students are college level.

ET6: We conform to OBE. Teachers have the freedom to teach the lessons, but we do not have design for instruction.

ET8: I believe we do not have instructional design unless someone does a study on that.

ET9: None

4.1.2 Uncertain ID

Four (4) out of ten expressed that the ID in the English language courses of the institution is indirectly defined. Hence, the ID exists either as a "hidden" ID or OBE is understood as the ID. They noted that,

ET2: Designing instruction depends on the professor as the school implements outcome-based education.

ET3: Student-centered instruction is what I normally employ in the classroom. My students know that as I explain it to them.

ET7: We have course outcomes and learning outcomes, lessons, and three course assessments on all of our syllabi. These are very important in teaching the English courses I teach.

Et10: We can depend on the syllabus for instructional design. A teacher must use it as a guide in planning instruction in each lesson.

It can be seen through the responses that, the teachers either seemed clueless or had the lack of knowledge of the ID in ESP used in the institution. This suggests that there is no clear link between their teaching of ESP and the ID they use in teaching it. This finding is relatively similar to Martinez and Cardona's (2012) result reporting that there was no relation between what the teachers teach and what they explained during their interview; hence, there was an absence of clear alignment between the ID used by the teachers and the general benchmarks set by the educational system.

4.2. What Elements does the ID in the English Language Curricula contain?

4.2.1 Syllabus as the ID

While the other six (6) participants wrote Not Applicable, None, or left the line unanswered for the question "If there is, what elements does MCL have in its instructional design for English language curricula?", it was traceable that the four (4) participants above were the only ones who had responses in light of the second question. When they answered, "If there is, how it has assisted the English language curricula?", these participants refer to the English course syllabi as a document by which the institution's ID

can be determined. For them, syllabi are

ET2: Objectives, lessons, and activities aligned with the lessons and outcomes of course – for teaching and learning.

ET3: The syllabus, for example, ENG041L has course objectives, learning outcomes, grading system, course policies, etc.

ET7: The lesson objectives, topics, learning outcomes, references, course evaluation… are components that English teachers have to follow.

ET10: Everything is on the syllabus. Its contents are a guide for delivering instruction.

The syllabi for the four English teachers are functional in delivering instruction and enabling student learning. The syllabus, however, is not an ID. Similar to the above, this finding implies a teachers' lack of understanding on ID.

4.3. What ID can be proposed for the English Language Curricula of the Institution?

Conversely, the six (6) participants who revealed that there is no ID being used by English teachers provided suggestions. They expressed answers on the last two questions "If there is none, what instructional design can be proposed for the English language curricula of MCL? Why?"; and "If there is none, what elements of instructional design can be incorporated for the English language curricula of MCL? Why?"

ET1: It needs to be aligned with OBE, as OBE is mandated by CHED. MCL adheres to it. Culminating activities should be included as an element aside from language skills, vocabulary, etc.

ET4: What I know is the ADDIE instructional design. I learned it while writing my thesis. The design is easy to follow… The design above includes Analysis, Design, Develop, Implement and Evaluate, as elements.

ET5: The instructional design I think should include technology… because students nowadays are technology-savvy.

ET6: The instructional design must be learner-centered…The language needs of the students are very important. That will be the basis for picking real-world tasks that will enhance their communication skills.

ET8: Outcomes-based learning because that is the trend today.

ET9: OBE... Outcomes or performance is an important element in OBE instructional design.

They consider OBE as ID. Accordingly, the researcher arrived at ID proposal called as OBE EAP-EOP Model. It stands for Outcomes-Based Education English for Academic Purposes - English for Occupational Purposes Model. The researcher views it as a generic ID for EAP and EOP courses not only in tertiary level curricula but also in basic education - senior level. Figure 1 shows it.

5. The OBE EAP-EOP Model

Represented by the outer yellow oval, the ID is based on OBE approach. OBE is contextualized as MCL represented by inner royal blue oval carrying MCL's motto, vision, mission, and core values that play as pedagogical philosophy of the ID. As tertiary level institution, MCL commits itself in its motto: excellence and virtue. These can be achieved by MCL vision, Malayan Colleges Laguna shall be a global steeple of excellence in professional education and research, and missions,1. To provide the learning environment that would transform our students into globally competitive professionals; 2.To produce social wealth from the generation of new knowledge; and 3.To contribute to the solution of industry's and society's problems by the expert application of knowledge. Based on the foregoing, the OBE EAP-EOP Model kicks-off.
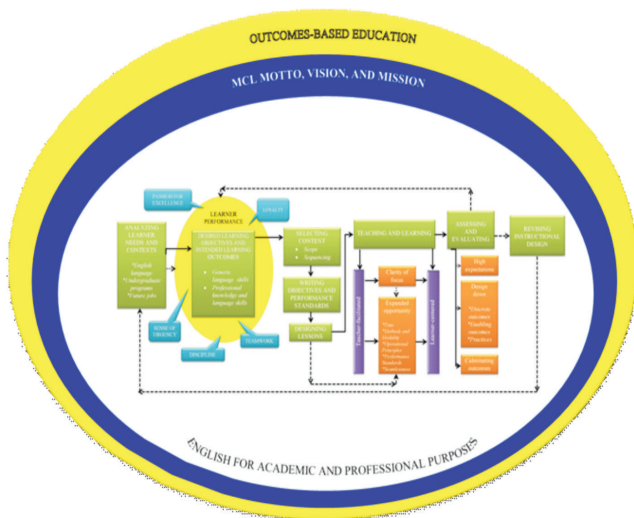

Figure 1.OBE EAP-EOP Model: A Proposed Instructional Design in English for Specific Purposes

5.1 Analyzing Learner Needs and Contexts

The English language teacher who is the instructional designer, surveys on the English language skills (i.e. writing, reading, speaking, listening, and grammaring) and/or professional language skills that learners must develop on the duration an ESP course. The skills should be viable and transferrable in the disciplines of the learners, and their future jobs.

- Undergraduate programs (e.g. Engineering, Business, Communication, Hospitality Industry, etc.)

- Future jobs (e.g. Engineer, Business Manager, Chef, etc.).

Diagnostic tests, survey forms, checklist, interview, and/or focus group discussion with other experts, or both learners and experts can be used in analyzing the needs/contexts of the learners. This stage spouses Linh and Suppasetseree's (2016) analysis of the learning context, Wang's (2014) assessment of student needs and Kumtepe's (2006) examination of community.

5.2. Desired Learning Objectives and Intended Learning Outcomes

The desired learning objectives and intended learning outcomes will be drawn from the identified needs. This is listing a draft of potential objectives and outcomes that can be expected of the learners. This is not distinct from Linh and Suppasetseree (2016), and Wang's (2014) setting of instructional goals. The list should be based on the needs (generic or professional) with their equivalent learning outcomes.

Generic language skills for EAP are basic language skills that are essential at the academe and work. For example, if the need of a group of learners is superficial evaluating author's arguments based on a reading diagnostic test, then the desired learning objective will be to evaluate author's arguments with depth, that in turn can be a learning outcome that the learners are expected to perform. Professional knowledge and language skills for EOP refer to work-related knowledge supporting the operation of work-related language skills. For instance, if the lack that a group of learners were inappropriate way of answering job interview questions based on an interview test, then the desired learning objective will be to demonstrate the professional ways in answering job

interview questions. The professional knowledge in the example is the application of interview principles such as wearing corporate attire, bringing necessary documents, being knowledgeable of the appropriate answers, and so on, which are all also work-related skills.

Needs skills, (generic and professional knowledge and language skills) turned into learning objectives and outcomes shall be the expected learner performances - the outcomes that learners need to demonstrate. In Figure 1, the outer oblong which serves as background for the second step as it is the main point of OBE – determining first the end, that is, the outcomes through Learner performances in mind before instruction. It is important that performances of the learners manifest MCL's core values - Excellence, Loyalty, Teamwork, Discipline, and Urgency. Manifesting these in their performances means that demonstrating generic language skills and professional knowledge and language skills per se does not mean performance alone, but holistic performance that combines in dispensable values as users of the language.

5.3 Selecting Content

Selecting content is deciding what specific language skills/topics the learners must learn. This involves critical analysis as the instructional designer must select the essential competencies that learners have to develop, are useful in the academe, and valuable at work. Hence, he/she is better to collaborate with his/her colleagues. To do this, the researcher assimilates the dimensions of curriculum design: scope, sequence, continuity, integration, articulation, and balance (Bilbao, 2014) in selecting content in ESP courses.

Scope is the coverage of instruction consisting of content, learning experiences, domains of learning (cognitive, affective, and psychomotor) and organizing threads (Ornstein & Hunkins, 2004). This includes time for taking the course, diversity of the learners, maturity of the learners, complexity of content, and level of education. It can be divided into units, and sub-units. The design must be task-based as through tasks, learners can demonstrate performance.

Sequence is the hierarchical arrangement of the scope elements (Bilbao, 2014). According to Smith, Stanley, and Shore (1957), it has four principles by which sequencing of contents and/or outcomes can be done: Prerequisite Learning – these are fundamental things to be learned ahead; Simple to complex learning – content and experiences are organized from simple to complex, concrete to abstract, easy to difficult; Whole to Part Learning – overview before the specific content or topics; and Chronological learning – the order of events is made as a basis of sequencing the content and experiences.

Continuity is the vertical repetition and recurring appearances of the content. This enables the learner to strengthen the permanency of learning and development of skills (Bilbao, 2014). Bruner (1966) calls this "spiral curriculum." For learners to develop concepts, these have to be developed and redeveloped in a spiral fashion, in increasing depth and breadth.

Integration is the incorporation and link of the contents/outcomes to world themes and real-life concerns. This is the essence of integration in the curriculum design. Subject matter content is erased and isolation is eliminated (Bilbao, 2014).

Articulation can be done either vertically or horizontally. In vertical articulation, contents are arranged from level to level so that the content in a lower level is linked to the next level. Horizontal articulation happens in the same way like Academic Reading in the first term is related to Academic Writing in the second term.

Balance is the equitable assignment of content, time, experiences, and other elements. Maintaining this requires continuous fine tuning and review for its effectiveness and relevance within the ID. The model asserts that as curriculum development is always the wider space of ID, scope, sequence, continuity, integration, articulation and balance are supporting aspects in creating every ID in every ESP course.

5.4 Writing, Learning Outcomes / Objectives and Performance Standards

This is the actual version of the second stage as this is writing concrete outcomes/objectives. The instructional designer is better to collaborate with his/her colleagues again. As each ESP course has content, each course has a focus. The focus is the course outcomes / objectives. Objectives / outcomes are written to be certain about the things that

learners need to perform. Being the product of instruction, these outcomes can be classified into component competencies and performance standards. These shall match the desired outcomes and design of lessons. Each ESP course has its specific performance standards that are based on the course content, wherein the first will develop KSA (Knowledge, Skills and Abilities). Knowledge is the concept that is learned by experience. Skills are abilities that can be demonstrated. Attitudes relate with positive/negative judgments and are evaluative understandings about learning activities (Commission on Higher Education, 2014).

The ESP instructor must be aware of the academic/ professional ESP standards whether in the national or international settings expected of the learners. He/She can determine whether aligning the learning outcomes with the demands of the outside world is achieved by writing the learning outcomes in a way that assesses the learners' failure/success in meeting them. Outcomes should be written using the following criteria (Mager, 1997; Commission on Higher Education, 2014): Competencies (indicators / performance) - what is expected of the learners; Metrics - what will be measured; and Targets - referring to the desired standard/successful level of performance. In the process of writing the official learning outcomes, the instructional designer should use accurate action verbs from various levels. He/She should write SMART (Specific, Measurable, Attainable, Realistic, and Time-bound) outcomes based on the Bloom's Taxonomy as shown in Table 1.

The higher levels of learning outcomes should be more emphasized than the lower ones. Examples of learning outcomes are shown below. They apply for an Academic Writing course.

Levels of Learning	Verbs
6: Creating	Generating, Producing, Composing
5: Evaluating	Checking, Critiquing, Assessing
4: Analyzing	Differentiating, Organizing, Attributing
3: Applying	Executing, Implementing, Calculating
2: Understanding	Interpreting, Summarizing, Explaining
1: Remembering	Recognizing, Recalling, Listing

Note: Table 1 shows Bloom's taxonomy of levels of learning with action verbs.

Table 1. Bloom's Taxonomy

Learners are expected to

- Properly argue their viewpoints on certain issues: economic, academic, societal, etc. (competency).

- Write well-written argumentative/persuasive paragraphs/essays about issues: economic, academic, societal, etc. (metrics).

- Pass atleast three well-written argumentative paragraphs/essays meeting atleast 80% passing mark in each composition (target).

6. Designing Lessons

The institution's pedagogical philosophy and OBE principles influence this stage. In the OBE EAP-EOP model, designing lessons is corresponding to lesson planning that begets a more focused phase of ID. The lesson focuses on one content/topic. The topic is geared towards a learning outcome/performance. Achieving it will be based on the learning outcomes/objectives using the three criteria above: competency, metrics, and target. Therefore, the lesson shall have the topic, outcome, objectives, and other parts. Other parts are the lesson proper that begins with preliminaries (e.g. prayer, attendance checking, review, and drills), motivational activity, instructional materials, learning resources, discussion proper, drills, independent practice, and performance. It should involve selecting meaningful activities and strategies (Linh & Suppasetseree, 2016). It should also integrate clear prototype media instructions (Wang, 2014; Linh & Suppasetseree, 2016). Designing lessons is essential for all contents of every ESP course. All these are the basis of and leads to being prepared to teaching and learning. Designing lessons also involves course planning and syllabus designing conforming to performance syllabus. The English language teacher as instructional designer should device a template for both.

7. Teaching and Learning

The teaching and learning stage is the execution of the lessons (Linh & Suppasetseree, 2016). This is teacher-facilitated, but learner-centered. Teacher talk is less, and learner participation is more. Two principles of OBE apply here: clarity of focus, and expanded opportunity. Clarity of focus occurs when the teacher describes a clear picture of the learning for the learners to exhibit through performance demonstration. Modeling the outcome starts when

instructional process begins so the learners will know what to do. The bottom line is to allow the learners achieve perfect match between instruction and their learning starting day one. In performance demonstration, learners are given expanded opportunity which is giving the learners more than one chance to learn important things and demonstrate learning. The ESP instructor should be aware of the following dimensions: time, methods and modality, operational principles, performance standards, and seamlessness.

Time is the duration, frequency, precise timing of learning opportunities. The amount of teaching time should give access for the learners to receive direct support from the teacher. It covers discussion proper to independent practice. Each competency must be assigned sufficient time to master.

Always expected of teachers, methods and modality is using a variety of instructional methods and letting learners learn on their own styles. The ESP teacher may apply Communicative Language Teaching and Learning, and Task-Based Teaching and Learning. Instruction should not use traditional ways. It can be face-to-face teaching cum multimedia. This is based on the principle of Mayer's multimedia ID that learners learn effectively by the use of media, and even narration as these are effective means for the learners' brains to retain information. The model also allows for the application of synchronous and asynchronous CMC. The teacher may use technology like e-mail and Facebook for teaching and learning. Multimedia instruction, though it has limitations, is innovative as it allows learners to enhance their learning styles such as visual, aural, verbal, logical, and so on.

Operational principles are the application of the clarity of focus, high expectation, and design down with the last two included in the assessing and evaluating stage consistently, and systematically. Clarity of focus is hitting the learning outcomes. Before performance, teachers already express high expectations that provide learners the standards to be met. Design down is letting the learners build on the competency they have been developing until they reach a level of competence.

Performance standards refer to the performance criteria. The ESP teacher sets the same standards for all students and impose no limits on how students can reach a given performance level – enabling kind of standard.

Seamlessness is the must-be repetitive learning reaching a higher level of complexity. ESP courses' contents and outcomes must be tailored in a way that when teaching content, it does not just end, but have a sense of relation to the next content. Likewise, lessons are tiered and spiral.

8. Assessing and Evaluating

In the model, these two evaluations: formative and summative, are addressed in different terms; however, their functions are not really different at all. Assessing is monitoring formatively the progress of the learners - done by testing discrete and enabling outcomes. Discrete outcomes are the "nice to know" knowledge about a particular performance. In Academic Writing course, explaining the definition of the writing process is an instance. Enabling outcomes are building blocks on which culminating outcomes depend. In the same course, applying adjectives and sensory details in writing descriptive essay is important in describing the vivid picture of a subject. Assessing the performance of the learners in terms of applying adjectives and sensory details in writing descriptive essay is formative by which culminating outcomes can be successfully met. Discrete and enabling outcomes are formative in the model. Evaluating, in contrast, is summative. It is a culminating course outcome, defined as what the ESP courses want all learners to be able to do when their official learning experiences are complete. In Academic Speaking, for example, learners' culminating outcomes can be requiring a debate performance, panel discussion, and job interview to test how well they have mastered competencies and how well their formative assessments aided them towards the end of the ESP course.

High expectations refer to raising standards of acceptable performance. The learners are informed on the acceptable and passing performance/outcome. The OBE EAP-EOP model eliminates success quotas - no bell curve, and no quota grading. Learning is measured based on performance and not on grades.

9. Revising Instructional Design

If summative evaluation does not report at minimum satisfactory results, revising the ID will be deemed necessary. Thus, model becomes a cycle.

9.1 Implications

In relation to the above, the study should emphasize their implications toward ESP in the Philippines. First, it is important to stress that the proposed ID model may give MCL and other institutions in the Philippines, an OBE framework for instruction and assessment not only in ESP, but in other subject areas too. In addition, adopting the ID model into the English language curricula of the institution may aid the English language instructors not only in handling their assigned English courses but more essentially in analysing the needs of their students, arriving at learning objectives and outcomes, selecting content for ESP syllabus, writing learning outcomes/objectives and performance objectives, designing lessons, teaching and learning, and assessing and evaluating. Moreover, the ID model when applied as ID in ESP may function as a conduit of MCL and other schools to be at par with the paradigm shift that is currently happening in the 21st century Philippine education. The study may also serve as a means to enlighten English language teachers teaching ESP on the inevitable and viable elements of OBE into the context of ESP. Being able to monitor the connection between the standards set by the educational system and the teachers' teaching is necessary (Martinez & Cardona, 2012). A good ESP teacher is someone who is updated with the modern trends in the standards of instruction. English language learners can probably be fully facilitated academically and professionally as the ID model is student-centered and outcome-based.

Conclusion and Recommendation

This study identified the ID used in the English language curricula of a tertiary level institution in the Southern Luzon, Philippines. It also determined the elements that the ID in the English language curricula of the institution contains, and attempted at proposing an ID for ESP courses that the institution offers. MCL does not have a definite ID while several participants referred to the syllabus as the ID. This may be attributed to the fact that it is relatively young as it has just been operating for ten years. As a beginning private institution, perhaps it has not yet gone in-depth with other facets of instruction especially in terms of ID in ESP. In line with these, seminars and workshops on ID may be deemed desirable for the institution to convene not only for the ESL instructors, but for all professors handling content area courses. Several suggestions as to what elements could be integrated in the proposed ID. Accordingly, these elements were assimilated in the proposed model called as OBE EAP-EOP Model: An Instructional Design in English for Specific Purposes. As suggested, the model is founded on outcome-based education, the national and international framework and reform to education in the Philippines today. It adapts its stages and concepts from the ADDIE, and Multimedia learning model, uses certain principles of curriculum, incorporates technology, and draws significant steps and principles from recent ID studies. It differs from the rest of the ID models in some ways as it is anchored from OBE principles, and integrates the institution's philosophy. Moreover, it is more defined. It is contextualized into ESP context. The ID model, however, is yet a proposal. In this regard, the next steps to be done are its validation, revision, implementation, and evaluation which may obligate collaboration by professors of ESP. It is clear that further research is necessary as there is a dearth of studies on OBE in the areas of ESP in the Philippines.

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