

Mismatch between Students' Learning Objectives and Learning Outcomes: A Case Study of English as a Subject

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Abstract

In educational settings, the alignment of learning objectives with actual learning outcomes is a critical concern. The significance of this study is to explore the discrepancies between the desired learning objectives and the actually achieved learning outcomes in a particular English educational subject in Pakistani educational institutions. A thorough study was carried out to analyse the importance of coordinating learning objectives with sociocultural influences, instructional strategies, and assessment methods. The research utilizes a mixed method case study. The qualitative collection of data involves classroom observations and semi-structured interviews. Then to develop a holistic understanding, quantitative surveys are collected from teachers and students. The study population is composed of educators and students from conveniently selective educational institutions. The research explores to determine the root causes by analyzing the perceptions, practices, and experiences. The outcomes of the research are to improve the efficacy of learning objectives by refining educational approaches and stimulating more coherent and fruitful learning outcomes in the English educational context.

Keywords: Learning, objectives, outcomes, mismatch, pedagogy, English as a subject, speaking skills

Introduction

In the field of education, one of the most important factors influencing how effective instructional techniques are is the alignment between the learning objectives and outcomes that students attain. The educational landscape of Pakistan offers a distinct landscape on which the details of this alignment especially in the area of English language learning deserve careful examination. This study takes a sophisticated approach to investigating the discrepancy between students' stated learning objectives and the realized outcomes by examining the case of a particular English topic in Pakistan. Like in many other countries, English language ability is seen as essential for development in academia, the workplace, and society. Students come to school with specific learning goals, frequently shaped by personal this case study focuses on a specific English subject within the Pakistani educational framework, aiming to provide a granular understanding of the factors contributing to the misalignment between students' learning objectives and outcomes. By employing qualitative research tools such as interviews, classroom observations, and document analysis, the researchers intend to capture the unique dynamics at play in this specific context.

Through this exploration, it is sought not only to identify the root causes of the mismatch but also to unveil potential opportunities for improvement and innovation in English language education in Pakistan. The research's importance goes beyond a specific topic; it contributes to a larger conversation about the value and applicability of education in an increasingly interconnected society.

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The study's findings are intended to educate policymakers, curriculum designers, and educators about the unique aspects of English language instruction in Pakistan. These insights have the potential to spark beneficial reforms at the macro and micro levels. The researchers seek to further the conversation on improving the efficacy and cultural relevance of English language instruction in varied educational contexts by addressing the discrepancy between students' learning objectives and outcomes in this particular environment. The congruence of learning objectives with real learning results is a crucial consideration in educational environments. The purpose of this study is to investigate the differences that exist between the intended and actual learning results for a certain English course in Pakistani educational institutions.

Problem Statement

In the present era, different styles of learning are there and every student or educator acquires their own style of learning which provides them opportunity to transfer it in a great outcome. The misalignment between a student's self-defined learning objectives and their actual learning outcomes in speaking skills are great issues in educational settings. The discrepancy between learning objectives and actual learning outcomes is still common issue, particularly in the field of English education. To address this problem it is essential to find out the causes and explore effective solutions for enhancing congruence between what students intend to learn and what they actually achieve.

The results of the study can be used by educational institutions to modify their procedures and policies in order to create a more conducive learning environment for students. The learning experience is improved when instructional strategies are in line with students' goals, creating a welcoming and encouraging learning environment. The paper provides a thorough examination of the mismatch within the unique setting of English language education in Pakistan, which adds a significant layer of knowledge to the body of current research. This context-specific knowledge adds to the larger body of knowledge regarding the efficacy of education in academia. Although the study was conducted in Pakistan, the findings may be more broadly applicable, providing insightful guidance and important lessons for other educational systems dealing with comparable difficulties.

Significance of the Study

The study helps in Educational improvement that demands comprehending and addressing the issues involved in the discrepancy between learning objectives and desired speaking skills in learning outcomes in a particular English subject, which is essential for improving the quality of education in Pakistan. This mismatch can be resolved to improve instructional strategies and assessment methods, ultimately leading to an improved overall educational experience. The study is also helping in the curriculum that can be refined by identifying the reasons for the discrepancies, ensuring that educational outcomes are aligned with learning objectives. It can enhance a more targeted and develop a more effective curriculum in particular English subject in Pakistani context.

To have a better education, it is crucial to bridge the gap between the intended learning objectives and the outcomes that are achieved. This provides a better measure of educational achievements and progress is made possible by its contribution to more accurate assessments and evaluations. Educators can adapt and improve their teaching methods by researching the reasons for the mismatch, which ensuring and adapting them align more effectively with the learning objectives. By doing this, teaching practices can be enhanced and, consequently, student-learning experiences can be improved.

It is crucial to comprehend the explanations for the discrepancy between learning objectives and outcomes in the Pakistani educational system due to the sociocultural context. It is advantageous to

use educational strategies that align with the language proficiency, cultural context, and social needs. Future researchers will be able to explore the relationship between in future studies through the study, Education styles are determined by the dimensions of the system of education and the teaching-learning process. Educational managers may find it beneficial to offer diverse facilities to different subjects. Different subject curriculums require different learning styles from students. Students can achieve the intended learning objectives by addressing the discrepancy, which empowers them. Furthermore, it enhances educational institutions by furnishing insights on areas for development, leading to more effective policies and practices. If we talk about competitive edge in global context, a more coherent education system that adequately bridges the gap between learning objectives and outcomes in particular English subjects can better prepare Pakistani students, to fight in a global context, upgrading their language competence and educational achievements.

The importance of the work goes beyond a specific topic; it contributes to a larger conversation about the value and applicability of education in an increasingly interconnected society. The study's findings are intended to educate policymakers, curriculum designers, and educators about the unique aspects of English language instruction in Pakistan. These insights have the potential to spark beneficial reforms at the macro and micro levels. We seek further the conversation on improving the efficacy and cultural relevance of English language instruction in varied educational contexts by addressing the discrepancy between students' learning objectives and outcomes in this particular environment.

Pakistani students' English language education should be tailored to their unique requirements and settings in order to guarantee that students' language proficiency is culturally appropriate and successful in a variety of global locations. The results of the study can be used by educational establishments to carry out modifications that deal with particular problems in the specified English course. To better match instructional strategies, evaluation procedures, and resource distribution with the learning goals of the students, this may entail making modifications to these areas.

The gap between learning objectives and actual learning outcomes persists as a common problem, particularly in English Education. They are often not aligned. Assessment methods are one of the main causes of the gap between learning objectives and outcomes in English Educational settings. There are lower pedagogical systems in lower standard schools. Teacher's way of teaching is different from student's way of learning. There is no proper and structure-based framework that could work equally for both parties. The management's system of conducting assessments and performances is negligible.

Research Objective

The research contains the following focused objective:

- i. To examine the difference between the learning objectives set in the textbooks and the learning outcomes of the students.

Literature Review

The purpose of this review is to examine the factors contributing to the discrepancy between students' expected learning objectives and their actual learning outcomes in English educational settings by analyzing current literature. Learning goals can be categorized using Bloom's Taxonomy's hierarchical framework of educational objectives, which provides a structure for classifying the goals. This taxonomy can help align learning objectives with assessments and instructional strategies for particular English educational subjects, by categorizing objectives into different cognitive domains such as memory, application, creation, understanding, analyzing

etc."One place to begin is in defining the nature of thinking. Before we can make it better, we need to know more of what it is" (Houghton, 2004).Furthermore, Vygotsky's sociocultural theory (1978) emphasizes how social interactions and cultural context affect learning outcomes. The suggestion is that the achievement of learning objectives could be greatly impacted by classroom interactions and cultural factors. Numerous studies have shown how important it is to align learning objectives with assessment and instructional strategies are crucial to achieve desired learning outcomes.

Krashen (1982) argued that language acquisition can be hindered by the shortage of alignment between objectives and the input students receive. Just, like, Anderson and Krathwohl's (2001) Taxonomy who revised Bloom's Taxonomy of Educational Objectives and highlights the significance of aligning objectives with tinny cognitive processes for successful learning outcomes. Assessment methods play a significant role for the difference between learning objectives and outcomes in English education settings. Black and Wiliam's research (1998) showed that assessment has a positive impact on students' learning. The review revealed that traditional testing might not be effective in evaluating comprehensive language proficiency, resulting in a mismatch between the deliberated and actual learning outcomes. Formative assessment involves teachers practicing about how to aid students in realizing their objectives.According to McManus (2008, p.3), formative assessment is the process of teachers providing feedback during lessons to organize the learning and teaching process and improve student achievement.

Miller and Lavin (2007) proposed that formative assessment is a reliable and vital component of the integration of teaching and assessment. This mismatch in cognitive demand could end in students not attaining the genuine learning outcomes, their speaking skills are not aligned with the learning objectives. There are multiple pedagogical approaches that have been proposed to deal with the issue of mismatch. For example, Wiggins and McTighe (2005) urged the implementation of backward design, which involves formulating learning objectives after considering the intended outcomes. They pointed out that this strategy enhances the alignment between objectives and desired outcomes, resulting in more attentive and systematic teaching.The mediation approach to learning has been largely developed through Vygotsky's socio-cultural theory. Sociocultural forces are central to the theory's emphasis on shaping the situation of a student's development and learning. The role of parents, teachers, peers, and the community in determining the type of learning interaction that takes place between students and their environments was emphasized by them. Vygotsky's systems have not only played a role in theoretical critique, but they have also produced a number of applied programs that offer new techniques for improving student's cognitive functions.

Due to the discrepancy between learning objectives and learning outcomes, it is still a question mark as to how metacognition and cognitive elements can be integrated into instructional practice. Messick (1976), defined cognition as thinking style in these words "Consistent individual differences in ways of organizing and processing information and experience... cognitive styles represent consistencies in the manner or form of cognition, as distinct from the content of cognition or the level of skill displayed in the cognitive performance. They are conceptualized as subtle attitudes, preferences or habitual strategies determining a person's typical modes of perceiving, remembering, thinking, and problem solving (p.316). There is a lot of difference in student's learning styles and cognitive styles.

To perceive research gap in various settings, the present work probes the learning objectives and their desired learning outcomes.

Theoretical Framework

Benjamin S. Bloom extensively contemplated the nature of thinking. According to Bloom's Biography, which is written by his student Elliot W. Eisner, "It was clear that he was in love with the process of finding out, and finding out is what I think he did best. One of Bloom's great talents was having a nose for what is significant (2002)". Bloom provides a framework for organizing these requirements into smaller portions that can be incorporated into regular lesson plans and quickly contrasted with the learning objectives of the course or program. According to Shabatura (2013), this taxonomy guides us in various ways like if you want to understand something or some concept you always need it to remember. The causes and reasons for mismatching student learning objectives and learning outcomes in their educational areas are addressed by Bloom's Taxonomy theory. For example Memory problems, confusion, and misunderstandings regarding comprehensions and their actual consequences, Not being aware of how to apply learning objectives in real-world situations, the inability to create improvements and solutions that coordinate student learning objectives with learning outcomes. Evaluation of education's effectiveness is often based on the achievement of learning objectives. Nevertheless, the mismatching between expected learning objectives and actual learning outcomes is still prevalent, particularly in the realm of English education. Bloom's provides a framework for organizing these requirements into small portions that can be incorporated into regular lesson plans and quickly contrasted with the learning objectives of the subject matter or program. They offer a structure for creating learning activities, creating curricula, and evaluating outcomes for students. Education institutions can make sure that courses in a program are coherent and contribute to students' overall development, getting prepared them for the needs of the workforce or subsequent academic endeavors, by matching COs with POs. Program Outcomes (POs) and Course Outcomes (COs) in the framework of Outcome-Based Education (OBE) are two essential elements that specify what is expected of students in a particular course or a whole Program of study. Typically, COs are in accordance with the more general program outcomes. Program outcomes give students a complete picture of what is expected of them and reflect the program's overarching aims and objectives. In order to make sure that the educational objectives are precisely stated and quantifiable, COs and POs are both crucial to OBE. All things taken into account COs and POs play a critical role in advancing accountability, transparency, and quality assessment in education, enabling teachers to monitor and assess student progress, as well as assisting learners in comprehending the goals of their educational objectives. There are two types of assessment methods for Subject Outcomes (SOs) that is Direct and Indirect, both are categorized into different. Direct assessments can be conducted through Examinations, Projects and assignments, presentations, laboratory assessments and role-plays etc. indirect assessments can be conducted a bit differently like Surveys, Questionnaires, interviews, Group Discussion, and Employer feedback etc. Bloom's taxonomy can be used as a checklist. This makes it simpler for you to maintain consistency throughout

Assessment techniques, subject matter, and instructional materials and pinpoint problem areas. Bloom's Taxonomy is a framework that categorizes different levels of cognitive learning.

By aligning instructional strategies and assessment methods with the taxonomy, educators can ensure comprehensive learning experiences for students:

1. Remembering (Knowledge Level):

Tests such as quizzes or short response questions may measure how well students can recall definitions, facts, or notions associated with the results.

2. Understanding (Comprehension Level):

Students must exhibit their grasp of the subject matter in order to receive comprehension. Teachers can involve students in collaborative tasks or debates where they must analyze data, summarize concepts, or provide summaries. Tasks such as idea the mapping process, demonstrations, or written descriptions can be used in assessments to determine how well students understand the results.

3. Applying (Application Level):

Students can use their newly gained knowledge and abilities to finish tasks or find solutions to issues at this level. Practical tests, presentations, or project-oriented assessments can be used in assessments that measure how well students can apply the knowledge they have gained.

4. Analyzing (Analysis Level):

Teachers can provide assignments that require students to critically analyze data, case studies, or research projects and make specific judgments. Written reports, research papers, or presentations that highlight findings are examples of assessments.

5. Evaluating (Level of Evaluation):

At the evaluation stage, students are able to form opinions based on standards and proof. To make this happen, teachers can involve students in discussions, peer reviews, or reflective activities where they evaluate and analyze results.

6. Creating (Level of Synthesis):

Creating refers to coming up with original concepts, goods, or approaches. To encourage originality, educators can give tasks such as research proposals or problem solving projects. Educational institutions may promote a comprehensive approach to learning that will guarantee that students meet their intended Program Outcomes and Course Outcomes by coordinating teaching methods and evaluations with the various levels of Bloom's Taxonomy.

7. Assess the work of the students:

To objectively assess student performance, use the specified assessment criteria. By educating assessors, validating their conclusions, and reliability, you may maintain uniformity and equity in the grading process.

8. Examine test results:

Gather and examine assessment information to learn more about students' performance. Determine any existing patterns, or areas in which learners are doing particularly well or poorly. This examination will assist in educating make decisions about instruction and pinpoint areas that need work.

9. Constructive feedback:

Point out learner's areas of strength and improvement in your feedback to them. Feedback ought to be timely, precise, and relevant.

The goal of implementing outcome-based education in educational fields is to guarantee that learners have the skills, knowledge, and abilities needed for the careers they want. Concise statements of what students will know and be able to do after successfully completing aParticular subject English are called learning outcomes. They are made in terms that are quantifiable, concrete and outline the learning that will occur across the curriculum. A learning outcome is a clear statement of what a student is expected to know and be able to do after completing their coursework of a specific subject English. Because measurable goals and demonstrated skills are prioritized over instructional activities, it improves transparency as well as accountability of educational programs.

The absence of these essential components of outcome-based education in higher education institutions is the main cause of the decreased emphasis on learning outcomes. These components include:

1. **Well-Defined Learning Outcomes:** The program's goals and objectives serve as the basis for identifying and defining the speaking skills. These precise, quantitative, and observable outcomes make it clear what is expected of the pupils.
2. **Student-Centered Learning:** The learner is the focal point of the educational process in outcome-based learning. It promotes critical thinking, active participation, and the growth of problem-solving abilities. In order to promote greater comprehension and useful application,

students are given the chance to put their knowledge and abilities to use in authentic situations.

3. **Authentic Assessment:** Assessment techniques are intended to evaluate the achievement of the intended learning objectives. Projects, investments, presentations, and real-world simulations are examples of authentic assessments that are frequently used to assess students' competencies. Through these tests, students are able to meaningfully and pertinently showcase their knowledge, skills, and abilities.
4. **Continual Improvement:** Outcome-based Education in Pakistan encourages education institutions to adopt a culture of continual improvement. The information gathered from assessments and evaluations is utilized to examine the curriculum's effectiveness and helpful techniques. In order to make wise decisions for students, companies, and other stakeholders, feedback is taken into curricular improvements and teaching adjustments.

Specific Outcomes, out of all the authentic assessment methodologies for subject outcomes (SOs) Course Outcomes (COs) and Program Outcomes (POs). In order to encourage higher-order thinking in their students, educators who apply Bloom's taxonomy start with lower-level cognitive talents. Behavioural and cognitive learning outcomes are given to show how Bloom's taxonomy can be blended with more broad educational goals or objectives. For educators, the primary advantage of Bloom's taxonomy is that it provides them with a framework for designing their course content. A teacher might utilize Bloom's taxonomy for a number of reasons like it can be used to first enhance understanding of the learning process. It helps when Instructors are able to witness and recognize the complex cognitive development as well as the progression of lower-level abilities into higher-order thinking. This theory maximizes the instructional experience, Lower-level skills, such as the ability to memorize factual information, might be taught before more advanced abilities (such as relationship analysis) are introduced. Today's teachers frequently face a bewildering array of curriculum requirements. Taxonomy of Bloom's offers a structure for grouping these criteria into doable sections that can be included into everyday lessons plans and readily compared to the program's or courses' learning objectives.

Methodology

The research uses a mixed methods approach. Qualitative case study was selected to give more comprehensive and in depth understanding of the problem, exploring the discrepancy between the learning goals and outcomes of 8th Grade students in the particular context of the English subject studying the course books published by Punjab Textbook Board, Pakistan. The students were interviewed in an informal setting and asked questions related to their objectives and activities to check their speaking skills related to the subject by using (Moodie, 2008) rating scale. Then a quantitative approach was used to get in depth analysis of the research to get in more detail a validity by selecting conveniently 5 private schools and 5 teachers from each. A survey questionnaire was conducted from teachers. The participants were purposefully chosen from a variety of backgrounds who are directly involved in the English subject that is being studied. Selecting English as a specific subject was assisting by exploratory studies to comprehend the discrepancy between the student's speaking skills and the desired learning outcomes. The primary goal of the study was to identify the key differences between the students' learning results and the learning objectives. The conveniently selected schools in Sialkot Pakistan were undertaken to interview the students. The nationalism, patriotism, elegance of behaviour, heroism, and culturalism that are some of the primary objectives taught in the English course at three distinct levels were gathered to test the students' emphasis on their objectives. The study also concentrated on the teachers' attitude and behaviour of instruction, which mirrors how students perceive their ability to pursue careers. The atmosphere in the classroom was observed throughout the whole lecture. Following the lecture, students received direct assessments in the form of semi-structured interviews, assignments, focus

group discussions, and presentations. These assessments included questions about their life goals and required answers to several categories, including name, institution, class, gender, and age.

Sample Size

The students were selected from a private school in Sialkot Pakistan. The students of 8th Grade having 5 sections and 1 out of 5 section was opted randomly to research on. To avoid biasness in research, the students were selected having odd roll numbers. Students from their English subject were asked simple and general questions related to the objectives and marked according to the rating scale of (Moodie, 2008). Then to make the research more valid and reliable, the research has conducted the survey questionnaires from 5 different private schools and 5 teachers from every school to conduct a large number of respondents. 25 teacher's responses were collected to reduce the biasness and to make the reason of misalignment between students speaking skills as their objectives and their learning outcomes unravelled.

Data Analysis:

Thematic analysis of the data nuanced some common issues that reasons the discrepancy between learning objectives that are actually speaking skills and learning outcomes of the participant's material. Qualitative interviews and document analysis revealed various important themes that illuminated the intricate dynamics present in the learning environment. A random school with Grade 8 students who were purposefully chosen with odd numbers to avoid biasness, the research have undertaken in Sialkot city to collect curriculum analysis, Classroom observations and students assessments. To influence the essence of nationalism by creating interest in national games like in Chapter 08 Hockey, patriotism, elegance of behaviour at chapter 01 "Tolerance of Prophet Mohammad (SAW), Importance of Discussion in Chapter 02 (A Dialogue), Engagement with People in Chapter 04 "An Exhibition" , to enjoy and praise the beauty of the nature in Chapter 03 "On the Ocean", also the activities for better understanding about the topic, to make them aware them about their culture and religion that makes realize about Social Justice in Chapter 10 "Hazrat Umar R.A", and culturalism, also the use of tenses, stress and intonations, use of vocabulary in varying situations to make English speaking and understanding easy for the students, that are some of the primary objectives taught in the English course, these objectives were gathered to test the students' emphasis on their speaking. The study also concentrated on the coaches' attitude and behaviour of instruction, which mirrors how students perceive their ability to pursue careers. The atmosphere in the classroom was observed throughout the whole lecture. Following the lecture, students received direct assessments in the form of semi-structured interviews, assignments, focus group discussions and presentations. These assessments included questions about their life goals and required answers to several categories, including city, institution, class, and section. The students were interviewed by asking several questions in an informal setting to conclude the mean average of the students that how much students are getting affected through the poor pedagogical assessments.

Speaking skills of the students are checked by the check list given below:

Students	Fluency /1	Accuracy /1	Appropriate /1	Clarity /1	No Repetition /1	Mean
1.	0	0.05	01	01	0.5	51
2.	0.5	0.5	0.5	0.5	0.05	41
3.	01	0.5	01	01	01	90
4.	01	0.5	01	01	0.5	80
5.	0.5	0.5	01	0.5	01	70
6.	0	0.5	0.5	0.5	0.5	40
7.	0.5	01	01	01	01	90
8.	01	0.05	0.05	0.05	01	43
9.	0.5	0.05	0.05	0.05	0.02	13.4
10.	01	0.8	0.5	0.5	01	76
11.	0.5	01	01	01	0.5	80
12.	0.7	0.05	0.5	0.5	0.2	39
13.	0.5	01	01	0.1	0.2	74
14.	01	0.6	0.8	0.8	0.5	74
15.	01	0.5	01	01	0.8	86
16.	0.6	0.7	01	01	0.8	82
17.	0	0.2	0.4	0.3	0.4	26
18.	0.4	0.8	0.7	0.8	0.5	64
19.	01	0.8	01	0.9	01	94
20.	0.5	01	01	0.5	0.5	07

Moodie, L. (2008). *Using pair work exams for testing in ESL/EFL conversation classes.*

To make the research more valid and reliable, the researcher has conducted the survey questionnaires from total 25 teachers of 5 different schools to conduct a large number of respondents to make the research valid and reliable.

The questionnaire and its respondents frequencies are given below:

	Questions	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1-	I feel that misalignments between learning objectives and outcomes are adequately addressed in our school.	1.9%	2.1%	7.4%	15.3%	73.3%

2-	I believe that misalignments between learning objectives and outcomes negatively impact student performance.	00.0%	2.3%	5.5%	1.3%	90.9%
3-	Collaboration with curriculum designers is essential for ensuring alignment between learning objectives and outcomes.	0.98%	0.12%	7.9%	10.5%	80.5%
4-	I find it challenging to modify my teaching methods to accommodate changes in learning objectives.	30.6%	38.4%	18.3%	10.8%	2.0%
5-	Time constraints often hinder my ability to align teaching activities with the defined learning objectives	10.7%	9.9%	20.5%	8.2%	50.7%
6-	I regularly review and revise my lesson plans to ensure alignment with learning objectives.	9.1%	7.6%	20.4%	50.6%	12.3%
7-	The course assessments effectively measure the intended speaking skills.	1.8%	1.4%	5.8%	20.7%	70.3%
8-	Students are aware of the criteria used to assess their progress toward learning objectives.	80.5%	10.5%	7.9%	0.12%	0.98%
9-	Students are actively engaged in activities that support the attainment of learning objectives.	53.3%	15.3%	12.2%	11.8%	7.4%
10-	The learning objectives are realistic and achievable within the given timeframe.	24.2%	5.1%	10.3%	40.2%	20.2%

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The goal of analyzed data is to clarify the complexities of this instructional task. The gathered answers highlight trends, issues, and possible solutions, creating a rich tapestry of knowledge. Using statistical methods, we investigate the differences pointed out by educators, looking at the degree and consequences of misalignment in various learning environments. The investigation seeks to determine the frequency of this problem, identify particular misalignment points, and clarify possible contributing causes.

Findings

These results were repeated in a specific English subject area. The study revealed a significant discrepancy between what students believed they would learn and what really happened. This disparity was apparent in both the subject matter's delivery and its content. The results showed that student's motivation levels were significantly impacted emotionally. A contributing factor to the English class's demotivation and disengagement was the disparity between expected and actual results. One major obstacle that came to light was the absence of clear communication. Learners strictly needs the necessity for open communication by expressing uncertainty about how certain subjects and activities related to overall speaking skills. Students drew attention to a discrepancy between the methods used for assessment and their ability for good speaking skills.

Students felt that assessments, which mostly focused on memory, were unrelated to the real-world language use they expected. All of these findings highlight the intricate connections that exist within the particular English course in Pakistan and highlight the necessity for concentrated efforts to resolve the disparities that have been found. We were able to determine any uncertainties or discrepancies in the alignment of learning objectives and learning outcomes particularly English Speaking skills through the use of surveys and interviews. In current difficult times, teachers must put in a lot of effort to prevent gaps between learning objectives and learning results. They could more successfully match learning results with objectives. This could entail making changes to the pedagogy, how they are taught, how assessments are conducted, or how educators are developed professionally.

Discussion

In recent case studies of Private Sector schools, it was found that the Pedagogy was not aligned with learning objectives, which had a negative impact on students' language proficiency outcomes. The environment of class were not aligned with students' actual achievements, as revealed by this study. According to the literature reviewed, aligning learning objectives with cognitive demands, assessments, and instructional strategies is needed for the accomplishment of the intended speaking skills in English education. In order to address the discrepancy between learning objectives and outcomes, a comprehensive approach is needed that necessitates the reforming assessment methods, considering societal and cultural influences, and revisiting instructional strategies. Furthermore, empirical research is needed to assess and address these inequalities in particular English educational subjects.

Forty percent of the participants performed well on written assignments but showed little when it comes to their life goals and achievements also, when it comes to compare these objectives with their life goals. The main factors that prevented participants from thinking about their goals were a lack of

understanding, a lack of creativity, a lack of analysis and understanding of the objectives, a lack of confidence, a lack of effort on the part of the learners, an environment devoid of facilities, unstructured course work, less supportive backgrounds, poor instructional systems, untrained teachers, poor assessment systems, and unfair result reports. The issues prevented the participants from ever having time to reflect or explore other options for their careers.

Conclusions

To conclude, this study examined the complex dynamics of a particular English course in Pakistan with an emphasis on the common discrepancy between students' desired learning goals and their actual learning outcomes particularly English speaking skills. The results highlight how complicated the educational system is and how important it is to implement focused interventions to close the gaps that have been found. To achieve their goals and outcomes of their objectives. Therefore, the exam reform is crucial for determining the general academic development of a learner and for generating the required reports for the accomplishment of the core outcome of the system of outcome-based education. All of the themes that have been found demonstrate that a more transparent and unified educational framework is required. A multifaceted strategy that includes enhancing the curriculum, pedagogical adaptation, and enhanced interaction techniques is needed to address the mismatch. A more interesting and pertinent learning environment can only be fostered by matching learning objectives with real-world results. By implementing deliberate changes and being dedicated to comprehending and meeting the needs of students, we can create a revolutionary learning environment that gives students the tools they need to prosper in a constantly changing global environment.

Implications and Recommendations

The findings of the research led to the formulation of the following suggestions.

Towards the Students:

Students must make an effort to identify their preferred way of learning.

They ought to devote their efforts to perform an in-depth investigation to figure out the procedures, the disciplines and careers that fit their preferred educational styles.

Towards Teachers:

Instructors need to make an effort to align their methods of instruction with the ways in which learners learn best and present students with a broad range of experimental components, such as experience, movement, and images.

Teachers should get training on how to instruct learners with different ways of learning.

Towards Researchers:

Research ought to be done to find out how students' learning styles and teachers' styles correlate to one another.

The learning styles of the students, the teachers, and the impact of those on the students' academic performance should also be checked.

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