

# Assessing Learning Outcomes of English for Specific Purposes at the Mongolian University of Science and Technology

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## Abstract:

Quality assurance has been a priority in higher education universities in Mongolia for over two decades. Since 2016, the Mongolian University of Science and Technology (MUST) has implemented the international quality management system ISO 9001:2015. The management systems for educational organizations ISO 21001:2018 have been in operation to meet the criteria for standards for six years. In connection with the implementation of international quality assurance, there was a need to assess the learning outcomes of English for Specific Purposes at MUST by standards. This paper aims to present the results of course learning outcomes assessment of the English for Specific Purposes included in the bachelor's degree programs for engineering students offered by the School of Foreign Languages. The authors have applied an assessment sample developed by the Department of Academic Affairs and Digital Transformation, MUST, in their study. The paper describes an overview of the assessment process implemented from the 2023-2024 academic year. Quantitative and qualitative methods were applied in this study. The satisfaction survey on the course was conducted using Google Forms. The SPSS program was a systematic method for measuring CLO results. As for ESP, five learning outcomes were developed and evaluated using the same criteria. The study revealed that 63.41% of the participants met the CLO requirements and 36.59% failed. The practicality of this article is to get some insight into how to improve course learning outcomes of the ESP based on this assessment. Finally, the study attracts university colleagues striving to evaluate learning outcomes and whose professions will be accredited by domestic or overseas accreditation councils.

**Keywords:** quality management, higher education, English course, evaluation, outcomes

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## 1) INTRODUCTION:

Several motivations drive this study. The first motivation is that the university has implemented the international quality management system ISO 9001:2015. The management systems for educational organizations ISO 21001:2018 have been in operation for six years at the Mongolian University of Science and Technology (MUST) to meet the criteria for standards. Additionally, the learning outcomes are closely connected to the university's mission and vision. The second motivation is the urgent workplace need identified by stakeholders. The program objectives are aligned with a needs analysis. MUST offers 110 Bachelor's Degree Programs in various fields, including engineering and social sciences. English is part of all university undergraduate programs. This paper aims to present the results of assessing the course learning outcomes of English for Specific Purposes offered by the School of Foreign Languages to undergraduate students majoring in Power Engineering. The Academic Affairs Office at the Mongolian University of Science and Technology provided an assessment sample to evaluate these course learning outcomes. Therefore, the authors first describe the assessment sample to provide a clear understanding of the entire assessment procedure. Specifically, this study aims to evaluate each learning outcome, including the knowledge, skills, and attitudes acquired by students after the course. Each lecturer was tasked with writing an "Assessment Report of Course Learning Outcomes for the Fall semester, 2023-2024 academic year." In this study, we will refer to these reports as AR-CLOs.

This study consists of sections: literature review, methods of the study, results of the study, discussion, and conclusion. In the first part of the introduction, the authors introduce the motivation and aim of the research and a brief structure. The second part deals with previews of work on English for Specific Purposes, curriculum development, and learning outcomes. The methodology section describes the main procedure of the study. In the section on results, all statistics and course learning outcomes are shown in detail. In the discussion and conclusion sections, the authors suggest ways to improve the course learning outcomes and the benefits of the study.

## **2) LITERATURE REVIEW:**

Many scholars have significantly contributed to the educational study by conducting research in the field, including the education system, content development, curricula development, planning, student-centered classrooms, communicative methods, and learning outcomes. Workplace needs require studies on English for Specific Purposes, a relatively new field that has been studied for about 30 years. ESP has developed its teaching methodology through materials development and student-centered activities. The key features of ESP, such as its teaching and materials, are founded on the results of the needs analysis. To implement the ESP curriculum, we need to consider which skills mastery is needed, which genres students should learn, and what they learn after the ESP curriculum. Thus, specific needs can be identified by conducting different surveys among students and stakeholders as well. ESP materials are subject-specific. For example, English courses for engineers use engineering situations, problem-solving activities, calculations, scientific methods, and materials technology. Some characteristics of ESP as follows: 1) ESP is designed to meet the specific needs of the learner, 2) ESP makes use of underlying methodology and activities of the discipline it serves, 3) ESP may use, in specific teaching situations, a different methodology from that of general English, 4) ESP is centered on the language (grammar, lexis, register, discourse, and genres) appropriate to these activities, 5) ESP is likely to be designed for adult learners, either at a tertiary-level institution or in a professional work situation [1]. The target situation analysis focuses on what learners will have to do with English at the sites and the skills and languages needed for their workplace. Chambers (1980) points out that the other is the investigation of learners' weaknesses or lack, which is called present situation analysis. He points out that a more detailed analysis reveals the additional factors influencing learners' skills. The need to understand lectures is an objective that comes under target situation analysis. Learners' confidence or lack of confidence in their listening activities and their perception that they need more vocabulary to understand lectures are subjective. This investigation of subjective needs, as opposed to the objective needs established by target situation analysis, is called learning situation analysis.

Analysis of the learning situation within the teaching institution or company is also important and is called means analysis [2]. For ESP courses, to be successful and have good learning outcomes, i.e., the ability to use English in workplaces, students' applied language skills must be assessed effectively. Assessing the course learning outcomes is a key issue that is central to successful curriculum implementation. Several different assessment types are suggested for English. Examples are Self-assessments of writing and reading, in which students are asked to reflect upon the success of their approaches to particular texts. Peer assessment is a good way to evaluate the students' work by learning from each other. The exam is a common way to assess students' skills and knowledge. In reality, it is suspected that it is very difficult to assess how they perform in discourse and with communities for these tasks because the graders are not experts from the target community. Nonetheless, the standard exams exist because they are a great way to demonstrate students' written English skills. One promising area of assessment comes from the portfolio movement, an important contribution to the teaching of writing. Notably, student portfolios developed over time contain student and teacher-selected exemplars of work that is central to course objectives. Students can develop a portfolio throughout the course and write self-assessment reports by evaluating their work. Also, students can interview subject-related field specialists and teachers to create generic tasks or questionnaires for cross-discipline [3]. Then, all ESP practitioners and students evaluate their data and questionnaires and make a summary based on the summary or evaluations. Therefore, the ESP curriculum must be updated based on student learning results—two main

foreign language curriculum development approaches. First, there is a curriculum approach that focuses on the development of learning outcomes, or an approach that focuses on the learning process. An approach combining these two methods is considered the most effective. There are several stages in improving language training curricula. These include: 1) defining and developing a program model, 2) conducting research and analysis to identify needs, 3) improving the program, 4) implementing the program, and 5) evaluating the program [4]. In summary, the following issues need to be addressed to improve the English language curriculum. Identify students' needs; 2. Formulate the goals and objectives of the training program; 3. Define the content of the training program; 4. Optimize teaching methods; 5. Curriculum planning, 6. Develop curriculum materials; 7. Implement the training program; 8. Evaluate the curriculum program on a step-by-step basis [5]. Universities' main priority is to address the needs of the stakeholders in the marketplace and include students' real necessities in the degree program. Universities restructure their systems regularly, the outcome-based education system aims to bring meaning to teaching and learning and to improve graduate workforce skills [6]. In connection with the needs of the workplace, every university and educational institution assesses program learning outcomes, which ensure that the skills are needed for students. It determines what they can acquire throughout the course and demonstrate obtained skills at the end of the program that strive to meet the key graduate traits expected to reflect in the outcomes of learning. Programs in higher education strive to meet the key graduate traits expected to be reflected in learning outcomes [7]. Based on the experiences of English language curriculum, the accreditation programs, universities establish outcome-based systems to predict the program's learning outcomes. University administrators and lecturers analyze self-evaluative reports of learning outcomes and plan their activities for further improvement. As a result of the learning outcomes, program-implementing universities propose the target objectives to achieve their students' goals. Accreditation standards are becoming an integral part of the educational program expressed in the curriculum and learning outcomes that programs produce [8]. Today, many accreditation organizations agree that the assessment of learning outcomes is one of the standard measurements for program results. A program's key feature is to emphasize the close and multiple alignments of the mission: learning goals, instruction, curriculum, and learning outcomes [9]. Many higher education institutions have established a culture and an organizational framework by producing a workable assessment regime for the courses taught [10]. In line with global benchmarks, Mongolian universities are creating and using criteria to evaluate their standard programs. Assessments of learning outcomes are usually conducted by course instructors but can also be measured and conducted by administrators [11]. In Mongolia, there have been a few studies focused on ESP, including A. Bulgaa's (2013) innovation of professional English curriculum. In sum, this study contributes to the university curriculum learning assessment by providing discipline-specific learning outcomes for the program. These outcomes include: supporting the university administration, stakeholders, and workforce employers seeking graduates that meet the requirements of the workplace, assessing their students' skills, and updating the program based on the needs.

### 3) METHODOLOGY:

There have been two types of assessments, including direct and indirect assessments for the course learning outcome of the ESP course. The direct evaluation of the learning outcome includes the midterm exams, assignments, individual work performance, and a report. The indirect assessment includes questionnaires about the degree to which the student has mastered the CLOs. Each teacher selects a sample of good, moderate, and poor student materials used in the assessment of CLOs and keeps them as evidence for each material. The grade is determined by the percentage of students who obtained a grade of C or higher and whether the direct assessment results met the target level. The percentage of students who received grades A, B, C+, and C in the performance of the course result was evaluated on whether the following target level was met. It included:

- 91-100% Requirements are fully met;
- 81-90% Satisfactory, some improvements can be made;
- 70-80% Meets requirements but needs improvement;
- Below 70% Unsatisfactory, and it must be improved.

Each CLO's performance in the course questionnaire was rated on a scale of 1-5, and at least 70% of responses had 4 or 5 points. The results were classified and evaluated as follows.

- 91-100% Requirements are fully met;
- 81-90% Satisfactory, some improvements can be made;
- 70-80% Meets requirements but needs improvement;
- Below 70% Unsatisfactory, and it must be improved.

Second, other course survey questions were also evaluated on a scale of 1-5, and at least 70% of the answers had 3-5 points. The results were classified and assessed as above. The integrated criteria for direct and indirect assessments are included in Appendix 1. Third, the learning outcomes acquired by the course were listed in Bloom's Taxonomy. As an example of the courses, the authors took an ESP for Power Engineering students. By studying the practical course, the student will acquire the 5 main learning outcomes: reading, writing, grammar, speaking, soft skills, listening, and translation. The fourth step, planning for the assessment of course learning outcomes, was made in the study. Each learning outcome is assessed by 5 main rubrics: counting engagement, mid-term tests I and II, self-assignments, and an exam. Engagement means time management and responsibility scored by 10, 5 overall 15 points. Mid-term Test 1 regards recalling and explaining knowledge, applying and analyzing knowledge to solve problems scored by 10 points in details 5 respectively. Mid-term Test 2 evaluates recalling and explaining knowledge, applying and analyzing knowledge to solve problems, and is scored by 15 points in details 10 and 5 respectively. Self-assignments determine defining and formulating the problem to be solved within the given tasks, proposing and analyzing specific solutions within the framework of the problem to be solved. Moreover, self-assignments reveal using students' knowledge and skills in solving problems according to the chosen solution, applying written and communication skills to report and present results in the given format. Self-assignments are scored by 30 points; each task is scored 5, 5, 10, and 10, respectively. The final exam requires a level of recall/comprehension, application/analysis, and a rating/building level. Each level is scored differently by 7, 8, and 15 for a total of 30 points. The points correspond to the 15 breakdowns of course evaluation as mentioned above, entered in the UNIMIS (University Information Management System). This official program plans which course learning outcomes are evaluated and how the points are allocated to them. The faculty uses the planning sheet of the attached file (70 points from a teacher and 30 points from a final exam) to distribute points for each course learning outcome and copies it to the report file. However, the performance page of the file is applied to calculate the results. A sample distribution of points for direct assessment of course learning outcomes/by planning/ is in Appendix 2. In the fifth step, direct and indirect course assessment data are processed. Appendix 3 shows an evaluation of student performance corresponding to the overall learning outcomes of the course/by alphabetical grade/. The assessment is illustrated in a graph, as shown in Appendix 4. Finally, comprehensive specifications for course learning outcome assessment are developed.

Furthermore, the course learning outcomes are evaluated by the five-section questionnaire with 20 questions shown in Appendix 4. The corresponding answers are sorted by each CLO, and the percentage of answers with 4 and 5 points, or with "excellent" and "good," are determined.

#### **4] RESULTS OF THE STUDY:**

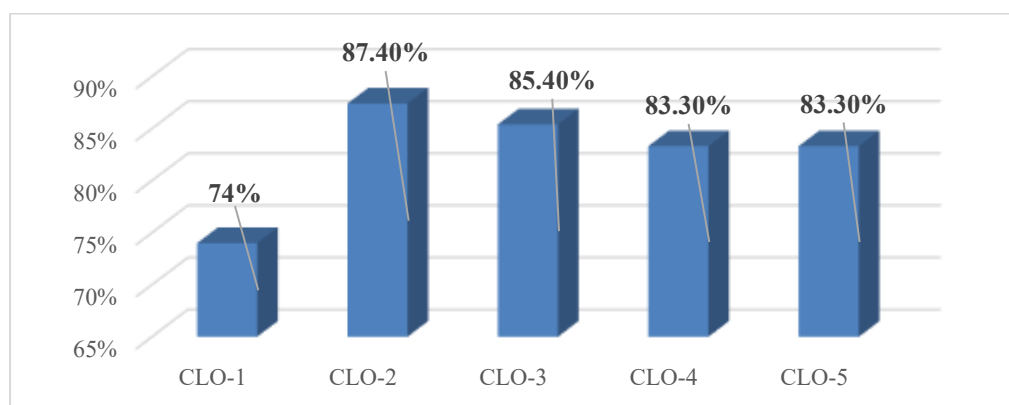
Here, we have assessed the ESP CLOs for the Power Engineering students. The course involved 50 students in the spring of the 2024-2025 academic year. The ESP included five learning outcomes. First, for reading, students were obliged to understand and apply the tactical rules of reading in academic English. They read professional topics, studied the text, and developed the ability to read and understand process reports, essays, e-mails, formal letters, and professional original texts based on the acquired knowledge. Second, for writing and grammar, students had to learn to collect, plan, compose, review, and write research papers using professional English vocabulary. Moreover, they had to identify various writing processes and distinguish between grammar, sentences, and language. In addition, learners were asked to familiarize themselves with and plan writing templates for formal letters, essays, e-mails, presentations, reports, instructions, resumes, and job applications. Third, for speaking and soft skills, they had to prepare for and give a job interview, a short speech, and a group or individual presentation, introduce themselves,

understand conversations in the workplace, and exchange opinions on a specific topic. Fourth, for listening, students had to listen and understand monologues, narratives, interviews, and telephone conversations with or without subtitles, take notes, summarize, listen to, and converse with people in the workplace. Fifth, for translation, students were obliged to translate texts pertinent to their profession from English to Mongolian and vice versa. Furthermore, they had to familiarize themselves with the theory and practice of translation for professional translation and improve their oral and written translation skills, increasing students' vocabulary and professional terminology. The distribution of points for these five CLOs is shown in Appendix 2. The assessments of five CLOs are illustrated in Appendices 5-9. The authors calculated the results of five CLOs depicted in Table 1 based on the SPSS program.

**Table 1.** One-Sample Statistics for all five learning outcomes

	N	Mean	t	Sig.(2-tailed)
Engagement 1	50	2.948	156.911	.000
Engagement 2	50	2.936	135.211	.000
Engagement 3	50	2.936	135.211	.000
Engagement 4	50	2.936	135.211	.000
Engagement 5	50	2.936	135.211	.000
Mid-term test 1-1	50	1.640	22.077	.000
Mid-term test 1-2	50	1.660	22.598	.000
Mid-term test 1-3	50	1.520	19.772	.000
Mid-term test 1-4	50	1.380	18.401	.000
Mid-term test 1-5	49	1.200	17.146	.000
Mid-term test 2-1	50	2.040	15.236	.000
Mid-term test 2-2	50	2.200	16.056	.000
Mid-term test 2-3	50	2.340	16.855	.000
Mid-term test 2-4	50	2.220	16.100	.000
Mid-term test 2-5	50	2.080	14.607	.000
Assignments 1	50	5.600	37.147	.000
Assignments 2	50	5.580	36.310	.000
Assignments 3	50	5.580	36.310	.000
Assignments 4	50	5.580	36.310	.000
Assignments 5	50	5.580	36.310	.000
Exam 1	49	4.143	16.981	.000
Exam 2	50	4.320	18.835	.000
Exam 3	50	4.360	19.111	.000
Exam 4	50	4.360	19.111	.000
Exam 5	50	3.960	17.330	.000
Total points 1	50	16.32	30.637	.000
Total points 2	50	16.71	31.688	.000
Total points 3	50	16.672	31.493	.000
Total points 4	50	16.48	32.434	.000
Total points 5	50	15.76	33.822	.000
Percentage 1	50	80.28	24.197	.000
Percentage 2	50	82.50	25.105	.000
Percentage 3	50	82.50	25.105	.000
Percentage 4	50	82.10	24.982	.000
Percentage 5	50	82.50	25.105	.000

From the table, the students took an average of 2.948 for the first outcome engagement, 2.936 for the second to fifth outcomes mid-term test 1 out of 3, 1.640, 1.660, 1.520, 1.380, and 1.200 out of 2, 2.040, 2.200, 2.340, 2.220, and 2.080 out of 3 for the mid-term test 2, 5.600, 5.580 for assignments of the second to fifth learning outcomes out of 6. 4.143 out of 6. In addition, they scored 16.32, 16.71, 16.672, 16.48, and 15.76 out of 20 for the total points, 80.28 for the first learning outcome, 82.10 for the fourth, and 82.50 percent for the second, third, and fifth outcomes out of 100, respectively. Finally, five CLO assessments are shown in Figure 1.



**Figure 1.** Percentile of five learning outcomes

From this figure, all five CLOs have not fully met the requirements since they did not reach 91-100 percent. On the other hand, the first-course learning outcome assessment meets the requirements but needs improvement, and the other four CLO assessments are satisfactory by reaching more than 81 percent, respectively. These four need some updates.

Furthermore, the course learning outcomes were evaluated with the questionnaire shown in Appendix 4, and the corresponding answers were sorted by each CLO, and the percentage of answers with 4 and 5 points, or with “excellent” and “good” was determined. The results of the indirect evaluation of the conversation and their graphic display were seen in Appendices 10 and 11. Finally, direct and indirect assessments were integrated, as depicted in Table 2.

**Table 2.** Integrated direct and indirect assessments

Assessment/CLOs	CLO-1	CLO-2	CLO-3	CLO-4	CLO-5
The average percentage of direct assessment	74%	87,4	85,4	83,3	83,3
Eligibility	C	B	B	B-	B-
The average percentage of indirect assessment	80	93.3	93.3	93.3	93.3
Eligibility	C+	A-	A-	A-	A-

Note: A: Excellent; B: Good; C: Moderate; D: Unsatisfactory

The statistics suggest that the first and second CLOs need improvements by direct assessment, and the CLO-1 requires further changes. Although direct evaluations of the CLO1-5 have been positive, the teacher needs to work closely with each student who chooses the course, fully engage them in the course without absence, and focus on evaluation. Following the procedure of assessing CLOs and analyzing the data for all ESP courses at MUST, we have a unified overview of the assessment shown in table 3. 757 students studied English for Specific Purposes, coded as S. ESP310, and 15 teachers served those course takers.

**Table 3.** CLO assessment results of all faculty offering the ESP course

#	Teachers' identity		Number of students	Number of the alphabetical grades									Percentile
	Number	Code		A	A-	B+	B	B-	C+	C	W	C and above	
S.ESP310 -English for Specific Purposes													
1	Teacher 1	B.ES80	32	2	5	1	4	5	3	5	2	25	78.13%
2	Teacher 2	B.ES84	104	10	20	15	16	15	9	6	7	91	87.5%
3	Teacher 3	B.ES85	88	-	5	1	1	5	4	2	22	18	20.45%
4	Teacher 4	I.FL14	60	-	3	3	16	5	3	8	1	38	63.33%
5	Teacher 5	B.ES60	77	16	10	5	5	6	5	7	13	54	70.12%
6	Teacher 6	B.ES95	47	2	4	23	3	1	1	1	4	35	74.46%
7	Teacher 7	B.ES97	59	5	10	8	4	6	4	8	8	45	76.27%
8	Teacher 8	B.ES56	50	1	-	2	3	1	5	6	14	18	36%
9	Teacher 9	J.FS16	52	3	1	3	5	5	8	6	12	31	59.62%
10	Teacher 10	B.RS44	71	6	5	1	11	6	5	3	18	37	52.11%
11	Teacher 11	B.ES61	55	8	7	5	12	5	5	3	9	45	81.81%
12	Teacher 12	B.ES32	19	6	2	2	-	1	-	-	5	11	57.89%
13	Teacher 13	B.ES71	49	2	6	4	3	4	3	7	10	29	59.18%
14	Teacher 14	B.ES99	49	11	9	4	4	2	6	-	11	36	73.47%
15	Teacher 15	B.RS31	15	5	4	6	-	-	-	-	-	15	100%
	TOTAL		757	76	89	61	73	67	60	54	135	480	63.41%

According to this study, 480 students met the requirements, and 277 did not get grades C and above. The percentage equals 63.41%. Therefore, it concludes that English for Special Purposes with a code S. ESP310 needs further improvements in CLOs.

## 5] DISCUSSION:

The Mongolian University of Science and Technology plans to expand into a research university and expand its activities in line with its mission to become one of the best universities in Asia. Through MUST's 2030 Strategic Plan, it plans to bring its English curriculum in line with international standards and improve its English language teaching policy. Since 2006, there have been some changes in the English curriculum for undergraduate students in the field of engineering at MUST. On December 29, 2006, Decree No. 481 was approved by the Ministry of Education. It states that English must be studied

at universities and colleges in Mongolia as a compulsory course with no less than 8 credits, and graduate students must demonstrate an intermediate level of English. However, after several years, there were some changes to the English curriculum for Higher Education in Mongolia, and Decree No. A/174 by the Ministry of Education was approved again on April 28, 2014. It states that 6 credits of English must be studied as a compulsory course for undergraduate study. The English Curriculum for the MUST bachelor's degree program offers the following courses for undergraduate students: Communicative English, English for Science and Technology, English for Social Science, and English for Specific Purposes (Order No. A-244 of 2013 of the Director of the Mongolian University of Science and Technology). The university has eight branch schools of engineering. Approximately 3000 students study English every semester. In conjunction with the government policy on English education, MUST has made a "MUST-2030, Strategic Plan" which emphasizes the importance of English. Students' English language skills will be improved, and their level will be assessed using internationally recognized tests. In this regard, the English language curriculum and student satisfaction, employers' perspectives, training activities, online and classroom activities, and each course's learning outcomes are comprehensively reviewed by the chair of the quality assurance department. As a result of the implementation of ISO at the university, there have been some positive improvements in English education. Further, to develop the English language quality, the university must focus on the implementation of the English curriculum, student satisfaction surveys, employer surveys, and course learning outcomes analysis. To improve the course learning outcomes and comply with the policy on English education of the government, the university must renew the English curriculum based on the needs analysis for ESP courses. All suggestions and comments resulting from this study must be included in the content development of the bachelor's degree program.

## 6] CONCLUSION:

In summary, an assessment sample of the course learning outcomes is described based on one of the teacher's assessments in this paper. This allows the writers to measure the CLOs of ESP by giving them an explicit understanding of what areas of the standard should change to make it more efficient for the learners. Although assessing is a long and time-consuming process, the assessment sample has been beneficial in revealing the course outcomes to ensure whether the program's aims have been fulfilled or not. For the ESP course shown in this paper, all five learning outcomes were satisfactory. Some improvements can be made to meet the standards fully. Nevertheless, for the ESP course offered by 15 teachers at MUST, there were different outcomes of the CLO assessment. As mentioned above, the percentage of the course requirements is more than 60%, meaning that the CLOs should be reviewed and refined. In addition, CLO assessment results could be a reliable source for maintaining internal quality assurance for any higher education university. This is accomplished by providing strong evidence for offering high-quality knowledge, abilities, and skills and changing CLOs or standards of courses throughout the university. This study concludes that the university needs to provide some financial support for teacher development programs, develop teaching materials for ESP, update the e-learning system, and have e-books for students and blended learning in the future.

**7] Funding Statement:** The authors did not receive financing for the development of this research.

**8] Data availability:** The data that support the findings of this study are available from datasets link [https://docs.google.com/document/d/1iHMqQOS\\_h\\_4gEUtQ3byQhj4GtOtBjMS8/edit](https://docs.google.com/document/d/1iHMqQOS_h_4gEUtQ3byQhj4GtOtBjMS8/edit)

**9] Conflict of interest:** The authors declare that there is no conflict of interest.

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## 11]. MISCELLANEOUS:

### Appendix 1. Integrated criteria

Requirements are fully met. (A)	Satisfactory, improvements made. (B)	some can be but improvement. (C)	Meets requirements needs Unsatisfactory and it must be improved. (D)
<b>Direct assessment</b>			
Percentage of students receiving A, B, C+, and C grades for each CLO			
91-100	81-90	70-80	<70
<b>Indirect assessment</b>			
Percentage of 4 and 5 survey points for each CLO			
91-100	81-90	70-80	<70
Percentage of 3-5 survey points for other course survey questions response rate			
91-100	81-90	70-80	<70

Note: A: Excellent; B: Good; C: Moderate; D: Poor

### Appendix 2. A sample distribution of points for direct assessment of course learning outcomes/by planning/

#	Course learning results (CLOs) /Assessment Methods /	Engage ment		Mid-term Test 1		Mid-term Test 2		Assignments /Independent work, course work, project, etc./				The appropriate	Exam			The appropriate	An appropriate sum, given the learning outcomes score /progress+
		Time management and response	Will in gness to learn and self-ex	Rec all and explain knowl edge	Ap ply and ana lyze knowl edge to solve problems	Rec all and explain knowl edge	Ap ply and ana lyze knowl edge to solve problems	Def ine and for mul ate the problem to be solved within the	Pro pos e and ana lyze specific solutions within the frame	Use your knowl edge and skill s to solve problems according	Use your written and communication skill s to report and pre		Level of recall /comprehension	Level of application /analysis	Rate/b uild level		

		ility	pression					given task	work of the problem to be solved	to the chosen solution	sent results in the given format	exam in at ion as se ss m e				exam in at ion as se ss m e	test /
		Breakdown of 70 mid-term tests' points /changes depending on the type of course/										res p o n d i n g to th at le ar n i n g o u t c o m e	Breakdown of 30 marks of the exam			res p o n d i n g to th at le ar n i n g o u t c o m e	
		10	5	5	5	5	10	5	5	10	10		7	8	15		
Learning outcomes acquired through practical lessons																	
1	Reading:	2	1	1	1	1	2	1	1	2	2	14	1.6	2.4	2	6	20
2	Writing and Grammar.	2	1	1	1	1	2	1	1	2	2	14	1.6	2.4	2	6	20
3	Speaking and soft skills	2	1	1	1	1	2	1	1	2	2	14	1.6	2.4	2	6	20

4	Listenin g	2	1	1	1	1	2	1	1	2	2	1 4	1. 6	2. 4	2	6	20
5	Translati on	2	1	1	1	1	2	1	1	2	2	1 4	1. 6	2. 4	2	6	20

**Appendix 3.** Student performance evaluation in grades

#	Student name CLOs	CLO1	CLO2	CLO3	CLO4	CLO5
Total score to earn		20	20	20	20	20
1	Student 1	B	C+	C+	C+	C+
2	Student 2	E	E	E	E	E
3	Student 3	F	F	F	F	F
4	Student 4	B	B	B	B	B
5	Student 5	B	B	B	B	B
6	Student 6	A	A	A	A	A
7	Student 7	F	F	F	F	F
8	Student 8	A	A	A	A	A
9	Student 9	B	B	B	B	B
10	Student 10	B	B+	B+	B+	B+
11	Student 11	C+	B+	B+	B+	B+
12	Student 12	B+	A-	A-	A-	A-
13	Student 13	B+	A-	A-	A-	A-
14	Student 14	B	B+	B+	B+	B+
15	Student 15	D+	C+	C+	C+	C+
16	Student 16	A	A	A	A	A
17	Student 17	B	C+	C+	C+	C+
18	Student 18	A	A	A	A	A
19	Student 19	B+	B+	B+	B+	B+
20	Student 20	A	A	A	A	A
21	Student 21	D+	D+	D+	D+	D+
22	Student 22	B-	B-	B-	B-	B-

23	Student 23	B	B	B	B	B
24	Student 24	A	A	A	A	A
25	Student 25	B+	A	A	A	A
26	Student 26	B+	B+	B+	B+	B+
27	Student 27	D+	B	B	B	B
28	Student 28	C+	A-	A-	A-	A-
29	Student 29	C-	C	C	C	C
30	Student 30	A-	A-	A-	A-	A-
31	Student 31	A	A	A	A	A
32	Student 32	A	A	A	A	A
33	Student 33	F	F	F	F	F
34	Student 34	F	F	F	F	F
35	Student 35	A-	A-	A-	A-	A-
36	Student 36	B+	B+	B+	B+	B+
37	Student 37	D+	C+	C+	C+	C+
38	Student 38	F	F	F	F	F
39	Student 39	A	A	A	A	A
40	Student 40	B	C	C	C	C
41	Student 41	A	A	A	A	A
42	Student 42	B+	B+	B+	B+	B+
43	Student 43	A-	A-	A-	A-	A-
44	Student 44	B	B	B	B	B
45	Student 45	B	B+	B+	B+	B+
46	Student 46	B-	B-	B-	B-	B-
47	Student 47	E	E	E	E	E

48	Student 48	A	A	A	A	A
49	Student 49	D-	B-	B-	B-	B-
50	Student 50	A	A	A	A	A
Assessment integration:						
Total number of students assessed		50	50	50	50	50
Number of students with a grade of C or higher		37	42	41	40	40
Of which: A		12	13	13	12	13
A-		3	6	6	6	6
B+		7	8	8	8	7
B		11	6	6	5	6
B-		2	3	2	3	3
C+		2	4	4	4	3
C		0	2	2	2	2
Percentage of students with grades of C or higher		74%	87,4	85,4	83,3	83,3

#### Appendix 4. The questionnaire

Indicator	#	Questions
General results, Teacher's ethics	1.1	Are you satisfied with the choice of this teacher to study /1-5 points/
	2.2	Did you acquire sufficient knowledge, skills, and attitudes by studying this course /1-5 points/
	3.3	Whether the teacher started and ended the lesson on time; whether you were able to manage time by using time effectively during the course /1-5 points/
	4.4	Whether the teacher communicated respectfully to the students; received their feedback; s/he was able to meet the teacher's ethical standards by setting an example /1-5 points/
Lesson planning	5.5	In the first lesson, whether the teacher explained sufficiently to the students what knowledge, skills, and attitudes to acquire from the subject; what teaching methods to use in classes; what methods and principles of how to evaluate students, and what materials to use. /1-5 points/
	6.6	Whether the teacher has prepared presentations (PPTs), materials for the lectures and seminars, and laboratory instructions at a sufficient level by the learning outcomes and content /1-5 points/
	7.7	Whether the teacher was able to adequately prepare course materials, homework, and homework and deliver them to students on time/1-5 points/
	8.8	Whether the teacher was able to prepare the e-course materials at a sufficient level, upload them to the online learning system on time, and organize the training with high quality /1-5 points/

Course implementation /teaching methodology, novelty/	9.9	To what extent did the teacher use active learning methods such as problem-based, experiment-based, and flip-flop classes in lectures, seminars, and laboratory classes? /1-5 points/
	9.10	To what extent did the teacher use effective methods of engaging students in learning activities (such as teamwork, problem-solving tasks, role-playing, etc.) during the course? /1-5 points/
	9.11	Whether the teacher sincerely explained the lesson clearly and tried to make the student fully acquire the relevant knowledge and skills /1-5 points/
	9.12	Whether the teacher was able to create a real and live relationship among students during the course, create a favorable atmosphere, stimulate students, and attract interest /1-5 points/
	9.13	To what extent did the teacher present audio and video content during the lesson, take tests using mobile apps and other programs, and use innovative information communication technologies and tools, such as simulation and modeling programs? /1-5 points/
Course evaluation	9.14	Whether the teacher evaluated the knowledge, skills, and attitudes acquired by the students in the course fairly and objectively /1-5 points/
	9.15	In addition to the test in the course, whether the teacher asked questions to confirm the student's knowledge at the end of the course; to answer questions, think about problems, make presentations when taking progress tests and term exams, and use innovative assessment methods such as electronic test systems /1-5 points/
	9.16	Whether the teacher evaluated the progress of the student's completed tasks and assignments, reported back to the student, and explained the shortcomings /1-5 points/
	9.17	Whether the teacher gave some advice or support to the student outside of class /1-5 points/
Learning environment: Accessibility and supply of resources	9.18	Whether books, textbooks, and other materials related to this course were sufficient and accessible /1-5 points/
	9.19	Whether the computers/equipment used in laboratory lessons were sufficient and met the requirements /1-5 points/
	9.20	Whether the furnishing, blackboard, television/projector, and screen of the lecture/seminar classroom met the requirements /1-5 points/
Assessment of course learning outcomes		As a student, please describe the level of knowledge, skills, and attitudes you have acquired in this course /5- excellent, 4-good, 3-moderate, 2-bad, 1-poor/
	9.21	
	9.22	
	9.23	
	9.24	
	9.25	
	9.26	
Additional suggestions:		

## Appendix 5. Student Performance Assessment of the First Learning Outcome

#	Student name/assessment methods	Engagement	Mid-term Test 1	Mid-term Test 2	Self-assignments	Exam	Total points	Points transferred to 100%	Grades
Writing: Understand and apply the tactical rules of reading in academic English; read professional topics, study the text, and develop the ability to read and understand process reports, essays, e-mails, formal letters, and professional original texts based on the acquired knowledge.									
<b>Points to earn</b>		<b>3</b>	<b>2</b>	<b>3</b>	<b>6</b>	<b>6</b>	<b>20</b>	<b>100</b>	<b>A</b>
1	Student 1	3	2	2	6	4	17	85	B
2	Student 2	2.6	1	0	5	E	9	E	E
3	Student 3	2.8	1	0	4	2	10	50	F
4	Student 4	3	2	2	6	4	17	85	B
5	Student 5	3	2	2	6	4	17	85	B
6	Student 6	3	2	3	6	6	20	100	A
7	Student 7	2.6	1	0	4.8	2	10.8	54	F
8	Student 8	3	2	3	6	6	20	100	A
9	Student 9	3	2	2	6	4	17	85	B
10	Student 10	3	1	3	6	4	17	85	B
11	Student 11	3	1	2	6	4	16	80	C+
12	Student 12	3	2	2	6	5	18	90	B+
13	Student 13	3	2	2	6	5	18	90	B+
14	Student 14	3	2	2	6	4	17	85	B
15	Student 15	3	2	1	6	2	14	70	D+
16	Student 16	3	2	3	6	6	20	100	A
17	Student 17	3	2	2	6	4	17	85	B
18	Student 18	3	2	3	6	6	20	100	A
19	Student 19	3	2	2	6	5	18	90	B+
20	Student 20	3	2	3	6	6	20	100	A
21	Student 21	3	1	0	6	4	14	70	D+
22	Student 22	2.6	1	2	6	5	16.6	83	B-
23	Student 23	3	1	2	6	5	17	85	B
24	Student 24	3	2	3	6	6	20	100	A
25	Student 25	3	2	2	6	5	18	90	B+
26	Student 26	3	2	3	6	4	18	90	B+
27	Student 27	3	1	1	6	3	14	70	D+
28	Student 28	3	2	2	6	3	16	80	C+
29	Student 29	3	1	2	5.4	3	14.4	72	C-
30	Student 30	3	2	3	6	5	19	95	A-
31	Student 31	3	2	3	6	6	20	100	A
32	Student 32	3	2	3	6	6	20	100	A
33	Student 33	2.6	1	2	3.6	2	11.2	56	F
34	Student 34	2.6	1	1	2.8	2	9.8	49	F
35	Student 35	3	2	3	6	5	19	95	A-
36	Student 36	3	2	2	5.6	5	17.6	88	B+
37	Student 37	3	1	2	6	2	14	70	D+
38	Student 38	2.6	1	0	0	w	3.6	18	F
39	Student 39	3	2	3	6	6	20	100	A

40	Student 40	3	1	2	6	2	14	85	B
41	Student 41	3	2	3	6	6	20	100	A
42	Student 42	3	2	3	6	4	18	90	B+
43	Student 43	3	2	2	6	6	19	95	A-
44	Student 44	3	2	2	6	4	17	85	B
45	Student 45	3	1	2	6	5	17	85	B
46	Student 46	3	2	2	5.4	4	16.4	82	B-
47	Student 47	3	0	0	4	E	7	E	E
48	Student 48	3	2	3	6	6	20	100	A
49	Student 49	3	2	2	5.4		12.4	62	D-
50	Student 50	3	2	3	6	6	20	100	A

Appendix 6. Student Performance Assessment of the Second Learning Outcome

#	Student name/assessment methods	Engagement	Mid-term Test 1	Mid-term Test 2	Self-assignment	Exam	Total points	Points transferred to	Grades
Writing: Students had to learn to collect, plan, compose, review, and write research papers using professional English vocabulary, identify various writing processes, distinguish between grammar, sentences, and language, familiarize themselves with and plan writing templates, etc.									
	Points to earn	3	2	3	6	6	20	100	A
1	Student 1	3	1	2	6	4	16	80	C+
2	Student 2	2.6	1	0	4	E	7.6	E	E
3	Student 3	2.8	1	0	4	3	10.8	54	F
4	Student 4	3	2	2	6	4	17	85	B
5	Student 5	3	2	2	6	4	17	85	B
6	Student 6	3	2	3	6	6	20	100	A
7	Student 7	2.6	1	0	4.8	2	10.8	54	F
8	Student 8	3	2	3	6	6	20	100	A
9	Student 9	3	2	2	6	4	17	85	B
10	Student 10	3	2	3	6	4	18	90	B+
11	Student 11	3	2	3	6	4	18	90	B+
12	Student 12	3	2	3	6	5	19	95	A-
13	Student 13	3	2	3	6	5	19	95	A-
14	Student 14	3	2	3	6	4	18	90	B+
15	Student 15	3	2	2	6	3	16	80	C+
16	Student 16	3	2	3	6	6	20	100	A
17	Student 17	3	1	2	6	4	16	80	C+
18	Student 18	3	2	3	6	6	20	100	A
19	Student 19	3	2	2	6	5	18	90	B+
20	Student 20	3	2	3	6	6	20	100	A
21	Student 21	3	1	0	6	4	14	70	D+
22	Student 22	2.6	1	2	6	5	16.6	83	B-
23	Student 23	3	1	2	6	5	17	85	B
24	Student 24	3	2	3	6	6	20	100	A
25	Student 25	3	2	2	6	4	17	100	A
26	Student 26	3	2	3	6	4	18	90	B+
27	Student 27	3	1	2	6	5	17	85	B



28	Student 28	3	1	3	6	6	19	95	A-
29	Student 29	3	2	2	5.4	3	15.4	77	C
30	Student 30	3	2	3	6	5	19	95	A-
31	Student 31	3	2	3	6	6	20	100	A
32	Student 32	3	2	3	6	6	20	100	A
33	Student 33	2.6	1	2	3.6	2	11.6	58	F
34	Student 34	2.6	1	2	2.8	2	9.8	54	F
35	Student 35	3	2	3	6	5	19	95	A-
36	Student 36	3	1	3	5.6	5	17.6	88	B+
37	Student 37	3	1	1	6	5	16	80	C+
38	Student 38	2.6	1	0	0	w	3.6	18	F
39	Student 39	3	2	3	6	6	20	100	A
40	Student 40	3	2	2	6	2	15	75	C
41	Student 41	3	2	3	6	6	20	100	A
42	Student 42	3	2	3	6	4	18	90	B+
43	Student 43	3	2	2	6	6	19	95	A-
44	Student 44	3	2	2	6	4	17	85	B
45	Student 45	3	2	2	6	5	18	90	B+
46	Student 46	3	2	2	5.4	4	16.4	82	B-
47	Student 47	2.4	0	0	4	E	7	E	E
48	Student 48	3	2	3	6	6	20	100	A
49	Student 49	3	2	2	5.4	4	16.4	82	B-
50	Student 50	3	2	3	6	6	20	100	A

#### Appendix 7. Student Performance Assessment of the Third Learning Outcome

#	Student name/assessment methods	Engagement	Mid-term Test 1	Mid-term Test 2	Self-assignment	Exam	Total points	Points transferred	Grades
Speaking and soft skills: they had to prepare for and give a job interview, a short speech, and a group or individual presentation, introduce themselves, understand conversations in the workplace, and exchange opinions on a specific topic.									
	Points to earn	3	2	3	6	6	20	100	A
1	Student 1	3	1	3	6	4	16	80	C+
2	Student 2	2.6	1	0	4	E	7.6	E	E
3	Student 3	2.8	1	0	4	3	10.8	54	F
4	Student 4	3	2	3	6	4	17	85	B
5	Student 5	3	1	3	6	4	17	85	B
6	Student 6	3	2	3	6	6	20	100	A
7	Student 7	2.6	2	0	4.8	2	10.8	54	F
8	Student 8	3	2	3	6	6	20	100	A
9	Student 9	3	2	2	6	4	17	85	B
10	Student 10	3	2	3	6	4	18	90	B+
11	Student 11	3	1	3	6	4	18	90	B+
12	Student 12	3	2	3	6	5	19	95	A-
13	Student 13	3	2	3	6	5	19	95	A-
14	Student 14	3	2	3	6	4	18	90	B+

15	Student 15	3	2	2	6	3	16	80	C+
16	Student 16	3	2	3	6	6	20	100	A
17	Student 17	3	1	3	6	4	16	80	C+
18	Student 18	3	2	3	6	6	20	100	A
19	Student 19	3	1	3	6	5	18	90	B+
20	Student 20	3	2	3	6	6	20	100	A
21	Student 21	3	2	0	6	4	14	70	D+
22	Student 22	2.6	1	2	6	5	16.6	83	B-
23	Student 23	3	2	2	6	5	17	85	B
24	Student 24	3	1	3	6	6	20	100	A
25	Student 25	3	2	3	6	4	17	100	A
26	Student 26	3	2	3	6	4	18	90	B+
27	Student 27	3	1	2	6	5	17	85	B
28	Student 28	3	1	3	6	5	19	95	A-
29	Student 29	3	1	2	5.4	5	15.4	77	C
30	Student 30	3	2	3	6	5	19	95	A-
31	Student 31	3	2	3	6	6	20	100	A
32	Student 32	3	1	3	6	6	20	100	A
33	Student 33	2.6	1	2	3.6	2	11.6	58	F
34	Student 34	2.6	1	2	2.8	2	9.8	54	F
35	Student 35	3	1	3	6	5	19	95	A-
36	Student 36	3	1	3	5.6	6	17.6	88	B+
37	Student 37	3	1	2	6	5	16	80	C+
38	Student 38	2.6	1	0	0	w	3.6	18	F
39	Student 39	3	2	3	6	6	20	100	A
40	Student 40	3	2	2	6	2	15	75	C
41	Student 41	3	2	3	6	6	20	100	A
42	Student 42	3	2	3	6	4	18	90	B+
43	Student 43	3	2	2	6	6	19	95	A-
44	Student 44	3	1	2	6	4	17	85	B
45	Student 45	3	2	2	6	5	18	90	B+
46	Student 46	3	1	3	5.4	4	14.4	82	B-
47	Student 47	2.4	0	0	4	E	7	E	E
48	Student 48	3	2	2	6	6	20	100	A
49	Student 49	3	1	2	5.4	4	16.4	82	B-
50	Student 50	3	2	3	6	6	20	100	A

#### Appendix 8. Student Performance Assessment of the Fourth Learning Outcome

#	Student name/assessment methods	Engagement	Mid-term Test 1	Mid-term Test 2	Self-assignment	Exam	Total points	Points transferred	Grades
Listening: listen and understand monologues, narratives, interviews, and telephone conversations with or without subtitles, take notes, summarize, listen to, and converse with people in the workplace.									
<b>Points to earn</b>		<b>3</b>	<b>2</b>	<b>3</b>	<b>6</b>	<b>6</b>	<b>20</b>	<b>100</b>	<b>A</b>
1	Student 1	3	1	3	6	4	17	80	C+
2	Student 2	2.6	1	0	4	E	7.6	E	E

3	Student 3	2.8	1	0	4	3	10.8	54	F
4	Student 4	3	1	3	6	4	17	85	B
5	Student 5	3	1	3	6	4	17	85	B
6	Student 6	3	2	3	6	6	20	100	A
7	Student 7	2.6	2	0	4.8	2	11.4	54	F
8	Student 8	3	2	3	6	6	20	100	A
9	Student 9	3	1	2	6	4	16	85	B
10	Student 10	3	1	3	6	4	17	90	B+
11	Student 11	3	1	2	6	4	16	90	B+
12	Student 12	3	2	2	6	5	18	95	A-
13	Student 13	3	1	2	6	5	17	95	A-
14	Student 14	3	2	2	6	4	17	90	B+
15	Student 15	3	2	2	6	3	16	80	C+
16	Student 16	3	2	3	6	6	20	100	A
17	Student 17	3	1	3	6	4	17	80	C+
18	Student 18	3	2	3	6	6	20	100	A
19	Student 19	3	1	3	6	5	18	90	B+
20	Student 20	3	1	3	6	6	19	100	A
21	Student 21	3	2	0	6	4	15	70	D+
22	Student 22	2.6	1	2	6	5	14	83	B-
23	Student 23	3	1	2	6	5	17	85	B
24	Student 24	3	1	3	6	6	20	100	A
25	Student 25	3	2	3	6	4	18	85	A
26	Student 26	3	1	3	6	4	17	90	B+
27	Student 27	3	1	2	6	5	17	85	B
28	Student 28	3	1	2	6	5	17	95	A-
29	Student 29	3	1	2	5.4	5	16.4	77	C
30	Student 30	3	2	3	6	5	19	95	A-
31	Student 31	3	2	3	6	6	20	100	A
32	Student 32	3	1	3	6	6	20	100	A
33	Student 33	2.6	2	2	3.6	2	12.2	58	F
34	Student 34	2.6	2	1	2.8	2	10.4	49	F
35	Student 35	3	1	3	6	5	18	95	A-
36	Student 36	3	1	2	5.6	6	17.6	88	B+
37	Student 37	3	1	3	6	5	18	80	C+
38	Student 38	2.6	1	0	0	w	3.6	18	F
39	Student 39	3	2	3	6	6	20	100	A
40	Student 40	3	1	2	6	2	14	75	C
41	Student 41	3	2	3	6	6	20	100	A
42	Student 42	3	2	3	6	4	18	90	B+
43	Student 43	3	2	2	6	6	19	95	A-
44	Student 44	3	1	2	6	4	16	85	B
45	Student 45	3	1	2	6	5	17	90	B+
46	Student 46	3	1	3	5.4	4	16.4	82	B-
47	Student 47	2.4	0	0	4	E	7	E	E
48	Student 48	3	2	2	6	6	19	100	A
49	Student 49	3	1	2	5.4	4	15.4	82	B-
50	Student 50	3	2	3	6	6	20	100	A

**Appendix 9.** Student Performance Assessment of the Fifth Learning Outcome

#	Student name/assessment methods	Engagement	Mid-term Test 1	Mid-term Test 2	Self-assignment	Exam	Total points	Points transferred to	Grades
Translation: Translate texts pertinent to their profession from English to Mongolian and vice versa, familiarize themselves with the theory and practice of translation for professional translation, and improve oral and written translation skills, increasing students' vocabulary and professional terminology.									
<b>Points to earn</b>		<b>3</b>	<b>2</b>	<b>3</b>	<b>6</b>	<b>6</b>	<b>20</b>	<b>100</b>	<b>A</b>
1	Student 1	3	1	2	6	4	16	80	C+
2	Student 2	2.6	1	0	4	E	7.6	E	E
3	Student 3	2.8	1	0	4	2	9.8	54	F
4	Student 4	3	1	1	6	4	15	85	B
5	Student 5	3	1	2	6	2	14	85	B
6	Student 6	3	2	3	6	4	18	100	A
7	Student 7	2.6	2	0	4.8	4	13.4	54	F
8	Student 8	3	1	3	6	5	18	100	A
9	Student 9	3	1	2	6	6	18	85	B
10	Student 10	3	1	3	6	5	18	90	B+
11	Student 11	3	1	3	6	5	18	90	B+
12	Student 12	3	1	3	6	4	17	95	A-
13	Student 13	3	1	3	6	4	17	95	A-
14	Student 14	3	1	1	6	6	17	90	B+
15	Student 15	3	1	3	6	4	17	80	C+
16	Student 16	3	2	3	6	5	19	100	A
17	Student 17	3	1	2	6	5	17	80	C+
18	Student 18	3	2	3	6	6	20	100	A
19	Student 19	3	1	2	6	6	18	90	B+
20	Student 20	3	1	3	6	6	19	100	A
21	Student 21	3	2	0	6	6	17	70	D+
22	Student 22	2.6	2	2	6	4	16.6	83	B-
23	Student 23	3	2	2	6	4	17	85	B
24	Student 24	3	1	3	6	2	15	100	A
25	Student 25	3	1	2	6	5	17	100	A
26	Student 26	3	1	3	6	2	15	90	B+
27	Student 27	3	2	2	6	4	17	85	B
28	Student 28	3	1	1	6	4	15	95	A-
29	Student 29	3	1	2	5.4	4	15.4	77	C
30	Student 30	3	1	3	6	4	17	95	A-
31	Student 31	3	1	3	6	4	17	100	A
32	Student 32	3	1	2	6	3	15	100	A
33	Student 33	2.6	2	2	3.6	5	15.2	58	F
34	Student 34	2.6	2	1	2.8	5	13.4	54	F
35	Student 35	3	1	3	6	3	16	95	A-
36	Student 36	3	1	3	5.6	6	18.6	88	B+
37	Student 37	3	1	3	6	1	14	80	C+
38	Student 38	2.6	0	0	0	w	2.6	18	F
39	Student 39	3	1	3	6	4	17	100	A

40	Student 40	3	1	2	6	5	17	75	C
41	Student 41	3	2	3	6	6	20	100	A
42	Student 42	3	1	2	6	5	17	90	B+
43	Student 43	3	1	2	6	3	15	95	A-
44	Student 44	3	1	2	6	4	16	85	B
45	Student 45	3	1	2	6	3	15	90	B+
46	Student 46	3	1	1	5.4	2	12.4	82	B-
47	Student 47	2.4	0	0	4	E	6.4	E	E
48	Student 48	3	1	3	6	3	16	100	A
49	Student 49	3	1	2	5.4	4	15.4	82	B-
50	Student 50	3	2	3	6	6	20	100	A

**Appendix 10.** Results of indirect evaluation of the results of the conversation

CLO/Assessment Level		Excellent (5)	Good (4)	Moderate (3)	Bad (2)	Poor (1)	Total response	Number and percentage of responses with 4 and 5 points
CLO1	Number of responses	8	4	1	0	0	15	12
	Percentage (%)	53.3	26.7	6.7	0.0	0.0	100.0	80.0
CLO2	Number of responses	8	6	1	0	0	15	14
	Percentage (%)	53.3	40.0	6.7	0.0	0.0	100.0	93.3
CLO3	Number of responses	6	8	1	0	0	15	14
	Percentage (%)	40.0	53.3	6.7	0.0	0.0	100.0	93.3
CLO4	Number of responses	10	4	1	0	0	15	14
	Percentage (%)	66.7	26.7	6.7	0.0	0.0	100.0	93.3
CLO5	Number of responses	9	5	1	0	0	15	14
	Percentage (%)	60.0	33.3	6.7	0.0	0.0	100.0	93.3

**Appendix 11.** The percentage of responses with 4 and 5 points corresponding to each CLO

