Lessons to be Learnt from the Course Evaluation – a Case Study of Kaunas University of Technology

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Abstract. The article gives an account of the learners’ post-course assessment of the English language modules offered at Kaunas University of Technology (KTU). The survey was conducted to 234 first and second-year students by introducing a questionnaire that served as a tool for evaluating their expectations and achievements and expressing their attitudes. Consideration has been given to the theoretical background of educational evaluation traditions, course-specific aspects and assessment criteria. The findings at KTU were aimed at serving two purposes: ways of improving course programmes and promotion of language acquisition. Also, the role of course materials has been questioned as to their compatibility with the foreseen goals and learners’ expectations, as well as their success resulting in significant achievements or failure. Positive criticism on the obtained data and expectations-oriented feedback from the learners call for united efforts to overcome various constraints and limitations and resistance on the path for a mutually beneficial outcome – to improve the learners’ proficiency in English and take pride in the pedagogical endeavour.