

CREATING LESSONS WITH MULTIPLE GOALS

Anita Towers

My goals today are:

- To show that lesson planning can be interesting and enjoyable - affective
- To make you think about what kind of lesson goals you set and by the end of the session be open to re-assess these - cognitive
- To let you experience how creating a lesson with multiple goals actually makes lesson planning and goal setting easier - proficiency
- To demonstrate how multiple goals can make lesson outcomes more relevant to real-life needs - transfer



- Affective
- Cognitive
- Proficiency
- Transfer

What is a lesson goal?

What we'd like our learners to do or do better by the end of a particular lesson...

....

Usually we have a broad goal and then possibly a few specific goals...

...

goals should focus on improving
performance...

...

be appropriate and relevant to
learner needs...

NO GOAL,
NO SCORE...

Have a quick look at and make some comments about a selection of goals I have written and seen over the years...which ones do you like and why?

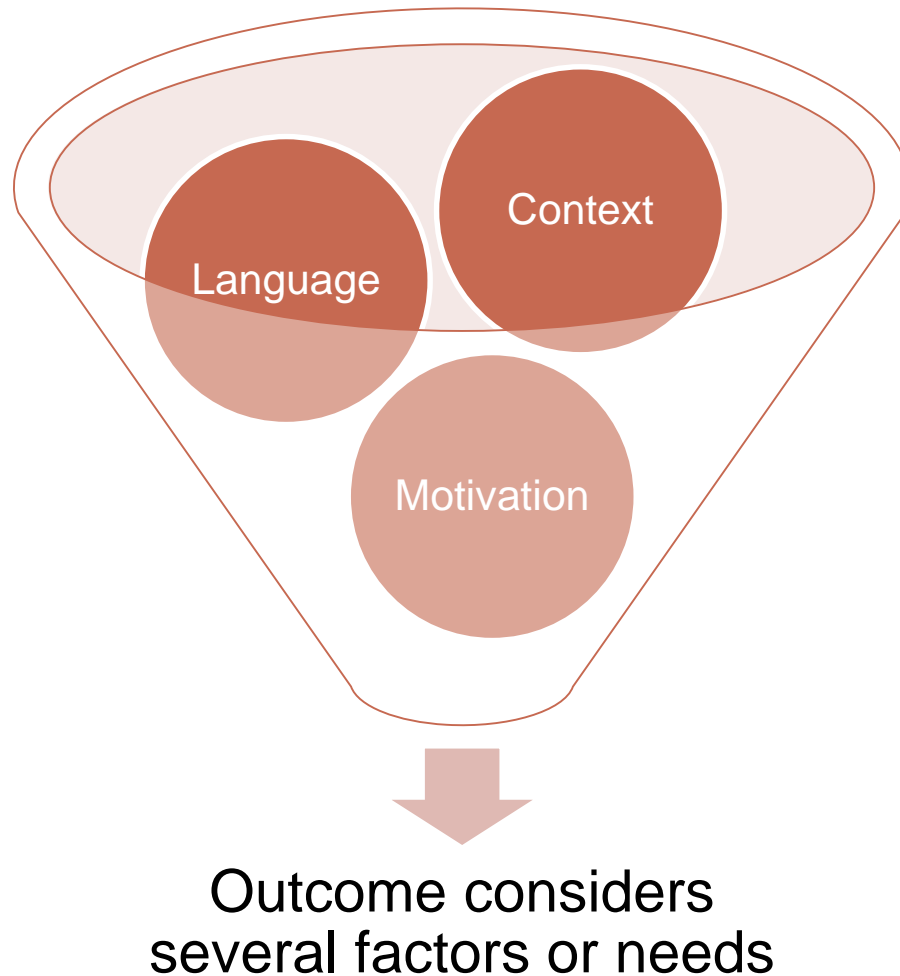
Problems with some goals..

- Not specific enough
- Focus on discrete items
- Lacking context and functionality
- No link to real-life
- Over ambitious
- Under ambitious
- Don't suggest achievement

And

- Don't sound like much fun!

What do the “better” goals have in common?



THERE IS A BROAD GOAL...

...but there are various specific underlying goals.

The lesson outcome is a product of multiple goals.

Where do these multiple goals stem from?

- Many of us rely on a variety of theories and approaches when planning lessons:

- NLP
- VAKOG
- TBL
- TPR
- PPP
- ZPD
- CLIL

are some examples

- Whether we are aware of it or not, our lesson goal(s) will probably draw on elements from at least one of these, if not more.
- Being more aware of what we are setting as goals and why we are doing this helps us create clearer, more relevant and more effective lesson outcomes.



Some types of goal:

- Proficiency - skills and language development
- Affective – empowerment, interactivity, personalization, sociolinguistic aspects
- Cognitive – knowledge, sociocultural awareness, automaticity
- Transfer – learner training, progress strategies, real usage

• Multiple-goals mean:

- we are looking at the whole picture and not focusing on discrete items
- goals are achieved through interaction and active construction of knowledge



...

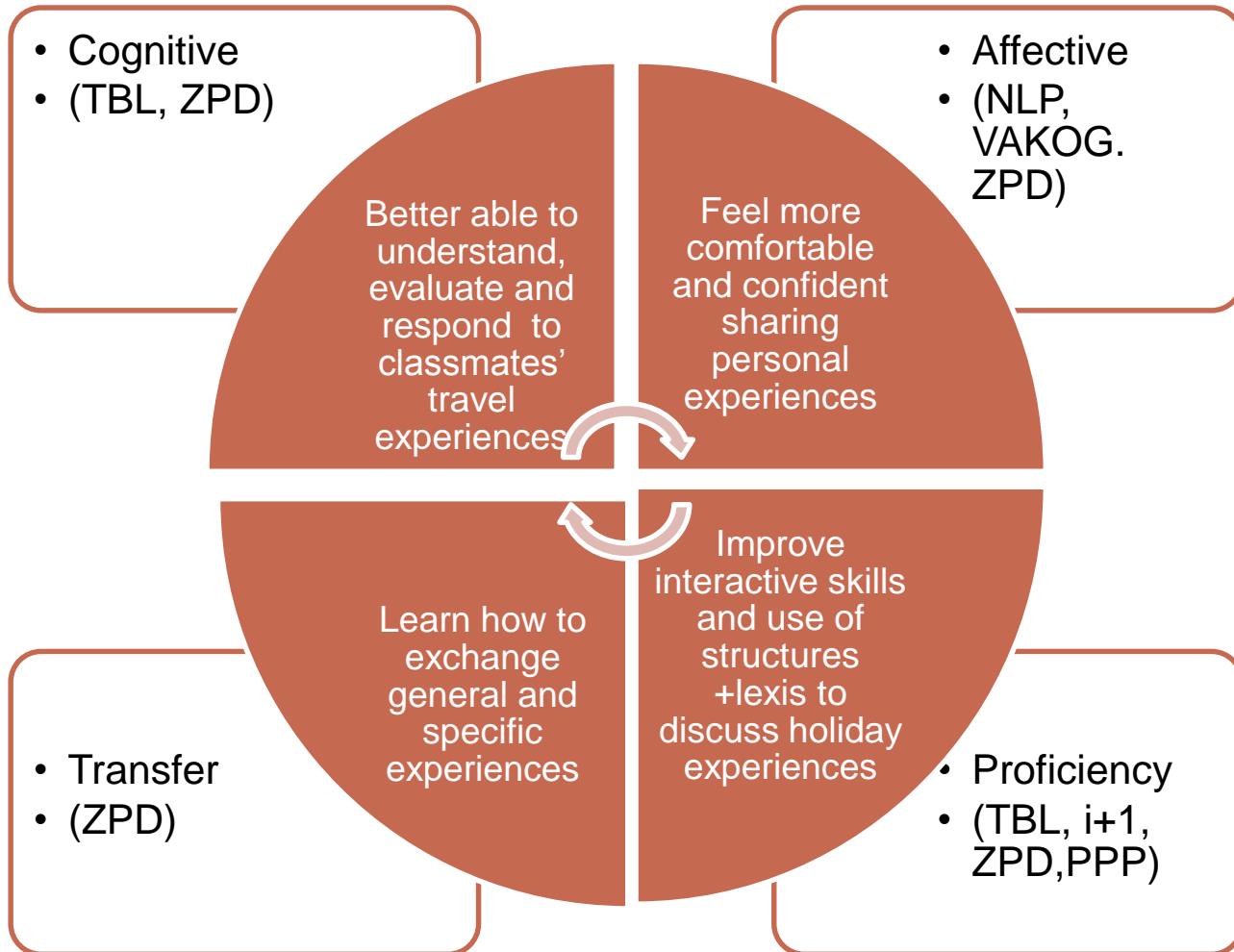
- Looking at this from a holistic approach:
- Cognitive - have a task to complete
- Proficiency – language to share topic experiences/opinions
- Affective – encourage interactive use of language for personal reasons
- Transfer – how to remember and reproduce new knowledge

- Sample goal for a B1 group of mono-lingual young adult learners:

- **By the end of the lesson learners will be able to ask for and respond to information about classmates' holiday experiences so that they can select a destination for themselves.**

Holiday destinations....

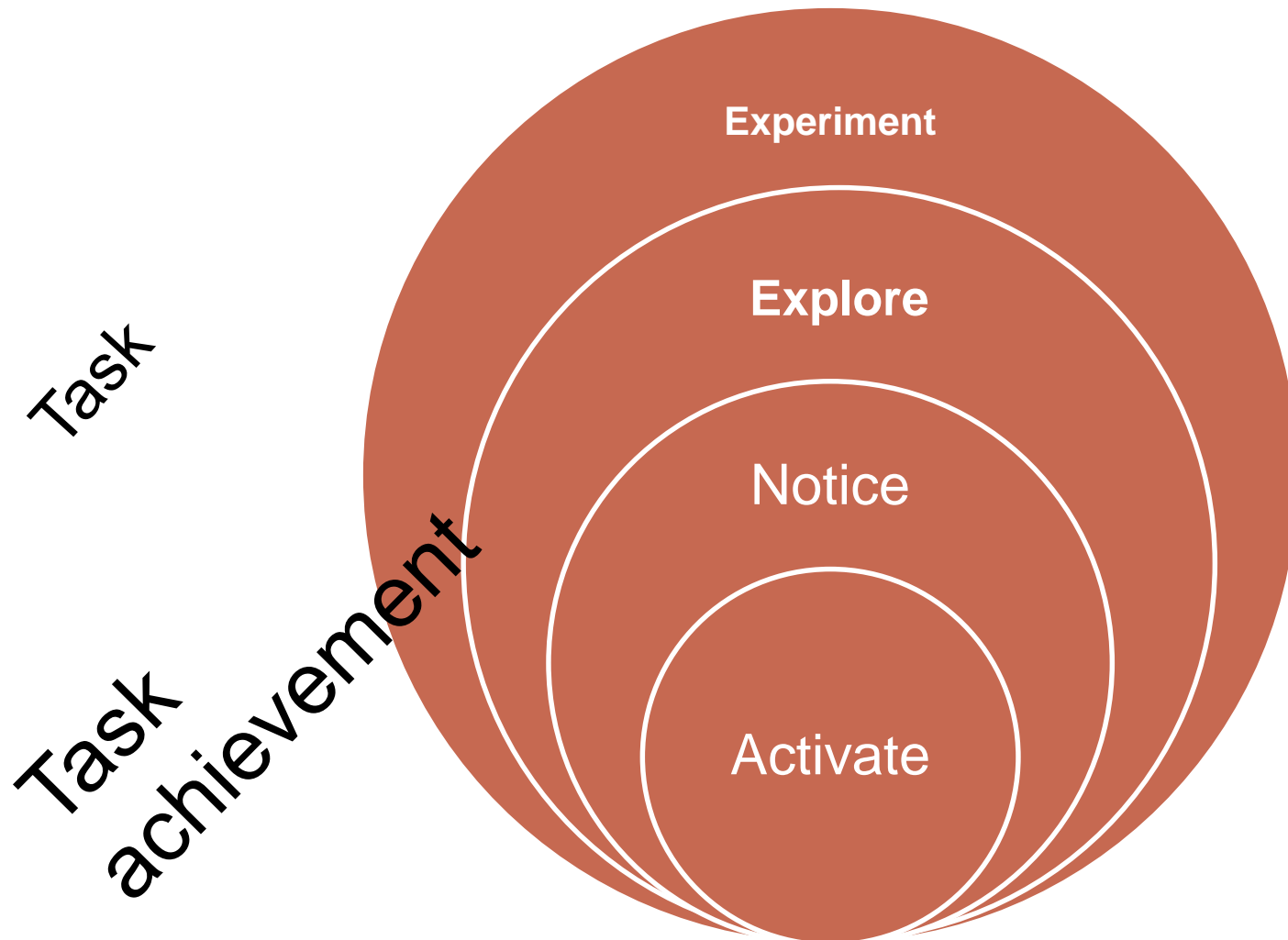
http://www.youtube.com/watch?v=Vs0pR1r_Cbc



How to get this in a plan.....

- Use a format that works for you.....
- Formats that visualize what you are trying to achieve tend to help...
- Conventional planning tables are only required for formal observations...
- Find something that meets **your** needs...

Stages developing or expanding towards an outcome..



Visual stimuli..

- Clip with girls...
- <http://www.youtube.com/watch?v=yJltJ4f5aqk>
- Types of holidays...
- <http://www.youtube.com/watch?v=ShbDX8VJDml>

Holiday destinations.....

http://www.youtube.com/watch?v=Vs0pR1r_Cbc



- Affective
- Cognitive
- Proficiency
- Transfer

Provide further opportunity to **experiment** with a focus on new language

Feedback with scaffolding

Set up a task to **explore** topic lexis and provide sample of language structure

Feedback with corrections

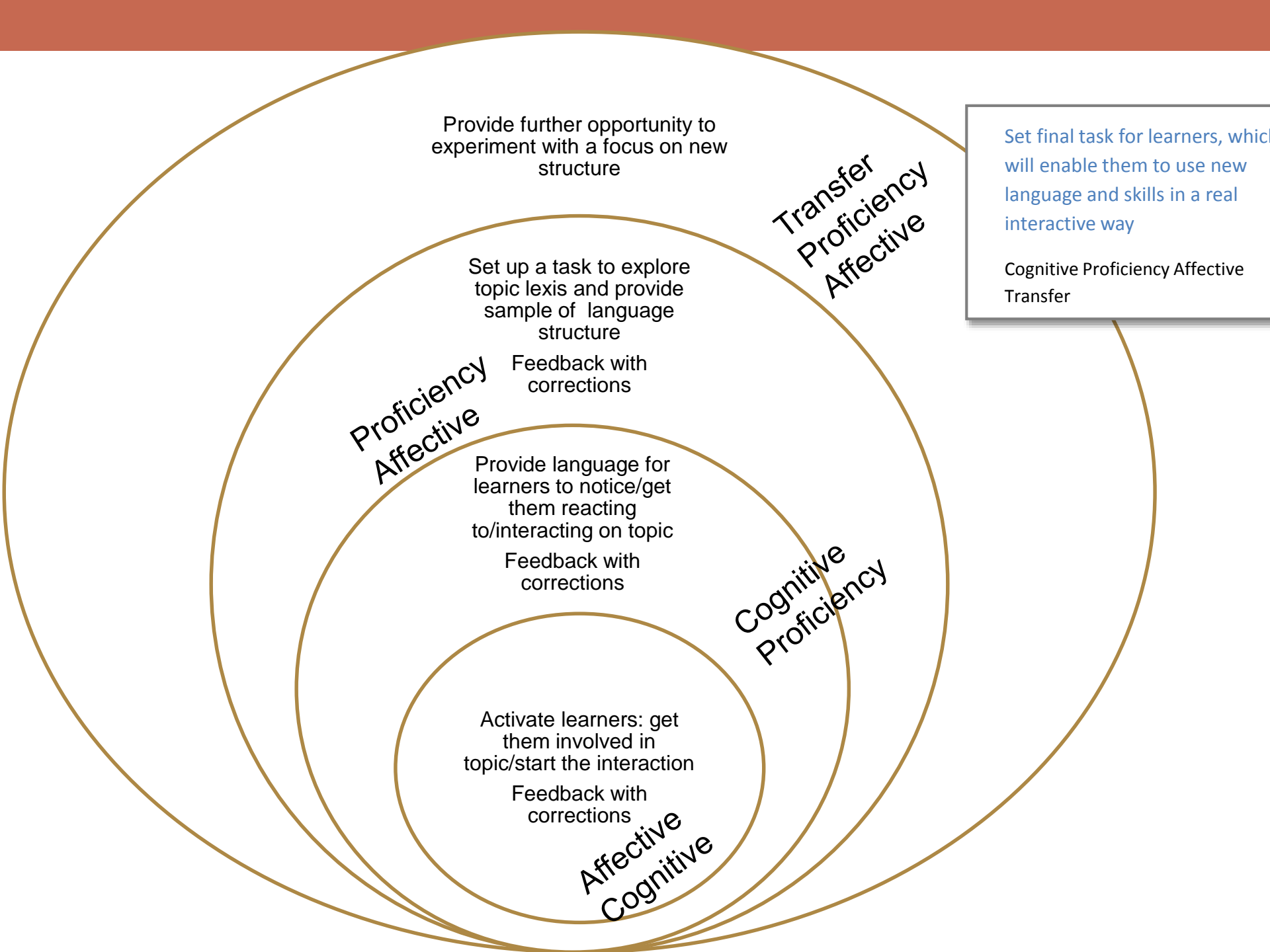
Provide language for learners to **notice**/get them reacting to/interacting on topic

Feedback with corrections

Activate learners:

Feedback with scaffolding

Set final task which will enable them to use new language and skills in a real interactive way



How to work on these goals at each stage...

- Task based on brochures
- Homework follow-up: make notes on holiday chosen and why
- Listening text of a discourse exchange in a travel agency
- Listening text of an interview with some people on holiday
- Longer visual clip with more examples of TL
- Task based on music (no lyrics)
- Ordering task (get into alphabetical order using the first letter of the place where you spent your last holiday)
- Photo selection – put some holiday snaps up round the room. Learners pick a picture and bring it back to seat. Tell person next to you why they selected photo
- Questions to ask one another about holiday experiences in groups
- Reconstruct questions from previous stage in pairs
- Task based on a song
- Students think about what kind of holiday they are interested in and select a few questions to ask. Everyone one then mingles to get information about at least two types of holiday based on classmates experience
- Task based on video or You Tube clip
- Task based on written extract from a travel blog

A possible sequence..

- Video or You Tube clip
- Song
- Music (no lyrics)
- Ordering task (get into alphabetical order using the first letter of the place where you spent your last holiday)
- Photo selection – put some holidays snaps up round the room. Learners pick a picture and bring it back to seat. Tell person next to you why they selected photo

- Brochures
- Longer visual clip with more examples of TL
- Written extract from a travel blog
- Listening text of an interview with some people on holiday
- Listening text of an exchange in a travel agency
-
- Questions to ask one another about holiday experiences in groups

- Reconstruct questions from previous stage in pairs

- Students think about what kind of holiday they are interested in and select a few questions to ask. Everyone one then mingles to get information about at least two types of holiday based on classmates experience.

- Homework follow-up: make notes on holiday chosen and why.

Provide further opportunity to experiment with a focus on new language: **reconstruct questions in pairs and select a few to ask another pair**

Monitor with scaffolding

Set up a task to explore topic lexis and provide sample of language structure: **ask each other questions about holiday experiences**

Feedback with corrections

Provide language for learners to notice/get them reacting to/interacting on topic; **clip with samples of holiday lexis/make notes on the holidays they'd like to try**

Feedback with corrections

Activate learners: **You Tube clip/what can you see in the clip/which part of clip liked best**

Feedback with scaffolding

Final task...

Mingle and get some opinions on different holiday experiences....

Then make notes on a couple of places or types of holidays you'd like to try...

