

“Tandem”



Co-funded by the
Erasmus+ Programme
of the European Union

MODULE 3 - TOPIC 3.6.1: SETTING THE LEARNING GOALS

When preparing a TBLT curriculum, you can set some learning goals linked to the expected outcomes. *Learning goals* is what learners will be able to do by the end of the task, the lesson, and the course.

The *most important objective* in a TBLT curriculum is that the learners can perform the various tasks by the end of a task-sequence and convey the meaning of the tasks in their life.

Then, you can have some smaller objectives, that can vary according to the:

- language level of the participants,
- kind of task,
- number of tasks you have for one topic,
- time available you can spend on a specific topic.

The language objectives

- can be the same through your curriculum,
- can change when a lesson changes,
- are very connected to the skills that our learners will develop,
- should give space to develop all 4 skills (speaking, writing, listening, reading) examined previously in our module with reference to the European Framework for Language Learning. **Tip:** Remember that in TBLT, which is a very communicative methodology, the learners should be able to practice their speaking skills a lot, while they also practice the other three. Of course, you do not need to provide space for all skills in one task or one lesson, but instead you can use the task-sequences and different lessons.

Let's see a short example. Your topic is cinema and the kind of task you have negotiated with the learners is sharing personal experience.

Before to decide the goals, you should take into account, among others:

- Who your learners are?
- How much time do you have?

Let's say you have a **beginners' class**.

If you have *2 hours available* for this task, your goals could be:

- ✓ To practice oral skills (talk about personal experiences in cinema).
- ✓ To list different kinds of movies.
- ✓ To describe people (favourite actor/actress).

If you have *available 2 classes of 2 hours each*. You could enrich your goals and add:

- ✓ To practice listening skills (by watching a short piece of a movie/trailer).
- ✓ To practice oral skills (talk about impressions).

If you have *3 classes available*, you could add:

- ✓ To practice presentation skills (prepare a presentation of a favourite movie).

Now, what would be different if you have had an **advanced class** to teach?

1st class:

- ✓ To practice oral skills (describe a series of acts talking about their favourite movie)
- ✓ To list the differences between the different kind of movies
- ✓ To give reasons (describe their favourite genre and explain)

2nd class:

- ✓ To practice listening skills (by watching a whole movie)
- ✓ To practice writing skills (you stop the movie and ask the learners to write how they imagine the movie would continue-dialogues)

3rd class:

- ✓ To practice writing skills (write scripts)
- ✓ To examine the different parts of a movie / of a poster
- ✓ To compose a short clip / poster

Deciding on the goals, it will help you to decide on the method of instruction and on materials you can use, or the other way around, as we saw that there is no linear way to structure your TBLT curriculum.