Aims, Goals, and Objectives

AIMS

These represent the results aimed at in an educational process.

E.g. Education aims at giving the students the opportunities to develop comprehensively, spiritually, mentally and physically to the utmost of their potentialities according to the principles of Islam, Arab heritage, contemporary cultures, the nature of the Kuwaiti society, customs and traditions, and the implementation of the spirit of citizenship and loyalty to the State of Kuwait.

GOALS

They are derived from the general goals of teaching English at the General Education stage in the country (Goals stand half way between aims / purposes of learning and objectives.)

There are four types of goals

- Proficiency goals
- Cognitive goals
- Affective goals
- Transfer goals

Proficiency goals:

Upon completion of the course, students are expected to …

- Distinguish between formal and informal speech.
- Communicate effectively with others.
- Extract the theme of the reading material.
- Summarize what is heard or read in writing.

Cognitive goals: (the achievement of linguistic knowledge and mastery of the cultural knowledge pertaining to the secondary stage)

Upon completion of the course, students are expected to …

- Present ideas and information orally and in writing.
- Write and speak to an audience.
- Identify the meaning of some words through contextualization.

Affective goals: (the achievement of positive attitudes and feelings developing self-confidence and appreciating values and beliefs)

Upon completion of the course, students are expected to show:

- Respect to their heritage.
- A positive attitude towards learning English as a target language.
Transfer goals: (They involve long term expectations, a wide spectrum of learning abilities and cross-curricular links)

Upon completion of the course, Ss are expected to be able to:

- Brainstorm interesting topics to speak and write about.
- Use English in communicative situations.

OBJECTIVES

Objectives: They may be also termed as behavioral / instructional or performance objectives

Cognitive domain

- Knowledge
- Comprehension
- Application
- Analysis
- Synthesis
- Evaluation

Affective domain

- Receiving
- Responding
- Valuing
- Organization
- Characterization by value

Proficiency domain (Psychomotor domain )

- Physical skills
- Motor skills
- (The four skills; Listening, speaking, Reading & Writing)

Transfer domain

- Achieving positive attitudes and feelings
- Developing self confidence
- Appreciation of values and beliefs
WRITING BEHAVIORAL OBJECTIVES:

A behavioral object is a clear and unambiguous description of your educational expectations for students.

Three parts of a behavioral objective should be written:

a. Students' behavior.

   Skill or knowledge to be gained; the action or skill the student is able to do.

   e.g. Students will categorize words; students will define the vocabulary words in bold in the first paragraph.

b. Conditions of performance.

   Under what circumstances or context will the behavior be performed.

   e.g. orally, using notes ...etc

c. Performance criteria:

   How well the behavior is done compared to the standard. What level of learning you would consider necessary for a satisfactory performance.

   e.g. a two paragraph report of 80-100 words; containing all ideas discussed in the class.

Why are learning objectives important?

Stating behavioral objectives allows the teacher to:

- Select appropriate teaching methods, skills and strategies.
- Choose needed equipment and suitable materials.
- Select an appropriate schedule for program presentation.
Guidelines for writing a learning objective accurately important?

- Begin each objective with an "action verb" which depicts definite, observable behavior and describes what the learner will be doing: identify, formulate, list, describe, and recall.
- State each objective in terms of students' performance rather than teacher performance.
- State each objective as a learning product (outcome or terminal behavior) rather than in terms of learning process.
- State only the outcome or behavior in each objective.
- Make objectives clear, brief and unambiguous.
- Start a set of behavioral objectives for a lesson with a phrase such as "At the end of the lesson the students will be able to.."
- Describe the important conditions under which the learner will be learning.
- Indicate how the learner will be evaluated.

Behavioral Objectives to be avoided.

- I will present sight words.
- Students will read orally the previously taught words. Which?
- Students will read orally words from lesson 12. Under what condition?
- I will teach the present simple tense.

Task

Choose a lesson, and then write down instructional objectives.

References:

1. The Systematic Design of Instruction by Walker Dick and Lou Cary.