

## Goals &amp; Plan of Action

## Learning with a Purpose



Track 1

## WARM UP

*Do you have an overall purpose for learning English?*

*Are your goals for learning clear?*

*What steps can you take to achieve your goals?*

Most people attend university hoping to learn as much as they can. Some, however, have no such expectations. They think of their years at university as a chance to have a good time and an interesting social life. Thus, a great opportunity for learning is lost!

To make the most of your tertiary education, you have to be clear about your overall purpose for learning. You need to have realistic goals to achieve that purpose and a positive plan of action for success. Take your study of English, for example.

First, what is your overall purpose—your main reason for studying English? Some long-range purposes might be to find a good job after graduation or to travel and get to know people from other countries.

Once you have a reason for studying English, you should ask yourself which of your language skills—reading, listening, speaking, writing—need the most improvement. Then you must decide the level of proficiency you aim for in each skill.

Next, you need to set some realistic goals for achieving your long-range purpose. It might take you months or even years to realize these goals, but you can do it if you work steadily at them. Some realistic goals would be to be able to hold a long conversation in English, to reach a certain level of proficiency in a particular language skill, or to get a higher score on

a standardized test.

Now you need a plan of action. You need to take positive steps to help you achieve your goals. Some examples might be: memorizing the vocabulary words used in class and knowing how to use them; using and understanding an English-English dictionary; keeping and reviewing your notes; completing all your class assignments.

Think again about the idea of learning with a purpose. Do you use English outside the classroom? If not, then you probably lack a real purpose. Your goals are probably unclear. Try to use English during your leisure time, while traveling, or when gathering information.

Watching TV and movies in English, finding interesting stories in English newspapers, making friends with English speakers, surfing the Net—all these can be worthwhile experiences.

Getting information in your own language may be easy. But gathering and using information in English will give you something more—a purpose for learning.

Remember: be realistic! You don't have to be a Formula One racing driver to enjoy driving. In the same way, you don't have to be an English professor to enjoy English. But learning with a purpose, and setting realistic goals and taking positive steps to achieve them, is a good plan of action for success.



## VOCABULARY CHECK

Match the words on the left with their definitions on the right.

1. tertiary education
2. gather
3. proficiency
4. positive
5. worthwhile

- a. valuable and important
- b. clear and forward-looking
- c. learning at a college, university, etc.
- d. high level of ability and skill
- e. collect or bring together

## TALK IT OVER

Ask and answer the following questions. Give reasons.

1. What is your overall purpose for learning English?
2. Do you have some realistic goals for learning English? What are they?
3. What steps are you taking to achieve these goals?
4. How do you use English outside the classroom?
5. What advice can you give others about learning English?

## YOUR TURN - Language Skills

Decide the importance of and your desired proficiency for each language skill below.

Skill	Importance (Least 1..3..5 Most)	Desired Proficiency (Low, Medium, High)
Listening		
Speaking		
Reading		
Writing		

Compare your responses with those of your group.

## FACTS VS. OPINIONS

Read the following statements and decide if each is a fact [F] or an opinion [O]. Compare your answers with a partner. Give reasons.

- (     ) Language learning is not difficult.
- (     ) It is necessary to have a purpose for learning.
- (     ) Setting goals can help you achieve your purpose.
- (     ) Language skills include listening, speaking, reading, and writing.
- (     ) To be able to speak perfect English is a realistic goal.

## MY OPINION

Write a sentence expressing your opinion on *Learning with a Purpose*.

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Now read your sentence to your partner.



# Presentation Plan



## TOPIC

Choose *one* of the following and make a short presentation in class.

1. Set some *realistic* goals for this class, then describe what steps you will take to achieve them.  
*or*
2. Make a plan of action for improving your listening, speaking, reading, and writing skills outside the classroom. Describe your plan.  
*or*
3. Plan some activities you can do to develop your listening skills outside the classroom. Present your plan to the class.

## PLAN

Use this basic format to plan your presentation. Make notes below.

### Topic statement/goal

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### Key words/information search

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### Main points

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### Visual aids

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## WRITE IT UP

Write up your presentation in 1-2 pages.

Use the *Preparing Your Presentation* page in the *Appendix* as a guide.

# Evaluation



## I. GROUP EVALUATION

Listen to the other learners' presentations.

Evaluate the presentations of your group (#1, 2, 3,...) using the checklist below.

Allow 1-2 minutes after each presentation for evaluation.

Evaluation Questions	1.	2.	3.	4.	5.	Notes
1. Was the topic clearly introduced?	A B C	A B C	A B C	A B C	A B C	
2. Did you understand the main points?	A B C	A B C	A B C	A B C	A B C	
3. Were the visual aids easy to understand and useful?	A B C	A B C	A B C	A B C	A B C	
4. Was the conclusion/final statement clear?	A B C	A B C	A B C	A B C	A B C	
5. Was the presenter's voice clear and easy to understand?	A B C	A B C	A B C	A B C	A B C	
6. Did he/she deliver the presentation from memory, using notes only occasionally?	A B C	A B C	A B C	A B C	A B C	
7. How was the presentation overall?	A B C	A B C	A B C	A B C	A B C	
How would you improve the presentation?	1.					
	2.					
	3.					

## 2. YOUR EVALUATION

Listen to the evaluations given to your presentation by the other members of your group.

Circle your average grade for *Evaluation Points* 1-7 below.

Evaluation Point	Grade	Notes
1. Topic introduction	C, C+, B-, B, B+, A-, A	
2. Main points	C, C+, B-, B, B+, A-, A	
3. Visual aids	C, C+, B-, B, B+, A-, A	
4. Conclusion/final statement	C, C+, B-, B, B+, A-, A	
5. Voice	C, C+, B-, B, B+, A-, A	
6. Delivery from memory	C, C+, B-, B, B+, A-, A	
7. Overall presentation	C, C+, B-, B, B+, A-, A	
What could you do to make your presentation better?		

Record your grade averages (1-7) in the *Presentation Evaluations Progress Chart* in the *Appendix*.