

**B: Aims and Needs:****p.16**

1. I can understand the personal, intellectual and cultural value of learning other languages.
2. I can take account of overall, long-term aims based on needs and expectations.
3. I can take into account differing motivations for learning another language.
4. I can take into account the cognitive needs of learners (problem solving, drive for communication, acquiring knowledge etc.).
5. I can take into account the affective needs of learners (sense of achievement, enjoyment etc.).
6. I can take into account and assess the expectations and impact of educational stakeholders (employers, parents, funding agencies etc.).
7. I can take into account attainment target levels set in curricula (e.g. deriving from the *Common European Framework of Reference*).

**A. Identification of Learning Objectives****p.36**

1. I can identify curriculum requirements and set learning aims and objectives suited to my learners' needs and interests.
2. I can plan specific learning objectives for individual lessons and/or for a period of teaching.
3. I can set objectives which challenge learners to reach their full potential.
4. I can set objectives which take into account the differing levels of ability and special educational needs of the learners.
5. I can decide whether to formulate objectives in terms of skills, topics, situations, linguistic systems (functions, notions, forms etc.).
6. I can set objectives which encourage learners to reflect on their learning.

## Discuss in your group:

In what way are these **EPOSTL** descriptors relevant for the ESP course that you are planning at the moment?

What do they mean in the different contexts of your planned courses and target groups?

**First**, reformulate each descriptor as a **series of questions**, then discuss possible answers in your group. Be as specific as possible. Keep your (potential) target group in mind and see how your answers might differ depending on individual learners or learner groups. Take notes of all the possible answers.

**A random group speaker** will later present your group's results to the class.

### **Example:** Aims and Needs, 1

What are the personal values of learning another language?

What are the intellectual values of learning another language?

What are the cultural values of learning another language?

How would your course participants answer these questions?

### Or: Aims and Needs, 2

What are your (potential) learners' long term aims? Try to imagine your learners in a few years' time. They might say something like: "In a few years I'd love to be able to ...."

### Or: Identification of Learning Objectives, 2

What do I have to consider when selecting specific objectives for my target group?

What could be specific learning objectives of individual lessons for my target group? (Give a few examples.)

### **At home:**

#### **1: Writing reflections:**

Go over your notes again and write your personal reflections into your EPOSA journal on Moodle. At the end of the course you can print out your reflections and put them into the Dossier section of your portfolio.

**2. Self-assessment:** Enter your present level of competence in the respective arrows in your EPOSA. Do not forget to add today's date.

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