**STEP 2. WORKSHEET**

**QUESTIONS FOR FORMULATING SIGNIFICANT LEARNING GOALS**

“A year (or more) after this course is over, I want and hope that student will \_\_\_\_\_”

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| **Questions** | **General English** | **English for Nursing** |
| “A year (or more) after this course is over, I want and hope that student will \_\_\_\_\_” | 1. Read and understand up to 70% of a 500-800-word essay.
2. Listen and understand up to 70% a 2-to-3-minute listening audio.
3. Access (print and multi-media) materials written in English that can fulfill their academic/learning needs
4. Have the confidence to express their ideas in English (in speaking and writing) using Basic level of communication
 | 1. Use English to read or access materials (e.g. journals, articles, videos) up to 70% of comprehension to improve the quality of their work and for professional development.
2. Use English in the workplace to communicate with international staff and patients using basic communication level of English
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| **Foundational Knowledge** |

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| **Questions** | **General English** | **English for Nursing** |
| What **key information** (e.g. facts, terms, formulae, concepts, principles, relationships, etc.) is/are important for the students to understand and remember in the future? | **Key concepts**1. Main ideas
2. Supporting details
3. Making inferences
4. Paraphrasing
5. Summarizing
6. Synthesizing
7. Vocabulary strategies
8. Cohesive devices
9. Independent speaking
10. Independent writing
11. Integrated speaking
12. Integrated writing
 | **Key concepts**1. Introducing oneself
2. Introducing others
3. Asking for and giving information
4. Asking for and giving instructions
5. Understanding and explaining a process
6. Asking for and giving advice
7. Asking for and giving opinions
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| **Questions** | **General English** | **English for Nursing** |
| What **key ideas** (or perspectives) are important for students to understand in this course? | * They have to use English as part of their lives.
* Learning should also go beyond the classroom and in a fun and meaningful way.
* Language learning takes place through frequent practice.
* English is not our mother tongue, it is okay to make mistakes – Mistakes are learning steps to improve ourselves.
* Future advantage
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| **Application Goals** |

1. What kinds of thinking are important for students to learn?

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| **Questions** | **General English** | **English for Nursing** |
| * Critical thinking, in which students analyze and evaluate
 | **✔**e.g. Making inference |
| * Creative thinking, in which students imagine and create
 | **✔**e.g. Alternative communication strategies |
| * Practical thinking, in which students solve problems and make decisions
 | **✔** |

1. What important skills do students need to gain?

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| **Questions** | **General English** | **English for Nursing** |
| Language skills | **✔** | **✔** |
| Communication skills | **✔** | **✔** |
| Thinking skills (critical, analytical thinking, creative, decision making, problem solving, etc.) | **✔** | **✔** |
| Nursing skills |  | **✔** |
| ICT skills | **✔** | **✔** |

1. Do students need to learn how to manage complex projects?

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| **Questions** | **General English** | **English for Nursing** |
| Do students need to learn how to manage complex projects? | * Group Presentations
* Video project
* Time management between lectures and SOW
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| **Integration Goals** |

What connections (similarities and interactions) should students recognize and make …

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| **Questions** | **General English** | **English for Nursing** |
| Among ideas within this course? | * Knowledge about the world and English
 | * Nursing and English
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| Among the information, ideas, and perspectives in this course and those in other courses or areas? | * General knowledge and knowledge about the language and language skills
* Language skills in their mother tongue, and foreign language skills
* Character building and English
 | * Language skills – Nursing skills
* Communication skills – Therapeutic communication skills.
* Character building and English language learning
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| Among material in this course and the students’ own personal, social, and/or work life? | Talking about themselves (family, interest, dreams/goals, people they admire)Supporting their studies and social life | Talking about people at work, problems at workSupporting their work and social life |

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| **Human Dimensions Goals** |

1. What could or should students learn about themselves?
* Learning needs and goals
* Learning styles
* Their interests
* SWOT
1. What could or should students learn about understanding others and/or interacting with them?
* People come from different backgrounds
* People may have different opinions – it is okay
* Be active listeners
* Other people can also be their sources of learning

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| **Caring Goals** |

What changes or values do you hope students will adopt? (Feelings, interests, ideas)

* English (foreign) language learning is an urgent need
* Learning (including English language learning) is a Life-long journey
* You can learn English while getting entertained

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| **“Learning how to learn” Goals** |

What would you like for students to learn about?

* 1. How to be a good student in a course like this?

Don’t be afraid to make mistakes

Use English inside and outside the classroom

Apply the most convenient learning styles and strategies

* 1. How to learn about this particular subject?

Making English learning a habit

Relate the language learning in class to their needs in their day-to-day activities (don’t learn English in isolation)

* 1. How to become a self-directed learner of this subject?

Examples: Having a learning agenda of what they need or want to learn and a plan for learning it.

* Set goals and priorities
* Make plans and execute the plans
* Ask for help
* Improve one step at a time (increase vocabulary – learn new words and use them every day)
* Curious attitude (KEPO)
* Tech savvy