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Thesis
**DESIGNING EFFECTIVE OBJECTIVES IN
ENGLISH LANGUAGE CLASSES**

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ABSTRACT

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The thesis deals with problem of designing effective objectives. Firstly, it focuses on the terminology matter and discusses the differences among the terms. Further on, it focuses on the origin of objective design, which means it deals with B. Bloom, his taxonomy and his method of objective design. Later on, it presents the new rewritten version of Bloom's taxonomy and discusses its differences from the original. Furthermore, the thesis deals with problems occurring with writing objectives and how to avoid them. It also presents contemporary methods of writing objectives effectively. It also presents the most important documents which are necessary for every to teacher to be aware of. At the end of the theoretical part, it discusses designing objective in English teaching and why it is important. The practical part consists of two parts. The first one explores if and which course books include effective objectives and therefore are more of a help for teachers. The second section of the practical part presents data which were collected by interviewing six high schools teachers on the subject matter. In my researches I discuss that most of the selected course books does not include effective objectives. In the second part of the practical section I state that teachers mostly can tell the difference between a well-written and a poorly written objective.

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I. INTRODUCTION

For my thesis, I chose a topic which is focused on designing objectives for English language classrooms. I believe, that this topic is very interesting and that there is much to be observed in this subject matter. I also think that learning about designing objectives can definitely be a useful aid for the teacher's profession.

In the thesis, I explore ways of designing objectives. Firstly, I focus on the terminology matter and try to distinguish amongst the various terms occurring with this topic. Further on, I discuss the origins of writing objectives and the methods which were used to design them. In the thesis, the main academic figures who contributed the most to designing objectives are then introduced. I also explore Bloom's taxonomy upon which is the original method of design based by Bloom himself. Then, I display the revised version of Bloom's original taxonomy. In the following section, I deal with and depict the most important documents with which every teacher should be familiar and why it is important to be aware of these documents. In the next section, I present problems which occur the most in the process of writing effective objectives and how to avoid them. Then, I present some contemporary methods, which are used to design effective objectives at present by scholars. Along with the methods I provide a few practical examples. In the following section, the aspects which need to be considered in designing effective objectives are mentioned. At the end of theoretical part, I discuss how teaching foreign languages (in my case, especially English) differs from teaching other subjects in the matter of designing objectives.

In my practical part, I conduct one survey and one analysis. At first, I analyze several course books. In this analysis I focus my attention to how well the books design objectives and if they design them at all. I select twenty objectives from the books for analysis and evaluation. Then I analyze the collected data by using the methods and theoretical knowledge which I acquired and present in the theoretical background. Finally, I evaluate and discuss which course books include effective objectives.

In the second section of my thesis, I conduct a survey in which I will interview a few high school teachers personally. I ask them about their professional experience and their years of practice. Then I focus my questions on their theoretical knowledge about designing objectives – the Bloom's taxonomy, methods for designing objectives, etc...

Further on, I inquire how they design objectives, what methods they use, and how often their objectives are successful. In the end, I show each teacher the twenty objectives which I selected in the first section of my practical part and I request them to sort them into four categories according to how well they think the objective is written. Then, the results from the first section of my practical part and the teachers' evaluations of the twenty objectives will be observed and my findings will be presented along with suggestions for further research.

II. THEORETICAL BACKGROUND

In the theoretical part of my thesis I deal firstly with terminology matter and various terms which occur with writing objectives. Then I present some basic information about the origin of designing objectives and I present some key figures who focused on this topic in the past and how they influence each other and how their work developed over the years. Then, I deal present the most important documents about which every teacher should be aware of. In the next section, I deal with problems which usually occur while writing objectives and how to avoid them. Further on, I present two methods which are commonly used nowadays as tools for writing objectives and I present their advantages and disadvantages. In the last two sections of the theoretical part, I present how lesson planning is connected with designing objectives and then I present how teaching English language differs from teaching other subjects.

Terminology Matter

Designing objectives are probably one of the most difficult parts of every teacher's work. To be able to invent meaningful and effective objectives for any English lesson or course might create severe problems even for experienced teachers. But before exploring all features and variables which must be taken into consideration, there is a common terminology concerning this subject matter which needs to be explained first.

When raising the question of classroom objectives, a teacher – especially not a native speaker of English – may encounter various terms which are commonly use, but which can also elevate confusion and therefore even some difficulties in understanding them correctly. The Czech terminology is quite straightforward in this matter whereas the English terminology is more complex and therefore probably more difficult to comprehend. An example can be seen, for instance, in Mareš (1999) and his publication called English-Czech educational dictionary, where both goals and objectives are described as two different terms, but both terms have the same translation into the Czech language. As a result of the matter, terms including aims, goals, objectives, and outcomes will be regarded and explained shortly in the subsequent chapter, since their clarification and distinction is the basis of creating effective English lessons. Furthermore, a practical example of the difference among aims, goals, and objectives will be presented at the end of this chapter.

Aims

In the educational terminology, aims are the broadest terms which define the final outcomes of every student, or every level of education. Wilson (2004) describes aims as “general statements that provide direction or intent to educational action” (Writing Curriculum – 2nd table). Aims’ key purpose is to aid in developing educational goals and objectives which are more specific than aims. Aims are also very often associated with vague terms like learn, know, or understand. The key characteristic of such terms associated with aims is that they are not measurable directly.

Goals

In the educational terminology, goals are positioned somewhere between aims and objectives. They are not as general as aims, but at the same time, they are not as specific as objectives, either. Goals usually refer to a certain subject area of the curriculum. Nevertheless, a certain overlap of goals and aims may occur when attempting to distinguish these two terms. For instance, according to Richards (1999), “Curriculum goals are general statements of the intended outcomes of a language program, and represent what the curriculum planners believe to be desirable and attainable program aims based on the constraints revealed in the needs analysis” (p.3). Whilst comparing this definition with the definition of the aims presented above, a teacher may become confused and unable to observe the difference. And since the distinction may not be as clear in the definitions as one may have hoped for, once the already mentioned example will be presented, the difference should become clarified and understandable.

Objectives

Objectives are the most specific term amongst the three. As Anderson (2001) indicates, “In education, objectives indicate what we want students to learn; they are “explicit formulations of the ways in which students are expected to be changed by the educative process”” (p.3). This means that objectives do not serve as knowledge outcomes, but they also shape students’ personality and behavior throughout their learning processes. Another aspect in which objectives differ from aims and goals is that they themselves can be further distinguished into three domains which are cognitive, affective, and physical. The three mentioned are subsequent to behavioral objectives – this subject matter will be dealt with in more detail in the following section.

Practical example

A clear distinction amongst the three above mentioned educational terms can be seen in the following example by Wilson (2017):

Aim: Students will understand and become proficient at identifying the different types of spoken English.

Goal: Students will be able to identify and use American slang terms and phrases

Cognitive domain: Students will identify and list 5 slang terms they have heard from their peers.

Affective domain: Student will choose 3 of the most offensive slang terms from a list developed by the entire class.

Physical domain: Students will create expressive gestures to go with their favorite slang terms.

Albeit it may seem that this example does not present any example of objective, the contrary is the case. To clarify, there exist several types of objectives at present, such as behavioral, holistic, etc. The behavioral type of objectives can be further subcategorized into the three domains above mentioned – cognitive, affective, and physical. And in each of the three domains, a specific objective can be written with different learning outcomes in each domain. All three domains will be more clarified in the next chapter since the cognitive domain is the core pillar of Bloom's Taxonomy table, which is the main focus of the following chapter.

Furthermore, this example clearly demonstrates the distinction amongst the three terms. It is quite observable that the terms proceed accurately from the broadest to the most specific as discussed in this chapter above.

Anderson's corresponding terminology

Even though many teachers are probably familiar with the terms aims, goals, objectives, there is another terminology concerning objectives of educational processes. Anderson (2001) argues, "In the past they were called aims, purposes, goals, and guiding outcomes" (p.3).

Further, in this publication, Anderson (2001) presents three types of objectives arranged from very general to very specific. The three types are global objectives, educational objectives, and instructional objectives. Their definitions and example (*Figure 1*) correspond to the terms and definitions presented at the beginning of this chapter.

Hence, it may be possible to substitute the terminologies. This would result into aims corresponding to global objectives, goals corresponding to educational objectives, and objectives corresponding to instructional objectives. The applicability of this terminology to subject curriculum should be emphasized.

Relationship of global, educational and instructional objective

	Level of objective		
	Global	Educational	Instructional
Scope	Broad	Moderate	Narrow
Time need to learn	One or more years	Weeks or months	Hours or days
Purpose or function	Provide vision	Design curriculum prepare lesson plans	Prepare lesson plans
Example of use	Plan a multiyear curriculum	Plan units of instruction	Plan daily activities, experiences, and exercises

Figure 1 Relationship of global, educational and instructional objectives.

Learning Outcomes

The last term which will be clarified in this chapter is the term learning outcomes. Generally, they are part of every state's national curriculum or any course syllabus and they differ from pre-school learning outcomes through high school learning outcomes to outcomes defined for universities or any other higher education.

In the context of the Czech educational system, these are statements which are part of the Czech national FEP which stands for Framework Education Programme – in the Czech language the acronym for these documents is RVP. The statements are bounding for all schools and teachers and they provide the information of what abilities, skills, and knowledge should each student acquire through their studies. As Melton (1996) argues in his article, the definition of learning outcomes is as follows:

As the name implies, learning outcomes are statements of desired outcomes of learning expressed in terms that make it clear how measurement can be achieved.

As such they provide a basis for measuring and reporting on student achievement. In particular, they focus attention on what is to be learnt and what is actually learnt rather than on the process of learning itself. (p. 409)

As difficult as the definition may seem from the first look, it is quite simple and logic. Basically, the learning outcomes define what knowledge is to be learnt and taught, what skills are supposed to be acquired, and what abilities are students supposed to achieve after concluding their studies. Nevertheless, the learning outcomes do not provide any sort of guidance for teachers as for how to teach or how the desired outcomes should be achieved with their students throughout their studies. To conclude, the learning outcomes illustrate for teachers and educators where the ‘finish line’ is, but they do not demonstrate how to get there.

In addition, a distinction between the learning outcomes and the remaining three terms (aims, goals, objectives) is now to be explored. Whereas the terms aims, goals, and objectives or in the new terminology global, educational, and instructional objectives are focused on teaching itself and at the same time are closely connected to course or lesson planning and its subsidiary steps or elements, the learning outcomes are focused more on students and on what teachers want them to acquire in their schools years. Learning objectives are also exceedingly connected with Bloom’s taxonomy and its revised version since the Bloom’s taxonomy – explored in the following section – is the base for constructing and formulating the learning outcomes.

Bloom's Taxonomy Table

Benjamin Samuel Bloom

B. S. Bloom was an American specialist, whose expertise was psychology and education. He was an exceptionally well-known teacher, scholar, and educator who contributed enormously to the modern way of teaching and the modern attitude and concept of teaching. His conducted and guided a framework in the turn of 1940s' and 1950s' in the educational field. Collectively with his co-workers and fellow educators and researchers, amongst whom there were personas like Max Englehart, Walter Hill, or David Krathwohl, they devised and developed a new classification system of educational aims, goals, and objectives.

Furthermore, the resulting taxonomy, which is now referred to as the Bloom's taxonomy, also provided instructions on how to develop and formulate meaningful and, specific, and effective learning outcomes. The research led to publishing two works, which described the new taxonomy table, its use, functions, and purposes. The works, which are at the present time known to probably every teacher or educator around the world, are called *Taxonomy of educational objectives: Handbook I. The cognitive domain* (1956) and *Taxonomy of educational objectives: Handbook II. The affective domain* (1964). These publications have become crucial over the years in developing national or school curricula and syllabuses. More specifically, the results of research of Bloom and his colleagues illustrate both theoretical and practical usage in teaching practice for both students and educators.

However, the process of the development and modernization of teaching methods and procedures has been continuously developing over the years after the publications, the original taxonomy table has been modified to some extent. The modification and revision have been executed and published in 2001 by Lorin W. Anderson and David Krathwohl – an educator who also contributed to the first version – alongside with other fellow educators and researchers. The different and mutual aspects in conjunction with the general description of the table will now be explored. And since there not any major alterations, the original table will be explored in more the detail, whereas the revised table will merely illustrate the differences.

1965 Taxonomy Table

In advance of developing the new taxonomy table, there appeared a discussion over the organizational principles which the educators and researchers would follow throughout the whole process. Hence, Bloom (1956) states:

In discussing the principles by which a taxonomy might be developed, it was agreed that the taxonomy should be an educational-logical-psychological classification system. The terms in this order express the emphasis placed on the different principles by which the taxonomy could be developed. (p.6)

Bloom presents here the importance of each part of the classification system, which is about to be explored. More specifically, the primary focus should be devoted to educational aspects and features, since the final outcome and usage of the taxonomy are aimed at curricula, syllabi, its developers, and needless to say, teachers. The logical aspect means that the final classification should be comprehensible as well as accurate and logical for its future users. The psychological part is a reminder that the all the research and principally the final outcome of the research must be in uniformity with relevant psychological principles and theories as Bloom (1956) argues.

Domains of the Taxonomy Table

When developing the educational and learning processes of the new taxonomy, Bloom and his fellow researchers and educators recognized three fundamental domains of processes of learning and educational activities. The three domains – previously mentioned in the example of differentiating aims, goals, and objectives – are the cognitive domain, the affective domain, and the psychomotor domain. To all three domains, the expected behaviors of the students were explored in more or less detail in Bloom's research. The research of the domains focuses – as well as well the rest of the research – on the taxonomy of learning behaviors of students as already indicated.

The cognitive domain is focused merely on student's knowledge, sometimes also referred to as mental skills. Furthermore, this domain also includes the development of students' intellectual abilities and skills, according to Bloom (1965). Moreover, it is the most significant and clarified – in terms of defining objectives – domain of all three. Bloom (1965) states:

This is the domain which is most central to the work of much current test development. It is the domain in which most of the work of curriculum development has taken place and where the clearest definitions of objectives are to be found phrased as descriptions of student behavior. (p.7)

The second domain called the affective domain illustrates objectives which concentrate on the transformation in students' attitudes and values. The last domain of the taxonomy called the psychomotor has its focus on motor abilities of students and their development. With the last two, there are much more difficulties when designing and formulating the educational objectives and teachers also have some problems understanding and comprehend them. But since the purpose of this paper is of English language teaching, there will be no further exploring of the latter two domains. On the same side, the differences implied at the beginning of this chapter concern only the cognitive domain which will be the main focus of the rest of this chapter.

Furthermore, even though the taxonomy table is connected with Bloom by most, each of the three domains has its primary author. Benjamin Bloom is the key author of the cognitive domain, David Kratwohl is the key author of affective domain, and Anita Harrow is the key author of the psychomotor domain.

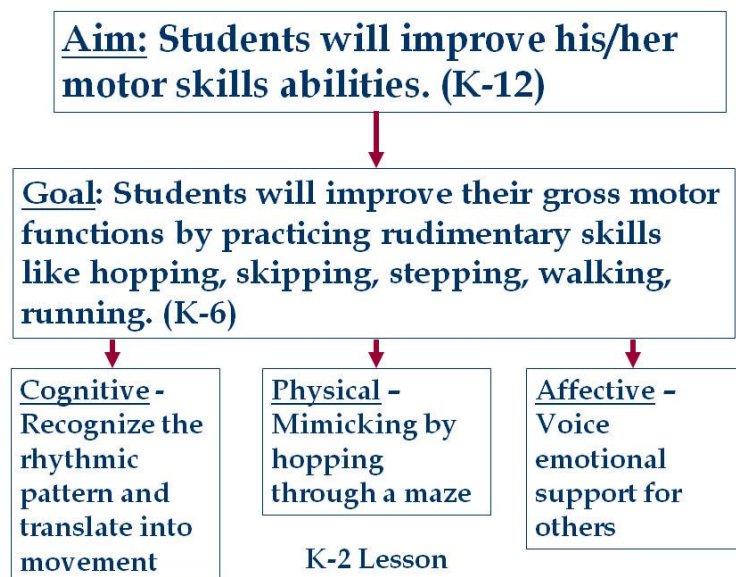


Figure 2 Connection among domains and terminology

Writing Objectives Using Bloom's Taxonomy

Apart from the three domains, Bloom based his taxonomy on four principles. As Munzenmaier and Rubin (2013) state:

Bloom identified four principles that guided the development of the taxonomy.

Categories should:

- Be based on student behaviors
- Show logical relationships among the categories
- Reflect the best current understanding of psychological processes
- Describe rather than impose value judgments (p.3)

Bloom thought of writing learning objectives as a crucial aspect for any teacher to master. The objectives serve to aid the teachers to choose a proper method and the most suitable materials in order to achieve the objective with the learners. Therefore Bloom stated that every objective should compose of the parts. Munzenmaier and Rubin (2013) state:

Learning objectives using verbs from the taxonomy have at least two parts:

- A noun or noun phrase identifying who is to perform the action
- A verb phrase describing the required behavior

For example:

Noun/Noun Phrase

Verb Phrase

The *learner*.....will *identify* the flammable items.

The learner.....will *determine* the merits of a proposal to create a new international division to handle international accounts. (p. 8-9)

This is the example of how objectives were advised by Bloom to be written and how they should be composed. Even though, there is no doubt that this method is still being used nowadays by many teachers and educators, there have been developed new methods for writing clear, specific, and meaningful objectives. Those methods are for example: the ABCD method, or the S.M.A.R.T. model which will be observed further in this work.

In order to make writing objectives a simpler task, Bloom also invented a table of useful verbs (see Appendix 3) which should be followed and used when writing the objectives.

Revised Taxonomy Table of 2001

Even though Bloom worked on his taxonomy for several years with his associates and made a great progress in defining and writing goals and objectives for every area of education, his original taxonomy was not finished. Even Bloom himself expressed that the table is not the final version and was even worried that the progress in the educational area will stop as Munzenmaier and Rubin (2013) state:

The original taxonomy was never intended to be definitive. In fact, Bloom expressed concern that people might grant the framework such authority that it would “freeze” thinking about curriculum, assessment, and instruction. He and his collaborators considered the framework a work in progress. (p. 17)

Apart from the fact that Bloom himself considered his taxonomy “a work a progress”, there still were another reasons for the taxonomy to be revised and improved. More specifically, there were two main reasons as Munzenmaier and Rubin (2013) argue:

The original taxonomy was revised for two reasons:

- To refocus attention on the value of the original handbook in developing accountability programs, aligning curriculums, and designing assessments
- To update the original based on new understanding of learning and new methods of instruction (p. 17)

Throughout the years since 1965 there were many attempts and suggestions as how the taxonomy should be revised and improved. Finally, in 2001 Kratwohl and his associates presented a revised taxonomy table which was publicly the most accepted attempt of revision of Bloom’s original taxonomy. There are some changes which are more significant and there some which are quite subtle, but still important. For a visual comparison, see appendices.

The biggest change from the original taxonomy is that the category of evaluation moves down in the pyramid and its place is taken by creating. Along with this, the change of names of each category is another significant difference between the old and the new taxonomy. Whereas the categories in the old pyramid were nouns, the categories in the new taxonomy are verbs. For instance, ‘application’ had been changed into ‘applying’, etc... The result is as Munzenmaier and Rubin (2013) state, “As a consequence, objectives developed using the revised taxonomy now describes learners’ thinking processes rather than behaviors” (p. 17).

Apart from these two main changes, there was one more which is significant as well but not as obvious as the first two. The new taxonomy table includes not one, but actually two dimensions which are *knowledge levels*, and *cognitive processes*. The first mentioned comprises of four levels which are ordered from the most specific to the most broad – *factual, conceptual, procedural, and metacognitive*. The second introduces various processes of thinking – see table in appendices.

As mentioned in the above paragraph, other changes were not as important as the two already mentioned. For instance, the six categories were kept separate in the old pyramid but the new allows them to overlap. Hence the revised taxonomy has an impact on how to write objectives differently from the old taxonomy and a revised method of the new taxonomy table has been presented.

In the revised taxonomy table, there are some differences in writing objectives via using the table. Munzenmaier and Rubin (2013) state:

However, two-dimensional objectives allow writers to be more specific about the level of cognitive complexity required by first choosing a verb associated with a cognitive process and then targeting the type of knowledge learners are asked to master. For example:

Subject	Cognitive Process	Type of Content
The learner will	remember (<i>recognize, recall</i>)	factual
	understand (<i>interpret, classify, summarize</i>)	conceptual
	apply (<i>execute, implement</i>)	procedural
	analyze (<i>differentiate, organize, attribute</i>)	metacognitive
	evaluate (<i>check, critique</i>)	
	create (<i>generate, plan, produce</i>) (p. 20)	

Hence, using the new table to compose objectives is a more complex process, but the objective themselves are more specific and therefore they are a greater aid to ensure teachers will have meaningful and effective lessons.

The importance of the taxonomy

Bloom made a huge breakthrough with his taxonomy table and moved the educational processes and educational methodology development much further than most of his colleagues in his field. And even though his taxonomy was not final and was revised

and criticized by many scholars, its importance is undeniable and Bloom still has effect on contemporary educational world and many current scholars still base their works on his. To conclude Munzenmaier and Rubin (2013) state:

According to Bloom's own criteria, his work has stood the test of time. Neither the original nor the revised taxonomies provides an all-encompassing theory of learning. However, his work made educators aware of the need to write objectives that target desired learning behaviors. (p. 40)

Bloom and his successors has definitely improved the theory of education and learning. They also laid a base to a process of writing effective and meaningful objectives, therefore ensuring that under the condition of teachers using the tables, they should be able to teach their learners what they need to be taught. And that is the ultimate goal for every teacher, no matter what subject they are teaching.

Hierarchy of Curricular Documents

In this section, all imperative documents connected with curriculum is briefly introduced and their importance and usage in practice is presented for it is vital for all teachers and schools to be familiar with all these documents and at the same time be aware of their purpose.

As mentioned in the above section, there are several curricular documents and they are divided into two levels – the national level, and the school level. The *National Programme for the Development of Education (the White Paper)*, and the *Framework Education Programmes (the FEPs)* are the the national level documents of. Whereas the *School Education Programmes (the SEPs)* are the school level documents. All of these documents are interconnected and have their hierarchy which instructs all schools, teachers, and educators on what to teach (objectives) and what the desired outcomes of students (learner outcome)are. Further I briefly discuss documents that have a direct impact on teaching in schools.

Framework Education Programmes (FEP)

As the White Paper, the FEPs are as well documents of the state level. Their purpose is to state general scope for every individual stage of education in the Czech Republic – pre-education, elementary/primary education, and various secondary educations. Each FEP is divided in several categories and describes the objectives, the key competencies, the

educational areas, and the expected outcomes of pupils at the end of their studies. In every FEP there are six competencies which are vital for every student in order to become ready for a future life or a career and for their personal development – learning competency, problem-solving competency, communication competency, social and personal competency, civic competency, and entrepreneurial competency. These competencies include characteristics such as skills, attitudes, knowledge, and others which form the personality of a pupil. The FEPs describes how and to what extent these competencies should be extended to the pupils before the end of their studies.

Another important part of the FEPs are the educational objectives. These objectives are very general and inform only about the purpose of an FEP. For example, Jeřábek et al. (2007) in the FEP SGE (Framework Education Programme for Secondary General Education) state:

The education at four-year grammar schools and the upper stage of six- or eight-year grammar schools aims at fulfilling the following objectives:

- to provide the pupils with key competencies on the level which is required by the FEP SGE;
- to provide pupils with a wide knowledge base on the level described by the FEP SGE;
- to prepare the pupils for lifelong learning, for their professional, civic as well as personal lives. (p. 9)

The objectives refer to competencies described above and to the educational areas portrayed in the following paragraphs.

Educational areas are another part of the FEPs. These areas introduce educational content of the level of education it is focused on. For instance, FEP for secondary grammar schools has eight educational areas including language and language communication, mathematics and its application, man and nature, and several others. Each of these areas includes a given number of school subjects which belong to their area. Furthermore, each of these areas is then introduced and observed thoroughly with precision. All areas provide their own objectives and more importantly, it depicts the expected outcomes in each subject and in each area of the subject. Apart from introducing each one separately, every FEP also states how the subjects can be interconnected and it generally introduces how to work with students with special educational needs. To summarize, the FEPs are based on

the concept that learning is a life-long process and a document which formulate how to educate students in order for them to learn as much as possible and in order to be able to use it throughout their lives as well as it serves as a core document for designing and formulating the SEPs.

School Education Programmes (SEP)

The SEPs differ from the other documents which were presented in this section. Firstly, it is the only document which is not of the state level but of the school level. Secondly, Each school develops its own SEP. There are some aspects which are taken into consideration when designing the SEP. The most important aspect is the focus of the school – general, religious, etc... Thus, each SEP is original and reflects the nature of the school it is designed for. Nevertheless, there is one thing that all SEPs have in common. That is that they are all based on and must be in accordance with FEP.

The SEPs also have a specific structure which must be followed unconditionally. Every SEP must include identification data, the characterization of the SEP (the specialization of the school), the scope and sequence, the course of study (presents all subjects and the number of lesson it has in each school-year), the desired outcomes (in accordance with the FEP), the content outline (the summary of what is to be taught in each year in every subject), and the evaluation and auto-evaluation. There is one more aspect that SEPs and FEPs have in common and that they must be accessible to all public.

Problems with Term *Curriculum*

Designing effective objectives is a complex process which comprises several documents which are essential for every teacher and educator to know and more importantly to cope with while organizing a course or a school year, and planning a lesson. These documents have a certain hierarchy and they are bound for every school and every teacher or educator to follow. The most important are the curricula documents. In the Czech Republic, these documents are formed and approved by the Ministry of Education, Youth, and Sports (MŠMT). They are designed only for the primary education and the secondary education, since the tertiary education (which are universities) compose these documents on their own. In addition to curricula, MSMT also presents the so called National Programme for the Development of Education in the Czech Republic, which purpose is to outline strategies for the education system for the upcoming years.

The curricula documents are the essential papers for all of education. While reading and studying the curricula documents, a reader explores that these documents are written on two levels – the national level (RVP), and the school level (ŠVP). Both of these levels must be in concord in order to outline the responsibilities each school has while composing their SEP.

A curriculum is the content of any education process in any country around the world. It is the core document on which every other document and paper relating to any educational process is based. A document published by UNESCO (2004) explains curriculum as following, “Curriculum is what is learned and what is taught (context); how it is delivered (teaching-learning methods); how it is assessed (exams, for example); and the resources used (e.g., books used to deliver and support teaching and learning).” (p.12)

To explain, the UNESCO basically states that the curriculum contains every important information beginning from content knowledge and ending with teachers’ aids and tools.

Furthermore, this UNESCO publication *Changing teaching practices* (2004) discusses curricula as a valuable advisor and important script but at the same time as a means of restricting teachers’ possibilities to work effectively and to create and plan interesting and motivational lessons and course for their peers. Hence, teachers may feel more limited by these documents than feel actually helped which can be contradictory to these documents original purpose. I believe that no matter if made on the national level or

the school level, these documents should only help teachers to form their syllabuses and their lesson plans, but they should not, on any level, limit their creative minds or compel them to follow them without the possibility to adjust them to their own specific or varied needs.

On the other hand, Brown (1995) explains curriculum this way:

The view that I wish to promote is that curriculum development is a series of activities that contribute to the growth of consensus among the staff, faculty, administration, and students. These series of *curriculum activities* will provide a framework that helps teachers to accomplish whatever combination of teaching activities is most suitable in their professional judgment for a given situation, that is, a framework that helps the students to learn as efficiently and effectively as possible in the given situation. In a sense, the *curriculum design* process could be viewed as being made up of the people and the paper-moving operations that make the doing of teaching and learning possible. (p19)

Brown sees curriculum as something which should be a mutual agreement among all parties which are part of the education process. I must admit that I sympathize more with Brown's (1995) explanation of what curriculum is than with what UNESCO stated in its publication above mentioned. I believe that in order to achieve the most effective and the most sensible and reliable curricula documents, all parties – the ministry, the schools, etc - must take an active in part in forming these documents and all parties should have the possibility to express their opinion about such documents.

Defining the term curriculum is extremely difficult since there is no definition of this term on which all educators would agree on. For example, Glatthorn, Boschee, and Whitehead (2009) present eighteen various definitions of the term curriculum altogether (Glatthorn, Boschee, and Whitehead, 2009, p. 4-5). This is one the most immense problems with the curriculum design which is still yet to be solved. A pair of academics, Adamson and Morris (2007), tried to explain the diversity of the various definitions by implying that the disjoint opinions about the correct definition is the result of the dilemmas in the school education systems and their more and more difficult roles in contemporary society (Adamson and Morris, 2007, p. 269). Merely this problem is enough to confuse the educators and pedagogues in their attempts to be effective teachers and it is only the commencing point in designing and writing the curricula documents.

In the Czech Republic and Slovakia there are several theoreticians and pedagogues who explored a way how to overcome the difficulties with what curriculum really is. They simply circumvent the term and act like the term does not exist. It seems to be a quite simple way how to deal with a problem, but it may work quite properly. For example, Šimčáková (2002) states that there has been evidence that the term curriculum can bring anything new into the pedagogical thinking. She says that with the wrong translations of definition it can make the pedagogical thinking more difficult and it can even slow it down. But at the same time, every teacher should be familiar with the term curriculum (Šimčáková, 2002, p. 61). Another problem with the curriculum is that the term operates on several levels. The levels are international, national, school, teacher (class), and learner.

Levels of curriculum (Thijs & Van den Akker, 2009)



Level	Description	Examples	South Africa
Supra	International	Common core principles	Reference to TIMSS Frameworks, NCTM frameworks, etc.
Macro	System, national	Core objectives, attainment levels, Examinations	Broad ideas that are agreed on, the highest requirements, lasting principles, based on mathematically guided research
Meso	School	Mathematics programmes for an entire school	There is expertise among school mathematics departments. ONLY if the MPC can produce a better document than teachers should this role be taken away from the teachers.
Micro	Classroom, teacher	Teaching plan, instructional materials, textbooks	Planning is an essential component of teaching. It is in the planning that the teacher consolidates her thoughts and makes specific decisions regarding her class.
Nano	Learner	Personal plan for learning	In the higher grades and in some schools this level may be taken seriously. We do not expect the teacher to have a laid out plan for individual learners.

Figure 3 Levels of curriculum

However, the term curriculum is not the only problematic term, Dvořák (2012) claims that there are problems with other terms – in the Czech Republic –, and that is for example the term scope and sequence which has changed its meaning over the years as

well (Dvořák, 2012, p. 20). In order to get a general idea of the most confusing terms connected with the term curriculum, see page 20 in Dvořák (2012).

To conclude the problem with the definition of the term curriculum, Dvořák (2012) refers to Glatthorn, who simplified the term and states that the curriculum are plans which are designed for teaching management in schools (Dvořák, 2012, p. 19). Thus, this explanation seems to be the most logic and simple explanation of the term curriculum.

As mentioned above, there are several documents which are part of every curriculum. These are documents like FEPs for primary and secondary education (in Czech RVP or ŠVP) and other documents upon which the following section is focused.

Writing Objectives – Problems and Solutions

Writing effective and meaningful objectives is most likely the most complex and the most difficult aspect in any teacher's career. Even though it may seem for many teachers or students of any pedagogical faculty that teaching itself is the most difficult part of the job, it is not true. If a teacher is incapable of writing effective objectives or writes them poorly, it can easily cause the lessons or courses to be meaningless. Because without clearly and logically stated objectives, there is no certainty for any teacher that their lessons will be successful since they have not stated what exactly they expect students to understand or comprehend at the end of a lesson, or a course, or a school year. And nevertheless many teachers write objectives regularly, in my view, they may not be clear and effective if the teacher does not know what problems to avoid or what methods to use to make the writing of objectives easier. In this section, I observe the most common missteps when writing objectives and focus on various methods that can be used in order to avoid making the mistakes again.

Problems with Writing Objectives

There can arise many problems with writing objectives, either instructional or behavioral. But there some general and common errors in the process of writing any objectives. The most common problem which occurs is that the objective is too vague. As Kratwohl et al. (2001) argue, "... educational objectives are criticized as being too general to guide teaching and assessment. They do not provide teachers the specific direction they need to plan, facilitate, and assess student learning" (p. 20)

When a teacher determines the objective of a lesson, or of a course, they must review the objective thoroughly and decide whether it is specific enough or whether it is overly broad. Thus the teacher ensures more effective lessons. For instance, Hill & Flynn (2006) argue, “Setting objectives in the classroom helps focus the direction for learning and establish the path for teaching. For ELLs, setting objectives is especially important: Imagine the incredible amount of incoming stimuli bombarding these students as they try to learn both a new language *and* content knowledge” (p. 22)

Here, Hill & Flynn (2006) argue that without setting clear objectives for the classroom in the first place, the peers will probably get lost in the process of acquiring both the new language items and the content connected with the language.

Another problem that may occur in writing objectives is that the objective might not be too broad but on the other hand there may be actually more than one objective (for an example, see appendices). Or another frequent obstacle is that a teacher only states topics for the class, but does not consider how the students can use it afterwards. There are more mistakes which can arise while writing objectives.

Objectives as a Problem Themselves

Interestingly, not all educators see writing objectives as the crucial problem, but they see the objectives themselves as the problem which eventually leads educators in having less effective and almost meaningless lessons or courses and believe that objectives and curricula documents limit teachers’ or educators’ imagination and their effectiveness as well. As Brown (1995) states, “However, not everyone in the language field agrees with the idea of using instructional objectives” (p. 91).

Brown (1995) in his work *Elements of Language Curriculum* presents several reasons which support his above quotation. He argues that:

The main complaints that arise with regard to objectives are (1) that objectives are associated with behavioral psychology; (2) that some things cannot be quantified; (3) that objectives trivialize teaching; (4) that objectives limit the teacher’s freedom; and (5) that language learning simply cannot be expressed in objectives. (p.91)

Further on, Brown (1995) explores each of these problems in details and supports them. Nevertheless he explores the pros of the objectives as well. For instance, objectives are helpful for clarifying and organizing any lesson or course. They can help teachers to

manage the learning process, planning instruction, or they help teachers to decide what they want their students to achieve at the end of a lesson/course. Brown (1995) simply tries to look upon the problem from both sides and attempts to decide where the truth lies. Ultimately, Brown (1995) presents his opinion that there are more advantages than disadvantage to using objectives and concludes that there are two types of teachers in the world and states that:

The difference between the two teachers is that the teacher next door who uses objectives is at least attempting to define what she hopes to teach students to do.

She may never get it completely right, but at least she is attempting to do so.

Teachers who are critical of objectives, often for emotional reasons, are avoiding one tool among many that might help them become better teachers. (p. 95)

Brown (1995) here says that even though there are some obstacles with writing and using objectives and that it can be a difficult aspects of a teacher's profession, teachers and educators should use them anyway, since they may help them to become more experienced and skillful teachers and it may even make their work with their peers easier, even though the peers may be the problem as well.

To conclude, there are many factors which can affect the writing process of the objectives and a teacher's attempt should be to take into consideration all of the factors. Albeit they do not know exactly how to write good objectives, teachers should always attempt to write some instead of skipping this helpful tool which may, in the end, result into a very supportive factor in their teaching practice even though the writing process is so complex and difficult to overcome. And to overcome the difficulties of the writing process, there are some methods which may prove to be extremely valuable in order to finish and construct effective objectives, hence effective and meaningful lessons.

Methods for Writing Effective Objectives

In this section, I explore four methods which are commonly used by educators and teachers all over the world. These methods have been created and formulated with the intention of making the writing process of any objectives more comprehensible and less demanding for all teachers and educators.

ABCD Model

I would say that the ABCD model - which is presented, for example, in Heinich et al. (2002) work called *Instructional Media and Technologies for Learning* - is the easiest model for any teacher who is beginning his profession and needs help with planning effective lesson for which they need to write meaningful objectives. Every letter in the acronym stands for only one word. The words are AUDIENCE, BEHAVIOUR, CONDITIONS, and DEGREE as . These are the four basic areas about which a teacher must think in order to construct effective objectives.

The meaning of the word AUDIENCE is that teachers must focus on who their learners are. They must think about their age, their mental capabilities, their level of English, etc... The BEHAVIOUR describes what a teacher wants students to do. In order to do that, a teacher must think of appropriate verb which describes the students' actions perfectly. For this purpose, Bloom has created a table of verbs which may be used for such descriptions (see appendices). The CONDITIONS part helps teachers to decide under what circumstances their peers can work. This means that a teacher must decide what tool or materials will be used or what aids are allowed for students to use in the learning process. And finally the DEGREE part states to what extent the learners must master the tasks – e.g. how fluent they are supposed to be in reading, how much of a listening they are supposed to understand, etc... If a teacher thinks about all these aspects thoroughly and writes down some notes, they should be able to create a meaningful lessons with effective objectives. To get a more specific idea, explore the example of the ABCD model in practice. Holden (2009) states: “Knowledge level: Given a map of the United States (*condition*), the student (*audience*) will be able to list (*behavior*) the 50 states in alphabetical order (*degree*)” (p. 8)

Another example given by Holden (2009) presents: “Application level: Given a sentence written in the past or present tense (*condition*), the student (*audience*) will rewrite

(*behavior*) the sentence in future tense with no errors in tense or tense contradiction (*degree*)” (p. 8)

These are two examples of the ABCD model in practice. Even though Holden (2009) does not follow the alphabetical order of the model, it is not unusual process. You can also notice that Holden (2009) does not only write the objective using the ABCD model, but also uses the Bloom’s taxonomy to make the objective even more effective and specific. As it is mentioned in the online course *Learning Objectives* published by University of California, it is quite often to state condition first while writing objectives. The ABCD model is used, for instance, by Heinich et al. (2002) while using his own model – the ASSURE (Analyze Learners, State Objectives, Select Methods, Media, and Materials, Utilize Media and Materials, Require Learner Participation, Evaluate and Revise) model (Heinich et al., 2002, p. 54-55). However, this model does not serve to aid writing objectives only, it is a method which combines writing effective and clear objectives with lesson planning. It is primarily focused on technology classes, but when modified it can be used even for English classes.

SMART Approach

The SMART approach is another way of making the writing process of learning objectives comfortable. The same rule applies for this approach as applied for the ABCD model, which means that every letter of the acronym stands for one word. The meanings of all the letters are quite logical and simple to remember. As Bovend’Eerdt (2009) argues in his article *Writing SMART rehabilitation goals*: “It is generally agreed that a good goal is specific, measurable, achievable, realistic/relevant and timed (SMART) but defining the characteristics of a SMART goal is less easy” (p. 353) Every single word has its specific meaning as it was with the ABCD model and once more if a teacher follows the instructions of this approach, stating objectives will not be such a painful part of the job as it used to be.

The first word suggests that the objective which a teacher states should be very clear and as specific as possible – if a teacher accomplishes this, they avoid the problem of the objective being too vague. The second part of the acronym helps teachers to observe when the objective has been achieved and especially to what extent it has been mastered. Attainable suggests that teachers must consider if it is in the students’ knowledge and skills to achieve the learning objective, which means to ensure that the peers have enough time

for the task, and that they also have the necessary prior knowledge and support (materials and from the teacher) to master the objective. Relevant certifies that the objective is within the FEP, the SEP, or simply the course level. The last part of the acronym advises to have a specific time in the course or school year by which the objective should be achieved. This helps a teacher with the time management of the lesson or the course. So, for instance, if a teacher has a goal in mind, but is not sure if the objective is clear and effective, they can use the SMART model template to revise the objective. To observe the template, see appendices.

Lesson Planning

Designing objectives is a really important and crucial part of any teacher's career as it was mentioned several times in this paper, but it is not the only crucial part of teacher's profession. Even when the teacher is able to write meaningful and effective objectives, it may still not be sufficient in the process of teaching if the teacher is not capable of creating an effective lesson plan (or syllabus) through which the educator is reaching the desired objectives written in advance. For this reason and many others, lesson and syllabus (or course) planning is another crucial thing closely connected to objectives. Despite the fact that the planning does not mean designing the objectives, it is certainly a valuable and needed connection between the process of writing objectives and students achieving them.

Syllabus

There is a difference between lesson planning and syllabus planning. Syllabuses are usually written for English courses outside schools or at universities and their important part (amongst others) are objectives which must be very well-written, understandable and explicit. But more importantly, they are similar to FEPs and SEPs because every lesson plan for a course which is supposed to follow a syllabus needs to have a well-designed objective which corresponds with the course outline. The syllabi also correspond, for example, with the CEFR (Common European Framework of Reference for Languages), which is a document which specifies levels of various languages internationally. Or the term syllabus would also correlate with the SEP documents, on which I focused in the previous sections of the work. Therefore I will concentrate on lesson planning in this section.

As it was already established, designing applicable and profound objective is indeed difficult aspect teaching profession. Nevertheless creating a good and efficient lesson plan is not an undemanding task either. It is very time-consuming and complex part of the teaching profession even for a teacher with years of experience. The reason is that the teacher must consider many aspects before creating a lesson plan. In general, they must take into a consideration the age of the pupils, or the level of their content knowledge, etc... Lesson plans also differ with every subject. An English teacher will have a very different lesson plan than a Math teacher. Also every lesson is unique and special since the experience of a teacher change and the pupils change and basically everything constantly changes and develops, it is not wise to use the same lesson plan every year without modifying it or adapting it to new pupils. Nonetheless, all lessons (both those taken in school and those experienced in life) and lesson plans have something in common. As Ur (2012) argues, “And although lessons in different places may vary in topic, atmosphere, methodology and materials, they all have several basic elements in common. Their main objective is learning...” (p. 14).

Hence it is obvious that every lesson plan is equally the same because each of them has the same purpose, the same objective – learning. Creating a lesson plan is a complex task. There are many aspects which need to be consider before developing one. There are even more aspects when teaching English, or any other language which is an L2 language for the pupils. But in language teaching, the educator must think about more aspects. For example, they must decide whether the focus of the lesson is on productive (speaking or writing), or receptive (listening or reading). They must take the level of the peers into the account, and they must be familiar with the differences in levels of knowledge of individual peers. In order to accomplish and excel in writing great lesson plans, it is valuable to use lesson templates which serve to aid in having the lessons prepared in cohesive manner. And having the lesson plans written in advance is very important as Ur (2012) states:

It is essential to write down in advance what you plan to do in the lesson. It is not enough just to think about it and put a bookmark at the relevant page of the textbook! Even experienced teachers, including myself, prepare plans for every lesson, though they vary a lot in how they lay these out. (p.23)

This means that to have a lesson plan well-prepared in advance is as important as having well-written and effective objective prepared in advance. And by combining these two aspect together, the teacher should be able to create and teach meaningful and valuable lessons.

English Language Teaching

Unlike other subjects at schools, teaching English language is very different. It is because English is the number one world-wide language and it is used on a daily basis all around the globe. And the necessity to learn the language is growing every day and there are more and more speakers every day. Therefore the English language has become the most needed and the first foreign language which is being taught in almost every country in the world and the peers start learning it at very early stages of life since English is being used more and more as a *lingua franca*. This means that two people who talk to each other using the English language do not have English as their mother tongue. This is a very common situation nowadays as Ur (2012), “The Speakers of English whose L1 is another language already vastly outnumber native English speakers, and their number continues to grow” (p. 4). Hence there is also a great amount of varieties of English and it is becoming more and more challenging to be able to understand as most varieties as possible.

But learning English is a complex and a long-term process if one desires to master it. And if you compare teaching English teaching to teaching other subjects outside language classes there are big differences. Not only the English teachers must think about what they want to achieve at the end of the lesson or a period of time, but they also have to carefully think about how to get there and what skills (productive, or receptive) are the focus of a lesson or an activity. In order to get to the desired learners’ outcome, the teachers or the educators must think thoroughly about their plans in advance.

And the most important part of every plan is its learning objective and its aims. As discussed in the early sections of this work, the difference between the objective and the aim here would be that aims are used to denote each activity of a lesson whereas the objective is designed to determine what the students should achieve or would be able to do, or perform, at the end of a lesson. And even though some methodologists and didactics still do not distinct clearly between these terms and use the term aim for both (the activities,

and the lesson), they still agree on the fact that aims are the most important part of any plan. As Scrivener (2011) states:

In most formal lesson plans, the following are required:

- a clear statement of appropriate aims for the whole lesson;
- a clear list of stages in the lesson, with a description of activities, their aims and estimated timing; (p. 132)

It is clear here that Scrivener believes that every lesson plan and even every activity should have its aim in order to be as effective as possible and in order to help teachers in their profession. And as I mentioned above, Jim Scrivener is not the only one. For instance, another English methodologist, Jeremy Harmer, claims practically the same. In his work, Harmer (2007) argues:

However, certain elements are almost always present, and it is to these which we now turn.

- Aims: perhaps the most important element of any plan is the part where we say what our aims are. These are the outcomes which all our teaching will try to achieve – the destinations on our map.

The best classroom aims are specific and directed towards an outcome which can be measured. (p. 371)

In both cases, Scrivener and Harmer present aims as probably the most important part of preparation for any lesson or course. And even though, there is no clear distinction between the terms *objective* and *aim*, it is still quite clear that aims – whether of a lesson, or of a single activity – are essential for the process of teaching English as effectively as possible and, of course, they help teachers to make their profession more comprehensible and easier.

Later in his work *The Practice of English Language Teaching*, Harmer refers to the S.M.A.R.T approach – which was presented in one of the previous section – as a helpful tool to be used while designing any aim or objective. And along with presenting the S.M.A.R.T approach as a useful tool, he also explains what aim is supposed to reflect. So Harmer (2007) states, “Aims should reflect what we hope the students will be able to do, not what we are going to do” (p. 371). Harmer then introduces a few examples of aims which are stated clearly and correctly in a table. To see the table, see appendices.

Procedure and Achievement Aims

Designing objectives is a difficult task as it has been already stated a few times in this thesis. And not all teachers design them because of it, even though they should. But even those educators who do design aims and objectives might still encounter some problems or they may think their aims are effectively stated, but the opposite may be true. One of the most common problems which teachers and educators do is that they interchange *procedure aims* and *achievement aims*. Their distinction is, I believe, quite clear in their own terminology names. Scrivener (2011) states the distinction along with examples as following:

Some teachers write aims that are only statements of procedure (ie what students do during the class) rather than stating what the teacher hopes the students will achieve by doing them. In the following aims, decide which aims are procedure aims and which are achievement.

1. Students will be better able to ask and answer simple informal questions about a person's life, likes and dislikes.
2. Students will have done a role play about meeting new clients. (p. 136)

Scrivener presents six examples, but I have decided to present only two since the distinction is quite remarkable at this point. Obviously, the first aim is an achievement aim whereas the second one is a procedural aim. Any teacher beginning their careers should explore how to distinguish procedural aims from achievement aims as well as learn how to design effective objectives. And even though procedural aims may not be that insufficient, achievement aims are still more valuable as Scrivener (2011) argues, "Although many aims in trainee lesson plans are written as procedure aims, I feel that the achievement aim is considerable more useful for teachers when planning" (p. 137)

From this it is more than clear that having meaningful aims, objectives, or whatever each teacher calls it is probably the most important aspect in order to be a good teacher with effective lessons which will assure that the peers will learn something.

Personal Aims

Aims, goals, or objectives are not here only for the peers. Primarily, they aid teachers with their teaching profession, but they can also help teachers with their own personal development. A personal aim is as Harmer (2007) states, “Personal aims are those where we seek to try something out that we have never done before, or decide to try to do better at something which has eluded us before” (p. 372).

So if a teacher wants to make some progress in their careers, personal aims are very helpful in the process. And I believe that all teachers should work on their professional development continually. And the best way is to reflect ourselves as Ur (2012) states, “The first and most important basis for professional progress is simply your own reflection on daily events (p. 289).

Focusing not only on peers’ aims and objectives but also on our own makes us better and more proficient teachers. Hence we becoming better tutor and educators for our peers and therefore are able to help them in their language development more effectively. Teachers should not forget once they have become teachers does not mean that they have stopped being learners at the same time. Teachers are learners for all their lives as every person should be. They learn news in the language and they learn how to teach better. And as Scrivener (2011) states, “It’s not just the students who do the learning, but you do as well. You teach and you learn – and the two things are intertwined. Outside and inside the class, you live and you learn” (p. 380).

Summary

In this theoretical part of my thesis, I have focused on the terminology of objectives, aims and goals at the beginning. I have discovered that there is no unified terminology and that what some scholars label as objectives, some designate as goals, or aims or vice versa. Despite the diversity in the terminology, all scholars understand these terms as something that teachers wish to achieve with their learners. The most common difference in various views of the terminology was the point of time in which the students are supposed to achieve something. That means that some scholars use the term aims as short-term achievements, others use objectives as a short-term achievements and aims as long term achievements and vice versa. The Czech language and the Czech teaching methodology and terminology is far simpler than the English one. In the Czech language there exists only one term which designates any kind of achievement. That term in Czech is “*cíl*.” And it is used as a translation to all three English terms – aim, goal, and objective. But I have come to a conclusion that the most common term occurring in any materials or books is the term objective.

In the next sections of my thesis, I focused on the history of designing objectives and methods of how to design effective objectives for classes. In my research I have explored the work of Benjamin Bloom and his co-worker and successor David Kratwohl, who are the two most important scholars in the history of designing objectives. Bloom is the one who devised the first taxonomy table and invented the first method for helping designing objectives. And even though Bloom himself knew his taxonomy was not flawless it is still very appreciated and referred to nowadays. David Kratwohl is the one who redid the original taxonomy and innovated it to a modern form in 2001. Nevertheless it is still known as Bloom’s taxonomy. Further on, I have explored two contemporary methods which are being used by scholars and teachers in order to aid them with designing effective objectives. They are the ABCD method, and the S.M.A.R.T approach. I believe that out of these two the latter is better but more difficult to cope with, while the first is more or less a slightly reformed Bloom’s method but on the other hand easier to work with, in my view. At the end of the theoretical part, I focused on how language teaching (especially teaching L2) and the role of aims. These are also further discussed in the practical part of the thesis.

III. METHODS

In my practical part of the thesis I explore two issues. In accordance with the information presented in the theoretical part of the thesis, this part presents the methodology of the two various researches I conducted. The first research focuses on studying various course books and whether they include objectives or not. And if so, how well the objectives are designed. Then, there are presented twenty objectives which were selected from the course books for evaluation. The second research is a questionnaire which was used to interview several high school teachers about their theoretical background knowledge on the subject matter. And in the second part of the questionnaire, the teachers were asked to evaluate the same objectives which were evaluated in the first research. The latter section also includes some general information about the teachers who were interviewed.

Evaluating Course Books' Objectives

Course Books

While deciding which course books to choose and explore, I took into consideration several aspects. Firstly, I determined that since my major is English language teaching for high schools, I would explore only books of B1 level which is the level desired for the graduation in the Czech Republic and therefore are used mainly in high schools. Then, I resolved to evaluate the three main publishers of English teaching books – Macmillan, Oxford University Press, and Cambridge University Press. Following this I narrowed the options down by exploring a list of approved teaching books which is annually (twice a year) published by MEYS (Ministry of Education, Youth, and Sports). This way I chose three course books. And in order to be able to draw a more vivid comparison I also picked three course books which are also published by the three publishers mentioned above, but do not have been approved by the MEYS. My last aspect which I took into consideration was the year they were published in. I decided to select rather new publications and some rather old publications, so I could explore if there was or was not any advance in years. For the final selection, take a look at the following table:

	Approved by MEYS	Not approved by MEYS
Cambridge	<i>Interactive (2011)</i>	<i>Face2Face (2006)</i>
Macmillan	<i>Gateway (2016)</i>	<i>Straightforward (2006)</i> <i>Beyond (2014)</i>
Oxford	<i>Maturita Solutions (2008)</i>	<i>New Horizons (2011)</i>

Table 1 Publisher and course books selected for evaluation

Although I stated that I have chosen only six course book to evaluate, I later decided to add one more. The reason is that I, personally, like working with course books published by Macmillan and I desired to explore them a bit more.

Objectives of course books

After finishing my decision as to what course books to choose, I explored all of them and I selected twenty objectives for further evaluation. I based my selections on several aspects. Firstly, I decided to choose objectives designed for both receptive skills (listening and reading) and productive skills (speaking and writing). I noted objectives from various units of the course books. In one case, I used the objectives at the beginning of the course book which students should achieve at the end of the level, not a unit in order to compare long-term and short-term objectives. Unfortunately, not all the selected course books have objectives stated in their teacher's books so I will present what in the books serves as objectives and I will refer to them as objectives for clarification. In the next step, I selected the twenty objectives from the chosen course books. Thus, my final selection of the twenty objectives is as in the following table:

¹ Face2Face	<p><i>A language user at level B1 and B2 can follow clearly articulated speech in everyday conversation.</i></p> <p><i>A language user at level B1 and B2 can distinguish fact from comment in columns or interviews in newspapers and magazines.</i></p> <p><i>A language user at level B1 and B2 can give straightforward descriptions on variety of familiar subjects.</i></p> <p><i>Grammar: question forms.</i></p>
Interactive	<p><i>Vocabulary: Parts of the body; The five senses</i></p> <p><i>Pronunciation: Silent consonants</i></p> <p><i>Past simple: regular and irregular verbs; used to</i></p>
Gateway	<p><i>Students will be able to understand a text about teenagers and responsibility.</i></p> <p><i>Students will be able to write notes and messages.</i></p> <p><i>Students will be able to make arrangements.</i></p>
Straightforward	<p><i>Grammar: Subject & object questions</i></p>
Beyond	<p><i>SPEAKING Ask for help with words at the chemist's</i></p> <p><i>WRITING Link similar ideas in a description</i></p> <p><i>READING Use pictures to help you understand</i></p> <p><i>LISTENING AND VOCABULARY Understand the speaker's intention</i></p>
Maturita Solutions	<p><i>I can use adjectives in the correct order</i></p> <p><i>I can describe someone's clothes</i></p> <p><i>Listening for a gist and specific information</i></p>
New Horizons	<p><i>Revision of the grammar covered in New Horizons 1 and 2</i></p> <p><i>To practice exams related to the material covered in Unit 1</i></p>

Table 2 Objectives selected for evaluation

¹ For simplification, I will not quote every objective from the table. All objectives are taken from the course books in the table and the course books are all presented in the chapter *References*.

Teacher's Questionnaire

Subjects

For the second part of my thesis I conducted a research based on six dialogues with secondary grammar school teachers. I interviewed them on the topic objectives. I included questions about their teaching experience and about the methods of designing objectives. I showed them the methods which I was describing in my theoretical part of the thesis. I also inserted questions about Benjamin Bloom and his method of designing objectives. Finally, I presented the six teachers the twenty objectives I examined myself in the first section of my practical part and ask them to evaluate them. More specifically, I asked them to put them in a column they think they fit the best. For their answers, see chapter *Results and Commentaries*, in which the teachers' evaluation of objectives are presented.

The six teachers I selected have all the same education level. They all have Master's degree. One of the six teachers also have an MA (Master of Arts) degree. Further on, each of the six educators have a different number of years of teaching experience. Hence they are all of different age. The teacher who has the least experience has been teaching for twelve years, whereas the teacher with most experience has been teaching for twenty-nine years. In addition, five of the teachers are of Czech origin but one is a native speaker from America. Another aspect which they all have in common is that each of them uses the same course book for the higher classes (freshman year – senior year). The book they all use is *Maturita Solutions*. This course book is also included in my research of how well course books design objectives.

Questionnaire

For the questionnaire, I designed fifteen questions for the teachers. I decided to form the questionnaire in the Czech language, because as mentioned in the theoretical part, there is only one term in Czech for an aim, a goal, and objective – “*cil*”, whereas in English there are three terms. Firstly I asked the teachers some rather personal questions about their level of education, and years of experience. What I gathered is presented in the above paragraph. The next part of the questionnaire was focused on their personal experience with the subject matter and their knowledge corresponding to it. As the last question, I prepared a table in which they were supposed to evaluate the twenty objectives

from my research. See Appendices 1 and 2 for English and Czech version of the questionnaire.

IV. RESULTS AND COMMENTARIES

Evaluation of Objectives

In this section I evaluate the course book objectives based on the theoretical part. In order to formulate the evaluations as transparent and easy to comprehend as possible I explore and assess the course books by categorizing them into groups based on their publisher and evaluate the publisher along with them as well.

Cambridge Textbooks and Objectives

As presented in the table above, I have chosen the publications *Face2Face* (2006) and *Interactive* (2011). In the second table there are presented seven objectives altogether. As it is quite obvious there is a big difference in formulations of the first three objectives from the fourth one. And the reason is quite simple. After exploring *Face2Face* teacher's book, I discovered that the authors state objective at the beginning of the whole book in a table corresponding with the CEFR (Common Europeans Framework of Reference). Furthermore each of the first three objectives is then referred to a corresponding unit in the course books. Unlike the fourth example which is stated is one of the units but is not labeled as an objective, or a goal, or an aim:

1. *A language user at level B1 and B2 can follow clearly articulated speech in everyday conversation.*
2. *A language user at level B1 and B2 can distinguish fact from comment in columns or interviews in newspapers and magazines*
3. *A language user at level B1 and B2 can give straightforward descriptions on variety of familiar subjects*
4. *Grammar: question forms*

Ultimately, the *Face2Face* course books' objectives are long-term objectives and present what students should be able to achieve by the end of the course book. To evaluate, the first three objectives are stated quite clearly unlike the fourth example. They follow the Bloom's method of designing objectives clearly. As for the specificity, they are specific but as already mentioned only from the long-term point of view. I also believe that they can be measured at the end of the year as they are designed to. There might occur a

problem with the *timely* part. But I think that if they are not achieved within one year or at the end of the course book which they are designed to, it is probably more of a teacher's failure since the objectives are known in advance and therefore they can be worked on throughout the whole course book or school year. The only downside to the objectives of the course books *Face2Face* is that they do not present short-term objectives.

The course book *Interactive* has a different layout of objectives than *Face2Face*. It does not present any long-term objectives at the beginning of the course book, but it introduces unit aims at the beginning of each unit. Examples of these aims are as following:

1. *Vocabulary: Parts of the body; The five sense.*
2. *Pronunciation: Silent consonants*
3. *Past Simple: regular and irregular verbs; used to*

All three examples are labeled as unit aims (short-term objectives) in the teacher's book, but they are not written very well. Rather than being stated and function as objectives they are written more as unit summaries. They only introduce what topics and grammar will be discussed in the unit, but do not inform the teacher what the students should achieve or be able to do at the end of the unit. So, I believe that rather than writing '*Past simple: regular and irregular verbs; used to*', it would be more effective to design an objective which would be written something like '*The students will distinguish the regular verbs from the irregular verbs at the end of the unit*'. This way it would be more specific and usable for the teacher rather than only summarize what will be done in each section of the unit.

Macmillan Textbooks and Objectives

As it is mentioned in the above tables, the course books which I chose as publications of Macmillan to evaluate are: *Gateway* (2016), *Straightforward* (2006), and *Beyond* (2014) and their objectives are as following:

Gateway (2016):

1. *Students will be able to understand a text about teenagers and responsibility.*
2. *Students will be able to write notes and messages.*
3. *Students will be able to make arrangements.*

Straightforward (2006):

1. *Grammar: Subject & object questions*

Beyond (2014):

1. *SPEAKING Ask for help with words at the chemist's*
2. *WRITING Link similar ideas in a description*
3. *READING Use pictures to help you understand*
4. *LISTENING AND VOCABULARY Understand the speaker's intention*

After researching these three publications, I would state that the most effective and the well-written objectives can be found in *Gateway* course books. In this course book, the objectives are stated similarly as the ones in *Face2Face*. They are stated with the accordance to CEFR, but unlike *Face2Face*, *Gateway* design objectives for every lesson separately and does not introduce them all at once at the beginning of the book. The other thing that is different is that in *Gateway*, objectives are referred to as key learning outcomes – whereas objectives serve as to what the teacher should achieve with the students, the learning outcomes serve as what the learners actually achieved and therefore can claim what they achieved. However, from the formal point of view, I believe that the *Gateway* objectives are written as they should be according to the ABCD model. But if we were to follow the S.M.A.R.T approach instead, there would be insufficiency in the letter 'T' which stands for 'Timely'. But again, these objectives are stated at the beginning of a unit, so it is quite obvious that they are supposed to be achieved by students at the end of the unit.

As for the remaining two publications, I do not find either of their objectives to be well-written. There should not be any designed objectives expected in the *Straightforward* teacher's book, since the authors clearly state that this book offers short lesson summaries but do not present any aims, goals, or objectives. It is a little different with *Beyond*. Its objectives which are presented in the table above are presented by the authors as lesson aims. More specifically, Cole and Terry (2014) states, 'The unit topic, content and lesson aims of each unit are clearly stated' (p. 34).

This statement refers to the aims presented here and to every aims at the beginning of every lesson. Even though, these objectives may not seem to be designed effectively and do not appear correct, they are not so poorly written. Actually, they are written quite

effectively. They distinguish the aspects of a language and whether it is a receptive or a productive skill. They may not mention the audience, or the timeliness but both are quite expectable and therefore not necessary to be added. Because the audience is obviously the class, or the learners. And since the aims are presented at the beginning of every unit, it is again apparent that the skills or knowledge should be attained by the end of the unit.

To summarize, I consider *Gateway* as a course book which designs the most effective and well-written objectives. The *Beyond* course book has also well-stated objectives. The worst of the three Macmillan publications is *Straightforward* from the point of view of designing objectives. But as mentioned above, the author does not implicate that any aims, or objectives are part of the course book.

Oxford Textbooks and Objectives

Oxford is the last of the three publishers which I have selected for my research and the objectives I selected for evaluation are as following:

New Horizons (2011):

1. *Revision of the grammar covered in New Horizons 1 and 2*
2. *To practice exams related to the material covered in Unit 1*

Maturita Solutions (2008):

1. *I can use adjectives in the correct order*
2. *I can describe someone's clothes*
3. *Listening for a gist and specific information*

With this publisher I will start with the course book *New Horizons* (2011). Even though it is not an old publication, its objectives are not written well at all. It is fairly noticeable that these are not objectives, even though the course book labels them as objectives. These objectives do not inform the teacher about almost anything that the students are supposed to achieve. Rather than that, the objectives only suggest for an educator what the peers should revise. Another aspect is that there are no objectives stated at the beginning of the book, nor of any unit. Each unit opens with the topic and the content of the unit. These objectives appear at the end of a unit as a short task summary for the students.

On the other hand, *Maturita Solutions* (2008) is relatively unlike. Not only it differs from *New Horizons*, but it also differs from all the above explored course books. This course does not present any objectives, nor does it present any aims at the beginning of a

unit. Teachers may find no more than lesson summaries and references to a workbook and a student's book in the introduction of each unit. But unlike other course books explored in this thesis, *Maturita Solutions* presents lesson outcomes which can be found at the end of every section of a unit. You can see the difference in the matter they are written. Instead of referring to the audience, a student speaks about his own knowledge and about what he or she has learnt in a unit, or in a lesson.

These outcomes are meant not only for teachers as a lead to what they are supposed to elicit from students at the end of that lesson, or a section of a unit, but also for students who then ask themselves if they are able to perform the content matter. Hence, this course not only advice teachers as what to elicit from students but it also enables the learners the possibility to observe if they can say what is stated in the book about themselves.

Summary of Evaluation of Course Books' Objectives

At the end of my research I was stunned by what I observed. I explored that most of the course books cannot or do not design objectives in their teachers' books. I have discovered that out of the seven course books which I selected for evaluation, only *Face2Face* and *Gateway* provide useful objectives, where the latter design well-written short-term objectives, whereas the first design well-written long-term objectives. Unfortunately, the remaining five course books either do not have objectives at all, or they cannot design them well therefore they fail to be of any aid for teachers in the matter of objective design.

Questionnaire Outcomes

Although I know almost all the teachers personally, I must say that not all of them were willing to help me as much as I had anticipated. Thus with some of these questions their answers were quite brief. Nevertheless in this section I present the summary of answers to all questions which I selected for the interviews and I evaluate them in way with accordance to what I had explored in my theoretical and practical sections. I already summarized some of the questions in the chapter *Methods*. Therefore I will not present them here. Hence I will number the questions here from number one.

1. What does the term objective mean to you?

This question is a bit tricky since I led the dialogues in Czech and as I discussed earlier there is only one term for either objectives, goals, or aims in the Czech language. Nevertheless I received pretty much the same answers yet they all were slightly dissimilar. Two of the respondents answered fairly generally and said that an objective means to teach the students something new. Another two teachers stated that objectives are actually learning outcomes which are not the same things as it is discussed in the theoretical part. The remaining two teachers answered the best when they declared that an objective is something a teacher wants to achieve with their students.

2. Do you distinguish short-term objectives and long-term objectives? Please, give an example.

All the teachers responded the same way and stated that they distinguish short-term and long-term objectives. But they differ in their examples, especially in the case of short-term objectives. For some teachers, short-term objectives are a part of grammar, or a new vocabulary. For others it is the ability to talk about a topic or to comprehend and to know facts about English speaking countries. But as for the long-term objectives, all teachers explained that for them it is rather a graduation or a yearly plan which should be followed and they said that they follow them thoroughly and try to complete them every year.

3. Have you ever met with Bloom's taxonomy and his way of designing objectives?

I was surprised with how many negative answers I received to this question. There were four teacher who had not heard of Bloom's taxonomy. And there were only one who were familiar with how Bloom suggests to design objectives. I thought that Benjamin Bloom was amongst the basics for all teachers and even though I did not expect that

everyone would be familiar with his work in details, I was surprised that almost no one even heard of Bloom. Interestingly, the teachers who have encountered Bloom and his work are the youngest of the respondents.

4. Have you ever encountered the ABCD method or the S.M.A.R.T approach?

Do you know what the acronyms stand for?

After evaluating this question I explored that there was only one teacher, who is familiar with both, the ABCD model and the S.M.A.R.T approach. Two other teachers have encountered only the latter and the remaining three educators have never heard of either of those methods. There was no surprise in the discovery that the S.M.A.R.T approach is more known than the ABCD model. But I was a bit surprised that there were teachers who have not heard of either of those two. Similarly to previous question, the teachers unfamiliar with the methods are the oldest of the respondents and those who know the methods are the youngest.

5. Do you use any of the above methods for designing your own objectives?

In this question I learned that four of the six teachers do not use any of the methods mentioned in the questionnaire, one uses only S.M.A.R.T and one uses both. Again, what applied for the two previous questions, applies here. The two rather young teachers use the methods whereas the older ones do not. The teacher who uses both methods also stated that he uses the ABCD for designing objectives for older peers and the other for designing objectives for young learners, especially beginners.

6. Do you follow the objectives presented in teacher's books? Please, give an example.

In this question, I was given various answers. Firstly, there were three teachers who stated that they do not use objectives from course books. Two of the three teachers did not provide me with any explanation but the third explained that books composed for classes where all students are at same level about which the teacher claimed that such classes do not exist. This opinion is definitely true, there is no class in which all students would possess the same knowledge at the same level, but I think that avoiding objectives in course books – if they are well written – is not smart. At least they could give you a notion about what a teacher should achieve with their peers.

The other three teachers answered the same way that I did in the paragraph above. They examine the objectives in the books but they modify them to their own needs, or

somehow work with them, at least. They also stated that sometimes they do not even modify the objectives and design their own. One teacher stated that he does not use the objectives but he uses the learning outcomes which are presented in their course book and tries to elicit them from students.

7. Do you ever design your own objectives? What method do you use to design them? Please, give example.

All teachers answered this question positively. They all design their own objectives. Those who are familiar with the methods above sometimes uses them and sometimes design them on their own or modify objectives from their course books. Those respondents who are not familiar with the methods, design their own objectives and they do not use any method to create them.

When I asked for one example, most teachers responded that it is difficult to say since it depends on the topic or the content of the lesson. But I was given one example which was '*Students will get familiar with the first conditional structure*'. I think that this objective is written well, although it lacks measurability. You cannot measure what the learners will achieve. Will it be the form of the first conditional? Will it be the usage of the first conditional? The objective does not say that. There it may be a little more effective if the objective stated '*Students will be able to form the first conditional structure*'. Of course, it also does not say when the students are supposed to achieve this goal, but since we were discussing separate lesson, it is quite clear that this objective is designed for one lesson.

8. Do you design objectives for every lesson? Please, give an example.

Five of the six respondents told me that they design objectives for all lessons. And only one teacher stated that he/she does not prepare them for every lesson. I also asked for examples, like I did in the previous question, but the answers were pretty much the same. And as I mentioned in the beginning of this section, not all teachers were as cooperative as I would have hoped.

Nevertheless I asked an additional question and wondered what they do if they do not achieve the objective they designed before the lesson. All teachers told me the same thing. They explained that they transfer the objective to another lesson and work with the class until they feel that the objective have been achieved.

9. Do you manage to achieve the stated objectives?

I received various answers to this question as well. All teachers told me they mostly achieve the objectives, but not at all times. Four of them stated that their success rate is around 80%. They said that the remaining percentage are cases when they did not manage to achieve the objective in one class and transferred it to another. But ultimately they manage to achieve what they had set. The remaining two teachers are less positive. One claims that the success rate is only around 50% and says that nowadays students are not as smart and not as ambitious and hardworking as the previous students used to be. The last teacher said that the success rate is 60%, but did not provide me with any explanation as to why it is so.

It is quite obvious in this question that even experienced teachers may encounter some difficulties when achieving the in advance prepared objectives. And I believe that it is a difficult task even with long time experience, but a teacher should always try to pursue a new way or method which would aid the peers to achieve the objectives.

10. Do you ever design personal aims for your professional growth?

I have formed this question out of curiosity. As discussed in the theoretical part of my thesis, there exist a term 'personal aim', which focuses on teacher's own professional development. Basically, a teacher design aims for himself or herself.

To be completely honest, the first reaction of all respondents were negative. They do not design any personal aims for themselves. But once we discussed the topic in details and I explained what I meant more specifically, every teacher started to respond oppositely. They all claimed that when something does not work in a class and they believe that they can do something about it they do it. So, for instance, they modify activities according to the class, or they use different instructions in order to be more comprehensible for the peers. Thus, even though all the respondents answered negatively initially, it appeared that they do improve their professional skills in the end. The only difference is that they do not state any specific personal aims to do that.

11. Evaluate these objectives

To be honest, this is a very complex question to evaluate. Thus, I am going to pinpoint only some points and make general evaluation of how the teachers answered or more specifically evaluated the twenty objectives. The teachers' answers are all in the table below. The objectives in the table will be presented by using Roman numeral which corresponds with their Roman numbers in the questionnaire and I will present only the objective table from the questionnaire to simplify the searching for the corresponding objective:

I.	<i>A language user at level B1 and B2 can follow clearly articulated speech in everyday conversation.</i>
II.	<i>A language user at level B1 and B2 can distinguish fact from comment in columns or interviews in newspapers and magazines</i>
III.	<i>A language user at level B1 and B2 can give straightforward descriptions on variety of familiar subjects</i>
IV.	<i>Grammar: question forms</i>
V.	<i>I can use adjectives in the correct order</i>
VI.	<i>I can describe someone's clothes</i>
VII.	<i>Listening for a gist and specific information</i>
VIII.	<i>Revision of the grammar covered in New Horizons 1 and 2</i>
IX.	<i>To practice exams related to the material covered in Unit 1</i>
X.	<i>Vocabulary: Parts of the body; The five senses</i>
XI.	<i>Pronunciation: Silent consonants</i>
XII.	<i>Past simple: regular and irregular verbs; used to</i>
XIII.	<i>Grammar: Subject & object questions</i>
XIV.	<i>Students will be able to understand a text about teenagers and responsibility.</i>
XV.	<i>Students will be able to write notes and messages.</i>
XVI.	<i>Students will be able to make arrangements.</i>
XVII.	<i>SPEAKING Ask for help with words at the chemist's</i>
XVIII.	<i>WRITING Link similar ideas in a description</i>
XIX.	<i>READING Use pictures to help you understand</i>
XX.	<i>LISTENING AND VOCABULARY Understand the speaker's intention</i>

Figure 4 Twenty objectives for teachers' evaluation

	Very well-written	Well-written	Somewhat written	Poorly written
Teacher 1	XIV, XV, XVI	III, V, VI	I, II, VII, VIII, IX, X, IX, XII, XVII, XVIII	III, IV, XIX, XX
Teacher 2	I, III, IV, VI, XIII, XV, XVI, XX	II, V, VII, VIII, IX, X, XI, XII, XVIII	XIV, XVIII, XIX	
Teacher 3	XIV, XV, XVI	I, II, V, VI, IX	III, VIII, X, XI, XVII, XIX, XX	IV, VII, XII, XIII, XVIII
Teacher 4	I, II, III, XIV, XV, XVI	V, VI, IX, XVII, XVIII, XIX, XX	VIII	IV, VII, X, XI, XII, XIII
Teacher 5 VIII, IX – not evaluated, the teacher could not assess them	V. XV. XVI. XIX, XX	I, IV, VII, X, XI, XII, XIII, XIV, XVII, XVIII	II, VI	III
Teacher 6	I, III, V, VI, X, XII, XIII, XVI	II, IV, VII, VIII, XI, XV, XVII, XX	IX, XIV	XVIII, XIX

Table 3 Teachers' evaluations of the twenty objectives

As you can see, the answers quite differ from one another, therefore as I mentioned in the beginning of the section, I only identify some points and make general evaluations. For instance, almost all teachers evaluated the first three objectives as very well-written or well written. But there was one teacher (a native speaker) who evaluated them somewhat written and poorly written. The reason is that they are written correctly from the formal point of view, but they do not reflect reality. He claimed that students at B1 level cannot follow clearly articulated speech in everyday conversation. I believe that students at B1 can follow it, but it is interesting to observe that a native teacher of English has a completely different view on a subject on which another five non-native teachers practically agreed.

I would also guess that one or two teachers evaluated the objectives in a rush. Because one put the first three objectives all in different columns. Even though they are designed identically only focused on something else, the teacher evaluated them very differently as if they were designed differently.

Ultimately, I have learnt that all the teachers could tell the difference between a well-written objective and a poorly written one. For instance, if you look at evaluation of objectives XV (*Students will be able to write notes and messages.*), and XVI (*Students will be able to make arrangements.*), they both are evaluated by teachers as either *very well-written* or *well-written*. The objective XVI is even evaluated as *very well-written* by all the respondents which corresponds with my evaluation in the first research. On the other hand, most teachers evaluated objective XIX (*READING Use pictures to help you understand.*) as either *somewhat written* or *poorly written*. Despite the fact that with every teacher's evaluation there were some minor differences, all teachers classified the objectives pretty much the same. Interestingly, their evaluation corresponds with what I discovered in the first section of my practical part of the thesis.

Thus, although some teachers do not work with objectives or even design them on daily basis, they clearly can tell a difference between a good and a bad one and they can evaluate them and possibly modify them so they would be designed as effectively as possible. And that is actually the exact point of designing effective objectives.

V. IMPLICATIONS

This chapter consists of three parts. The first is the implications of designing effective objectives for teachers, the next part is the limitations of effective objective design, and the last one is the suggestions for further research. In the first part I discuss why it is important for teachers to be able to design effective objectives and how it can be achieved. In the second section I address the limitations of the two parts of research which I conducted and in the third section I propose my ideas for further research for this topic.

Implications of designing effective objectives for teachers

As discussed, English language is the number one world language and the need to know this language the need to be able to speak it grows every day. Since English is a global language and it is used on daily basis all around the globe, the numbers of speakers of English raises every day as well. Therefore the number of English teachers expands every day. And I believe that one aspect of becoming a good English teacher is to be able to design what we want our students to know and to master under our guidance. And in order to achieve that, all teachers should be able to design as effective objectives as possible. Not only that it will help them to organize their teaching practice and aids them into deciding about the meaning of a lesson or a course, but it also helps the learners. For the reason that if teachers know towards what end they aim with their learners, they also make the way to the finish line much more easier for both, themselves and the learners. The teachers then can clearly see what they want their learners to achieve. Hence, they are making the way more affluent for the learners.

Even though designing or writing objective may seem difficult at first, it is not. There are some tools which may help a teacher with the process, like Bloom's model, or the SMART approach. Although it may be a bit challenging at first, once a teacher recognizes how the tools work, the process of writing objectives becomes much easier. Another possibility how to work with objectives but to avoid designing them is using course books' objectives. But as it is explored in the practical part of the thesis, most course books cannot design objectives, or they even do not design them at all. So, if teachers decide to work with objectives of a course book, they should think thoroughly about the course book they are selecting and explore it before they start using its objectives. But in order for the teachers to be able to recognize a well-written objective in a course book,

they should be familiar with how a good objective appear and they should be aware of what aspects should be considered when evaluating the objective. This brings us back to the first paragraph where I discuss that the knowledge of designing effective objectives is necessary and useful.

Limitations of effective objective design researches

I have encountered several limitations while working on my research. I conducted the first part of my research only on a small selection of course books. Nowadays, there exist a vast number of course books for English language teaching and it is impossible to evaluate them all in one thesis. Furthermore, there are many publishers publishing new course books every year and therefore it is impossible to conduct a research on all publishers in the world. Ultimately, the data which I collected in my research resemble only the course books and publishers which are presented. And even then, they might not reflect the real capability of those publishers to design objectives effectively. Because even though I explored two of each publisher's publications, there are more course books which were printed by these publishers. This means, that although I explored that one publisher can design objectives in its publications and other cannot, it does not apply for all their publications. There still may exist publications which are either better or worse in designing objectives than the ones I explored in my thesis.

Another obstruction I faced while conducting my research was with the interviews. Even though I know all the teachers I interviewed, there were two of the six which were not as cooperative as I had hoped. Therefore I believe that they evaluated the twenty objectives in a rush without giving them much thought and therefore their evaluations may not be as reliable as I would want. Apart from that, another limitation was the only six teachers have been interviewed and they all were high school teachers. Hence a conducted research in which more teachers from different schools and teaching at various levels were interviewed would collect more data to analyze which would result into more reliable outcomes. This corresponds with the question of time spent on each interview. With each teacher I spoke somewhere between twenty a thirty minutes. Thus, interviewing more teachers from various schools would become very time-consuming, even more so if there would appear more teachers unwilling to cooperate.

Suggestions for further research

As it is implied in the paragraphs above, it would be advantageous to conduct a research study on more publications and explore more publishers than the three main ones explored here. The study of greater number of course books would probably lead into interesting and maybe even surprising data. For instance, throughout the study there might be explored a publisher, or a publication which effectively designs objectives but is not that well-known since the publisher is not well-known. Or the research could show that more publications of the three biggest publishers cannot or do not design objectives effectively and therefore fail in this subject matter.

As for the questionnaires, I believe that interviewing more teachers from more schools could also have a surprising outcomes. But since the interviews are very time-consuming, it would need more than only one person to conduct the interviews, collect data and analyze. But with enough people working on this research, there could be a survey which would explore teachers of all levels of education (elementary, secondary, and university), various ages and years of experience, and of various nations. With this research, it would be possible to say whether the younger teachers are more familiar with how to design effective objectives and what methods to use or whether the older teachers with more experience have more knowledge in this area. Because from what I observed, the younger teachers in my interviews were familiar with the methods and Bloom's taxonomy, whereas the older teachers have never even heard of them.

VI. CONCLUSION

The thesis focuses on designing effective objectives for English language classrooms. It focuses on the terminology matter and the terms differ from each other and how they correspond with the Czech terminology. It deals with the origins of objective design and the oldest methods which were used to design them. It explores Bloom's taxonomy and how it corresponds with the effective objective design and with its modern transformation. Apart from the original method, there are some contemporary methods for writing effective objectives in English classrooms. Those methods are renowned and more used than the original method. In order to be able to design effective objectives, teachers should get familiar with these methods and the taxonomy and therefore have more effective lessons and course. The thesis also explored what obstacles occur with writing objectives and how to avoid them in the process. The diploma discusses why the effective objectives are important for teachers and how they can help in the process of teaching.

In the practical part, the thesis presents data collected around objectives. It presents the findings about various course books of B1 level and their publishers and evaluates whether the publications provide objectives correctly or not. In most cases the analyzed data shows that most publications do not even have objectives and if they do they do not write them effectively. It also shows that there is a small number of course books of B1 level, which can clearly and correctly design objectives. The diploma also discusses how much knowledge high school teachers have about the subject matter and it reveals that the younger teachers are more familiar with contemporary methods of designing objectives and have more theoretical knowledge about the subject matter than their older colleagues with more years of experience.

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APPENDIX 1: Teacher's Questionnaire in English

Questionnaire

1. How old are you?
2. What qualification do you have?
3. How many years have you been teaching English?
4. What does the term objective mean to you?
5. Do you distinguish short-term objectives and long-term objectives? Please, give an example.
6. Have you ever met with Bloom's taxonomy and his way of designing objectives?
7. Have you ever encountered the ABCD method or the S.M.A.R.T approach? Do you know what the acronyms stand for?
8. Do you use any of the above methods for designing your own objectives?
9. Do you follow the objectives presented in teacher's books? Please, give an example.
10. Do you ever design your own objectives? What method do you use to design them? Please, give example.
11. Do you design objectives for every lesson? Please, give an example.
12. Do you manage to achieve the stated objectives?
13. Do you ever design personal aims for your professional growth?
14. What course book do you use in your classes?
15. Evaluate these objectives:
 - I. *A language user at level B1 and B2 can follow clearly articulated speech in everyday conversation.*
 - II. *A language user at level B1 and B2 can distinguish fact from comment in columns or interviews in newspapers and magazines*
 - III. *A language user at level B1 and B2 can give straightforward descriptions on variety of familiar subjects*
 - IV. *Grammar: question forms*
 - V. *I can use adjectives in the correct order*
 - VI. *I can describe someone's clothes*
 - VII. *Listening for a gist and specific information*
 - VIII. *Revision of the grammar covered in New Horizons 1 and 2*
 - IX. *To practice exams related to the material covered in Unit 1*
 - X. *Vocabulary: Parts of the body; The five senses*
 - XI. *Pronunciation: Silent consonants*
 - XII. *Past simple: regular and irregular verbs; used to*
 - XIII. *Grammar: Subject & object questions*
 - XIV. *Students will be able to understand a text about teenagers and responsibility.*
 - XV. *Students will be able to write notes and messages.*
 - XVI. *Students will be able to make arrangements.*
 - XVII. *SPEAKING Ask for help with words at the chemist's*
 - XVIII. *WRITING Link similar ideas in a description*
 - XIX. *READING Use pictures to help you understand*
 - XX. *LISTENING AND VOCABULARY Understand the speaker's intention*

Very well-written

Well-written

Somewhat written

Poorly written

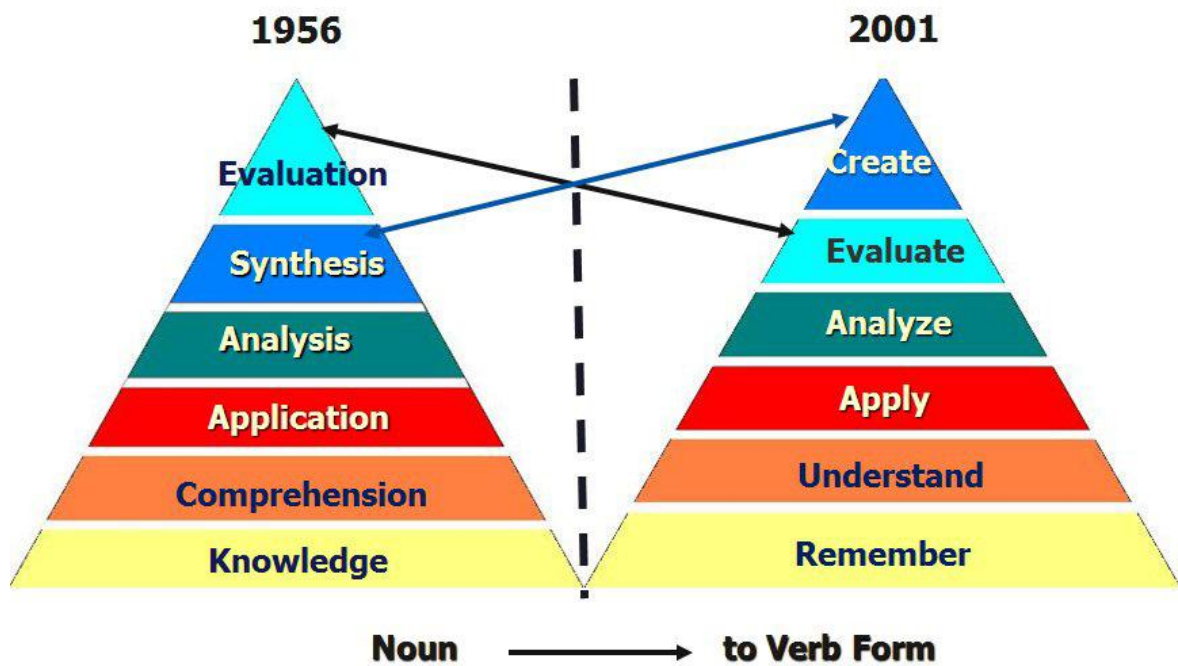
APPENDIX 2: Teacher's Questionnaire in Czech

Dotazník

1. Kolik Vám je let?
2. Jaké máte dosažené vzdělání?
3. Jak dlouho již učíte anglický jazyk?
4. Co pro Vás znamená termín *cíl*?
5. Rozlišujete krátkodobé a dlouhodobé cíle? Prosím, uveďte příklad.
6. Setkali jste se někdy s Bloomovou taxonomií a jeho způsobem tvoření cílů?
7. Setkali jste se někdy s metodami ABCD nebo SMART? Víte, co tyto zkratky znamenají?
8. Používáte některou z výše zmíněných metod pro tvoření vlastních cílů?
9. Používáte cíle uvedené v příručkách pro učitele? Prosím, uveďte příklad.
10. Tvoříte si někdy vlastní cíle? Jakou metodu při jejich tvoření používáte? Prosím, uveďte příklad.
11. Vytváříte si cíle na každou hodinu? Prosím, uveďte příklad
12. Daří se Vám dosáhnout stanovených cílů?
13. Vytváříte si někdy osobní cíle pro Váš profesionální růst?
14. Jakou učebnici používáte při výuce?
15. Ohodnoťte tyto cíle:
 - XXI. *A language user at level B1 and B2 can follow clearly articulated speech in everyday conversation.*
 - XXII. *A language user at level B1 and B2 can distinguish fact from comment in columns or interviews in newspapers and magazines*
 - XXIII. *A language user at level B1 and B2 can give straightforward descriptions on variety of familiar subjects*
 - XXIV. *Grammar: question forms*
 - XXV. *I can use adjectives in the correct order*
 - XXVI. *I can describe someone's clothes*
 - XXVII. *Listening for a gist and specific information*
 - XXVIII. *Revision of the grammar covered in New Horizons 1 and 2*
 - XXIX. *To practice exams related to the material covered in Unit 1*
 - XXX. *Vocabulary: Parts of the body; The five senses*
 - XXXI. *Pronunciation: Silent consonants*
 - XXXII. *Past simple: regular and irregular verbs; used to*
 - XXXIII. *Grammar: Subject & object questions*
 - XXXIV. *Students will be able to understand a text about teenagers and responsibility.*
 - XXXV. *Students will be able to write notes and messages.*
 - XXXVI. *Students will be able to make arrangements.*
 - XXXVII. *SPEAKING Ask for help with words at the chemist's*
 - XXXVIII. *WRITING Link similar ideas in a description*
 - XXXIX. *READING Use pictures to help you understand*
 - XL. *LISTENING AND VOCABULARY Understand the speaker's intention*

Very well-written	Well-written	Somewhat written	Poorly written
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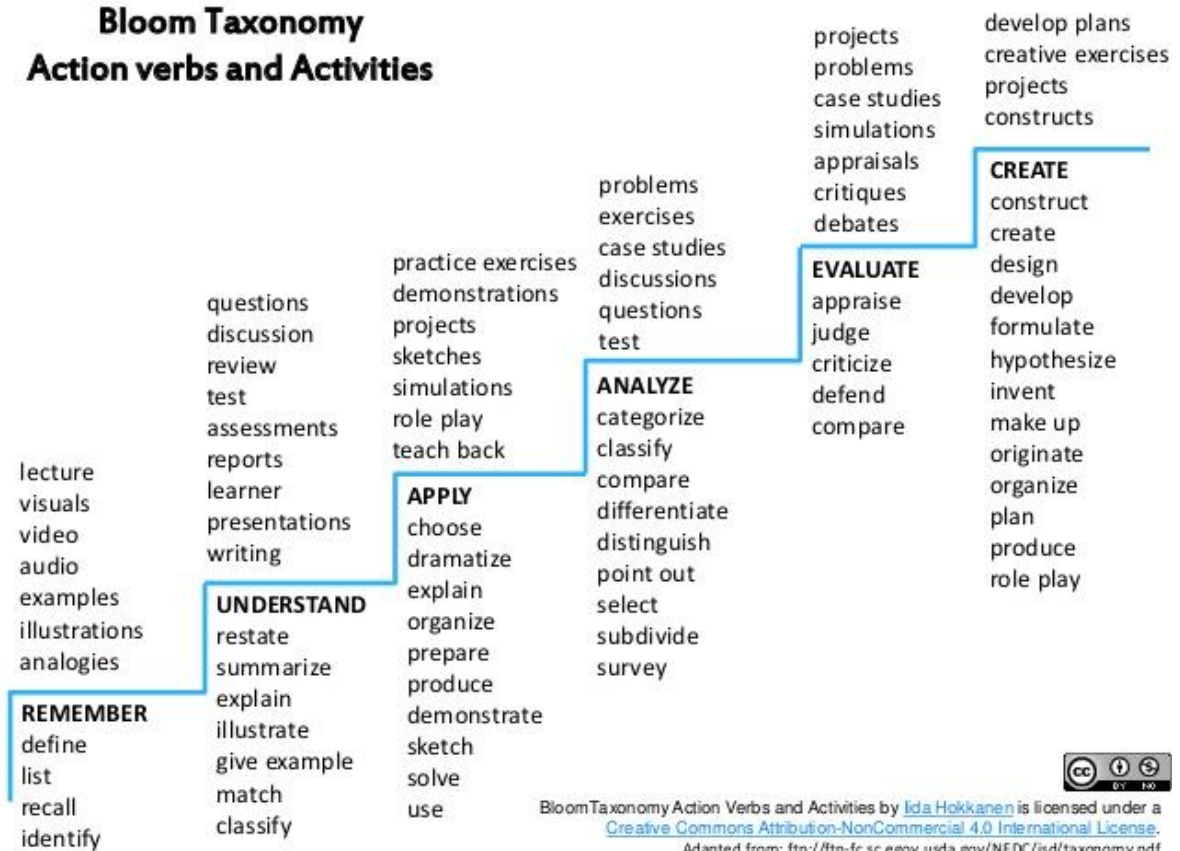
APPENDIX 3: Bloom's 1956 and Krathwohl's 2001 Taxonomy table



Wilson, L. O. (2001). *Anderson and Krathwohl – Bloom's Taxonomy Revised* (Table 1.1 – Bloom vs. Anderson/Krathwohl). Retrieved from: <https://bit.ly/2GLGKAi>

APPENDIX 4: Samples of revised Bloom's Taxonomy Action verbs and Activities

Bloom Taxonomy Action verbs and Activities



Bloom Taxonomy Action Verbs and Activities by [Ida Hokkanen](#) is licensed under a [Creative Commons Attribution-NonCommercial 4.0 International License](#).
Adapted from: <ftp://ftp-fc.sc.egov.usda.gov/NEDC/isd/taxonomy.pdf>

Hokkanen, I. (2015). *Bloom Taxonomy: Action verbs and Activities*. Retrieved from: <https://bit.ly/2HPjnYb>

APPENDIX 5: Two dimensional table

(Bloom's Taxonomy) TWO DIMENSIONAL TABLE (Structural Changes)

The Knowledge Dimension	The Cognitive Process Dimension					
	<u>Remembering</u>	<u>Understanding</u>	<u>Applying</u>	<u>Analyzing</u>	<u>Evaluating</u>	<u>Creating</u>
<u>Factual Knowledge</u>	<u>List</u>	<u>Summarize</u>	<u>Classify</u>	<u>Order</u>	<u>Rank</u>	<u>Combine</u>
<u>Conceptual Knowledge</u>	<u>Describe</u>	<u>Interpret</u>	<u>Experiment</u>	<u>Explain</u>	<u>Assess</u>	<u>Plan</u>
<u>Procedural Knowledge</u>	<u>Tabulate</u>	<u>Predict</u>	<u>Calculate</u>	<u>Differentiate</u>	<u>Conclude</u>	<u>Compose</u>
<u>Meta-Cognitive Knowledge</u>	<u>Appropriate Use</u>	<u>Execute</u>	<u>Construct</u>	<u>Achieve</u>	<u>Action</u>	<u>Actualize</u>

Levels of Learning (Revised Bloom's of Taxonomy) [Online Image]. (2014). Retrieved from: <https://bit.ly/2JZpv0x>

APPENDIX 6: Smart Goals Worksheet

SMART Goals Worksheet

Draft Goal:

Answers at time of development
6 Month Update

Specific <input type="checkbox"/> What is the desired result? (who, what, when, why, how)		
Measurable <input type="checkbox"/> How can you quantify (numerically or descriptively) completion? <input type="checkbox"/> How can you measure progress?		
Achievable <input type="checkbox"/> What skills are needed? <input type="checkbox"/> What resources are necessary? <input type="checkbox"/> How does the environment impact goal achievement? <input type="checkbox"/> Does the goal require the right amount of effort?		
Relevant <input type="checkbox"/> Is the goal in alignment with the overall mission or strategy?		
Time-bound <input type="checkbox"/> What is the deadline? <input type="checkbox"/> Is the deadline realistic?		

Final Goal:

4+ SMART Goal Templates [Online image]. (n.d.). Retrieved April 15, 2018 from: <https://bit.ly/2Hg595q>

APPENDIX 7: Typical Problems Encountered When Writing Objectives

Problems	Error Types	Solutions
Too vast/complex	The objective is too broad in scope or is actually more than one objective.	Simplify/break apart.
False/missing behavior, condition, or degree	The objective does not list the correct behavior, condition, and/or degree, or they are missing.	Be more specific, make sure the behavior, condition, and degree is included.
False givens	Describes instruction, not conditions	Simplify, include ONLY ABCDs.
False performance	No true overt, observable performance listed.	Describe what behavior you must observe.

Allen ISD Science

Baughman, J. (2010). *Writing Educational Goals and Objectives*. Retrieved from: <https://bit.ly/2HJffLw>

APPENDIX 8: Harmer's examples of clearly stated aims

AIMS

1. To allow students to practice speaking spontaneously and fluently about something that may provoke the use of words and phrases they have been learning recently.
2. To give students practice in reading both for gist and for detail.
3. To enable students to talk about what people have 'done wrong' in the past, using the *should (not) have + done* construction.
4. To have students think of the interview genre and list the kinds of questions which are asked in such a situation.

*This figure was rewritten from Harmer's (2007) publication *The Practice of English Language Teaching* (p.371).*

SHRNUTÍ

Diplomová práce se zabývá tvořením efektivních cílů do výuky anglického jazyka. Zabývá se nejprve anglickou terminologií, která je velice odlišná od té české. Dále zkoumá původ a vznik Bloomovy taxonomie a její revizi, kterou provedl Kratwohl v roce 2001. Popisuje také, jakou metodou psal Bloom cíle. Dále se zabývá moderními metodami pro tvoření cílů a jak je v praxi využít. Rozebírá také nejčastější problémy při tvoření cílů, a jak se jim vyhnout. V neposlední řadě se diplomová práce zabývá nejdůležitějšími dokumenty, které jsou podstatné pro tvoření cílů a také tím jak se výuka anglického jazyka liší od výuky ostatních předmětů.

V praktické části je práce zaměřena nejprve na výzkum vybraných učebnic, které jsou velmi často používány na středních školách ve výuce. V tomto výzkumu je hodnoceno to, jak dobře umí různé učebnice definovat cíle, a pokud je ve svých příručkách vůbec definují. Druhá část je zaměřena na dotazování středoškolských učitelů, kde je zkoumáno, zda středoškolští učitelé mají nějaké teoretické znalosti v této oblasti, a jak dobře dokáží sami zhodnotit již naformulované cíle.