

Instructional Strategies: Learner Goal Setting in Adult Education

**Mt. SAC Regional Consortium for Adult
Education**

Fall 2018 Conference

Donna Price
San Diego Community College
Continuing Education
dprice007@gmail.com



Objectives:**By the end of this workshop, you will be able to:**

- Identify key findings from research on goal setting and persistence.
- Identify practical strategies that address six “drivers of persistence.”
- Identify at least two strategies that you will implement in your program.

Goal-setting strategies from this workshop

- 1. Trainers (p. 3)
- 2. My Semester English Language Goals (p. 4)
- 3. Making & Revisiting Short-Term Goals (p. 5)
- 4. Attendance Goals (p. 6)
- 5. Progress Graph (p. 7)
- 6. Study Habits (p. 8)
- 7. Binder Checklist (p. 9)
- 8. End-of-Class Reflection (p. 10)
- 9. Problem-Solving Template (p. 11)
- 10. Functional Phrases (p. 12)

TRAINERS

Duties:

- Help new students. Help students who are late or have been absent. Show them the agenda or the page in the book the class is using.
- Show the new students around the school. Show them the restroom, cafeteria, bookstore, and other important places.
- Help the teacher.
- Help anyone who doesn't know how to use the equipment.

LANGUAGE YOU NEED TO DO THESE JOBS:

Hi. Welcome to the class. My name is _____.

The agenda is on the board. We are doing _____ now.

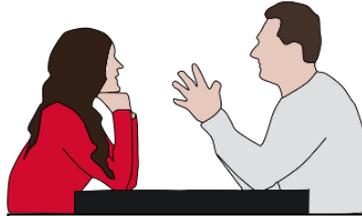
Can I show you some things around the school?

Do you need some help?

My Semester English Language Goals

Beginning Level

Check (✓) the goals for you:



<https://pixabay.com/en/man-woman-restaurant-table-husband-2668669/>

- _____ I will speak English 5 - 10 minutes every day.
- _____ I will speak English 10 - 15 minutes every day.
- _____ I will read 5 - 10 minutes in English every day.
- _____ I will read 10 - 15 minutes in English every day.



<https://pixabay.com/en/book-bezel-read-reading-woman-841171/>

| | | |
|--|---|--|
| <p>celery</p>  | <p>green beans</p>  | <p>sweet potatoes</p>  |
|--|---|--|

<https://pixabay.com/en/celery-vegetables-vegetable-green-69286/>

<https://pixabay.com/en/green-beans-beans-fresh-raw-green-519439/>

<https://pixabay.com/en/sweet-potato-snack-936680/>

- _____ I will learn 3 new English words every week.
- _____ I will learn 5 new English words every week.
- _____ I will learn 7 new English words every week.
- _____ I will do my homework.
- _____ I will review our class lessons at home.



<https://pixabay.com/en/boy-child-learn-folders-school-2349223/>

Making and Revisiting Short-Term Goals

Complete the following survey at the **beginning** of the semester.

My Short-Term Goals

Put a check next to your goals for this school year:

| | |
|--|---|
| <p>Work</p> <p>___ get a job</p> <p>___ stay at my current job</p> <p>___ enter job training</p> <p>___ get a promotion at my job</p> <p>___ get more work skills</p> <p>___ volunteer</p> <p>___ other work goal: _____</p> | <p>Personal/ Family</p> <p>___ visit my children's school</p> <p>___ volunteer in my child's school</p> <p>___ read to my children</p> <p>___ help my children with homework</p> <p>___ take my children to the library</p> <p>___ go to school meetings</p> <p>___ other personal goal: _____</p> |
| <p>Community</p> <p>___ enter a Citizenship class</p> <p>___ get my U.S. Citizenship</p> <p>___ register to vote</p> <p>___ vote in the next election</p> <p>___ get involved in the community</p> <p>___ other community goal: _____</p> | <p>Education</p> <p>___ go to the next ESL level</p> <p>___ go to a Basic Skills class</p> <p>___ get my GED or HS diploma</p> <p>___ enter college</p> <p>___ enter another training class</p> <p>___ learn computer skills</p> <p>___ other educational goal: _____</p> |

My Short-Term Goals

Complete the following survey at the **end** of the semester.

*Put a check next to the goals that you **accomplished this semester**.*

| | |
|--|---|
| <p>Work</p> <p>___ get a job</p> <p>___ stay at my current job</p> <p>___ enter job training</p> <p>___ get a promotion at my job</p> <p>___ get more work skills</p> <p>___ volunteer</p> <p>___ other work goal: _____</p> | <p>Personal/ Family</p> <p>___ visit my children's school</p> <p>___ volunteer in my child's school</p> <p>___ read to my children</p> <p>___ help my children with homework</p> <p>___ take my children to the library</p> <p>___ go to school meetings</p> <p>___ other personal goal: _____</p> |
| <p>Community</p> <p>___ enter a Citizenship class</p> <p>___ get my U.S. Citizenship</p> <p>___ register to vote</p> <p>___ vote in the next election</p> <p>___ get involved in the community</p> <p>___ other community goal: _____</p> | <p>Education</p> <p>___ go to the next ESL level</p> <p>___ go to a Basic Skills class</p> <p>___ get my GED or HS diploma</p> <p>___ enter college</p> <p>___ enter another training class</p> <p>___ learn computer skills</p> <p>___ other educational goal: _____</p> |

Attendance Goals

Example:

| Week | Goal/ # of days | Mon | Tues | Wed | Thur | Fri | Total | Goal Met? Yes/No |
|------|-----------------------|-----|------|-----|------|-----|-------|------------------------|
| 1 | 4 | ✓ | ✓ | ✓ | | ✓ | 4 | yes |

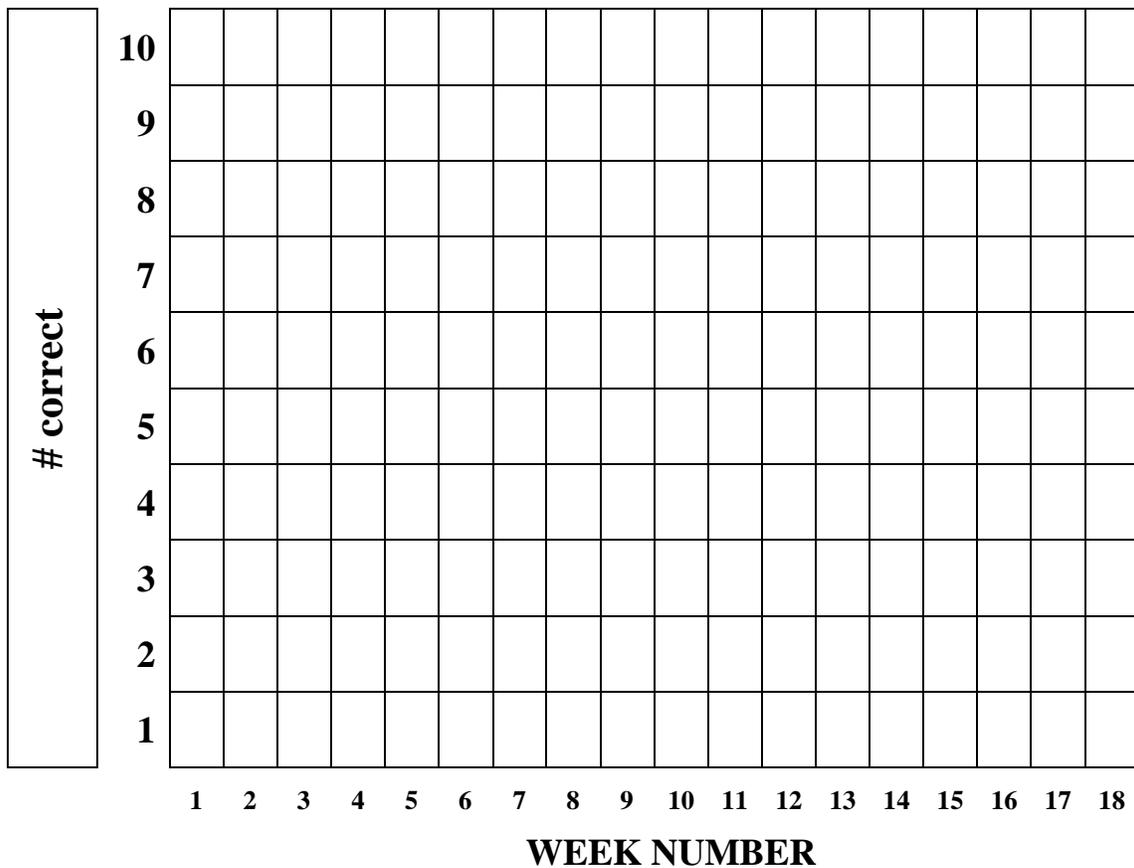
| | | | | | | | | |
|----|--|--|--|--|--|--|--|--|
| 1 | | | | | | | | |
| 2 | | | | | | | | |
| 3 | | | | | | | | |
| 4 | | | | | | | | |
| 5 | | | | | | | | |
| 6 | | | | | | | | |
| 7 | | | | | | | | |
| 8 | | | | | | | | |
| 9 | | | | | | | | |
| 10 | | | | | | | | |
| 11 | | | | | | | | |
| 12 | | | | | | | | |
| 13 | | | | | | | | |
| 14 | | | | | | | | |
| 15 | | | | | | | | |
| 16 | | | | | | | | |
| 17 | | | | | | | | |
| 18 | | | | | | | | |

STUDENT PROGRESS GRAPH

Weekly Tests

Student Name: _____

Instructor: _____ Semester: _____



Study Habits to Help You Reach Your Goals

**A. Read the sentences. Answer Y for Yes or N for No about you.
Then interview your partner.**

Example: *I come to class on time. Do you...?*

| | You | Partner |
|--|------------|----------------|
| 1. I come to class on time. | _____ | _____ |
| 2. I come to class as often as I can. | _____ | _____ |
| 3. I turn off my cell phone in class. | _____ | _____ |
| 4. I do my homework and bring it to class. | _____ | _____ |
| 5. I bring my book and supplies to class. | _____ | _____ |
| 6. I write new words in my notebook. | _____ | _____ |
| 7. I work with my classmates. I help my classmates. | _____ | _____ |
| 8. I read books in English. | _____ | _____ |
| 9. I review my class notes for 5 minutes two times after class. | _____ | _____ |
| 10. I ask a family member or friend to “quiz” me after class. | _____ | _____ |
| 11. I introduce myself and talk to my child’s teacher or school principal, or to my neighbor or the postal worker. | _____ | _____ |

B. Write three sentences about your partner.

Example: *Louisa brings her notebook to class every day.*

Management/Organization Strategy: Student Binder Checklist

Student Name _____

Date _____

Check “Yes” if the answer is correct.

Check “No” if the answer is not correct.

| | My Answers | | Evaluator’s Answers | |
|--|------------|----|---------------------|----|
| | YES | NO | YES | NO |
| 1. My name and class name are on the binder. | | | | |
| 2. I have lined paper in the binder. | | | | |
| 3. I have five dividers. | | | | |
| 4. I have all my papers in the correct divider sections. | | | | |
| 5. I have only papers from this class in the binder. | | | | |
| 6. I can find my papers easily. | | | | |

Number of **YES** checks: _____

Evaluator’s Name _____

D. Price/S. Gaer

Reflection: What did you do in class today?

Did you . . .

1. Work in teams? 
2. Teach other students? 
3. Make decisions? 
4. Find solutions to problems?
5. Organize your papers?
6. Use equipment? 
7. Volunteer to ask or answer questions?
8. Check your work and correct your errors?
9. Use every minute of your time in class?
10. Feel good about yourself?
11. And, of course, speak, write, understand English? 

Problem-Solving Template

What is the problem?

A

What can he/she do?

1. _____
2. _____
3. _____

B

What will happen?

Good



1. _____
2. _____
3. _____

Bad



1. _____
2. _____
3. _____

C

What will he/she do?

Why?

Functional Conversational Phrases

Giving advice/suggestions

If I were you, I'd...
I suggest that you...
I think you should...
Why don't you...
I recommend that you...
I think you'd better...

Bringing in other people

What do you think, [name]?
What's your opinion, [name]?
Don't you agree with us, [name]?
You're quiet today, [name].
What are you thinking, [name]?

Checking another person's understanding

Do you follow me?
Have you got it?
Are you with me?
Be sure to ask if you have any questions.

Asking for repetition/clarification

I didn't catch that.
I didn't hear you.
I missed that.
I'm not following you.
Sorry, I don't see what you mean.
Would you mind saying that again?

Showing understanding

Now I've got it.
I understand.
I'm with you.
Uh-huh.
Um-hmm.

Starting a conversation

Hi, my name is _____.
Excuse me, can I talk to you for a minute?
Can I ask you something?
Can I talk to you for a minute?

Ending a conversation

Thanks for your time.
Sorry, but I think I should be going now.
Well, I don't want to take up any more of your time.
I've got to go now.
It was nice talking to you.

Saying goodbye

It was nice talking to you.
Thanks for the information.
Talk to you soon.
Take care.
Take it easy.
See you later.

Responding to criticism

Please accept my apology.
It won't happen again.
I apologize.
Please forgive me.

References

- Coleman, D. (2015, September 29). *The New Workforce and Innovation Act: The name of our game is workforce development*. Retrieved from <http://www.catesolnews.org/2015/09/new-workforce-innovation-opportunity-act/>
- Comings, J. (1999). *Persistence: Helping adult education students reach their goals*. Retrieved from http://www.ncsall.net/fileadmin/resources/ann_rev/comings-02.pdf
- Comings, J., Parrella, A., & Soricone, L. (1999). *Persistence among adult basic education students in pre-GED classes* (NCSALL Report 12). Cambridge, MA: The National Center for the Study of Adult Learning and Literacy, Harvard Graduate School of Education. Retrieved from <http://www.ncsall.net/fileadmin/resources/research/report12.pdf>
- Miller, S. (n.d.). *Supporting ESL learner persistence*. Retrieved from atlasabe.org/LiteratureRetrieve.aspx?ID=226311
- Nash, A., & Kallenbach, S. (2009). *Making it worth the stay: Findings from the New English Adult Learner Persistence Project*. Boston, MA: New England Literacy Resource Center, World Education. Retrieved from <http://nelrc.org/persist/pdfs/Making%20it%20worth%20the%20stay.pdf>
- San Diego Continuing Education. (n.d.). *Goal setting lessons*. Retrieved from <http://www.sdce.edu/classes/esl/esl-resources/goal-setting-lessons>