

# Instructional Strategies: Learner Goal Setting in Adult Education

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# Objectives

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.

Brainstorm with a partner:

Think about your (our) students. What most affects persistence, either in a positive or negative way?

Example:

The teacher affects persistence in a positive way; work schedules affect persistence in negative ways.



<https://pixabay.com/en/thinker-thinking-person-idea-28741/>

# Courtesy: Simple Phrases for Leaving

- *It was nice talking to you.*
- *Thanks for your time.*
- *Thanks for your help.*
- *See you later.*



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# National Center for the Study of Adult Learning and Literacy (NCSALL) Persistence Study

## Forces that affected persistence **positively**

Relevance of instruction (63%)

Relationships (63%)

Having a goal (57%)

Teacher and peers (51%)

Sense of self (44%)

## Forces that affected persistence **negatively**

Life demands (transportation, child care needs, home life, work schedules, etc.) (49%)

Relationships (unsupportive) (17%)

Sense of self (negative) (11%)

# Four Supports to Persistence

Manage positive and negative forces that help and hinder persistence.

- **Help students establish goals.**
- **Show progress toward the goals.**
- **Build self-efficacy (the feeling that you can reach a goal).**

*Source:* Comings, Parella, & Soricone, 1999.

# The New England Learner Persistence Project

- Eighteen New England programs experimented with promising persistence strategies. Half were English as a second language (ESL).
- They focused on strategies that addressed:
  - Intake and orientation
  - **Instruction and learning options**
  - Counseling and peer supports
  - Re-engagement

# Drivers of Persistence: Adults' Needs

- A sense of belonging and community
- Clarity of purpose
- A sense of competence
- Stability
- Relevance
- Agency



# Driver 1: A Sense of Belonging and Community

- Make the first interaction one that welcomes and builds community.
- Engage in group projects, recognitions, and celebrations.
- Establish personal relationships.

# Driver 1: A Sense of Belonging and Community

## Examples

- Assign a trainer.
- Do a mixer (find someone who) activity for students to get acquainted.
- Set up a private Facebook class page.

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# Trainers

## 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?

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# Classroom Roles and Duties

- **Materials Managers**—They pass out handouts to their classmates. They say: *Here you are. Did everyone get a handout? Who needs one?*
- **Trainer**—They are in charge of students who come late or new students. They say: *Hello, my name is \_\_\_\_\_. We are on p. \_\_\_\_\_.*
- **Cell Phone Monitor**—This person reminds the class that ringing of cell phones is disruptive to everyone. They say: *Please turn your cell phone to vibrate, or turn off your cell phone.*

# Getting Acquainted: Find Someone Who

Collaborative Worksheets • UNIT 2	
Lesson <b>B</b>	<b>What do you want to do?</b>
<b>Student interview</b>	
<b>A</b> Answer the questions about yourself.	
1. Do you want to go to college?	_____
2. Do you want to study auto mechanics?	_____
3. Do you need to get your GED?	_____
4. Do you want to make more money?	_____
5. Do you want to get a new job?	_____
6. Do you want to become a citizen?	_____
7. Do you need to get a driver's license?	_____
8. Do you want to take a computer class?	_____
<b>B</b> Talk to your classmates. Ask questions. Write their names.	
<b>A</b> Hiroshi, do you want to go to college?	
<b>B</b> Yes, I do.	
1. Find two students who want to go to college.	
Name: <u>Hiroshi</u>	Name: _____
2. Find a student who wants to study auto mechanics.	
Name: _____	
3. Find two students who need to get their GEDs.	
Name: _____	Name: _____
4. Find two students who want to make more money.	
Name: _____	Name: _____
5. Find two students who want to get a new job.	
Name: _____	Name: _____

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## Driver 2: Clarity of Purpose

- Help participants consider goals.
- Make the connection between what's being taught and students' goals explicit.
- Make what you're teaching transparent to learners.

# Driver 2: Clarity of Purpose

## Examples: Goal-Setting Worksheets

1. My Semester English Language Goals
2. Making and Revisiting Short-Term Goals
3. Attendance Goals


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# Driver 2: Clarity of Purpose


## Examples: My Semester English Language Goals




**My Semester English Language Goals**  
Beginning Level

Check (✓) the goals for you:


  
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☐ 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-read-reading-woman-441177/>

celery	green beans	sweet potatoes
 <small><a href="https://pixabay.com/en/celery-vegetables-vegetable-green-69282/">https://pixabay.com/en/celery-vegetables-vegetable-green-69282/</a></small>	 <small><a href="https://pixabay.com/en/green-beans-beans-bean-vegetable-green-579439/">https://pixabay.com/en/green-beans-beans-bean-vegetable-green-579439/</a></small>	 <small><a href="https://pixabay.com/en/sweet-potato-sweet-potato-256489/">https://pixabay.com/en/sweet-potato-sweet-potato-256489/</a></small>

☐ 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-children-school-234922/>

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## Driver 2: Clarity of Purpose

### Examples: Making and Revisiting Short Term Goals

**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:

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

**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**.

Work	Personal/ Family
<input type="checkbox"/> get a job	<input type="checkbox"/> visit my children's school
<input type="checkbox"/> stay at my current job	<input type="checkbox"/> volunteer in my child's school
<input type="checkbox"/> enter job training	<input type="checkbox"/> read to my children
<input type="checkbox"/> get a promotion at my job	<input type="checkbox"/> help my children with homework
<input type="checkbox"/> get more work skills	<input type="checkbox"/> take my children to the library
<input type="checkbox"/> volunteer	<input type="checkbox"/> go to school meetings
<input type="checkbox"/> other work goal: _____	<input type="checkbox"/> other personal goal: _____
Community	Education
<input type="checkbox"/> enter a Citizenship class	<input type="checkbox"/> go to the next ESL level
<input type="checkbox"/> get my U.S. Citizenship	<input type="checkbox"/> go to a Basic Skills class

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## Driver 2: Clarity of Purpose

### Examples: Goal-Setting Worksheets: Attendance Goals

#### Attendance Goals

	Week	Goal/ # of days	Mon	Tues	Wed	Thur	Fri	Total	Goal Met? Yes/No
Example:	1	4	✓	✓	✓		✓	4	yes
	1								
	2								
	3								

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# Progress Toward Goals

- **Revisit goals** individually or as a classroom activity.
- Ask students to **identify ways** to know they have **met their goal** to acknowledge success.
- Find ways to **celebrate** progress.
- Provide ways for students to **see success early** in program participation.

# Clarity of Purpose: Transparency

- “I make notes when someone is giving me directions because I know I won’t remember and the notes help me. What do you do to remember what you’ve learned? When might you have to take notes at school or at work?”
- “Today I asked you to sit with a partner and read the paragraphs you wrote to each other and check each other’s writing. Why did I ask you to do that?”

## Driver 3: A Sense of Competence

- Recognize student success.
- Help students learn to self-assess progress.
- Help students change negative self-talk.
- Build study skills.

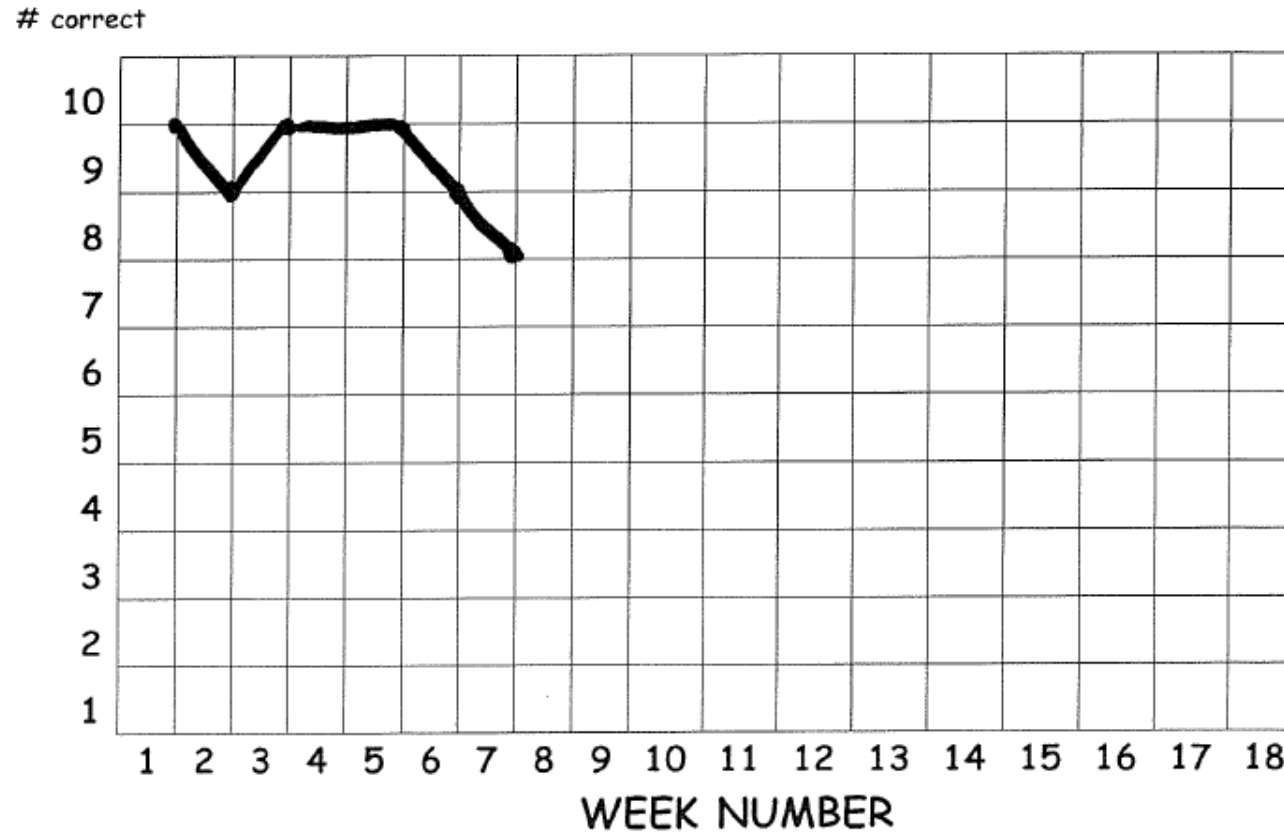
# Driver 3: A Sense of Competence Examples

- Progress graph
- Self Assessment
- Study skills
- Use exit tickets

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# Student Progress Graph

## Weekly Spelling/Grammar/Vocabulary Tests



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# Self Assessment

## UNIT 8

## Self-assessments

Name: \_\_\_\_\_

Date: \_\_\_\_\_

### A Vocabulary Check (✓) the words you know.

- |  |  |                                       |
|--|--|---------------------------------------|
| <input type="checkbox"/> busperson           | <input type="checkbox"/> housekeeper       | <input type="checkbox"/> receptionist |
| <input type="checkbox"/> construction worker | <input type="checkbox"/> nurse             | <input type="checkbox"/> salesperson  |
| <input type="checkbox"/> electrician         | <input type="checkbox"/> nursing assistant | <input type="checkbox"/> server       |
| <input type="checkbox"/> homemaker           | <input type="checkbox"/> office worker     | <input type="checkbox"/> truck driver |

### B Skills and functions Read the sentences. Check (✓) what you know.

I can use the simple past of <b>be</b> : <b>Were</b> you a student? Yes, I <b>was</b> . No, I <b>wasn't</b> .		I can understand past and present when I read.	
I can use <b>can</b> : He <b>can</b> cook. She <b>can't</b> drive a truck.		I can use a dictionary to check my spelling.	
I can use <b>and</b> and <b>but</b> with <b>be</b> : John <b>is</b> at work today, <b>and</b> he <b>was</b> at work yesterday. Carmen <b>is</b> at work today, <b>but</b> she <b>wasn't</b> at work yesterday.		I can complete an employment application.	
I can write about my skills.			

### C What's next? Choose one.

- ☐ I am ready for the unit test.
- ☐ I need more practice with \_\_\_\_\_



# Study Habits to Help You Reach Your Goals

Read the sentences. Answer Y for Yes and 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 write new words in my notebook.	_____	_____
6. I work with my classmates. I help my classmates.	_____	_____
7. I bring my book and supplies to class.	_____	_____

# Study Skills Strategies: Jigsaw

## Lesson **D** *Reading*

Collaborative activities

### Jigsaw reading

- A** Form a group of four. Each person will read a different strategy about learning English.
- B** Read your strategy to yourself.

#### **Strategy 1: Use index cards.**

Write words you want to learn on index cards. You can write the word on one side of the card and the meaning on the other side. Carry the cards with you, and study them in your free time. Add new words often.

#### **Strategy 2: Learn word parts.**

To learn vocabulary, you can learn parts of words. You can learn word beginnings, such as *un-* (*unhappy*) and *dis-* (*dislike*), which mean “not.” You can learn word roots, such as *ped* or *pod*, meaning “foot.” Word parts can help you guess the meaning of new words.

#### **Strategy 3: Find words that go together.**

Look for words that go together. If you have a shopping list, put meat words together (like *chicken*, *fish*) and fruit words together (like *bananas*, *apples*). Organize furniture vocabulary by the rooms of a house. Choose a topic such as jobs or health, and study words in that topic.

#### **Strategy 4: Keep a vocabulary notebook.**

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# Study Skills Strategies: Jigsaw

## Lesson **D** *Reading*

Collaborative activities • UNIT 2

### **Jigsaw reading**

- C** Tell the group about your strategy. Listen to learn about the other strategies.  
Take notes.

**Strategy 1: Use index cards.**

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**Strategy 2: Learn word parts.**

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**Strategy 3: Find words that go together.**

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**Strategy 4: Keep a vocabulary notebook.**

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- D** Work with your group. Answer the questions.

1. What is one way to learn these words? *necklace, shirt, pants, bracelet, belt*
2. How can you use index cards to learn new words?

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## Management/Organization Strategy: Student Binder Checklist

Student's Name \_\_\_\_\_

Date \_\_\_\_\_

Check “Yes” ✓ if the answer is correct.

Check “No” ✓ if the answer is not correct.

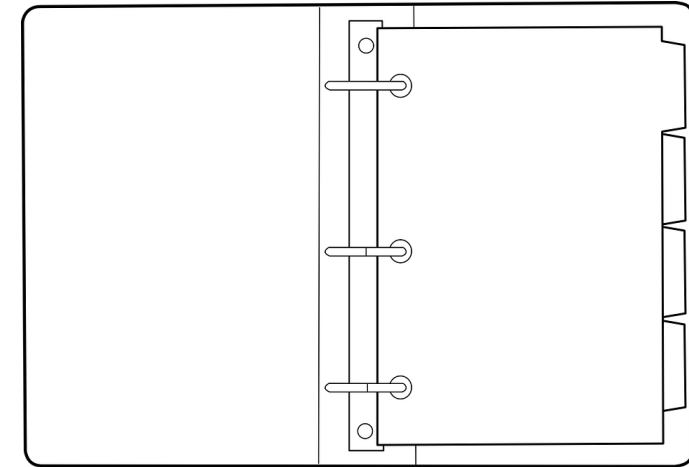
	My Answers		Evaluator's Answers	
	YES	NO	YES	NO
1. My name and class name are on the binder.				
2. I have lined paper in the binder.				
3. I have five dividers.				
4. I have all my papers in the correct divider sections.				
5. I have only papers from this class in the binder.				
6. I can find my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

Number of YES checks: \_\_\_\_\_

Evaluator's Name \_\_\_\_\_

D. Price/S. Gaer

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handout



<https://pixabay.com/en/binder-ring-binder-office-folder-155237/>

## Driver 4: Stability

- Establish clear schedules and routines.
- Check in regularly with individual students to provide support.

## Driver 4: Stability Examples

- Write an agenda on the board every day.
- Follow a syllabus.
- Create a class webpage.

# Driver 5: Relevance

- Make explicit the connection between what's being taught and participants' goals.
- Use authentic materials.
- Make what you are teaching transparent to learners (similar to clarity of purpose driver).

# Driver 5: Relevance Examples

- Reflection poster
- Authentic materials from workplace



# Reflection: What did you do in class today?

## **Did you . . .**

- Work in teams?
- Teach other students?
- Make decisions?
- Find solutions to problems?
- Organize your papers?
- Volunteer to ask or answer questions?
- Check your work and correct your errors?
- Use every minute of your time in class?
- Feel good about yourself?
- And, of course, speak, write, and understand English?

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# Alignment With the Workforce Innovation and Opportunity Act: Tips to Consider

“Ask students to bring in authentic documents from their jobs, such as work schedules, memos, cleaning checklists, etc., and use them in class in scaffolded lessons.”

*Source:* Coleman, 2015.

## Authentic document (adapted)

### Hotel maintenance workers weekly job duties

DUTIES	M	T	W	Th	F	Sa	S	Notes
Help housekeepers move carts up & down stairs	X	X	X	X	X	X	X	
Clean the entire pool area	X		X		X	X	X	
Clean the entire front lobby area & driveway	X	X	X	X	X	X	X	
Do a walk-thru of entire building and groups (am & pm)	X	X	X	X	X	X	X	
Clean all parking lots	X		X		X	X		
Clean entire lower level	X	X	X	X	X	X	X	

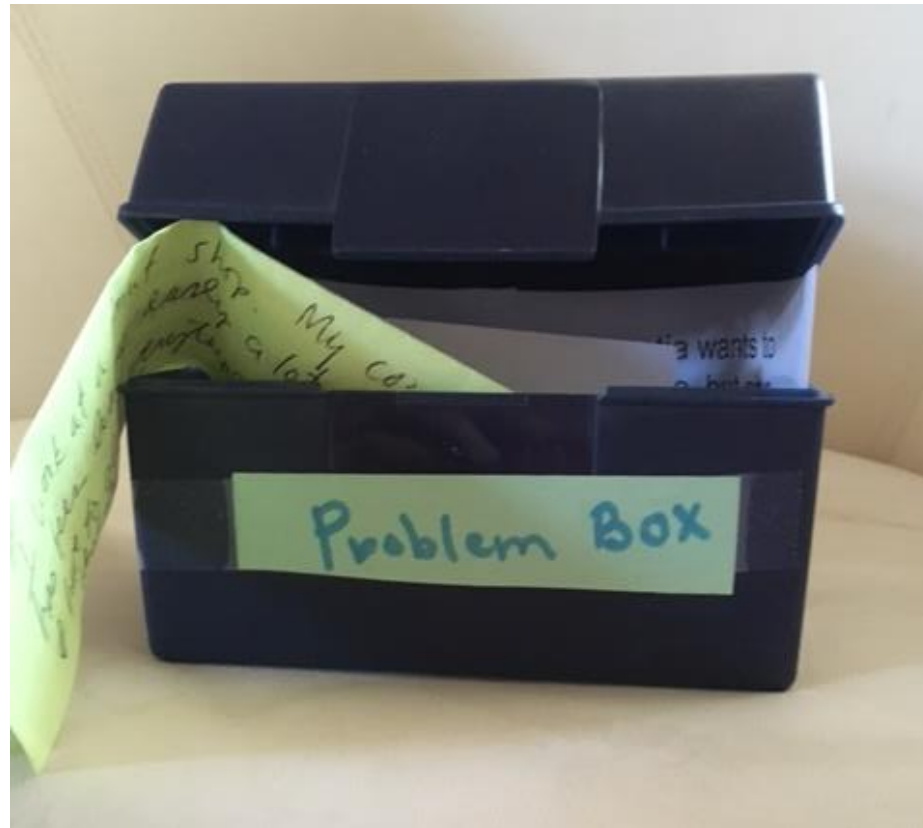
## Driver 6: Agency

- Provide clear and accessible information.
- Involve students in decision making.

## Driver 6: Agency Examples

- Provide resources in the community.
- Provide opportunities to problem-solve.

# Problem Solving: Discuss Real Problems

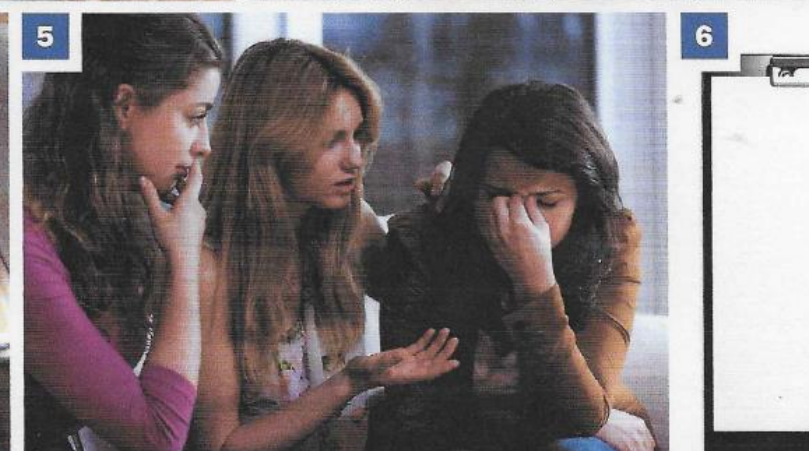
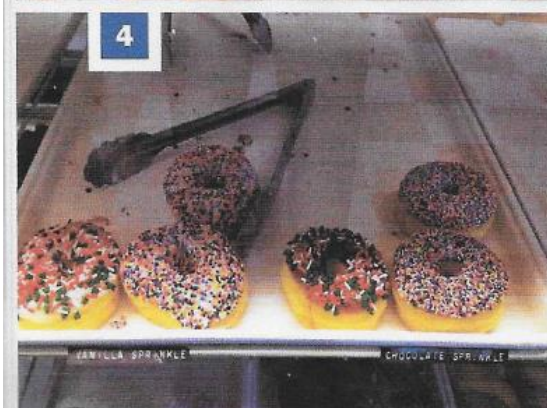
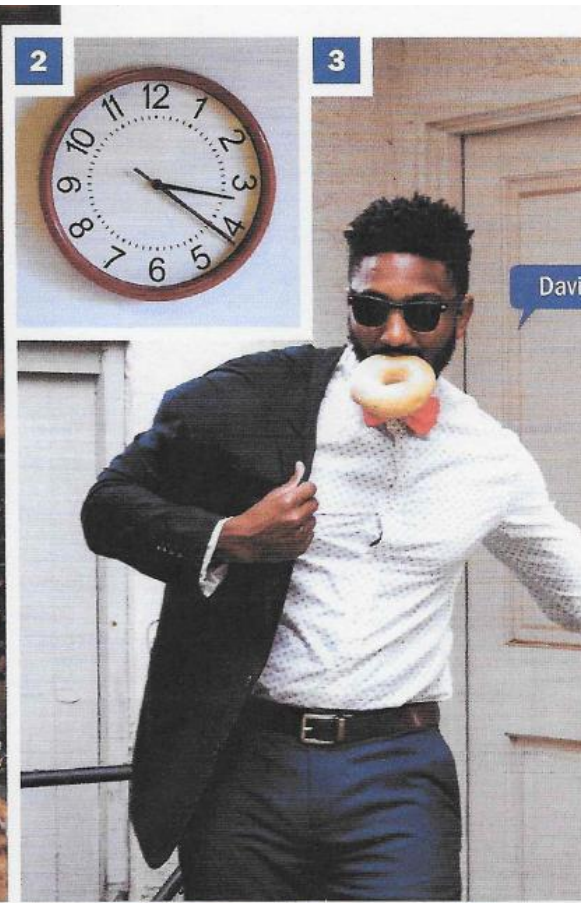
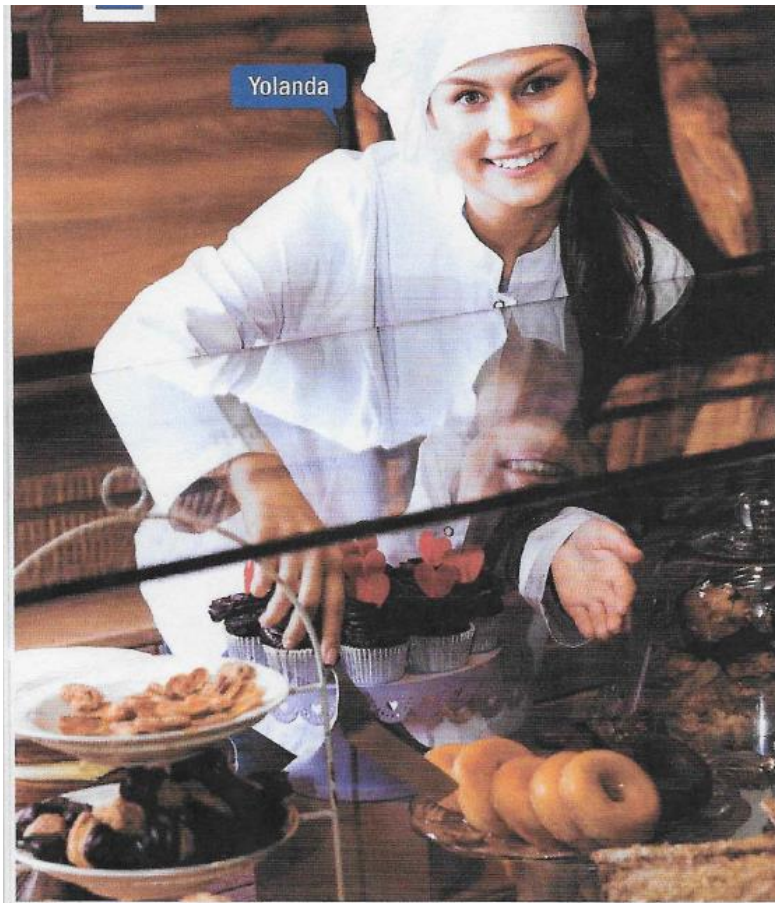




## Ventures 4









# Problem Solving: Template

- What is the problem?
- What can he/she do?
- What will happen?
- What will he/she do?

## 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. \_\_\_\_\_

What will he/she do?

Why?

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# Problem Solving: Useful Phrases

- *I think he/she should do \_\_\_\_\_ because\_\_\_\_\_.*
- *The problem is\_\_\_\_\_, so I think that\_\_\_\_\_.*
- *What will happen if she does \_\_\_\_\_?*
- *If she/he does \_\_\_\_\_, then\_\_\_\_\_.*



<https://pixabay.com/en/workplace-team-business-meeting-1245776/>

# Goal-Setting Summary

- Adult learners who have specific goals are more likely to persist in their studies.
- The primary incentive to learner retention is learners being able to set a goal and realize some progress in reaching that goal.

*Source:* Comings et al., 1999.

# My Commitment

I will implement the following two things I learned in this workshop in the next month.

1. \_\_\_\_\_
2. \_\_\_\_\_

