Instructional Strategies: Learner Goal Setting in Adult Education

Los Angeles Regional Adult Education Consortium

2019 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. A Sense of Belonging and Community Mixer (p. 4)
☐ 3. My Semester English Language Goals (p. 5)
☐ 4. Making & Revisiting Short-Term Goals (p. 6)
☐ 5. Attendance Goals (p. 7)
☐ 6. Progress Graph (p. 8)
☐ 7. Study Habits (p. 9)
☐ 8. Binder Checklist (p. 10)
☐ 9. End-of-Class Reflection (p. 11)
☐ 10. Problem-Solving Template (p. 12)
☐ 11. Functional Phrases (p. 13)
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?
A Sense of Belonging and Community Mixer

FIND YOUR CLASSMATE! Getting acquainted with your classmates.

Rules:
You can only ask the same student two questions.
You must write down the student's name. If you can't spell it, ask.
Use the correct grammar to make and answer questions.
For extra homework and writing practice, write 10 sentences about different classmates.

<table>
<thead>
<tr>
<th>QUESTION</th>
<th>STUDENT'S NAME</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did you…</td>
<td>YES</td>
</tr>
<tr>
<td>1) teach school in your country?</td>
<td>NO</td>
</tr>
<tr>
<td>2) study at the university in another country?</td>
<td></td>
</tr>
<tr>
<td>3) work as a cashier before?</td>
<td></td>
</tr>
<tr>
<td>4) get a job recently?</td>
<td></td>
</tr>
<tr>
<td>5) study at Chavez last semester?</td>
<td></td>
</tr>
<tr>
<td>6) take a trip last year?</td>
<td></td>
</tr>
<tr>
<td>WERE YOU….in your country?</td>
<td></td>
</tr>
<tr>
<td>7) a healthcare provider?</td>
<td></td>
</tr>
<tr>
<td>8) a teacher?</td>
<td></td>
</tr>
<tr>
<td>9) a computer programmer?</td>
<td></td>
</tr>
<tr>
<td>10) a secretary?</td>
<td></td>
</tr>
<tr>
<td>DO YOU…</td>
<td></td>
</tr>
<tr>
<td>11) like to write in English?</td>
<td></td>
</tr>
<tr>
<td>12) want to continue studying at a college?</td>
<td></td>
</tr>
<tr>
<td>13) work in a restaurant?</td>
<td></td>
</tr>
<tr>
<td>14) have any work experience?</td>
<td></td>
</tr>
<tr>
<td>15) like to work with elderly people?</td>
<td></td>
</tr>
<tr>
<td>16) know how to drive?</td>
<td></td>
</tr>
<tr>
<td>17) want to travel?</td>
<td></td>
</tr>
<tr>
<td>18) want to volunteer?</td>
<td></td>
</tr>
<tr>
<td>19) have some job experience?</td>
<td></td>
</tr>
<tr>
<td>ARE YOU…</td>
<td></td>
</tr>
<tr>
<td>20) outgoing?</td>
<td></td>
</tr>
<tr>
<td>21) a parent?</td>
<td></td>
</tr>
<tr>
<td>22) a caregiver?</td>
<td></td>
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</tbody>
</table>
My Semester English Language Goals
Beginning Level

Check (✓) the goals for you:

____ 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.

_____ 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.

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**celery**

[Link](https://pixabay.com/en/celery-vegetables-vegetable-green-680444/)

**green beans**

[Link](https://pixabay.com/en/green-beans-beans-fresh-green-519439/)

**sweet potatoes**

[Link](https://pixabay.com/en/sweet-potato-snack-936680/)

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# 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:*

<table>
<thead>
<tr>
<th>Work</th>
<th>Personal/Family</th>
</tr>
</thead>
<tbody>
<tr>
<td>___ get a job</td>
<td>___ visit my children’s school</td>
</tr>
<tr>
<td>___ stay at my current job</td>
<td>___ volunteer in my child’s school</td>
</tr>
<tr>
<td>___ enter job training</td>
<td>___ read to my children</td>
</tr>
<tr>
<td>___ get a promotion at my job</td>
<td>___ help my children with homework</td>
</tr>
<tr>
<td>___ get more work skills</td>
<td>___ take my children to the library</td>
</tr>
<tr>
<td>___ volunteer</td>
<td>___ go to school meetings</td>
</tr>
<tr>
<td>___ other work goal: ______</td>
<td>___ other personal goal: ______</td>
</tr>
</tbody>
</table>

<table>
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<tr>
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<th>Education</th>
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<tbody>
<tr>
<td>___ enter a Citizenship class</td>
<td>___ go to the next ESL level</td>
</tr>
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<td>___ get my U.S. Citizenship</td>
<td>___ go to a Basic Skills class</td>
</tr>
<tr>
<td>___ register to vote</td>
<td>___ get my GED or HS diploma</td>
</tr>
<tr>
<td>___ vote in the next election</td>
<td>___ enter college</td>
</tr>
<tr>
<td>___ get involved in the community</td>
<td>___ enter another training class</td>
</tr>
<tr>
<td>___ other community goal: _____</td>
<td>___ learn computer skills</td>
</tr>
<tr>
<td></td>
<td>___ other educational goal: ______</td>
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</tbody>
</table>

## 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.*

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<tr>
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</tr>
<tr>
<td></td>
<td>___ other educational goal: ______</td>
</tr>
</tbody>
</table>

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**Donna Price**
## Attendance Goals

<table>
<thead>
<tr>
<th>Week</th>
<th>Goal/ # of days</th>
<th>Mon</th>
<th>Tues</th>
<th>Wed</th>
<th>Thur</th>
<th>Fri</th>
<th>Total</th>
<th>Goal Met?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>4</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>4</td>
<td>yes</td>
</tr>
</tbody>
</table>

Example: 1 4 ✓ ✓ ✓ ✓ 4 yes
### Student Progress Graph

#### Weekly Tests

**Student Name:** ____________________________________________

**Instructor:** _______________  **Semester:** _____________________

<table>
<thead>
<tr>
<th># correct</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
</tr>
<tr>
<td>9</td>
</tr>
<tr>
<td>8</td>
</tr>
<tr>
<td>7</td>
</tr>
<tr>
<td>6</td>
</tr>
<tr>
<td>5</td>
</tr>
<tr>
<td>4</td>
</tr>
<tr>
<td>3</td>
</tr>
<tr>
<td>2</td>
</tr>
<tr>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>WEEK NUMBER</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>13</th>
<th>14</th>
<th>15</th>
<th>16</th>
<th>17</th>
<th>18</th>
</tr>
</thead>
<tbody>
<tr>
<td># correct</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
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…?

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

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.

<table>
<thead>
<tr>
<th></th>
<th>My Answers</th>
<th>Evaluator’s Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>1. My name and class name</td>
<td></td>
<td></td>
</tr>
<tr>
<td>are on the binder.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. I have lined paper in the</td>
<td></td>
<td></td>
</tr>
<tr>
<td>binder.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. I have five dividers.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. I have all my papers in the</td>
<td></td>
<td></td>
</tr>
<tr>
<td>correct divider sections.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. I have only papers from</td>
<td></td>
<td></td>
</tr>
<tr>
<td>this class in the binder.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. I can find my papers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>easily.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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, and understand English?
Problem-Solving Template

What is the problem?

__________________________________________________________________________________________

A

What can he/she do?

1.___________________________________________
2.___________________________________________
3.___________________________________________

B

What will happen?

<table>
<thead>
<tr>
<th>Good</th>
<th>Bad</th>
</tr>
</thead>
<tbody>
<tr>
<td>☺</td>
<td>😞</td>
</tr>
</tbody>
</table>

1.________________________
2.________________________
3.________________________

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…

**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?

**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]?

**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.

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