

Strategies for Learner Goal Setting



CATESOL 2008

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CORNERS Assessment Activity: *EDUCATORS*

Move to the best corner for you.

1. *How long have you been an educator?*
 - A. 0-1 year**
 - B. 2-5 years**
 - C. 6-10 years**
 - D. more than 10 years**

2. *How much learner goal setting do you facilitate in your school or classroom?*
 - A. None, but I want to begin**
 - B. 1 activity per term**
 - C. 2-3 activities per term**
 - D. Monthly or weekly activities**

3. *What is your occupation? (Look at your index card....)*
 - A. Family member/Babysitter**
 - B. Construction worker/Laborer**
 - C. Sales/Service worker**
 - D. Full-time student/Retiree**

Corners Role Group Questions

Ask a partner (in your "student role"):

- What's your occupation?

- Who do you need to talk to in English on your job? *or* in your life?

- What do you need to say?

Educator Tasks for Learner Goal Setting

- Find out about and know your student population
- Help students define their goals for studying/learning English as a Second Language
- Build lessons which include student language learning goals
- Create a supportive learning environment for goal setting and goal achievement

Goal Setting: Where, Who, What, How

1. Where do you want to speak English or speak it better?
2. Who do you want to talk to?
3. What do you want to say?
4. How? What are the steps to getting there?

Goal Setting: Four Questions

| |
|---|
| <ul style="list-style-type: none"> • Model Where, Who, What and How questions with the class. |
| <ul style="list-style-type: none"> • Take photos of each student, or have students bring in their own pictures or cut pictures from magazines. |
| <ul style="list-style-type: none"> • Students draw a picture of where they want to speak English, with whom, and explain what they want to say. They write about the steps to getting there. Ss put their own photos in their drawings. |
| <ul style="list-style-type: none"> • Post pictures on the walls of the classroom. |
| <ul style="list-style-type: none"> • As appropriate, refer to the pictures reminding students when a particular unit will help them reach their goals. <i>Remember when you said you wanted to talk to your boss at the restaurant? Next week's lesson is about food. We'll talk about how to talk to your boss at the restaurant during next week's lesson.</i> |
| <ul style="list-style-type: none"> • Make a teacher's <i>Where, Who, What, How</i> chart. Match student needs with your lesson plans. Adjust lesson plans to include student goals. |

| Level: | Teacher: | Date: | | |
|--------|----------|-------|------|-------------|
| Name | Where | Who | What | How (Steps) |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

Goal Setting: Where, Who, What

1. **Where do you want to speak English or speak it better?**
2. **Who do you want to talk to?**
3. **What do you want to say?**

Goal Setting: How?

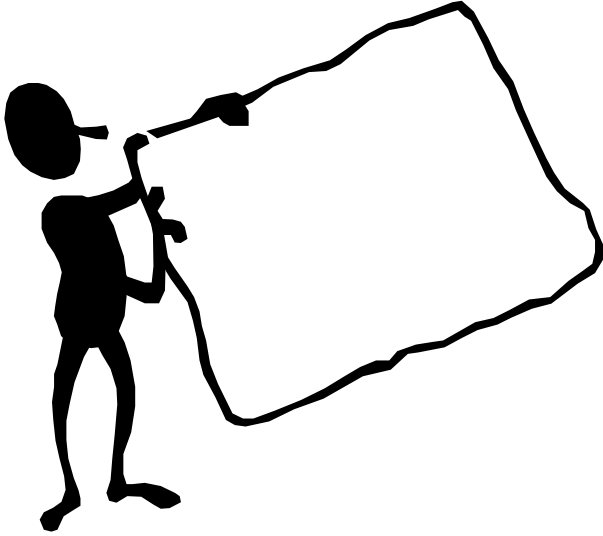
What are the steps for getting there?

Ways to Practice English

Come to class every day.

Watch television in English.

Weekly Goal Setting*



- Class Brainstorm
- List on Board
- Personalize Goals.....

My goal is to read the newspaper in English this week.

- Follow up check in...

Did you read the newspaper in English last week, Jorge?

*Susan Ritter, Evans Community Adult School

"Teaching Goal Setting" Partner Interview for Educators

*Read the sentences and put "Y" for yes and "N" for no.
First, silently do it for you. Then interview your partner.*

| | Me | My Partner |
|--|-------|------------|
| 1. I'd like to do goal setting with my students. | _____ | _____ |
| 2. Students in my class set goals | _____ | _____ |
| 3. I use examples of real & fictional students to help my students understand goals in their lives. | _____ | _____ |
| 4. I ask about and take note of my students' families, jobs, hobbies, and career and educational goals. | _____ | _____ |
| 5. I verbally &/or visually connect my students' goals to classroom objectives. | _____ | _____ |
| 6. I tell my students how our class lessons will help them with their goals. | _____ | _____ |
| 7. I use a textbook that addresses students' goals or I supplement my text with activities that address students' goals. | _____ | _____ |
| 8. I have classroom management strategies that allow me to confer with students one-to-one or in small groups about goals. | _____ | _____ |



Goal Setting Workshop

- Corners Student Assessment Activity
- Using Student Pictures for Goal Setting (WWW)
- Steps for Goal Achievement
- Weekly Goal Setting
- Study Skills and Study Habits
- Student Role Groups for Support and Student Reflection

Name: _____

Date: _____

My Goal: _____

How to Reach My Goal: Class and Study Skills

1. Get a three-ring binder and paper.
2. Get pencils with erasers and pens of different colors.
3. Make a vocabulary page on the last page of my notebook.
4. Organize my papers in my three-ring binder in different sections.
5. Review my class notes for 5 minutes after class.
6. Make flashcards to study vocabulary.
7. Review my flash cards for 5 minutes after class.
8. Always sit next to someone in class.
9. Use a picture or bilingual dictionary.
10. Draw pictures in my notebook to help me remember things.
11. Learn 5 new vocabulary words for my "goal place"* each week.
12. Learn to read papers, memos, lists, applications, or forms for my "goal place"*.
13. Use the English I learn in school at home, at work, or another place the same day.
14. Come to class every day (or _____ times/week).
15. Come to class on time every day (or _____ days/week).
16. Go to bed earlier. (Time: _____)
17. Talk to one family member or friend in English for 10 minutes every day.
(Name of person: _____)
18. Ask a family member or friend to "quiz" me using notes or flashcards.
19. Wake up (10) minutes early to review my notes and flashcards.
20. Exchange phone numbers with a classmate for class help or conversation practice.
21. Ask the teacher for help with _____.

Other Activities

22. Introduce myself to my child's teacher, principal or counselor.
23. Introduce myself to my neighbor, the postal worker or _____.
24. Watch T.V. in English for 15-30 minutes each night or on the weekend.
25. Go to a coffee shop, restaurant or _____ and listen to people take/give food orders in English.
26. Ask for a job application at a place I want to work.
27. Go to the DMV to get information.
28. Go to the library and get a library card. OR Ask for help with checking out books.
29. Find ESL materials, children's books or DVDs in the library.
30. Say "Hello" to the bus driver, bus riders or people in the market.

***"goal place" = the place where you want to speak English better**

Study Habits Interview *

Read the sentences. Answer **Yes** or **No** about you.
Then ask your partner.

Example: *I come to class every day. Do you.....?*

| | You | Partner |
|--|-------|---------|
| 1. I come to class every day. | _____ | _____ |
| 2. I bring my notebook to class every day. | _____ | _____ |
| 3. I speak only English in class. | _____ | _____ |
| 4. I have a class book or I plan to buy a book. | _____ | _____ |
| 5. I turn off my cell phone in class. | _____ | _____ |
| 6. I write new words in my notebook. | _____ | _____ |
| 7. I call my teacher/school or tell my teacher when I can't come to class. | _____ | _____ |
| 8. I practice English outside of class. | _____ | _____ |
| 9. I watch TV in English. | _____ | _____ |
| 10. I listen to the radio in English. | _____ | _____ |
| 11. I read books in English. | _____ | _____ |
| 12. I speak English at work. | _____ | _____ |

***Susan Ritter, Evans Community Adult School**

Student Goal Pictures Teacher Record Sheet

| Student's Name | <u>Where</u> to speak English | <u>Who</u> to speak English with | <u>What</u> to say in English |
|----------------|-------------------------------|----------------------------------|-------------------------------|
| Irma | Job | Managers | Job search |
| Laura | Child's school | Teacher | Parent/ Teacher conference |
| Edith | Home | Family | Chores, homework |
| Hilary | Restaurant work | Customers | Taking orders |