

Learner Persistence—Beginning-High ESL & Intermediate-Low ESL

Teacher's Notes:

Studies show that students who have a good understanding of their long term and short term goals, and have a clear plan that establishes the necessary steps to obtain the goals, are more likely to persist in their studies. These exercises help your students to establish their goals and then create a plan to achieve them.

The following exercises will also aid you in preparing the students to fill out their TOPSpro Entry forms, specifically field #12. During the exercises, please review how to fill in the bubbles on the form with the students.

The “Setting and Achieving Short and Long Term Goals” activity will work best if students are put in groups of three or four. Emphasize how important it is not just to set goals, but also to think of step by step actions that can be taken to achieve these goals. You may need to demonstrate an example. Part I will hopefully clarify the difference between short-term goals and long-term goals. Part II is meant to have students define their own short-term goals and long-term goals and step by step actions they can take to achieve their goals.

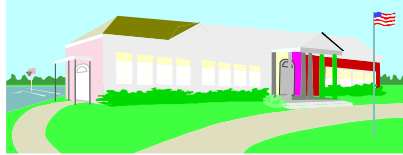
The “Attainable Goals Within a Program Year” will help your students become familiar with the vocabulary used in field 12 of the TOPSpro form. Again, this activity will work best if students are put in groups of three or four.

Learner Persistence—Beginning-High ESL & Intermediate-Low ESL

Name:

Date:

Setting and Achieving Short and Long Term Goals



A **short-term goal** is something that you want to do in the near future. For example, you want to speak more English at work. If you go to class every day and practice, it is possible for you to speak more English at work soon. A **long-term goal** is something that you want to do in the future, but it will take several years. For example, you want to be a nurse. You have to learn English, finish high school, apply to college, get accepted to college, study nursing and then get a job as a nurse. It will take several years, but you can do it.

PART I

Read the following situations and then write “true” or “false” for the sentences following the situation.

1. Martha is a nanny for a family with three children. She has a hard time talking to her boss in English, and her boss doesn't speak her language. In the future, Martha wants to go to college and study to become an elementary school teacher. Martha decides to take ESL classes at an adult school.
 - a. Martha's short-term goal is to learn more English because she needs to communicate better with her boss.
 - b. Martha's long-term goal is to become an elementary school teacher. _____
2. Sunny just arrived from Korea. She has to find a job, but she doesn't speak English well. After she works for a few years and

adapts to life in the U.S., she wants to have her own business. Sunny decides to take ESL classes at an adult school.

a. Sunny's long-term goal is to learn English to get a job.

b. _____
Sunny's short-term goal is to have her own business.

3. Andre is a plumber. He works for another plumber who is also from his country. They speak in their native language all the time, and his boss speaks to customers in English because Andre feels uncomfortable speaking English. Andre doesn't have a plumbing license, and his boss doesn't pay him well. Andre wants to earn more money. His boss always complains that Andre can't speak to customers who are not from their country. Andre decides to take ESL classes at an adult school.

a. Andre's short-term goal is to learn English because he needs to speak to customers. _____

b. Andre's short-term goal is to get his plumbing license.

PART II

You and your classmates are all studying English. In your group, discuss the following questions.

1. Why are you studying English?
2. Name three things you can do to achieve (*succeed in doing*) your goal of improving your English.
3. What is your short-term goal? Write this goal in your notebook.
4. Name three things that you need to do to achieve your short-term goal. Write these steps in your notebook.
5. What is your long-term goal? Write this goal in your notebook.
6. Name three things you need to do to achieve your long-term goal. Write these steps in your notebook.

Filling Out the TOPSpro Entry Record—Beginning-High ESL & Intermediate-Low ESL

Name:

Date:

Attainable Goals Within a Program Year

PART I

Choose the goal that best describes the situation.

1. Lily needs to improve her reading, writing and math skills.
 - a. Improve basic skills
 - b. Work-based project

2. Herman is going to be taking a test to become a U.S. citizen next month.
 - a. Improve English skills
 - b. U.S. citizenship

3. Paula didn't graduate from high school in her country. She wants to finish her high school classes this year in adult school.
 - a. Enter college or training
 - b. H.S. Diploma/ GED

4. Eli needs to speak better English because many of his customers only speak English.
 - a. Retain (*to keep*) job
 - b. Get a job

5. Liza has to write a special report at work in English.
 - a. Get a job
 - b. Work-based project

6. Manuel wants to help his children with their homework, but he doesn't understand a lot of the vocabulary in English.
 - a. Family goal
 - b. Enter college or training

7. Raul wants to study mechanics next semester, but he has to improve his English first.
 - a. Personal goal
 - b. Enter college or training

8. Pedro lost his job. He needs to find a new job, and he has to interview in English.
 - a. Retain a job
 - b. Get a job

9. Helen loves studying English.
 - a. Personal goal
 - b. Family goal

10. Jose can get a green card if he joins the Army in six months, but he must improve his English first.
 - a. Personal goal
 - b. Military

11. Sonya wants to improve her speaking, listening, reading and writing skills in English.
 - a. Improve English skills
 - b. U.S. Citizenship

PART II

*“Primary” means first, and “secondary” means second. Read the following situations, and bubble in the primary and secondary goal for each situation. Remember—only bubble in goals that this person can achieve **THIS** year.*

1. Emilio has a good job, but his boss says that he should learn more English. He also needs to help his kids with their schoolwork. Emilio wants to get a better job sometime in the next few years after he improves his English.

⑫ Attainable Goal Within Program Year (Mark one in each column)		
1	2 (1=Primary, 2=Secondary)	
<input type="checkbox"/>	<input type="checkbox"/>	Improve basic skills
<input type="checkbox"/>	<input type="checkbox"/>	Improve English skills
<input type="checkbox"/>	<input type="checkbox"/>	H.S. Diploma / GED
<input type="checkbox"/>	<input type="checkbox"/>	Get a job
<input type="checkbox"/>	<input type="checkbox"/>	Retain job
<input type="checkbox"/>	<input type="checkbox"/>	Enter college or training
<input type="checkbox"/>	<input type="checkbox"/>	Work-based project
<input type="checkbox"/>	<input type="checkbox"/>	Family goal
<input type="checkbox"/>	<input type="checkbox"/>	U.S. Citizenship
<input type="checkbox"/>	<input type="checkbox"/>	Military
<input type="checkbox"/>	<input type="checkbox"/>	Personal goal
<input type="checkbox"/>	<input type="checkbox"/>	None
<input type="checkbox"/>	<input type="checkbox"/>	Other

2. Isabel lost her job two months ago, and she must find a new job. She also really wants to improve her speaking, reading, writing and listening skills in English. She wants to become a U.S. citizen in five years.

12 Attainable Goal Within Program Year (Mark one in each column)		
1	2	(1=Primary, 2=Secondary)
<input type="checkbox"/>	<input type="checkbox"/>	Improve basic skills
<input type="checkbox"/>	<input type="checkbox"/>	Improve English skills
<input type="checkbox"/>	<input type="checkbox"/>	H.S. Diploma / GED
<input type="checkbox"/>	<input type="checkbox"/>	Get a job
<input type="checkbox"/>	<input type="checkbox"/>	Retain job
<input type="checkbox"/>	<input type="checkbox"/>	Enter college or training
<input type="checkbox"/>	<input type="checkbox"/>	Work-based project
<input type="checkbox"/>	<input type="checkbox"/>	Family goal
<input type="checkbox"/>	<input type="checkbox"/>	U.S. Citizenship
<input type="checkbox"/>	<input type="checkbox"/>	Military
<input type="checkbox"/>	<input type="checkbox"/>	Personal goal
<input type="checkbox"/>	<input type="checkbox"/>	None
<input type="checkbox"/>	<input type="checkbox"/>	Other

3. Rosana is taking the last class she needs before she can graduate from high school. She is filling out applications for different colleges. Rosana's family is very proud of her.

12 Attainable Goal Within Program Year (Mark one in each column)		
1	2	(1=Primary, 2=Secondary)
<input type="checkbox"/>	<input type="checkbox"/>	Improve basic skills
<input type="checkbox"/>	<input type="checkbox"/>	Improve English skills
<input type="checkbox"/>	<input type="checkbox"/>	H.S. Diploma / GED
<input type="checkbox"/>	<input type="checkbox"/>	Get a job
<input type="checkbox"/>	<input type="checkbox"/>	Retain job
<input type="checkbox"/>	<input type="checkbox"/>	Enter college or training
<input type="checkbox"/>	<input type="checkbox"/>	Work-based project
<input type="checkbox"/>	<input type="checkbox"/>	Family goal
<input type="checkbox"/>	<input type="checkbox"/>	U.S. Citizenship
<input type="checkbox"/>	<input type="checkbox"/>	Military
<input type="checkbox"/>	<input type="checkbox"/>	Personal goal
<input type="checkbox"/>	<input type="checkbox"/>	None
<input type="checkbox"/>	<input type="checkbox"/>	Other

4. Taka is going to be taking his exam to become a U.S. citizen very soon. He also wants to improve his speaking, reading, writing and listening skills in English. He hopes to go to university in the next few years.

12 Attainable Goal Within Program Year (Mark one in each column)		
1	2	(1=Primary, 2=Secondary)
<input type="checkbox"/>	<input type="checkbox"/>	Improve basic skills
<input type="checkbox"/>	<input type="checkbox"/>	Improve English skills
<input type="checkbox"/>	<input type="checkbox"/>	H.S. Diploma / GED
<input type="checkbox"/>	<input type="checkbox"/>	Get a job
<input type="checkbox"/>	<input type="checkbox"/>	Retain job
<input type="checkbox"/>	<input type="checkbox"/>	Enter college or training
<input type="checkbox"/>	<input type="checkbox"/>	Work-based project
<input type="checkbox"/>	<input type="checkbox"/>	Family goal
<input type="checkbox"/>	<input type="checkbox"/>	U.S. Citizenship
<input type="checkbox"/>	<input type="checkbox"/>	Military
<input type="checkbox"/>	<input type="checkbox"/>	Personal goal
<input type="checkbox"/>	<input type="checkbox"/>	None
<input type="checkbox"/>	<input type="checkbox"/>	Other