

TRANSITIONING ESL STUDENT TO COLLEGE AND WORK

Rob Jenkins

Santa Ana College School of Continuing Education

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Goals

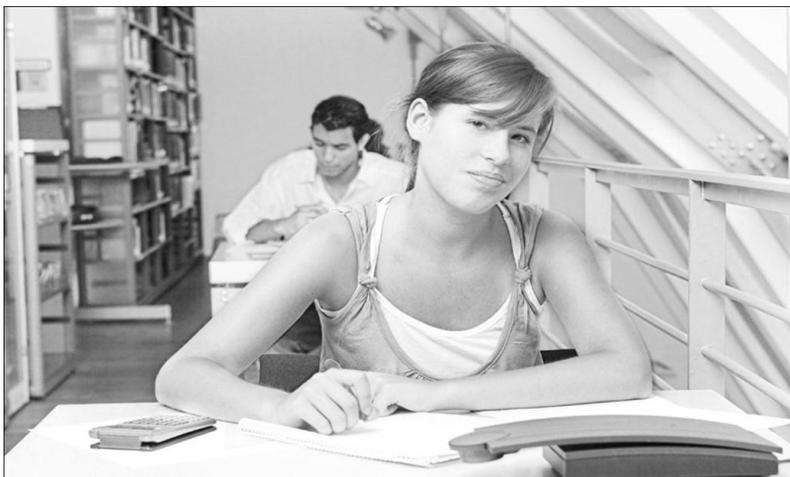
Make/Set
Maintain
Monitor
Modify

Persisting

Quality of Service
Community
Clarity of Purpose
Self-Efficacy
Safety

Preparation

SCANS
Communication Skills
Cooperative Skills
Critical Thinking Skills
Reading/Writing Skills
Study Skills
Learning Strategies
21st Century Skills



GOAL SETTING

1. "Goals are dreams with deadlines." - Diana Scharf Hunt
2. "The real pleasure of one's life is the devotion to a great objective of one's consideration." - George Bernard Shaw
3. "The important thing in life is to have a great aim, and the determination to attain it." - Goethe
4. "Goals determine what you're going to be." - Julius Erving
5. "The higher goal a person pursues, the quicker his ability develops, and the more beneficial he will become to the society. I believe for sure that this is also a truth." - Maksim Gorky
6. "There are people who put their dreams in a little box and say, Yes, I've got dreams, of course I've got dreams. Then they put the box away and bring it out once in a while to look in it, and yep, they're still there." - Erna Bombeck
7. "All our dreams can come true --if we have the courage to pursue them." - Walt Disney
8. "The future belongs to those who believe in the beauty of their dreams." - Eleanor Roosevelt
9. "The people who get on in this world are the people who get up and look for the circumstances they want and if they can't find them, make them." - George Bernard Shaw
10. "One's philosophy is not the best expressed in words; it is expressed in the choices one makes. In the long run, we shape our lives and we shape ourselves. The process never ends until we die. And, the choices we make are ultimately our own responsibility." - Eleanor Roosevelt
11. "Obstacles are those frightful things you see when you take your eyes off your goal." - Henry Ford
12. "Fear melts when you take action towards a goal you really want." - Robert Allen
13. "An average person with average talents and ambition and average education, can outstrip the most brilliant genius in our society, if that person has clear, focused goals." - Mary Kay Ash
14. "Our goals can only be reached through a vehicle of a plan, in which we must fervently believe, and upon which we must vigorously act. There is no other route to success." - Stephen A. Brennan
15. "If you want to be happy, set a goal that commands your thoughts, liberates your energy and inspires your hopes." -Andrew Carnegie
16. "What's talked about is a dream, What's envisioned is exciting, What's planned become possible, What's scheduled is real." - Anthony Robbins
17. "Goals are not only absolutely necessary to motivate us. They are essential to really keep us alive." - Robert H. Schuller
18. "Look to the future, because that is where you'll spend the rest of your life." - George Burns
19. "Living without an aim is like sailing without a compass." - Dumas goal setting quotes
20. "Man, with no objective, will soon possess nothing. Having an objective, even low, is better than having none." - Carlisle goal setting quotes

<http://www.goal-setting-for-success.com/goal-setting-quotes.html>

WHY DO SOME PEOPLE SUCCEED IN REACHING THEIR GOALS?

In a group, rank (1-5) from least to most important. 5 = most important. Come to a consensus.

- _____ Goals represent their values.
- _____ They are involved in setting them.
- _____ They can chart progress.
- _____ They have an inner motivation based on their personal values.
- _____ Their progress is recognized or they receive benefits for accomplishing their goals.

GOAL SETTING SURVEY

1. I teach goal setting in my class.
 Almost Always Often Sometimes Rarely Never
2. I teach my students to establish reasonable and attainable goals.
 Almost Always Often Sometimes Rarely Never
3. I give students time to self-reflect and establish goals in my class.
 Almost Always Often Sometimes Rarely Never
4. I give students time to revisit their goals.
 Almost Always Often Sometimes Rarely Never
5. I have personal goals.
 Almost Always Often Sometimes Rarely Never
6. I meet my personal goals.
 Almost Always Often Sometimes Rarely Never
7. I help students discover their core values.
 Almost Always Often Sometimes Rarely Never
8. I have occasional interviews with my students about their goals and needs to reach goals.
 Almost Always Often Sometimes Rarely Never
9. I am available to my students when they need help overcoming obstacles.
 Almost Always Often Sometimes Rarely Never
10. I know about the counseling opportunities at school and refer students.
 Almost Always Often Sometimes Rarely Never

PERSISTENCE

“Adults staying in programs for as long as they can, engaging in self-directed study or distance education when they must stop attending program services, and returning to program services as soon as the demands of their lives demand”.

1. I remember when I am teaching that there are many obstacles my students face to come to school.
 Almost Always Often Sometimes Rarely Never
2. I encourage students to make goals.
 Almost Always Often Sometimes Rarely Never
3. I help my students revisit their goals on a regular basis.
 Almost Always Often Sometimes Rarely Never
4. I try to include all my students in classroom activities.
 Almost Always Often Sometimes Rarely Never
5. I do what I can to build community in the classroom.
 Almost Always Often Sometimes Rarely Never
6. I make sure the students in my class feel comfortable about taking risks and safe to make errors.
 Almost Always Often Sometimes Rarely Never
7. I provide activities that require students to analyze information.
 Almost Always Often Sometimes Rarely Never
8. I try to be prepared every day and make sure my students know when they are progressing.
 Almost Always Often Sometimes Rarely Never
9. I make sure I am available for my students if they have problems they care to share with me.
 Almost Always Often Sometimes Rarely Never
10. I call students or otherwise contact them if they stop coming. I show genuine interest in their well-being.
 Almost Always Often Sometimes Rarely Never

LEARNER PERSISTENCE IN THE ADULT EDUCATION CLASSROOM

Persistence Definitions from NCSALL

Quality of Service: High-quality instructional and program practices and structures that are driven by the needs of the learners and that are engaging, supportive, and relevant to their daily lives.

- Elicit information from students.
- Use student-centered instruction techniques; do learner logs.
- Make sure all activities are relevant; do the application activities and projects.
- Ask questions that encourage critical thinking.
- Set goals with students.
- Do activities that help students think of future educational and vocational opportunities.



Safety: An environment in which learners feel that it is OK to make mistakes, they are respected for what they know, and they are equally valued in the program, regardless of race, gender, class, sexual orientation, ability, etc.

- Orientation to the Program: Developing a thoughtful, formal process for helping learners understand what the program and class are all about.
- Go over the objectives.
- Go over learner logs.
- Go over the structure of the book.

Community: An environment among learners, staff, and the larger community in which learners feel that they are not alone, that they are needed by others, and that they can work together to solve problems.

- Do group work activities.
- Do projects.
- Use student-centered teaching techniques.

Self-Efficacy: A belief by learners that they can be successful when attempting new activities as learners, workers, family members, and members of their communities.

- Remind yourself regularly to the Stand Out Mission Statement.
- See that students have meaningful success through activities that challenge them to succeed.

Clarity of Purpose: The realistic and meaningful goals learners have set for themselves and an understanding of how education will help them achieve such goals.

- Students know at the beginning of class of the objectives for each lesson and evaluate themselves regularly.
- Make sure you don't skip units that deal with personal, academic, and career goals.
- Students keep track of their learning and evaluate their goals through learner logs.

CRITICAL THINKING

“Critical thinking is the intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action...” Michael Scriven & Richard Paul (1987)

1. I ask questions when I present new material.
 Almost Always Often Sometimes Rarely Never
2. I ask questions that go beyond testing students' knowledge of facts.
 Almost Always Often Sometimes Rarely Never
3. I give sufficient time for students to process information after I ask them a question before I step in.
 Almost Always Often Sometimes Rarely Never
4. I incorporate a variety of activities in the class.
 Almost Always Often Sometimes Rarely Never
5. I ask open-ended questions.
 Almost Always Often Sometimes Rarely Never
6. I know and use decision making strategies in the classroom like PMI, CAF, or C&R.
 Almost Always Often Sometimes Rarely Never
7. I provide activities that require students to analyze information.
 Almost Always Often Sometimes Rarely Never
8. I provide activities that help students to find “value” in things they are analyzing.
 Almost Always Often Sometimes Rarely Never
9. I personally incorporate the critical thinking attribute of suspending judgment.
 Almost Always Often Sometimes Rarely Never
10. I personally incorporate the critical thinking attribute of listening carefully.
 Almost Always Often Sometimes Rarely Never

ATTRIBUTES OF A CRITICAL THINKER

(Source: CALPRO MODULE: Critical Thinking and Metacognition Session 1)

A. Study the attributes of a critical thinker below.

1. Asks pertinent questions.
2. Assesses statements and arguments.
3. Is able to admit a lack of understanding of information.
4. Has a sense of curiosity.
5. Is interested in finding new solutions.
6. Is able to clearly define a set of criteria for analyzing ideas.
7. Is willing to examine beliefs, assumptions, and opinions and weigh them against facts.
8. Listens carefully to others and is able to give feedback.
9. Sees that critical thinking is a lifelong process of self-assessment.
10. Suspends judgments until all facts have been gathered and considered.
11. Looks for evidence to support assumptions and beliefs.
12. Is able to adjust opinions when new facts are found.
13. Looks for proof.

B. In a group, classify items above by the number into categories.

Asking Questions	Making Judgments	Identifying Assumptions	Analyzing while suspending judgment

C. Discuss in your group how classifying helps you place value and analyze the items on the list.

COOPERATIVE LEARNING SURVEY

1. I have my students work in pairs and groups in every class period.
 Almost Always Often Sometimes Rarely Never
2. I ask students in groups to share ideas about the topic or instruction itself at least a few times a week.
 Almost Always Often Sometimes Rarely Never
3. I use various techniques to group students.
 Almost Always Often Sometimes Rarely Never
4. Students who work in cooperative groups in my class take on different roles. (PBL Workshop)
 Almost Always Often Sometimes Rarely Never
5. I teach cooperative “skills”.
 Almost Always Often Sometimes Rarely Never
6. I help students to understand positive interdependence and individual accountability.
 Almost Always Often Sometimes Rarely Never
7. I encourage all students to participate equally while in groups.
 Almost Always Often Sometimes Rarely Never
8. I have a good personal attitude about cooperative learning in the classroom.
 Almost Always Often Sometimes Rarely Never
9. I help students see the benefits to cooperative learning.
 Almost Always Often Sometimes Rarely Never
10. I allow time for groups to report after participating in cooperative groups.
 Almost Always Often Sometimes Rarely Never

WEATHER LESSON – TECHNOLOGY

Sample Lesson Plan - Beginning ESL

Warm-up	Ask students about the weather today. Is it hot or cold? Make gestures to help them understand hot and cold. If you have a world map point to places on the map and ask opinions about whether it is hot or cold in different countries.
Introduction	Write the word <i>weather</i> on the board. Today we are going to talk about weather and find out about weather in our countries.
Presentation	<p>Open the Smartboard lesson to page 1. Drill the students briefly on the six vocabulary words. Point to each picture and ask them "How's the weather?" Make sure that students pronounce each word correctly. Write "How's the weather?" on the board. Show the class how to drag the appropriate words to the pictures. Ask individuals to drag pictures. Go to the second page and teach <i>high</i> and <i>low</i>. Ask individual students to drag the appropriate pictures into the chart. Pass out the handout with the weather in various places around the world. (The handout for Beginning low has the information while the handout for Beginning high is blank for dictation).</p> <p>Write the following dialog on the board and prepare students for the first practice.</p> <p>A: How's the weather in Tokyo, Japan? B: It's sunny and 80 degrees.</p>
Practice 1	For Beginning High: Give the students a blank chart and dictate information to put in and then have them practice the dialog. For Beginning Low, ask students in pairs to practice the dialog using the information from the handout.
Evaluation 1	Observe
Presentation 2	Show the students how to navigate <i>Yahoo Weather</i> by opening it on the Smartboard: weather.yahoo.com . Find the current weather for the city in which the school resides and with the students complete the info for the city on the handout.
Practice 2	<p>Assign each group in the class one city (on the handout) and ask them to find the weather and the highs and lows on the Smartboard or on computers around the room.</p> <p>Ask the students to repeat practice 1 with the new information in pairs.</p>
Evaluation	Observe and help
Application	Ask groups to predict the weather in their countries and then check to see what it really is on the Internet.

WEATHER.YAHOO.COM

A: How's the weather in Tokyo, Japan?

B: It's sunny and 80 degrees.

PLACE	WEATHER	TEMPERATURE (degrees)
Tokyo, Japan	<i>sunny</i>	<i>80 degrees</i>
Moscow, Russia	<i>snowy</i>	<i>28 degrees</i>
Lima, Peru	<i>cloudy</i>	<i>61 degrees</i>
Chicago, Illinois	<i>windy</i>	<i>72 degrees</i>
London, England	<i>foggy</i>	<i>65 degrees</i>
New York, New York	<i>rainy</i>	<i>77 degrees</i>

PLACE	WEATHER	HIGH	LOW
Santa Ana, California			

PLACE	WEATHER	HIGH	LOW
San Francisco, California			
Los Angeles, California			
Miami, Florida			
Seoul, Korea			
Paris, France			
Jerusalem, Israel			

Your Country

Date: _____

PLACE	WEATHER	HIGH	LOW