

Transitioning ESL Students to College and Work

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Goals



Read the quotes on the handout. Choose two of your favorite and discuss them with a group.

Objective



By the end of the workshop, participants will be able to identify ways to help their students transition to college and the workplace. They will learn techniques and strategies to help students prepare and persist.

Agenda



- Three Issues to Transitions
- Goal Setting
- Persisting
- Preparing
- Success Teams

Three Issues to Transitioning Students



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

Goals – Why Do Some People Succeed?



- 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.

Learner Persistence



Adapted from
NCSALL

Quality of Service



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.

Our Mission



Give students

challenging opportunities

to be

successful

in their language-learning experience so

they develop confidence and become

independent, lifelong learners.

Preparation



Develop Learning strategies like

Asking the right questions

Self reflecting

Using 21st Century technology skills

Developing skills to transition to higher education and to the workplace

Working with others and in teams

Preparation



Developing Academic Skills

Reading: skimming, scanning, reading for comprehension, etc.

Writing: paraphrasing, outlining, summarizing, etc.

Listening: focused listening, active listening, listening for the main idea, etc.

Speaking: turn taking, summarizing, presenting, paraphrasing, communicative activities, etc.

Critical Thinking

True Critical Thinking



Classify the attributes of a good critical thinker.

True Critical Thinking



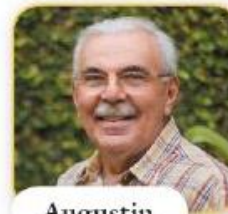
D

Augustin and his family don't eat together because they are very busy. Read what they eat.



Silvia

Breakfast: cereal and milk
Lunch: green salad and fruit juice
Dinner: spaghetti with meatballs and ice cream



Augustin

Breakfast: coffee
Lunch: sausage, beans, rice, and water
Dinner: cheese, bread, green salad, and fruit



Fernando

Breakfast: fruit, cereal, milk, and toast
Lunch: pepperoni pizza and milk
Dinner: fried chicken and a baked potato



Rosa

Breakfast: toast and coffee
Lunch: soup, bread, fruit, and yogurt
Dinner: turkey, potatoes, green salad, and water



Gilberto

Breakfast: doughnut and coffee
Lunch: hamburger, fries, and soda
Dinner: pepperoni pizza and beer

Simple Present: *Have*

I have . . .

You have . . .

He/She has . . .

Cooperative Learning



Define Cooperative Learning.

A cooperative activity is one where those engaged work together to accomplish an outcome. It involves both personal accountability and positive interdependence.

Cooperative Learning



Round Robin

Complete the story. Each member in the group writes a sentence.

“As I was walking to school today, I saw something very strange”.

21st Century Technology Skills



Think (1 minute):

What can the role of technology be in an ESL Classroom?
Write down your thoughts and ideas.

Pair (2 minutes):

Discuss your ideas with a partner.
Amend your original thoughts.

Share (3 minutes):

Discuss your ideas with a group of four.
Discuss your ideas with the group.

21st Century Technology Skills



Although the principle purpose of ESL classes is not to teach technology, using computers can enhance the English learning process while giving students experience with technology that they will encounter in the real world as well as provide opportunities to develop needed critical thinking and academic skills.

Weather Lesson



weather.yahoo.com

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>

Focused Listening



Listening is a critical element in the competent language performance of adult second language learners, whether they are communicating at school, at work, or in the community.

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Focused Listening



Do a pre-listening activity

Describe the task

Have students do the task (play the recording more than once if necessary)

Have students share with one another between listenings

Do a post-listening activity

Success Teams



Meet in a success team once a week for 30 minutes

Month:

	M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F	
Goal 1																					
Goal 2																					
Goal 3																					

Adapted from Skip Downing: On Course

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