VOCATIONAL AND CAREER DEVELOPMENT GOAL SETTING STRATEGIES
FOR ADULT ESL LEARNERS: A MATERIALS PORTFOLIO

A TERMINAL PROJECT PRESENTED BY
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ABSTRACT

Title: Vocational and career development goal setting strategies for adult ESL learners: A Materials Portfolio

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This materials portfolio will work to enhance learner understanding of the usefulness of vocational and career development goal setting in the L2 learning arena while strengthening listening, speaking and writing skills in English. It is hoped that the activities and lessons included in this portfolio will give teachers the means to provide meaningful, real world instruction and motivation for their adult second language students, while giving second language students the hands-on tools to imagine, explore and potentially manifest their vocational and career development goals. The materials and lesson plans found here are meant to address the needs of adult, intermediate ESL learners participating in a mixed skills class, but may be adapted for other level learners as needed.
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CHAPTER 1: INTRODUCTION

The challenges faced by adult ESL learners attempting to integrate into their new communities typically go beyond the standard goals of language learning (grammar, pronunciation, vocabulary). For many adult learners, the decision to immigrate to a new country pits the lure of opportunity against the cultural capital they leave behind. Roberts and Cooke (2009) define cultural capital as the “qualifications, skills, knowledge and prior experiences” adult immigrants maintain in their original culture (p. 621). In this way, the loss of cultural capital experienced by adult immigrants often includes occupational aspects which create gaps in their ability to maintain professions, establish viable means of self-support, and continue with, or begin, educational training. For many immigrants, occupations that came to shape their identities and served in large part as important components in their overall cultural capital are not transferable to their new communities.

For example, in 1996, the most recent year for which complete figures are available, “915,900 immigrants were admitted [to the United States], but only 56,500 (or 6 percent) were admitted because they were foreigners with extraordinary ability” and of those “11,000 [were] professionals holding advanced degrees, 8,900 [were] other professionals and skilled workers, 30,300 were unskilled workers and 6,000 were employment creation investors. Additionally in the same year, 117,500 immigrants claimed to be underemployed according to their economic and/or employment ability preferences” (Martin et al. 2000, p 300). When this loss of established vocational and career capital is coupled with a lack of language competency, adult

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ESL learners often face challenging odds in successfully integrating into their new communities. As a result, adult immigrants are often in need of redefining or reestablishing critical aspects of their vocational and career identities while also strengthening their second language abilities.

Because professional and occupational features play such an important role in adult sociocultural identities, it would seem the field of ESL instruction would be wise to include these aspects in adult ESL instruction. In doing this, the identities of language learners could be understood as a blending of their previous cultural capital, L1 and L2 sociocultural understanding, and overall language proficiency. Yet, while the field of second language teaching has recognized the need for learners to increase their awareness of sociocultural features in the L2, sociocultural instruction often treats this awareness from an outside-in perspective, meaning that learners are expected to recognize the importance of learning sociocultural aspects of their second language, while minimizing or ignoring their own sociocultural histories, strengths and experiences. In an article exploring the effects of learner attitudes of acculturation, Culhane (2004) cites work done by J.W. Berry regarding effective acculturation models. Berry found that learners who most effectively maintained their own cultural identities while extending relations and understandings in their new host communities were far more successful in integrating overall than learners who did not. Berry’s *Intercultural Interaction Model* shows that a learner’s attitudes toward the L2 and C2 (second culture), as well as their ability to maintain connections to their L1 and C1, greatly impact the acquiring of culturally based competencies, which in turn affects intercultural competencies and the successful acquisition of the L2.

In an article detailing the incorporation of multiliteracies in language teaching, The New

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London Group found that “people do not learn anything well unless they are both motivated to learn and believe that they will be able to use and function with what they are learning in some way that is in their interest” (p. 85). It seems then that it is important to show language learners that their mastery of a second language is not separate from their prior experiences and abilities as L1 speakers, and that the vocational/career goals they hold for their new L2 community are an integral part of learning their second language. In this way, second language teaching must work to maintain and strengthen these threads by incorporating into the pedagogy of language teaching the future vocational and career development goals of the language learner.

Goal setting can be a challenging, yet rewarding process for any learner. For adult ESL students, not only can it be seen as a tool that helps to connect their aspirations and future plans with their current focus of language learning, it can be a way for teachers to reinforce language learning lessons in a real world context.

**Overview of the Project**

Materials in this portfolio will assist in providing adult ESL learners with the opportunity and tools needed to continue their mastery of English while incorporating relevant and meaningful activities designed to assist them in exploring and realizing their vocational and career development goals. A combination of language instruction, personal narrative/journal writing, and a goal portfolio containing specific goal formation activities and exercises will guide students along a path of deeper understanding of the steps needed to master their vocational goals while connecting these goals to their overall ESL pursuits.

A detailed overview of sociocultural aspects of adult second language learning will be

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CHAPTER TWO: LITERATURE REVIEW

This chapter will discuss salient features of adult second language research and instruction as they relate to the learners’ loss of cultural capital and opportunities for ESL speakers to successfully integrate professionally and vocationally in the L2 community. The strands examined in this literature review include: (1) sociocultural aspects of second language learning, (2) sociocultural aspects of second language teaching, (3) the loss of cultural capital, (4) third space, and (5) learner autonomy.

Sociocultural Aspects of Second Language Learning

The field of second language teaching views sociocultural learning as language use in real-world situations. Here language is considered “a resource for participation in the kinds of activities our everyday lives comprise” (Zuengler & Miller, 2006, p. 40). In an article that explores how the sociocultural movement in ESL teaching has reshaped the training of L2 teachers, K. Johnson (2006) details the sociocultural movement behind language learning as “an activity that is situated in physical and social contexts and distributed across persons, tools, and activities” (p. 237). Johnson goes on to claim that the sociocultural movement defines human learning as a dynamic social activity that helps to reinforce the formation of learners’ identities. If, then, we consider that much of adult learners’ identities center around their professional and vocational histories, realities, and futures, the importance of incorporating a vocational/professional focus in ESL instruction becomes more apparent.

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In an article exploring the pedagogical implications of the need for adult ESL learners to be trained in multiliteracies that support their working, civic and private lives, The New London Group (1996) found that for ESL instruction to be most effective, it must include a component of real world situations and practices. In this way, the authors feel that disparities in education warrant a redrawing of SLA pedagogies to include multiliteracies that focus on a variety of modes of communication including specialist registers, and situational variations in order to better serve L2 learners. For the authors, multiliteracy represents the many varied forms of communication and media, and the increasing importance of cultural and linguistic diversity.

Expanding on this, Warriner (2007) explored the ways that the processes and practices of L2 language learning are related to the struggles of belonging and exclusion faced by Sudanese immigrants. He conducted a two-year, ethnographic study that followed three female Sudanese immigrants enrolled in an adult ESL program. One salient feature of the program was that its mission was to move learners as quickly as possible through classes designed to help them secure jobs in the greater society. The focus of the study was to understand how this program prepared (or did not prepare) its learners for active roles in society, and what the actual experiences of the learners were with respect to achieving the program’s mission. Warriner disputes the common assumption that an immigrant’s success lies for the most part on his or her mastery of English, instead showing that while many immigrants achieve proficiency in English, economic self-sufficiency, social mobility, and identity formation remain elusive. Additionally, the author finds that English language learning alone does not lead to the social, cultural, economic, or political capital necessary for meaningful citizenship, and that the “quick fix” approaches of many adult ESL programs ultimately only work to perpetuate the adult immigrant’s marginalized status. The author concludes that what is needed then is a “longer

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term view” that includes an understanding of the tools required to attain true economic, social, cultural and political self-sufficiency along with social mobility and the rights of the individual.

**Sociocultural Aspects of Second Language Teaching**

Yet the inclusion of sociocultural aspects into second language teaching can pose challenges for both teachers and learners. To begin, real world situational learning, such as telephone and job interview skills, often involve texts that are “too narrowly functionalist and do not provide affordances for learners to be themselves in the new language” or express themselves in useful and meaningful ways (Roberts & Cooke, 2009, p. 622). What’s more, other pedagogies miss the opportunity to incorporate significant, relevant aspects of students’ lives into their curriculums. For example, activities that involve sociocultural features of language learning often ask learners to consider these aspects with regard to the L2 they are learning, while neglecting sociocultural aspects of the learner’s prior experiences or realities. This lack of inclusion can be particularly problematic for adult learners. In fact it has been noted that often the success or failure of L2 students’ identity formation and successful integration into the language classroom and beyond can be linked to the extent to which their original language and culture were incorporated and honored into the language classroom (Jimenez, 2000).

Specifically, Jimenez found that in a year long study of 85 bilingual/bicultural learners, those who were most successful and viewed school most favorably were those who felt their Spanish heritage was supported and valued by their teachers and class curriculum.

Therefore, acquiring a second language in an ESL setting is more than simply gaining the competency needed to communicate in a new community. As stated by Peirce (1995) in an article she wrote exploring social identity and language learning, “It is through language that a
person negotiates a sense of self within and across different sites at different points in time” (p. 13). For adult ESL learners, it is important to remember that these sites include more than the simple exchange of information. For them speaking involves the constant “organizing and reorganizing of a sense of who they are and how they relate to the social world. This investment in the target language is also an investment in a learner’s own social identity” (p. 18). In acknowledging that language is inherently tied to identity, and that language learning involves not only the mastery of tools for communication but also the means by which people come to identify themselves in the L2, the importance of language teaching to incorporate features of adult learners’ past identities, experiences and goals becomes more apparent.

**Learner Narrative and the Use of Goal Portfolios**

The use of learner narratives and goal portfolios in the language classroom has proven effective as “an instructional strategy that promotes authentic learning, reflective practice, and interactive engagement among learners and teachers” (Kim, 2005, p. 21), while curricula designed to affirm the unique identities and needs of the student creates a greater understanding of how identity, language, and the uses of literacy interact, and influence one another in the language classroom and beyond (Jimenez 2001).

In an article that considered the growing importance of narrative study in the field of SLA, Pavlenko (2002) describes learner narratives as important instruments used by people to give meaning to their lives and experiences, and that by studying them, researchers and teachers can gain access to learners’ motivations, goals, frustrations, and identities. The author points out that narratives are not purely individual acts, but more the co-productions of social, cultural, and historical influences.

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Adding to this, Norton (1994) found L2 learner diaries to be of particular value in a study she conducted of 5 immigrant women participants from various language backgrounds, who recorded their interactions and feelings regarding second language learning and their opportunities to speak outside the classroom. One of the main focuses of her study was to examine the types of available opportunities that immigrant adult L2 speakers had in which to practice speaking English. She also wished to understand the differing social constructions that these opportunities had in various domains of these students' lives and how the learners' social identities shaped their participation. Two results of the study were that students' writing proficiencies increased dramatically, and that they appeared to gain confidence in their social interactions with anglophone Canadians. The author concludes by stating that journal writings of this type are a useful tool in that they provide teachers with insight into how classroom pedagogy is affecting students' social identities, demonstrate the level of student engagement in the overall learning process, and shed light on the differences between learning within the classroom and outside of it.

In an article titled “Nurturing Student Learning Through Portfolios”, Gottlieb (1995) describes learner portfolios as tools that “allow students to assume responsibility for their own learning [while providing] evidence of their progress toward meeting their goals as learners” (p. 12). In this article, the author includes several suggestions instructors might consider in the design and use of learner portfolios in the classroom. Included in these suggestions are: (1) limiting portfolio collections to one area of class instruction (written, oral, pronunciation) or one integrated theme (2) including graphic organization for second language learners (Venn diagrams, tables, illustrations etc.) (3) deciding which ways will best demonstrate evidence of learning (work samples, authentic writings, etc) and (4) including “hands-on interesting activities
that draw from students’ experiences and backgrounds” (p. 13) as a way to connect students’ work with the real world. The author also recommends using portfolios as a way for students to assess their present level of achievement, reflect on their overall learning process, and explore their goals.

The Loss of Cultural Capital

As stated earlier, the reality of the immigrant experience often involves more than just the challenge of the lack of understanding of the L2. Adult immigrants find themselves faced not only with a lack of proficiency in the L2, but also a loss of cultural capital that makes integrating into their new communities particularly challenging, especially when considering that recent studies have demonstrated that L2 literacy is predominantly influenced by economic, political, and cultural conditions (Bartlett, 2007). For many immigrants, the loss of occupational and economic abilities directly affects the insular classroom experience of learning their second language.

In an article that looked at the imbalance that exists between educational systems and pedagogies and the students they serve, which often includes students of color, those in poverty, immigrants, refugees, and minority language speakers, Hawkins and Norton (2009) focused their attention on critical teaching approaches and what they are able to provide second language teachers and learners. The authors make the claim that language teachers have an important role in addressing educational inequality, and that because they are often the first point of contact for many L2 learners, they serve as social mediators and educators of the new environment. It is a teacher’s role to facilitate their students’ working understanding of the language, texts, and discourses in order to understand the greater implications of social power and whom it serves.

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social power that includes issues of discrimination, cultural capital and the right to speak.

While multicultural teacher education aims to acknowledge differences in culture, language, ethnicity and status, social justice teacher education addresses institutionalized and individual power differences in education and beyond. From this work it becomes easier to see how the previously noted gap between the focus of language learning in the classroom and the real ability for language learners to apply classroom skills in their lives takes on a more salient importance.

**Third Space**

A concept that is proving to be more and more important in language teaching is the idea of a “third space”, which can be thought of as representing a place where students are able to reconceive of who they are and what their futures hold academically and beyond (Gutierrez, 2008). An example of this kind of instruction can be found in an empirical study undertaken at the Migrant Student Leadership Institute (MSLI) at UCLA, a program created by the author K. Gutierrez (Gutierrez, 2008). Here the pedagogy focused on students’ sociocultural experiences, which provided a bridge between the education students received and the focus of students’ lives. The structure of the MSLI is designed to aid the overall understanding in the cultural dimensions of learning that take place when learners’ ideas and realities outside the classroom come into contact with their in-class experiences. The author emphasizes that the method of study used in the MSLI helps shed light on student’s use of tools and resources in both their academic and social lives, which brings a greater understanding to how student’s everyday lives either support or constrain their language development.

The author concludes that the concept of the third space holds two important possibilities Chapter 2
for language teaching. First, rather than dividing students identities along lines of their L1 and L2, the idea of third space allows a blending of the two identities and the creation of a new possibility separate from either half. In this way, language learners are not asked to abandon the skills and experiences they held in their L1, nor are they expected to entirely adopt the culturally controlled elements of the L2. Instead, they are able to define for themselves how their pasts and futures will connect to enable them to achieve their future goals. The second possibility created by the concept of third space is that rather than focus on what students lack either linguistically or academically, the idea of third space allows for a connection and co-participation of the strengths of student’s overall social, economic and educational realities with regards to language learning. Language teaching then incorporates students’ past lives as strengths that can aid in their successful understanding and mastery of their new language.

Adding to this, Jimenez (2000) found that often the success or failure of L2 students’ identity formation in the L2 could be linked to the extent to which their original language and culture were simply incorporated and honored in the language classroom. The author followed 85 Hispanic L2 students in 4 bilingual classrooms with the aim of understanding the importance literacy plays in the students’ lives, how key class participants influenced student literacy development, and how Spanish and English interact to create identity. Data was collected for the study using classroom observation, teacher interviews, student interviews, formative experiment, and bilingual strategic reading instruction. The author found that among the ways students identified themselves, they often made direct statements of who they were, including referencing a blending of L1 and L2 identities, and hybridized identities. Additionally, students expressed the preference for L2 literacy learning being supportive of their Latina/o identities and inclusive of their Spanish-language literacy development.

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The challenge then for second language instructors is to create a meaningful space in which adult students’ pasts, presents, and futures are recognized in the classroom, while allowing learners to autonomously focus their learning to fit their individual greater needs.

**Learner Autonomy**

Traditionally, learner autonomy, defined as “the ability to take charge of one’s own learning” (Benson, 2007, p. 28) has been seen as a salient feature of language learning in that it gives students an opportunity to experience a learning environment that better honors their own lives. The idea that learner autonomy exists at various levels has been explored by several researchers in the field. Among the many cited by the author are Nunan’s (1997) five levels of autonomy (awareness, involvement, intervention, creation, and transcendance), and Littlewood’s (1997) three stages of autonomy (autonomy as a communicator, autonomy as a learner, and autonomy as a person). As noted by Benson, “weak pedagogies” see autonomy as something learners lack, while “strong pedagogies” view students as already autonomous and only in need of opportunities to insert their own autonomies into the language classroom (p. 24).

For adult ESL learners, issues of autonomy and the ability to self-direct learning can take on particular importance when considered against the backdrop of the loss of cultural capital. Language teachers may be missing an important chance to work with students’ motivations if they fail to consider their students’ lives outside the classroom. In this way, language learning and the desire to regain cultural capital must be understood as key components of the goal of second language acquisition.
CHAPTER 3: NEEDS ANALYSIS

Methods Overview

The following needs analysis was performed to better understand the current use of goal setting tools in the adult ESL classroom, and the needs and desires of both ESL students and teachers regarding goal setting in general. Three instruments were used: a student survey, a teacher survey, and a teacher interview. The findings of this needs analysis were used to design the materials portfolio to best serve both students and teachers.

Student Survey

Participants

Student participants included fifteen adult ESL students from Lane Community College (LCC), in Eugene, and five current Humphrey Scholars from the American English Institute at the University of Oregon.

It is important to note that while both the LCC students and Humphrey students were given identical surveys, the groups are very different from each other and their differences were somewhat represented in their overall responses. For this reason, some responses made by the Humphrey group have been isolated from the LCC students and analyzed separately.

Instrument and Procedure

I began my needs analysis with an on-line survey designed to gather information from
current adult ESL students taking classes at Lane Community College and the Humphrey program at the American English Institute. With this survey I was interested in gaining a deeper understanding of the requirements and attitudes of adult ESL learners around issues of goal setting and attainment and overall ESL instruction in their new communities. I was especially interested in finding out how open these students were to goal setting in general, and which areas of language learning they felt were most valuable for them in achieving their vocational and career development goals. The survey itself consisted of seven questions and created using the website Survey Monkey. All twenty of the surveyed students completed the survey. The fifteen students from Lane Community College completed this survey in paper form, while the five Humphrey Scholars completed it in its online version. A copy of the survey can be found in the appendices section of this portfolio.

**Notable Student Survey Responses**

Student responses to four survey questions in particular proved to be very helpful in informing some of the choices for materials and lessons in this portfolio. Below are the questions and the charted responses to each. A discussion of each of these questions and results follows, as well as a separate discussion of the results from the Humphrey students.

Humphrey students are typically mid-level professionals from underdeveloped countries who plan to further their fields of study and return to their native countries to apply what they learn. These students are highly driven and high achieving. I chose to include them in my survey to gain insight into they ways in which students already working in their chosen fields use goal setting tools. Following the analysis of the student respondents overall, several significant Humphrey responses have been noted and analyzed.

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Figure 3-1: Student Survey Question 1

The question "I currently have a plan that will help me get the job I want" was designed to gain insight into the connection students see between goals, ESL language instruction, and their overall desires for meaningful work opportunities. Notably in this question is that while only twelve of the twenty respondents reported spending time thinking about their futures and setting goals that would help them get what they want out of life, fifteen of the respondents reported having a plan that would help them get the job they wanted. Of the five Humphrey students who answered this question, four said they have a plan to help them get the job they want. This difference is notable in that Humphrey students are typically already accomplished
participants in their vocational fields.

To the question “I would like help creating a plan that would get me the job I want,” sixteen of the twenty respondents (80%) marked they would like help creating a plan that would help them obtain a desired job, which speaks positively of the value these surveyed students’ place in materials found in this portfolio.

And finally to the question “I spend time thinking about my future and set goals that will help me get what I want out of life,” only twelve of the twenty respondents marked this question as true for them, and of these, four were Humphrey scholars. This means that less slightly more than half of the LCC students currently use goal setting as a tool in their lives.

**Figure 3-2: Student Survey Question 2**
Several responses to this question demonstrate the surveyed students' desire for goal development in the adult ESL classroom. Specifically to the question "I think setting goals in life and creating a plan to achieve them is important" nineteen out of the twenty respondents (95%) marked that this statement is important to them. All five Humphrey students marked this statement as important.

Seventeen out of the twenty respondents (85%) marked the statement "It would be valuable to me to have help setting clear goals for myself and creating a plan to achieve them" as important to them. Three of the Humphrey students marked this question as important. It is interesting to note that although the Humphrey scholars are established members of their careers, they nonetheless feel that receiving help with goal setting would be important to them.

**Teacher Survey**

**Participants**

Three teachers from Lane Community College completed the online survey for this project, along with two teachers from the American English Institute.

**Instruments and Procedures**

The next section of my needs analysis consisted of an on-line teacher survey designed to gather information from adult ESL teachers currently teaching at either Lane Community College, or the American English Institute. With this survey I was interested in gaining a better understanding as to the experiences and attitudes these teachers have regarding the incorporation of learner goal setting strategies into the ESL classroom. Additionally, I was interested in

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learning about the ways (if any) these teachers use learner goal setting, learner goal portfolios, and learner narrative and journal writing as a way to facilitate meaningful learning within the classroom.

**Notable Teacher Survey Responses**

Teacher responses to three survey questions in particular proved helpful in the design of this materials portfolio. Below are the questions and the charted responses to each. A discussion of each of these questions and results follows.

**Figure 3-3: Teacher Survey Question 1**

![Chart showing responses to Teacher Survey Question 1](chart.png)
This question was designed to give insight into the current practice of incorporating goal work into the ESL classroom. The results demonstrate that out of the 5 teachers interviewed, only one responded that she/he currently includes learner goal setting in the curriculum. As expected, the five basic skills (reading, speaking, listening, writing, and grammar) are the most common focus of these instructors’ ESL teaching.

Figure 3-4: Teacher Survey Question 2

Q3: Please rate the following abilities as to their importance and/or relevancy for adult ESL learners.

In this question we see that, consistent with the previous question, the majority of surveyed teachers ranked the five basic skills (reading, speaking, listening, writing, and grammar) as either important or very important for adult ESL learners, but importantly three of Chapter 3
the five teachers ranked the ability to set and maintain goals as important to very important.

It is interesting to recall that while only three of the five surveyed teachers ranked goal setting as important, nineteen out of the twenty students surveyed (95%) marked "setting goals in life and creating a plan to achieve them" as important (see Table 3:2).

**Figure 3-5: Teacher Survey Question 3**

![Graph showing difficulty levels for various areas in teaching adult ESL learners.](image)

This question demonstrates the surveyed teachers' perception of the difficulty posed in teaching goal setting strategies to ESL learners. Considering Question 1 (Table 3:3) in which only one of the five teachers reported teaching goal strategies at all, the responses to this Chapter 3
question may shed light on why these strategies are rarely taught.

**Online Teacher Interview**

The final component to my needs analysis was an online teacher interview conducted by email. The teacher teaches an adult intermediate, mixed skills class at Lane Community College. The interview consisted of seven questions and was designed to give me a more comprehensive understanding of one teacher's opinions and experiences regarding goal setting in the ESL classroom. Below is an analysis of the three most salient questions and responses. A copy of the entire completed interview can be found in the appendix section of this project.

**Notable Teacher Interview Responses**

The response to the question “Do you think your students set goals on their own or see goal work as important? Please explain...” was interesting when compared to the student responses to questions concerning goal work. Here the teacher answered, “I feel that ‘goals’ for some of my students are according to Maslow’s Hierarchy – food and shelter are still not stable and English is a key component to getting that under control.” In Table 3:2, nineteen out of twenty students marked the statement “I think setting goals in life and creating a plan to achieve them is important” as important. While basic needs are inarguably important as well, it would appear that students consider goal work important regardless of their current situations.

Another interesting response was to the question “What challenges do you see in incorporating goal work into the ESL classroom (cultural, time constraints etc.).” Here the teacher answered, “I would question why it was necessary? Are some students underperforming?

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In that case, I would see it as useful. In my current class, I am comfortable with the progress most students are making. Other – not successful students – are simply not attending regularly. Attendance has a lot to do with student success in my opinion.”

In considering the literature review detailing a direct link between ESL students’ successful performance and the connection between language learning students’ goals and prior experience, the teacher’s response here may be seen as possibly reflective of one of the pedagogical gaps in recognizing students’ lives and life goals as salient features of language learning. While goal work was defined for the respondent as “vocational and career” in nature, the answer to this question limits goal work to goals within the classroom only.

Finally, to the question “Do you typically set goals in your own life? Please explain. If yes, what are some strategies you use?” the teacher responded “I set goals all the time on a daily basis and on longer time bases, like saving for retirement.” Here again there might appear to be a gap in considerations within and outside the classroom. Clearly this instructor considers goal work to be an important and integral part of her “daily” routine, but as noted in the previous question, goal work within the language question appears to be underestimated at best.

**Discussion of Needs Analysis Results**

In reviewing the results of this needs analysis, the following conclusions were drawn. First, adult students clearly value the ability to plan and set goals in order to achieve their life ambitions. While not all students currently practice goal setting in their lives, the majority of adult ESL students surveyed showed a clear understanding of the importance of setting goals and creating a plan around them. Additionally, a majority of the students surveyed felt it would be beneficial to have instruction on how to set goals and create a plan to achieve them.

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The next finding taken from this needs analysis was that while the teachers surveyed don’t typically incorporate goal work into their classrooms, they do recognize the value of goal setting for the language learner or themselves personally. And finally, because goal setting strategies are not a traditional part of the curriculum there exists some hesitation or concern in how best to incorporate them into the language classroom itself.
CHAPTER 4: PROJECT OVERVIEW

The materials portfolio discussed in this paper works to incorporate the tools needed to enhance adult ESL students' mastery of English, while giving them the framework and encouragement needed to explore their own vocational and career development goals. The major components of this design include: (1) the use of learner journals to provide students with a means to explore their own challenges, opportunities and progress with relation to language learning and future career and vocational goals and (2) a learner goal portfolio containing specific goal formation activities and exercises used not only to guide students in creating and achieving their goals, but also to offer a form of overall assessment of the materials portfolio itself to instructors and other stakeholders.

Rationale

The materials for this portfolio were collected and adapted using several prominent principles of second language teaching. To begin, one of the overarching principles driving the project is the knowledge gained in the literature review of the sociocultural movement in second language teaching and how it works to address the needs of adult learners. Here the focus on learners’ needs for identity formation in the L2, as well as the benefit of incorporating a vocational/professional focus in adult ESL instruction for the adult ESL learner is key to creating a relevant and useful pedagogy. Additionally, the understanding of the importance of including learner goals, journal writing, and portfolio work into ESL instruction drove much of the process.
for materials selection and structure of the project.

Care was taken to ensure that materials and activities were rich in real world language as well as a high degree of relevancy to the learner. Principles of communicative competence were also instrumental in informing the selection and adaptation of these materials, which included the importance of students’ becoming familiar with the concept of the pragmatic functions of language and how it relates to their own individual mastery of English. With this in mind, it is hoped that these materials will give students the context in which to assess their own needs for pragmatic competence as related to their future needs and goals.

Another important consideration taken in the selection and adaption of materials for this portfolio were several key principles taken from H. Douglas Brown’s (2007) book *Teaching by Principles*. In this book, the author lists several key principles which he considers “at the core of language pedagogy: foundation principles that can form the building blocks for [a program’s] theoretical rationale” (p. 62). Specific to this materials portfolio were the following principles:

- **automaticity**: learning language inductively with a focus on the genuine purpose of language, rather than the specific forms and rules of language use (pp. 64-65)

- **meaningful learning**: learning that appeals to students’ goals, and background. New information is anchored in students’ existing knowledge rather than appearing separate or foreign to the students’ lives overall (pp. 65-66)

- **intrinsic motivation**: language learning becomes a behavior that arises from students’ own needs, wants, goals, and desires and so is self-rewarding and relevant to each individual student (p. 68)

- **autonomy**: allows students to take initiative in the classroom and ensures the opportunity for learning to be self-directed and self-motivating (p. 70)

Chapter 4
- **Language-culture connection**: language learning includes culture in the forms of “customs, values, and ways of thinking, feeling and acting. In class materials, activities and instruction should be sensitive to this connection (p. 74).

- **Communicative competence**: specifically language instruction needs to focus on the authentic use of language outside the classroom as it relates to real world contexts, circumstances, and goals. Additionally, components of the communicative competence principle provide learners with understandings and insights into the ways in which language functions socioculturally (p. 75).

The presentation and implementation of this material involves pair and group work, class brainstorm discussions, videos, journal writing feedback, and a student goals portfolio.

One resource that was found to be particularly valuable was the *Adult Learner Goals Toolkit*, (2004), a project produced by the Colorado State Board of Education and funded through the Adult Education and Family Literacy Act. In it can be found instruments useful for the four phases of learner goal work, including goal setting, exploring feelings around goal work, progress and revision tools, and goal achievement. Useful to this materials portfolio were worksheets designed to help students formulate their language learning goals and monitor their progress. Several worksheets were adapted and modified to fit the goals of this project.

Additionally, this materials portfolio utilizes the SMART goal setting technique, which, as stated in the *Goals Tool Kit* (Colorado State Board of Education, 2004) requires goals to be “specific, measurable, achievable, realistic, and timely.”

Finally, information gathered from the needs analysis helped guide the author on which materials would best suit both adult ESL learners and instructors. Additionally, knowledge gained from the needs analysis helped ensure that the materials were relevant, useful and

Chapter 4
practical in the adult ESL classroom considering the various focuses of the students (professional, vocational, educational), and time limitations of the classroom overall.

**Materials Overview**

The role of the activities and lessons included in this portfolio are: (1) to guide students in the creation, planning and realization of personally meaningful goals and micro-goals; (2) to facilitate students’ self exploration of the goal making process, as well as the monitoring, assessment, and revision of goal creation and achievement and: (3) to strengthen the language skills of speaking, listening, vocabulary and writing.

**Goals and Objectives**

The primary objective for this materials portfolio is to provide adult ESL learners with the tools needed to connect their study of English with their larger goals for employment and/or career development in their new communities. With this in mind, the aim of this portfolio is to guide students in the visualization, planning, progress assessment and achievement of goals utilizing their mastery of English as a guide. Additionally, the materials in this portfolio are designed to be sensitive and supportive to students’ needs for autonomy, identity formation, and the incorporation of key aspects of issues of third space. Finally, included activities will give students a way to understand which aspects of listening, writing, and speaking in English they are most in need of improving in order to achieve their larger vocational and career development goals.

In reviewing this portfolio, it is important to keep in mind that the materials and

Chapter 4
activities included are designed to be incorporated into a multi-skills, intermediate or higher ESL class, and that the structure of the lesson plans and even the materials themselves are meant to allow for easy adaptation into an existing curriculum. Additionally, the overall design of the materials portfolio allows teachers and students to determine which language aspects to focus on in the materials themselves, in order to enhance or complement a larger curriculum.

**Organization**

The materials in this portfolio are organized using a functional, skills/task based approach in which students are guided through a process of goal inception, formulation, and assessment using tasks that build on the English language skills of writing, speaking and listening. The activities are meant to be meaningful and intrinsically motivating for the students, with an important emphasis on learner autonomy. The activities included in this portfolio are designed to build on each other by guiding the learner through a step-by-step process of awareness and mastery of goal setting and achievement.

The portfolio is divided into two main sections or tasks that utilize authentic language and communicative competency to assist students in the understanding and formulation of meaningful personal goal work. The first section involves the use of learner narrative and journal writing. Students will be given daily and sometimes weekly topics to explore and reflect on in their journals. Sample topics include:

- comparing and contrasting their identities in their C1 (first culture) and their C2 (second culture). In what ways are they changing, or do they see the need for changing, their identities to fit into the C2? How is this affecting them?
- reflecting on what defined them in their L1 and/or C1/C2 – jobs, skills, social Chapter 4
connections, etc. Has the move to the L2 changed these things in any way? Explain.

• exploring the term cultural capital and how it applies to their own lives. Has their cultural capital changed? Do their goals reflect their need for the reestablishment of cultural capital components?

• writing about a time when students set a goal and achieved that goal

• observing and then writing about their own procrastination styles

• brainstorming ideas about how to stay motivated when achieving a goal is particularly difficult

• practicing the SMART GOAL technique and applying it to a goal for the day, the week, or the month

• observing and writing about the feelings students are experiencing as they work through the goal setting topics and activities (daily activity)

• responding to each of the four videos shown in class (one video shown per week, see Chapter five for a list of videos and descriptions)

These journals will serve not only as ways for students to reflect on their own experiences surrounding the materials in the portfolio itself, they will also allow students to explore their feelings and insights as they work through the process of goal formation and achievement.

The second section of the portfolio involves the creation of student goal portfolios. Here students will be compiling their completed class work (handouts and worksheets) and assignments weekly to create a useful resource for goal work. For example, the materials portfolio encourages students to gather information about achieving their particular goals, such as details about vocational schools, college degrees, business licensing, and various contact Chapter 4
information that will be helpful as they pursue their goals outside of class. This information will be organized in their goals portfolio, creating a personalized resource for future use and reference.

Additionally, as noted in the literature review, student portfolios are useful ways to monitor student progress and gain insight into the effectiveness of the curriculum materials overall. For this reason, assessment of student portfolios will involve a rubric designed to monitor student progress in completing each assignment. Students can use the rubric to evaluate their own progress or the progress of fellow classmates. Teachers will also be able to utilize the rubric to monitor progress and provide feedback to individual students. (See Appendix WS7-7 for example of goal portfolio rubric).
CHAPTER 5: MATERIALS INTRODUCTION

This chapter begins with an overview of the materials found in this portfolio and then a
detailed description of the materials and their uses and functions within the portfolio. Materials
include learner journals, class videos, the learner goals portfolio, and various instruments.
Various sample activities and worksheets are detailed here. Additional sample instruments,
activities and a lesson plan can be found in the Appendices section of this paper.

Overview of Contents

With respect to the findings of the needs analysis and the literature review, the following
materials were collected and adapted for this project. Because the materials in this portfolio
were meant to be incorporated into a fully formed, mixed skills, intermediate class, special
consideration was given to the goal of designing activities that would enhance other
pedagogical/curricular activities taking place within the larger class environment, while being
sensitive to time constraints within the classroom. Additionally, the materials in this portfolio
were designed to easily be used together or separately, depending on the needs of the instructor.
This means the journals and portfolios can mirror each other in focus and content, or can be used
in a more learner directed method where the needs of the learners dictate the ways in which the
materials are used.

Below are the two main sections of this materials portfolio. Included in each is a
rationale and brief description of the materials themselves and their purposes, as well as a
Chapter 5
grouping of sample tools.

**Learner Journals**

Learner Journals are designed to provide students with a means to explore their own challenges, opportunities and progress with relation to language learning and future career and vocational goals. For this project, journals should be considered tools that allow for the exploration, reflection, and brainstorming of goal setting and planning. Students will be instructed to complete journal entries recording their ideas, feelings and reactions to various class activities, and at times, share their entries with fellow classmates. Journals may also be used to reflect on the ESL classroom experience overall. While journals are not meant to be graded teacher feedback as well as peer feedback may be appropriate or suggested for certain entries.

The goals and objectives for these journals include:

1. Students will practice using the DIE technique (describe, interpret, evaluate) to more deeply understand their experiences and feelings in their new culture. This in turn will set the stage for deeper exploration into the process of goal formation, personal reflection, and ESL learning in general.

2. Students will connect their classroom experience with experiences in their daily lives, reflecting on the ways in which language learning overall enhances their ability to integrate and find success in the larger community, as well as individual areas for improvement.

3. Students will find encouragement and support in the creative writing process for the formation of third space and identity in the L2. Free writing, and reflection using inductive teaching techniques will be fostered and encouraged through class discussions, small group work and partner projects. (For examples of these

Chapter 5
activities please see the Appendices form WS7-8.)

Table 5:1

Sample journal entry activity:

Instructions: For today’s journal entry, we will be focusing on one specific goal you have for either your ESL studies, or a job or career you’d like to be working toward. Take some time with each of the following questions and write down any ideas or feelings you may have.

1) Write down one of your goals and why it is important to you. What will the goal look like when you’ve achieved it? How will you feel once you’ve achieved your goal?

2) What are the steps you will need to achieve this goal? Are there people who can help you?

3) What obstacles can you think of that may make achieving this goal challenging? Will time be a factor? Will you need help from your family and friends?

4) By what date would you like to achieve this goal? If you are not sure of the specific date, can you name the month or year? Why did you choose this date?

In addition to assigned topics for journal entries, students will be responding to four separate videos shown in class. The videos selected offer practical advice for goal setting, and strategies to overcome procrastination and inactivity. Students will explore their feelings and responses to these videos as well as their individual experiences outside the classroom as they incorporate the strategies presented into their own lives. Below is a brief description of the focus and goals of each of the videos in this portfolio.
Portfolio Videos

Videos were selected to serve the learner on both the language learning level and goal setting tasks in general. The four videos included in this materials portfolio are listed below as well as a brief description of each:

1. How to write a SMART goal {2:40} (http://youtu.be/YmOS3dj9h0s)
   This video is a tutorial on the five steps to writing a SMART goal. In addition to an explanation of SMART goal components, the video may be used to highlight language features such as modal verb use and future tense, as well as the following vocabulary words: acronym, specific, measurable, agreed to, realistic, time bound, attributes.

2. Three types of procrastinators {4:22} http://youtu.be/cpwkzb--Jwo
   This video is the first in a three part series covering procrastination. It details three types of procrastinators and the similarities and differences of each. The video provides useful information about understand the elements of procrastination, as well as an authentic use of language in a real world setting. Possible vocabulary words for discussion include: motivation, productivity, settle for less, self-esteem. “stop you dead”, overwhelmed, insightful, genius, urgency.

3. Three powerful techniques to beat procrastination {3:45}
   http://youtu.be/VA8D1cGW5Qk
   This video is the second in a three part series covering procrastination. It details three techniques useful in overcoming procrastination. In addition to giving students useful

Chapter 5
techniques for controlling procrastination, as well as interesting topics for class/group discussion and personal journal writing, the video introduces the following vocabulary words: postpones, putting-off, ultimate, immediate, cravings, iron will, temptation.

4. Two secrets to success: Focus and Consistency [2:42] 
   http://youtu.be/AXs6BgN630c

This video is the last in a three part series covering procrastination. It highlights the concepts of focus and consistency in relation to goal setting and achievement. In addition to giving students an understanding of how to achieve long term goals, it introduces the following vocabulary words: focus, consistency, worthwhile, sustained, habit, “must have it now”, speed of light, prioritize.

All video topics are meant to appeal to learners’ desires for goal work in general, as well as teachers’ needs for language-focused instruction. Each video offers a variety of strategies for setting goals and overcoming procrastination, while providing new vocabulary both spoken and written, and teachable grammar points. Finally, activities involving these videos are designed to give students meaningful listening and conversation practice (small group work to whole class discussion) using inductive learning methods that explore new concepts, material, and vocabulary.

Portfolio Goal Setting Instruments

These materials guide students through the process of goal setting using various methods such as the SMART goals setting technique, Venn diagrams, and KWL charts, and creative

Chapter 5
writing using diamante and bio poems. They serve to address issues regarding goal setting, third space, identity, and language-based instruction. They were collected with the intermediate adult student in mind, and are representative of authentic language use in a real world setting. The instruments serve several purposes. To begin, they guide students through the steps of understanding the goal formation process, and give students practice in creating their own goals. Instruments serve as key components in the learner goal portfolios. After completing each worksheet, students can save them in their portfolios for future reference and reflection. Finally, the instruments can be easily used to enhance or strengthen language instruction in the classroom. For example, by using inductive learning techniques, teachers might use the worksheets as language discovery tools, encouraging students to explore how features of grammar or vocabulary are functioning in a particular setting.

Worksheets can be assigned as in-class activities or as homework. In-class they may be used in small group tasks or even as student shared pair work. The aim of these worksheets is to assist students in discovering the goal setting process while creatively exploring their future aspirations and goals. In this way, it is again suggested that students compile their completed worksheets into their goal portfolios as a way to track their process of goal formation and monitor their progress in goal completion. (See the appendices section WS7-1 to WS7-14 for the complete set of instruments and worksheets.)

**Student Goal Portfolios**

Portfolios can be created using folders handed out in class, or individually designed by the students themselves to create a more personalized tool. Portfolios should be large enough to include all class work and research and be divided into sections for easy reference. Sections might

Chapter 5
include Goal Planning, Daily Goals, Weekly Goals, Long Term Goals, Language Goals, Progress. It is important to remember that the materials in this portfolio are meant to accompany and enhance and existing mixed-skills class. With this in mind, the student goal portfolio can be expanded to include class goals as well. It is suggested an ongoing vocabulary section be included in the portfolio in which students might compile personalized vocabulary lists of new words, expressions and language chunks discovered in the goal planning process.
CHAPTER 6: CONCLUSION

As a result of this project I feel that goal setting has its place in the adult ESL classroom. For learners, goal setting provides not only a means to envision and create a desired future, but also the ability to bring forward career and vocational dreams from learners’ previous lives.

As with all creative projects, this materials portfolio grew and changed as a result of the steps taken to develop it. What began as a set of worksheets designed to guide students in understanding the goal formation process, moved to include journals, videos and a goal portfolio. It is hoped that the materials found here will help teachers and students create meaningful ways to include goal work into the larger ESL environment.

Suggestions and Adaptations

This portfolio is a work in progress with possibilities for adaptations and additions for its future use. To begin, the materials here can be adapted for a less structured class environment, such as those found at Centro Latino Americano in Eugene, Oregon. Centro Latino offers free, drop-in ESL classes to adult students. Because of this, it is often difficult for instructors to design class lessons that connect to future lessons or build on previous ones. With these limitations in mind, the materials in this portfolio could be used independently with the particular interests of each class in mind. Materials could be assigned according to each student’s familiarity with the concept of goal work and SMART goal setting, and students could self-pace through the worksheets as needed.

Additionally, this portfolio might be developed into a full class, in which the goal setting lessons, videos, and journals become to focus of the language instruction itself, rather than an
accompaniment as is currently designed. What’s more, vocational and career goal setting could also include ESL goals, in which instructors might guide students to self-assess their ESL needs and set goals accordingly.
REFERENCES


References


APPENDICES

Appendix A:  Instruments from needs analysis:

Online Teacher Interview Questions and Responses:

1) Do you currently incorporate goal setting strategies/work in your classroom? If not, is there a particular reason you don’t? If you do, what types of goals do you ask students to think about and also, what type of strategies do you use to do this?
   I use a folder system that lists homework assignments. I don’t think this is what you mean by “goal setting.” But it is a clear indication of what students have done and what homework is still left to do.

2) Have you ever had a student ask you for help with a particular goal outside the classroom? For example, how to get a job, how to get into college/vocational training? Please explain...
   I have had many students ask my advice on how to get a job or how to write a resume. I usually refer them to the career center on campus or to an online site.

3) Do you think your students set goals on their own, or see goal work as important? Please explain...
   I feel that “goals” for some of my students are according to Maslow’s Hierarchy – food and shelter are still not stable and English is a key component to getting that under control.

4) What challenges do you see in incorporating goal work into the ESL classroom (cultural, time constraints etc.?)
   I would question why it was necessary? Are some students underperforming? In that case, I would see it as useful. In my current class, I am comfortable with the progress most students are making. Other – not successful students – are simply not attending regularly. Attendance has a lot to do with student success in my opinion.

5) Do you see benefits to incorporating goal work into your classroom? Please explain.
   I am not moved to do anything about this at the time being.

6) Do you typically set goals in your own life? Please explain. If yes, what are some strategies you use?
   I set goals all the time on a daily basis and on longer time bases, like saving for retirement.

7) Do you have experience using student journals in your classroom (learner narrative writing)? If yes, what have you used this type of writing for? What benefits and/or challenges do you find in using journals and how have you assessed this type of student work?
   I don’t call it a ‘journal” but I do have students write in a Blue Book. In this level (ESL 4) I have them write paragraphs over the term, on several different topics. I like to have them put it all in one place. That way students can compare their earlier in the term writing with their later work. They will hopefully see their writing improve.
Appendix B: Online Student Survey

Online Student Survey

Student Survey

The following survey was created by Neva Nicolato, a Language Teaching Specialization graduate student at the University of Oregon. Your participation in this survey is voluntary and greatly appreciated. Your answers will help me to design a course for English language students like yourself. If you have any questions, feel free to email me at kell@uoregon.edu. Thank you for participating!

* How long have you been studying English?

☐ 0-1 year
☐ 1-2 years
☐ 2-4 years
☐ more than 4 years

* Which areas of English would you like to improve?

☐ Speaking/pronunciation
☐ Listening/understanding
☐ Reading/writing
☐ Job skills (including interviewing, resume writing, job searching)

Other (please specify)

Do you enjoy writing in your native language?

☐ Yes
☐ No

If you answered no to the question above, could you tell me why you do not enjoy writing?


### Online Student Survey

**Please think about the following statements and mark them as being either true or false for you.**

<table>
<thead>
<tr>
<th>Statement</th>
<th>True - I agree with this statement</th>
<th>False - I do not agree with this statement</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am interested in obtaining a job that I would enjoy and be successful at.</td>
<td>☐</td>
<td>☑</td>
</tr>
<tr>
<td>I would like to continue to work in the job/industry that I worked in my native country.</td>
<td>☑</td>
<td>☐</td>
</tr>
<tr>
<td>I know what job I would like, but I am not sure what I need to do to get hired.</td>
<td>☑</td>
<td>☐</td>
</tr>
<tr>
<td>I would like to get a college degree.</td>
<td>☑</td>
<td>☐</td>
</tr>
<tr>
<td>I would like to start my own business.</td>
<td>☑</td>
<td>☐</td>
</tr>
<tr>
<td>I currently have a plan that will help me get the job I want.</td>
<td>☑</td>
<td>☐</td>
</tr>
<tr>
<td>I would like to help creating a plan that would help me to get the job I want.</td>
<td>☑</td>
<td>☐</td>
</tr>
<tr>
<td>I know the steps I need to take to get the job I really want.</td>
<td>☑</td>
<td>☐</td>
</tr>
<tr>
<td>I feel comfortable in job interviews.</td>
<td>☑</td>
<td>☐</td>
</tr>
<tr>
<td>I spend time thinking about my future and set goals that will help me get what I want out of my life.</td>
<td>☑</td>
<td>☐</td>
</tr>
<tr>
<td>A main reason that I am learning English is for employment purposes.</td>
<td>☑</td>
<td>☐</td>
</tr>
<tr>
<td>Improving my English would help me get a better job.</td>
<td>☑</td>
<td>☐</td>
</tr>
<tr>
<td>Other (please specify)</td>
<td>☐</td>
<td>☑</td>
</tr>
</tbody>
</table>

**Please mark "Yes" if you agree with the following statements, or "No" if you do not agree.**

<table>
<thead>
<tr>
<th>Statement</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>I need more practice writing in English.</td>
<td>☑</td>
<td>☑</td>
</tr>
<tr>
<td>I need more practice speaking in English.</td>
<td>☑</td>
<td>☑</td>
</tr>
<tr>
<td>I would like to learn more English vocabulary.</td>
<td>☑</td>
<td>☑</td>
</tr>
<tr>
<td>I would like the opportunity to communicate more with my fellow classmates in English.</td>
<td>☑</td>
<td>☑</td>
</tr>
<tr>
<td>I enjoy sharing information about my life and my past with fellow classmates.</td>
<td>☑</td>
<td>☑</td>
</tr>
<tr>
<td>I would enjoy keeping a journal in my English class as a way to practice my writing skills.</td>
<td>☑</td>
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</table>

**Please mark the following statements as being either important or not important to you.**

<table>
<thead>
<tr>
<th>Statement</th>
<th>Important</th>
<th>Not Important</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am interested in obtaining a job that I would enjoy and be successful at.</td>
<td>☑</td>
<td>☑</td>
</tr>
<tr>
<td>If I improved my English, I could get the job I want.</td>
<td>☑</td>
<td>☑</td>
</tr>
<tr>
<td>I think my career goals are connected to my ability to speak English.</td>
<td>☑</td>
<td>☑</td>
</tr>
<tr>
<td>I think setting goals in life and creating a plan to achieve them is important.</td>
<td>☑</td>
<td>☑</td>
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<tr>
<td>It would be valuable to me to have help setting clear goals for myself and creating a plan to achieve them.</td>
<td>☑</td>
<td>☑</td>
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</table>
Appendix C: Online Teacher Survey

Teacher Survey

The following survey was created by Neva Nicolato, a Language Teaching Specialization graduate student at the University of Oregon. Your participation in this survey is voluntary and greatly appreciated. Your answers will help me to design a materials portfolio for English language teachers like yourself. If you have any questions, comments or suggestions feel free to email me at kelli@uoregon.edu. Thank you for participating!

**Q1: How many years have you been teaching adult ESL?**
- 0-2 year
- 2-4 years
- 4-6 years
- more than 6 years

**Q2: Which areas of ESL do you most often focus on in your teaching? You may select more than one answer**
- Reading
- Speaking/Pronunciation
- Listening
- Writing
- Grammar
- English for specific vocational/professional purposes (business English, job skills, etc.)
- Learner goal setting (personal/vocational)

**Q3: Please rate the following abilities as to their importance and/or relevancy for adult ESL learners.**

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<thead>
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<th>Ability</th>
<th>not important</th>
<th>moderately important</th>
<th>important</th>
<th>very important</th>
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</thead>
<tbody>
<tr>
<td>Pronunciation</td>
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<tr>
<td>Reading</td>
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<td>Writing</td>
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<tr>
<td>Listening</td>
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<tr>
<td>Grammar</td>
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<tr>
<td>Cultural awareness</td>
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<tr>
<td>Vocational/professional skills</td>
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<tr>
<td>Ability to set and maintain learning goals</td>
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</tbody>
</table>
**Q4:** In your opinion, which of the following areas are the most difficult to teach adult ESL learners?

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<th>easiest</th>
<th>moderately easy</th>
<th>moderately difficult</th>
<th>difficult</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pronunciation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(including suprasegmental features i.e. sentence stress, linking, tone)</td>
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<td></td>
<td></td>
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<tr>
<td>Cultural competency (idioms, politeness, register, slang)</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Writing (academic, business, professional, personal)</td>
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</tr>
<tr>
<td>Reading (skimming, comprehension, vocabulary)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vocational skills (job searching, job interviewing, job training)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vocational/professional goal setting strategies</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Q5:** In your experience, how important are the following areas to adult ESL students?

<table>
<thead>
<tr>
<th></th>
<th>not important</th>
<th>somewhat important</th>
<th>important</th>
<th>very important</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pronunciation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(including suprasegmental features i.e. sentence stress, linking, tone)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cultural competency (idioms, politeness, register, slang)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing (academic, business, professional, personal)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading (skimming, comprehension, vocabulary)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grammar instruction</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vocational skills (job searching, job interviewing, job training, vocational/professional goal setting and attainment)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Q6:** In your experience, how do adult ESL students typically react when asked to share details about their lives with you or their fellow classmates in class? (details might include personal experiences, goals, interests, fears etc.).

- Favorably
- Somewhat favorably
- Somewhat unfavorably
- Unfavorably

Other (please specify)
**Q7:** Please rate the following as to the degree of challenge each poses the typical adult ESL student in successfully integrating into the larger second language community.

<table>
<thead>
<tr>
<th>Issue</th>
<th>Not Challenging at All</th>
<th>Somewhat Challenging</th>
<th>Challenging</th>
<th>Extremely Challenging</th>
</tr>
</thead>
<tbody>
<tr>
<td>Loss of vocational/professional standing in the new community (i.e. inability to transfer professional licenses/credentials)</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Loss of community/family connections and roles</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Negative racial stereotyping</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Misunderstandings or confusion between native culture norms and second culture realities</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Identity formation issues (vocational/professional advancement, social standing, familial ties)</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>

Appendices
Appendix D: Emailed Teacher Survey Questions

Emailed Teacher Survey Questions:

Sent 7/20/11  13:01

Hi Hali,

Hope this email finds you enjoying your week. Thanks again for allowing me access to your class. Their responses were helpful! Below are the questions I’m needing answered for the interview. If any need clarification etc. please feel free to email or call me (541)520-9798. In case I haven’t already given you this, here’s a brief synopsis of the focus of my materials portfolio - The title of my materials portfolio is "Vocational and Career Development Goal Setting Strategies for Adult ESL Learners." I am creating materials that will supplement a mixed skills, intermediate adult ESL class with a focus on goal setting. In my brief teaching and interactions with adult learners, I have noticed a gap between the focus of the ESL environment and students’ real world goals outside the classroom. The aim of my materials portfolio is to give adult ESL students the tools they need to create and begin to achieve their vocational goals while practicing ESL skills like listening, writing and speaking. Thanks again for your help with the interview. Please feel free to elaborate on any questions or responses as you need to, or provide me with any other information I might be missing etc.

1) Do you currently incorporate goal setting strategies/work in your classroom? If not, is there a particular reason you don’t? If you do, what types of goals do you ask students to think about and also, what type of strategies do you use to do this?

2) Have you ever had a student ask you for help with a particular goal outside the classroom? For example, how to get a job, how to get into college/vocational training? Please explain...

3) Do you think your students set goals on their own, or see goal work as important? Please explain...

4) What challenges do you see in incorporating goal work into the ESL classroom (cultural, time constraints etc.)

5) Do you see benefits to incorporating goal work into your classroom? Please explain.

6) Do you typically set goals in your own life? Please explain. If yes, what are some strategies you use?

7) Do you have experience using student journals in your classroom (learner narrative writing)? If yes, what have you used this type of writing for? What benefits and/or challenges do you find in using journals and how have you assessed this type of student work?

Thank you again for this -- Neva

Appendices
Appendix E: WS7-1

The Difference between wishes and goals

<table>
<thead>
<tr>
<th>A wish is...</th>
<th>A goal is...</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

My Wish List:

1. 
2. 
3. 

My Goals:

1. 
2. 
3. 

Reflection: How are your wishes and goals different? What made you decide to wish for one thing and make another thing your goal?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Appendices
Appendix F:  Notes for Instructors on WS7-1 worksheet:

This worksheet is designed to expand student knowledge regarding the concept of goal formation. It is meant to begin the discussion of the differences between goals and wishes, and can be carried out as a whole class discussion or group or pair work. Some important points to be covered are:

Wish:
something you would like to be true
something that may be impossible
something you don’t make a plan for
something that is not likely to come true
something with no action behind it
something that depends on something other than you to make it happen

Goal:
possible
measureable
planned for
dependent on you and the choices you make

Some important questions:
• Can you tell us what the difference is between a wish and a goal?
• Do wishes require that you work?
• Do goals require that you work to reach them?
• If it is a good goal, do you think you would be happy when you reach it?

Language instruction points might include:
• The difference between verb usage with the word wish and goal
• future tense use regarding wishes and goals
Appendix G: WS7-2

My Language Goals – What I want to DO with English

Look at the following Life Skill Topics and think about a goal you might have for each. What English language skills will you need to achieve these goals? Write your Life Skill goals in the boxes, and list the specific skills you think you might need in order to achieve your goals in each of the columns.

<table>
<thead>
<tr>
<th>Life Skill Goals</th>
<th>Speaking &amp; Listening</th>
<th>Reading &amp; Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Employment</td>
<td>ex. I will need to be able to understand pronounce medical terms</td>
<td>ex. I will need to improve my reading and writing skills to be successful in college classes</td>
</tr>
<tr>
<td>ex. I want a job in the health care industry</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Social Life</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Education &amp; Training</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Family &amp; Children</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Career Plan</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Appendices
Appendix H: WS7-3

Goal Setting Form:

<table>
<thead>
<tr>
<th>Question</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>What do you want to be able to do?</td>
<td>I want to learn to use my computer to apply for jobs online</td>
</tr>
<tr>
<td>What skills are needed?</td>
<td>Computer, internet, job searching websites, job application skills, resume writing</td>
</tr>
<tr>
<td>What strategies will you use?</td>
<td>Ask my teacher for help, ask fellow classmates for help, computer classes</td>
</tr>
<tr>
<td>How will you know when you have achieved your goal?</td>
<td>When I can successfully apply for jobs online on my own</td>
</tr>
<tr>
<td>How will you know when you are making progress toward your goal?</td>
<td>I will set small goals and monitor myself as I achieve them</td>
</tr>
</tbody>
</table>
Appendix I:  WS7-4

Homework:
From the worksheet you completed in class, choose 2 of the goals that are most important to you and complete the following sentences for each of your goals.

Goal #1:

This goal is important to me because

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Improving my ___________________________________________ skills will help me __________________________________________________________________________

________________________________________________________________________

To achieve this goal I will need help with the following: __________________________

________________________________________________________________________

________________________________________________________________________

Goal #2:

This goal is important to me because __________________________________________

________________________________________________________________________

________________________________________________________________________

Improving my ___________________________________________ skills will help me __________________________________________________________________________

________________________________________________________________________

To achieve this goal I will need help with the following: __________________________

________________________________________________________________________

________________________________________________________________________
## Goal Monitoring ~ What Did I Do?
Progress toward achieving my goals

My Log Week # ______

<table>
<thead>
<tr>
<th>Date</th>
<th>This week I:</th>
<th>Difficulty: on a scale from 1-10 (1=easy, 10=very hard)</th>
<th>My comments:</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/12</td>
<td>ex. called and inquired about computer classes offered at LCC</td>
<td>5</td>
<td>ex. this wasn't as difficult as I thought it would be</td>
</tr>
</tbody>
</table>

Appendices
Appendix K:  WS7-6

Name __________________ Date ______

Goal Monitoring:  Self Assessment

Look over the 2 personal skill goals you made at the beginning of the week and answer the following questions for each of your goals:

**My goal #1:** __________________________

This week I worked on the following skill to help me achieve this goal:

__________________________________________

This helped me by _____________________________________________

__________________________________________

I practiced this skill ____ hours outside of class.  I think this was (1) enough time (2) not enough time. Next week I will practice this skill ________ hours outside of class

Please list any questions you have for me or your fellow classmates about how you might improve this skill or your plan for practicing it.

__________________________________________

**My goal #2:** __________________________

This week I worked on the following skill to help me achieve this goal:

__________________________________________

This helped me by _____________________________________________

__________________________________________

I practiced this skill ____ hours outside of class.  I think this was (1) enough time (2) not enough time. Next week I will practice this skill ________ hours outside of class

Please list any questions you have for me or your fellow classmates about how you might improve this skill or your plan for practicing it.

__________________________________________

Appendices
Appendix L:  **WS7-7**

**NAME__________________________**

**GOAL PORTFOLIO RUBRIC**

Sample Student Portfolio Rubric

<table>
<thead>
<tr>
<th></th>
<th>Contents</th>
<th>Overall Presentation</th>
<th>Goal Work Overall</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Very Good</strong></td>
<td>All worksheets and reflections are included and work is complete and shows an excellent amount of effort and care.</td>
<td>Items are clearly introduced, well organized, and creatively displayed, showing connection between items.</td>
<td>Portfolio shows a clear understanding of goal work. Great care was taken by the student to practice the steps of goal formation. Improvement is evident.</td>
</tr>
<tr>
<td><strong>Good</strong></td>
<td>Most worksheets and reflections are included, and most are completed.</td>
<td>Items are introduced and well organized, showing connection between items.</td>
<td>Portfolio shows a good understanding of goal work and good amount of care was taken by the student to practice the steps of goal formation. Improvement is good.</td>
</tr>
<tr>
<td><strong>Average</strong></td>
<td>Some worksheets and reflections are missing and work shows an average amount of attention</td>
<td>Items are introduced and somewhat organized, showing some connection between items.</td>
<td>Some practice toward goal work is evident. Student showed a fair amount of improvement.</td>
</tr>
<tr>
<td><strong>Needs More Work</strong></td>
<td>A significant number of worksheets and reflections are missing or incomplete.</td>
<td>Items are not introduced and lack organization.</td>
<td>Very little practice toward goal work is evident. More improvement needed.</td>
</tr>
</tbody>
</table>

Based on Pierette Pheeney, in The Science Teacher, October 1998

Appendices
Appendix M:  WS7-8

Sample Journal Topics:

1. Think about yourself as other people see you.  Is what they see the real you?  Which parts of you are easy for people to know?  What are things about you that people would be surprised to know?  What are things you would like more people to know about you?

2. Think about the job you most want to have.  What skills do you think you’ll need in order to do this job?  What skills do you already have that will help you be successful in this job?

3. How has moving to the United States changed you?  Are you the same person you were when you lived in your home country?  How have you changed?  How are you the same?

4. Observe yourself this week as you use English out in the community.  In which situations do you feel most relaxed and confident?  Are there situations where speaking in English makes you feel nervous?  What is it about these situations that makes them more difficult for you?  How could you help yourself make these situations easier?

5. If you could be successful at any job what job would you choose and why?  How would you feel being successful at this job?  How would your life change?

6. Think about your experience this week in class.  What was most useful?  What was most challenging?  What would you like to know more about?

7. When you imagine yourself working in the job you most want, how do you feel?  What does your day look like?  How do you feel about yourself?

8. Think of one of your more important goals.  What is pulling you back as you work toward this goal?  What is motivating you or pushing you forward.  Which is stronger?  Why?

Appendices
Appendix N:  WS7-9

Before and after I reach my goal

Name_________________________  Date__________

I want to be able to ___________________________ so I can ___________________________.

In the top circle, write words that describe your life now. Next, imagine how your life might change once you reach your goal. Write those ideas in the bottom circle. In the area where the two circles overlap, write down the things that will remain the same.
### Appendix O: WS7-10

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>K</strong></td>
<td><strong>W</strong></td>
<td><strong>H</strong></td>
<td><strong>L</strong></td>
</tr>
<tr>
<td>What do you think you know about this?</td>
<td>What would you like to learn about this?</td>
<td>How will you go about learning more?</td>
<td>What have you learned about this?</td>
</tr>
</tbody>
</table>
Appendix P: WS7-11

My SMART Goal

Instructions: Think about one of the goals you chose for yourself this week.

1. Write your goal below.

Now work with the following chart to turn your goal into a SMART goal

<table>
<thead>
<tr>
<th>Intention</th>
<th>Specifics</th>
<th>Measurable</th>
<th>Attainable</th>
<th>Relevant</th>
<th>Time Based</th>
</tr>
</thead>
</table>

My new goal statement:

Appendices
Appendix Q: WS7-12

Bio-Poem

Information: Bio-poems describe a person (self or other), using a simple fill-in format. Though rather scripted, students can still be very creative in their choices of what to include. They can be useful at the beginning of the term when students are getting acquainted.

Sample Bio-Poem:

Bill
Intelligent, eager, handsome, peaceful, President of the U. S.
Who loves wife, America and the earth,
Who is afraid of wife, the earth and reelection.
Who wants to see the future, lucky penny and nature.
Resident of the U S.

Clinton

Process:

1. In this case, students can benefit from looking at a template early in the process, right after seeing the example. They can use both to understand the form of this poem format.

2. Students could work in groups to write about their partners, or could share a bit about themselves and then do an autobiographical poem. It could also be used to write about the characters in a story they have read.

3. These could be shared in writing and orally.

Template:

___________ (first name)

___________, __________, __________, __________ (adjectives)

Who loves __________, __________ and __________

Who is afraid of __________, __________ and __________

Who wants to see __________, __________ and __________

Resident of __________

___________ (last name).

Appendices
Appendix R: WS7-13

(Diana M. Young University of Oregon)

Diamante Poem

**Information:** diamante poems have seven lines and a diamond shape. The first and last lines are opposites. The poem shifts in the middle from describing the noun or noun phrase on the first line to describing the noun or noun phrase on the last line.

Sample Diamante:

*Studies, by Soo Young*

**Studies**
Unhappy, difficult,
Boring, succeeding, sleeping
Library, computer, window, outside
Interesting, exciting, failing
Happy, easy

*Play*

Process:

1. Explore one example of a diamante. Read it silently and aloud.
2. How many lines are there?
3. What does each line consist of?
4. What is the relationship between the first and last lines? Where does the poem change?
5. How would you describe a diamante poem?
6. Do the words suggest sounds, feelings, textures, colors or moods? What sense or meaning does the poem convey?
7. In small groups, brainstorm some topics you might write about. Share some opposites you would like to write about. What words and sounds would you like to include?
8. Try your hand at writing a diamante. Use the template. You can use a dictionary. Your classmates and instructors are also resources.

Appendices
Appendix S:  *WS7-14*  

(Dr. Esau Moore University of Oregon)

**Diamante Poem Template**

Title

__________________________

__________________________

__________________________, ________________

__________________________, ________________, ________________

__________________________, ________________, ________________, ________________

__________________________, ________________, ________________, ________________, ________________

__________________________, ________________, ________________, ________________, ________________, ________________

__________________________, ________________, ________________, ________________, ________________, ________________, ________________
**Appendix T: Sample Lesson Plan #1**
The following lesson plan is meant to be part of one day's class. It is the introductory lesson plan to the topic of goal formation and is meant to get students thinking about the potential for action and change that comes as a result of setting goals. The instructor may choose to adapt this lesson according to the particular needs of her class i.e. vocabulary, grammar, communication skills, etc.

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity Description</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Begin with a brief introduction of the words GOAL and WISH. Ask the class what they know about the two words. Are they the same? How are they different? Show the overhead slide - Goals &amp; Wishes Ask students to work in pairs to decide which statements are goals and which are wishes. Statements include: <em>I would like summer to last for five more months.</em> <em>When I win the lottery, I will buy a new house and two new cars.</em> <em>I am going to learn French someday.</em> <em>I will lose 14 pounds by my birthday.</em> <em>I hope to go to Hawaii for Christmas.</em> <em>I want to make $100,000 a year some day.</em> <em>I'm going to start riding my bike to work soon.</em> <em>It is important to note that there may not be agreement on the categories the above statements fall into as this will depend on how the students see each statement. What is most important is that students are able to articulate why a statement falls under either category.</em></td>
<td>OH</td>
</tr>
<tr>
<td>2</td>
<td>Ask students to return to their original partners and share with the class which statements each pair decided were wishes and which were goals. Follow-up with each pair and class overall about why they decided some were wishes and some were goals. What are the differences? Write Goal or Wish next to each statement as class comes to agreement as well as one reason for labeling each this way.</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Discussion of the word “Wish” – Write the word “Wish” on the board in large letters. Ask students to share with a partner what the meaning of this word is (V or N definitions are fine, just point out the differences in each). Write the following questions on the board and ask the Ss to discuss them with their partner as well. “What is something you are wishing for now?” Have students form groups of four and share with each other their wishes. It can be anything – give examples – I wish I were in Hawaii right now. Have each Ss come up to the board and write down one of their wishes (include one of yours as well). When everyone has taken a turn, read the wishes out loud and allow comments/discussion etc.</td>
<td>OH</td>
</tr>
<tr>
<td>Time</td>
<td>Activity</td>
<td></td>
</tr>
<tr>
<td>------</td>
<td>----------</td>
<td></td>
</tr>
</tbody>
</table>
| 4 10 min | Discussion of difference between wishes and goals –  
Write the word “Goal” on the board. Ask Ss to share with their small  
groups and later with the class what the meaning of this word is. 
Have students turn back to their small groups and discuss the  
following questions:  
“How are goals and wishes similar?”  
“How are goals and wishes different?”  
“When do you think you’re more likely to achieve? Why.”  
While Ss are discussing, divide the board into two sections ~ one  
labeled “Wish” the other “Goal”  
After, ask students to share their thoughts with the class. Record the  
different responses under the appropriate side of the board (be sure to  
record any verbs used when discussing the differences i.e. “have a  
wish” “set a goal” “make a wish” “reach a goal”  
whiteboard |
| 5 10 min | Differences in verbs used with each word – Ask the students to tell  
you what the verbs are under each column. Circle the verbs as  
students point to them. Add any that are missing. Verbs should  
include:  
*Wish*: have, wish for, make,  
The words listed above should be presented in chunks (have a wish,  
wish for something, make a wish) to insure students understand word  
order and collocations for each  
*Goal*: set, achieve, attain, reach,  
Ask students what the difference is between the verbs used with each  
word (the connotations of the word wish makes it seems less active  
than the word goal. This may lead into a discussion about verbs ie.  
goals require you to do something ~ to make some effort, where as  
wishes do not. Verbs used with goal are active “doing” verbs. The  
word make does have an active connotation, but in the context of a  
wish, nothing is actually being made in any concrete way). Discuss  
as a class the idea that wishes express desire, while goals suggest  
planning to make something happen. We make goals happen.  
Wishes depend on something other than ourselves to come true etc.  
You may also want to point out that wishes can become goals if the  
person chooses to become active in them i.e. I wish I weighed less  
might become a goal I will loose ten pounds by October.  
whiteboard |
| 6 10 min | **Difference Between Wishes and Goals Worksheet:**  
Handout worksheet. Ask students to complete the worksheet as  
homework and bring it with them to the next class. After completing  
the worksheet, ask students to write a page in their journals comparing  
their wishes and their goals. Students can use the following  
questions to guide their writing.  
What is are the differences between my goals and my wishes? Do  
they feel different in any way? Which feels more active ~ my wishes  
or my goals? Why? Which ones are more likely to happen? Why? 
Worksheet  
WS7-1 |
### Appendix U: Sample Lesson Plan #2 – Diamante Poems

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity Description</th>
<th>Materials</th>
</tr>
</thead>
</table>
| 1 5 min | Begin with the OH – Diamante Poem example “Studies/Play”  
Ask students to read the poem silently several times. Ask students to read the poem aloud together as a class. Without talking specifically about the poem itself, what feelings do they get from the poem? What words help to convey these feelings? | **OH WS7-13**   |
| 2 10 min | Have students compare with someone sitting near them what they think the poem is about. Bring the class back together and have groups share what they talked about. Next, ask the class the following questions and allow students to volunteer answers or call on particular students.  
1. How many lines are in the poem  
2. What does each line consist of? (nouns, adjectives, and –ing forms)  
3. What is the relationship between the first and last lines? (opposites) Where does the poem change?  
4. How would you describe a diamante poem?  
5. Do the words suggest sounds, feelings, textures, colors or moods? What sense or meaning does the poem convey?  
6. What shape is the poem? What does this shape suggest? |                |
| 3 10 min | Handout blank Venn diagram worksheets. Explain the usefulness of Venn diagrams in visually comparing the differences and similarities between things. Demonstrate how to use a Venn diagram with the topic “My Life Now/My Life Then”. Give a brief example of your own life now versus then showing the differences of each circle and the similarities in the overlapped area. Now ask students to fill in their own worksheets with as much information as possible. Encourage them to use many types of words including adjectives, verbs and nouns. When they are finished, have them form groups of three and share their Venn diagrams with each other. | **Venn diagram handouts and OH of Venn diagram** |
| 4 15 - 20 min | Now have students use their Venn diagrams to create their own Diamante poems using the topic “My Life Now/My Life Then”. They can use the words in their Venn diagrams or use new words as they wish. Remind students of the form of the Diamante poem and that they may need to modify their words to fit this form. When all students have completed their poems, encourage them to share them with the class by writing them on the OH sheets. | **blank OH sheets and pens** |