

Goal Setting and Completion

The Importance of Helping Adult ESL Students Set Goals

Tom Bello

Comparative work was done between an evening ESL class that participated in a goal setting exercise throughout their twelve week session and a morning class at the same level and site and teacher. This activity was repeated the next twelve week session.

Findings

The results of both trials indicate that the learners who participated in the goal setting activity had a higher retention rate than learners who did not have the opportunity to participate in this activity.

Conclusion

Being able to set goals and see progress in realizing goals is the number one positive force in keeping adult learners on their educational journey. Though this conclusion echoes that of other research, the sample is quite small and the percentages of difference between the control group and the experimental group are heavily impacted by one or two learners.

Summarized by Bella Hanson

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