



Contribution ID: 114

Type: Practice-oriented Oral Face-to-face presentation

The effects of goal setting instruction on reading achievement

Sunday 18 May 2025 09:30 (25 minutes)

TITLE

The effects of goal setting instruction on reading achievement

RELEVANT SIG

Learner Development

FORMAT

Practice-oriented Oral Face-to-face presentation (25 minutes, including Q&A)

Short English description

KEYWORDS

self-regulation, goal setting instruction, lower proficiency learners, reading achievement

ABSTRACT

This presentation reports on a qualitative study which investigated the effects of goal setting instruction on learners' reading achievement in an extensive reading program. Self-regulation processes start with goal setting. Goal setting theory asserts that task performance is regulated by the conscious goals that individuals set for a task. In L2 contexts, goal setting has been found to enhance students' motivation and self-efficacy for reading. However, little research has been done on goal setting instruction. Hence, this study explored the effects of goal setting instruction on L2 reading achievement. Seven lower proficiency learners of English participated in pre- and post-interviews, which investigated how their goal setting practices changed over a semester and how goal setting affected their reading achievement, measured by word count. The results showed that the ability to develop strategies for goal attainment and an increased resultant motivation for reading differentiated the learners who achieved the extensive reading word target from those who did not. Goal setting instruction appeared to increase some learners' goal commitment and help them improve self-regulated learning skills.

Author: HUANG, Chunmei (Kyorin University)

Presenter: HUANG, Chunmei (Kyorin University)

Session Classification: B8-110 Learner Development

Track Classification: Learner Development