

How Goal-setting and Feedback are Effective for Adult Language Learners?

Toshiko Shibui
(Seigakuin University, Japan)

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Background Information

- **Some university students just attend classes without paying attention to the class goals or their own learning aims, and are not sometimes motivated enough.**
- **My previous research was for elementary students.**
 - ➔ **This time: for adult learners**

Literature Review

Tremblay and Gardner (1995)

investigated French language dominance and French achievement, and stated that

The goal setting theory

(Locke and Latham, 1990)

“made a clear prediction on how to improve work performance” (p. 508).

Literature Review

O'Malley & Chamot (1990), Oxford (1990)

Metacognitive strategies are useful for planning, monitoring and evaluation.

It's effective in order to keep a positive attitude.

Dylan (2011)

When students focused on the details of the target task and when they were involved in goal setting, feedback interventions are effective (p. 6)

Literature Review

Locke and Latham (2002)

Summary feedback can show learner's progress in relation to their goals.

Goal setting plus feedback affects more than goals alone (p. 708).

Inagaki (2003)

Students who set both proximal goals and distal goals and got feedback had their learning facilitated.

The clarification of goals enhanced learners' positive attitude toward learning.

Literature Review

Sugitani (2012), Shibui (2015)

Metacognitive strategies increased students' awareness of willingness to study.

Hikomori (2010)

Teachers should give students opportunities to set their own goals because setting learning goals could enhance their autonomy (p. 165).

Literature Review

Schunk & Zimmerman (2008, p. 268)

Goal Effects on Motivation

Goals enhance one's **choice** and **attention** toward goal-relevant tasks and away from goal-irrelevant tasks.

Goals increase one's **effort** to attain them.

Goals sustain one's **persistence** in pursuing them.

Goals increase one's **affective** reactions to targeted outcomes.

Research Question

1. Is 'Goal-setting and Feedback Sheet' effective for students' consciousness about learning?
2. Does lesson goal-setting at the beginning of each lesson combined with feedback at lesson's end contribute to more autonomous learners?

Participants

- **Participants**
 - **68 university students (20 men/
48 women) at two universities**
 - **Age: 18-22**
- **Subject (class) number: 6**
 - **15 lessons: 4 subjects**
 - **30 lessons: 2 subjects**

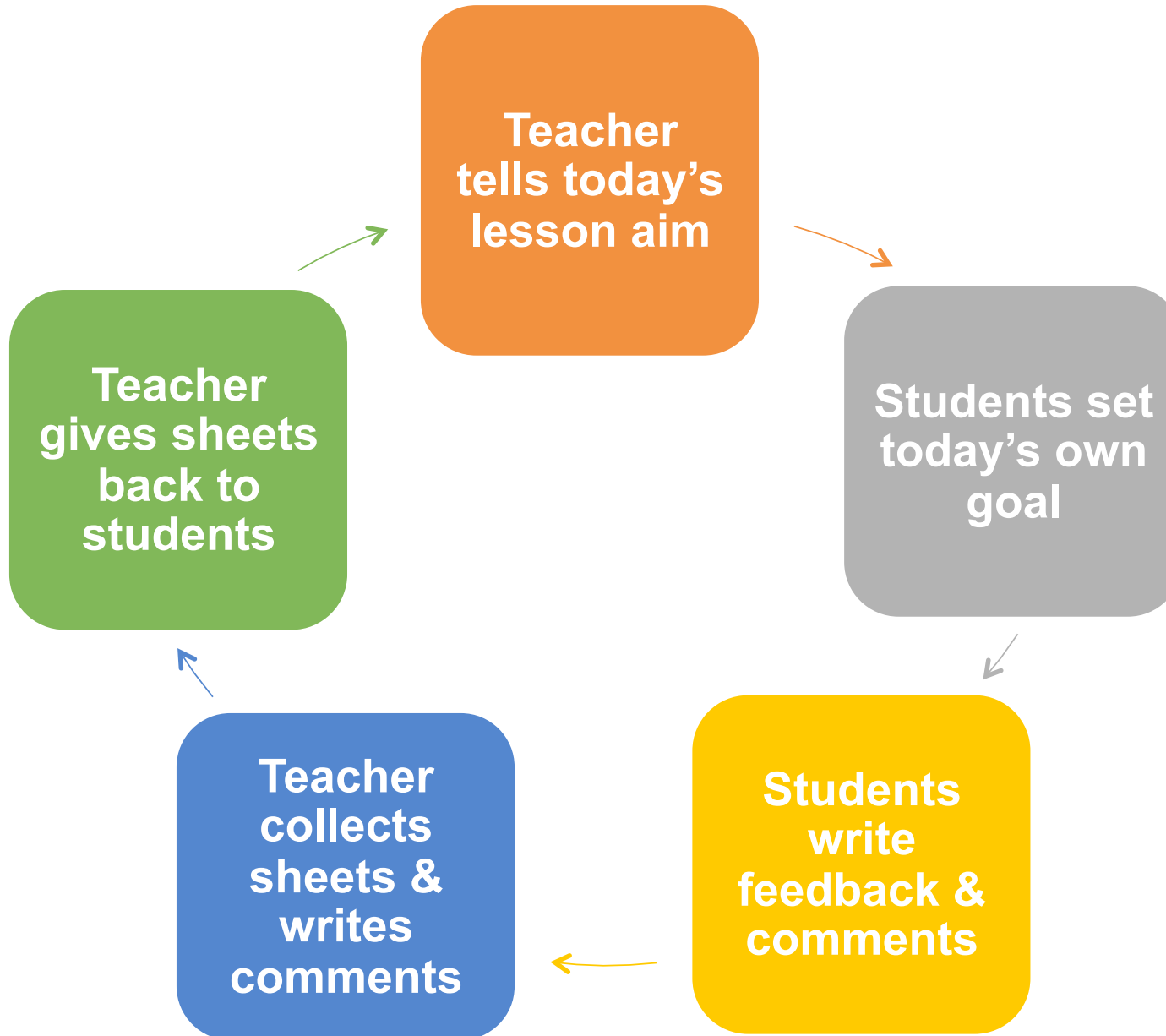
Materials

- **Goal-setting and Feedback Sheet**
- **Questionnaire**
 - **about the goal-setting and feedback use: twice**
 - **about the class: once**

Data Collection

- **Metacognitive Intervention**
(30 weeks / 15 weeks)
- **Goal setting and Feedback Sheet**
 - **Students write goal-setting.**
 - **Teacher reads them and writes comments.**

Procedure (every time)



Goal-setting and Feedback Sheet

ID No. _____ Name _____

	date	Today's goal	What I could do or find out	What I can't understand	reaction • comment
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					

Data Analysis

- ***t*-test**
(from the questionnaire twice)
- **Teacher checks and analyzes students' writing comments.**

Questionnaire about goal-setting and feedback

1. Did you set your today's goal properly at the beginning of each lesson?
2. Did you notice your goal during the lesson?
3. Did you figure out any way in order to achieve your today's goal every time? **If yes, how?**
4. Did you reflect your achievement by comparing today's goal during feedback time?
5. Were you conscious of previous feedback when you set today's goal?
6. Was your situation (what you can do or not) clear?
7. Did you compare your present situation with your previous one?
8. Could you set today's goal by referencing your previous situation?
9. Did you take any notes of important points during the lesson?
10. Would you like to attend the class with your consciousness of goal-setting in the future?
11. Did you have short-term goals for this class?
12. Did you have medium-term goals for this class?
13. Did you have long-term goals for this class?

Students' comments (TOEIC class)

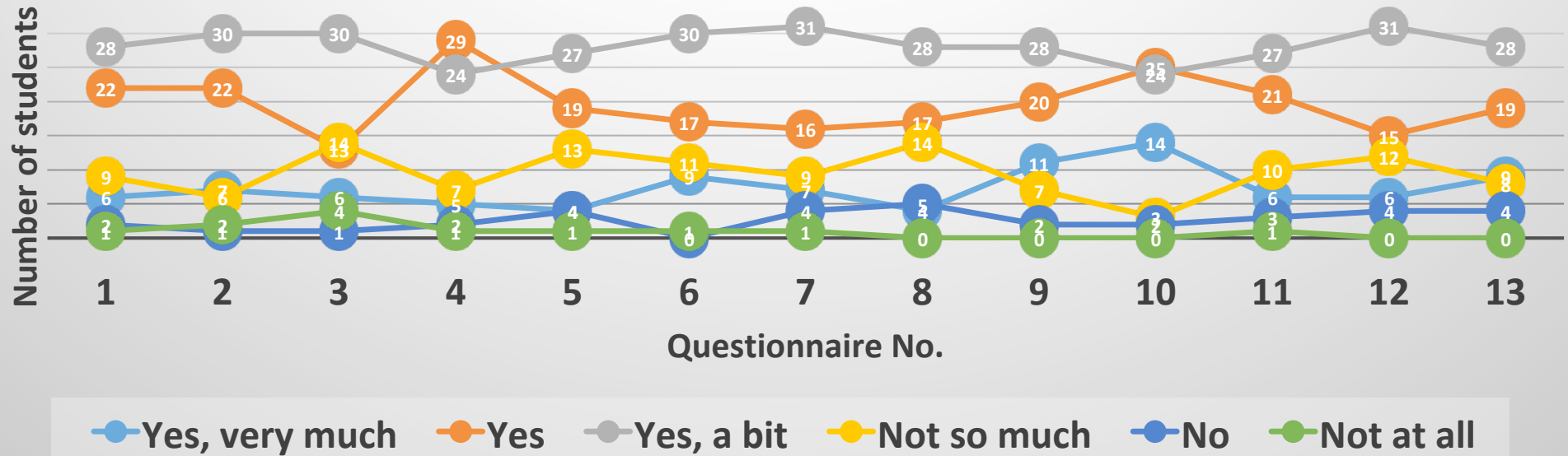
No. 3

Did you figure out any way in order to achieve your today's goal every time?

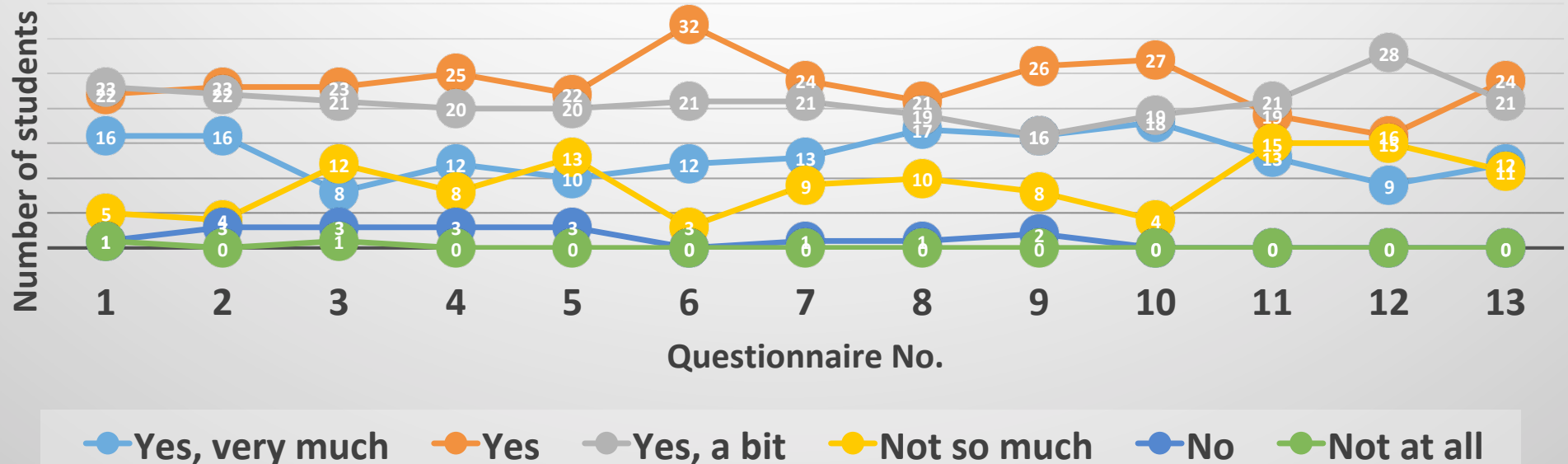
If yes, how?

- **I thought each lesson was a real TOEIC Test.**
- **I always attended the lessons with my consciousness about each goal.**
- **I paid attention to my study every time.**
- **I tried to answer grammar, listening or reading parts predominantly within the fixed time.**

Middle-of-term questionnaire (N=68)



End-of-term questionnaire (N=68)



The result of using a Goal-setting and Feedback Sheet

questionnaire (N=68)	mid-term		end of term		student's
	mean	median	mean	median	t-test
1. Did you set your today's goal properly at the beginning of each lesson?	4.26	4	4.65	5	0.0326 *
2. Did you notice your goal during the lesson?	4.32	4	4.66	5	0.0593
3. Did you figure out any way in order to achieve your today's goal every time?	3.96	4	4.26	4	0.1165
4. Did you reflect your achievement by comparing today's goal during feedback time?	4.37	4.5	4.51	5	0.4010
5. Were you conscious of previous feedback when you set today's goal?	4.04	4	4.34	4	0.1098
6. Was your situation (what you can do or not) clear?	4.31	4	4.78	5	0.0027 **
7. Did you compare your present situation with your previous one?	4.15	4	4.57	5	0.0175 *
8. Could you set today's goal by referencing your previous situation?	4.01	4	4.63	5	0.0007 ***
9. Did you take any notes of important points during the lesson?	4.46	4	4.68	5	0.2100
10. Would you like to attend the class with your consciousness of goal-setting in the future?	4.68	5	4.87	5	0.2263
11. Did you have short-term goals for this class?	4.21	4	4.44	4	0.1908
12. Did you have medium-term goals for this class?	4.10	4	4.28	4	0.2943
13. Did you have long-term goals for this class?	4.31	4	4.54	5	0.1746

p* < .05 p** < .01 p*** < .001

Six-scale Questionnaire (1. Yes, very much 2. Yes 3. Yes, a bit 4. Not so much 5. No 6. Not at all)

Small change of students

- No. 1

Did you set your today's goal properly at the beginning of each lesson?

$p < .05$

- No. 7

Did you compare your present situation with your previous one?

$p < .05$

Big change of students

- No. 6

Was your situation (what you can do or not) clear?

$p < .01$

- No. 8

Could you set today's goal by referencing your previous situation?

$p < .001$

Students' end-of-term comments

- I could write my feedback and **keep my motivation**, so the sheet was effective. (early English education)
- Since each goal was settled every time, I **could study consciously by following my goal**. (writing class)
- That was good to set my goal every time, therefore I **could work hard toward the aim**. (writing class)
- I **could find out my strong and weak points** clearly. (TOEIC)
- I **could settle my next goal carefully** because I wrote my goal and feedback on the sheet every time. (writing class)

Discussion

- Research Q1

The Goal-setting and Feedback Sheet was useful for students' consciousness.

- Research Q2

With goal-setting, students could compare their achievement with their goals.

***if no goal setting: cannot compare**

Limitations

- A period of using the Goal-setting and Feedback Sheet for each student (only half term) was **too short**.
 - ➔ at least one year would be needed for the research.
- As for **cognitive aspect**, it was quiet hard to take a hard look at students' real selves.

Implications

- **This research was only focused on the effectiveness of using the Goal-setting and Feedback Sheet.**

Next time,

- **Metacognitive strategy should be focused on more.**
- **Awareness of willingness to study should be focused on deeply.**

Conclusion

- The number of students who improved their **consciousness of their study** was increased by the use of Goal-setting and Feedback Sheets.
- Students could **notice clearly** what they could understand or not.
- It is important for students to know their present situation in order **to be autonomous learners**.

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Thank you for your listening.