INTRODUCTION

As all language teachers know, motivation is one of the key factors for success when learning a language. Motivated students are persistent, enthusiastic and committed learners whereas unmotivated students are insufficiently involved and therefore unable to develop their language skills. Motivation has been described as “why people decide to do something, how hard they are going to pursue it and how long they are willing to sustain the activity” (Dörnyei, 2001a, p.7). Theories of motivation to learn therefore try to explain an extremely complex facet of human behaviour and it is not surprising that presently many theories of motivation exist, most of which address a single theoretical perspective rather than presenting a comprehensive framework to explain how these factors are interrelated. Motivation to learn a language is a complex situation, as language learning is not only an educational activity, but also involves social and cultural issues (Dörnyei, 2001b, pp.47-62). However, a number of theories describing motivation to learn a second or foreign language have been presented, and four of these will now be described in greater detail. They are Tremblay and Gardener’s revised model of Gardner’s Theory of motivation, Linguistic self-confidence, Attributions of L2 learning successes and failures and Self-determination theory.

Tremblay and Gardener’s revised model.

Much of the research on motivation in language learning was initiated by Gardner and Lambert (1972) in studies they carried out on learners in Anglophone and Francophone communities in Canada. This work pointed to the importance of “integrativeness”, which was defined as a desire to be like members of the other language community, and it was suggested that this identification with the L2 community was a principal component of motivation to learn a second language (Clement, Dörnyei & Noels, 1994,
This model was criticised however as it did not take into account more individual aspects of motivation (Crookes & Schmidt, 1991, Oxford & Shearin, 1994). Consequently, Gardner’s model was later expanded (Tremblay & Gardner, 1995), to include more individual factors such as:

- goal setting, i.e. motivation is related to setting language learning goals and pursuing them,
- valence, i.e. motivation is related to the perceived intrinsic and extrinsic value of the activity. For example, how interesting and enjoyable the activity is (intrinsic) and how useful it will be in one’s life (extrinsic).
- self-efficacy, which relates to how confident individuals feel of their ability to carry out certain specific language learning tasks, and inversely how anxious they feel about using L2.

**Linguistic self-confidence**

Clement, Dörnyei & Noels, (1994, p.422) defined linguistic self-confidence as “low anxious affect and high self-perceptions of L2 competence”, and proposed that in multiethnic situation, those with positive attitudes towards the L2 community would seek out contact with this community. Linguistic self-confidence would then develop if this contact was frequent and pleasant. They further expanded this idea to foreign language learning situations by proposing that in such situations, individuals could establish contact with the L2 community through cultural products, for example through contact with music, advertising and the cinema.

**Attribution Theory**

Attribution Theory (Weiner, 1992) concerns the reasons people present for past successes and failures. Learners who attribute their insuccess in language learning to their inability to learn will easily become demotivated. However, those who attribute insuccess to temporary situations that they can overcome e.g. lack of attention or effort, will be more motivated to persist in their language learning. Attribution theory is of particular importance in language learning as few learners achieve the levels of proficiency they desire, and so for many, language learning is an activity associated with a certain amount of failure.
Self-Determination Theory

One aspect of self-determination theory which has been applied to language learning is that of learner autonomy which involves “learner independence, learner responsibility and learner choice” (Dickinson, 1995, p.168). In a review of this area Dickinson (1995, p.174) concluded that studies on motivation revealed that motivation and success in language learning were related to “learners taking responsibility for their own learning, being able to control their own learning and perceiving that their learning successes or failures are to be attributed to their own efforts and strategies rather than to factors outside their control”, all characteristics of learner autonomy.

It is clear that these four theories have much in common. The idea of linguistic self-confidence/efficacy is important in both Clement’s Theory of Self Confidence and Tremblay and Gardner’s revised model. Learner autonomy is an important aspect of Tremblay and Gardner’s revised model (through the use of goal-setting), Attribution Theory and Self-Determination theory. Accordingly some aspects of goal setting, building linguistic self-confidence and encouraging learners to become more autonomous will now be discussed in greater detail.

Goal Setting, Learner Autonomy and Self-Confidence

Lock and Latham (1990) argue that individuals who set themselves specific, difficult goals will outperform those who set nonspecific, easy goals. It has also been suggested that goal-setting can have a positive effect on academic achievement (Schunk and Swartz, 1993), and it has been found especially useful for elementary level learners or students who have recently taken up a course of study (Gabb, 2001). Goals can be group or individual goals, long or short term, and researchers agree that for groups to work productively, they must share the same general goals (Senior, 1997, p.5).

Individual goals, which can include both language learning and behaviour goals, should be clear, specific and measurable. Once goals have been set, it is necessary to assess if these goals have been achieved, and for this self assessment of performance and instructor feedback have been found helpful (Kato, 2009, p.179). Self assessment is
important as it allows learners to become more involved in the learning process and therefore become more autonomous learners. Many secondary school and university students are passive learners who are more concerned with getting good marks than really learning the language. If learners are asked to assess their performance in the classroom they may begin to perceive the language more in terms of what they can do with the language rather than what they know about the language.

Teacher assessment of learner progress is a very valuable way of increasing student self-confidence and helping learners become more independent. To increase self confidence and thereby motivate students, it is important that feedback focus on comparison with students’ previous achievements rather than comparison to others in the class (Dörnyei, 2001a, p.124). Feedback should also offer praise when appropriate, acknowledge positive contributions and show how learners can improve in the future (Dörnyei, 2001a, p.123). It is equally important to help learners attribute lack of success with lack of effort or use of inappropriate strategies rather than lack of ability. This is therefore another opportunity to increase learner autonomy by introducing learners to various learning strategies, which have been defined as “operations employed by the learner to aid acquisition, storage, retrieval and use of information...” (Oxford, 2001, p.166). Research shows that strategy use and increased proficiency are related, and although it is recommended that strategy instruction be interwoven with language lessons, even a one-off learning strategy workshop resulted in better final grades (Flaitz & Feyten, 1996). Learning strategies which could be easily introduced in class include teaching learners how to take notes or make vocabulary records, giving them the opportunity to guess unknown words from context, and encouraging learners to ask when in doubt. The use of such strategies could be included in short term goals, and when learners perceive that these strategies help them complete a task more successfully, it can improve their self-efficacy (Bandura, 1997).

This paper aims to demonstrate what strategies can be used in class to encourage learners to set their own learning goals, improve linguistic self-confidence and encourage them to become more autonomous learners. The goal setting and self/
teacher assessment strategies used in class will be detailed and results of self-report questionnaires distributed to students will be discussed.

METHODOLOGY

Respondents
The learners involved in this small scale project were 17 teenage students between the ages of 13 and 16 who attended a 3 hour class on Saturday morning at B1 level, i.e. pre-intermediate level, in the British Council, Lisbon. This group was chosen for the study as it became obvious in term 1 that many students in the group were very reticent about trying to use English orally in class, and some had no understanding of the need to do so. It was therefore decided that during terms 2 and 3, a number of strategies would be used in class, principally to try to encourage them to speak more English, but also to develop autonomy and linguistic confidence.

In week one of term 2, a group discussion task (Appendix 1) was used to consider ideas such as what extrinsic benefits they could gain from lessons, the importance of using English in classes and the role of mistakes. It also asked students to discuss some broad behavioural goals in class such as doing homework, arriving on time etc, and out of this discussion a class contract of goals to work towards was drawn up, signed by all (including the teacher) and posted on the classroom wall.

Goal Setting and Evaluation
To be effective, goals must be specific. However, writing specific goals can be difficult, and left to their own devices, learners will often write very vague goals such as ‘improve my grammar’, or ‘learn more words’. For this reason it can be useful to initially set students’ goals for them, so they learn from example. Short term goals for the lesson were used as they are more immediate and therefore easier for teenagers to focus on. After some time, when learners are more familiar with goal setting, they can be asked to set their own goals and encouraged to challenge themselves by setting more and more ambitious goals on a weekly basis. Appendices 2 and 3 show examples
of self-assessment, goal setting handouts used with this class. Such handouts were distributed at the beginning of class, learners worked on achieving their goals during class, and then either assessed themselves or one of their peers at the end of the lesson. These assessment sheets were then collected in, comments made on student performance during class that week and redistributed to learners at the beginning of the following week’s lesson. This continued over a period of 20 weeks, although in 4 randomly chosen lessons, students were not asked to set goals or assess their performance.

Questionnaire procedure and analysis
An 11-item questionnaire was designed (Appendix 4) based on a similar questionnaire used by Kato (2009) and a 5 point Likert scale used to analyse statements. The questionnaire, which was confidential but not anonymous, was administered in class at the end of term 2, and students took approximately 10 minutes to respond, results being expressed as percentages. The same questionnaire was also distributed to students at the end of term 3, i.e. after a total of 20 week, and in addition students were asked to complete 6 open ended questions about goal setting and assessment (Appendix 5) at the end of term 3. It should be noted that the results obtained are representative merely of the sample involved.

RESULTS

Results for the questionnaire distributed at the end of term 2 and 3 can be seen in Table 1, with results expressed as percentages. Students were generally very positive about setting goals and using self assessment with almost two thirds of learners (55% in term 2 and 59% in term 3) agreeing that they spoke more English in class because they set goals for speaking. The percentage of students who agreed that they felt more confident about using English rose in Term 3 (23% in term 2 to 59% in term 3) and students also agreed that trying to achieve their goals helped improve their English (47% term 2 in comparison to 67% in term 3). More than half the students disagreed that focusing on goals each week was a waste of time or unnecessary and
the percentages of those who strongly agreed that self assessment and teacher comments were useful rose by 12 and 19% respectively over the 20 week period. However, percentages of students who strongly agreed or agreed that comments from the teacher gave them more confidence to try harder in class fell during term 3 (94% to 75% respectively). This could be because the teacher often repeated the same type of comments, which could begin to lose impact over time. In addition there was also a decrease in the percentages of those who agreed that they took a more active part in class because they set goals for
Table 1 Results for questionnaire distributed at the end of terms 2 and 3 with results expressed as a percentage of total number of responses (N= 17).

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) I speak more English in class because I set goals for speaking in lessons.</td>
<td>23%</td>
<td>25%</td>
<td>55%</td>
<td>15%</td>
<td>7%</td>
</tr>
<tr>
<td></td>
<td>23%</td>
<td>25%</td>
<td>59%</td>
<td>15%</td>
<td>8%</td>
</tr>
<tr>
<td>b) I took a more active part in classes because I set goals for participation.</td>
<td>0%</td>
<td>0%</td>
<td>70%</td>
<td>15%</td>
<td>15%</td>
</tr>
<tr>
<td></td>
<td>0%</td>
<td>0%</td>
<td>33%</td>
<td>15%</td>
<td>8%</td>
</tr>
<tr>
<td>c) I feel I learned more vocabulary because I set goals for learning words each week.</td>
<td>23%</td>
<td>25%</td>
<td>63%</td>
<td>33%</td>
<td>7%</td>
</tr>
<tr>
<td></td>
<td>23%</td>
<td>25%</td>
<td>67%</td>
<td>30%</td>
<td>8%</td>
</tr>
<tr>
<td>d) I felt more confident about using English because I worked towards my goals.</td>
<td>23%</td>
<td>0%</td>
<td>23%</td>
<td>47%</td>
<td>16%</td>
</tr>
<tr>
<td></td>
<td>23%</td>
<td>0%</td>
<td>59%</td>
<td>47%</td>
<td>16%</td>
</tr>
<tr>
<td>e) Trying to achieve the goals helped me to improve my English.</td>
<td>23%</td>
<td>25%</td>
<td>47%</td>
<td>67%</td>
<td>30%</td>
</tr>
<tr>
<td></td>
<td>23%</td>
<td>25%</td>
<td>63%</td>
<td>50%</td>
<td>7%</td>
</tr>
<tr>
<td>f) Focusing on goals each week was a waste of time.</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>17%</td>
<td>23%</td>
</tr>
<tr>
<td></td>
<td>0%</td>
<td>0%</td>
<td>7%</td>
<td>8%</td>
<td>7%</td>
</tr>
<tr>
<td>g) Focusing on goals each week was unnecessary.</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>17%</td>
<td>23%</td>
</tr>
<tr>
<td></td>
<td>0%</td>
<td>0%</td>
<td>7%</td>
<td>8%</td>
<td>7%</td>
</tr>
<tr>
<td>h) Self-assessment was useful because it helped me think about what I did in class.</td>
<td>30%</td>
<td>42%</td>
<td>63%</td>
<td>50%</td>
<td>7%</td>
</tr>
<tr>
<td></td>
<td>30%</td>
<td>42%</td>
<td>63%</td>
<td>50%</td>
<td>7%</td>
</tr>
<tr>
<td>i) Comments from my teacher each week were helpful.</td>
<td>23%</td>
<td>42%</td>
<td>87%</td>
<td>8%</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td>23%</td>
<td>42%</td>
<td>87%</td>
<td>8%</td>
<td>0%</td>
</tr>
<tr>
<td>j) Comments from my teacher gave me more confidence to try harder in class.</td>
<td>31%</td>
<td>42%</td>
<td>63%</td>
<td>33%</td>
<td>6%</td>
</tr>
<tr>
<td></td>
<td>31%</td>
<td>42%</td>
<td>63%</td>
<td>33%</td>
<td>6%</td>
</tr>
<tr>
<td>k) Comments from my teacher were unimportant.</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>6%</td>
<td>25%</td>
</tr>
<tr>
<td></td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>6%</td>
<td>25%</td>
</tr>
</tbody>
</table>
participation (70% to 59%) and percentages of those who felt they learned more vocabulary because they set goals for learning words each week (63% to 33%). This could be explained by the fact that more emphasis was given to such goals in term 2.

A sample of answers to the open questions asked (Appendix 5) can be seen in Table 2 below. All students responded positively to these questions, except one, who responded negatively to questions 1 and 2 and who felt that goal setting was useless as he would work to try to improve his English irrespective of setting goals. A number of students seemed to feel morally bound to try to achieve goals, once they had been set, others because it helped them focus on what was necessary to work on in class. It is also interesting to note that all students reported honestly assessing themselves at the end of lessons, and that a number mentioned that the idea of improving from one week to another was important to them. The most common reasons for not using English were, as would be expected, difficulty in expressing themselves in English, the ease of using their L1 and the fact that Portuguese was being used by other students in pair and group work.

**DISCUSSION AND CONCLUSION**

Many previous studies (Meader, 2000, Yang, 1998) have reported that student learning and achievement are enhanced by integrated goal-setting and self-assessment procedures. Results here show that approximately three quarters of students in this group strongly agree or agree that they spoke more English in class, took a more active part in class and improved their English because they set goals each week. Similarly, approximately three quarters strongly agreed or agreed that self-assessment was useful because it helped them think about what they did in class, and that comments from the teacher were helpful and gave them more confidence to try harder. Only one student surveyed had negative comments to make about goal-setting, and all were positive in their comments on self/teacher assessment. Typical comments made on goal setting stated that, if they wrote their own goals, then they had to try to achieve
them, that setting goals gave them a focus for the lesson and that trying to achieve these goals helped them improve their English.
Table 2. A selection of comments made in answer to open questions.

<table>
<thead>
<tr>
<th>Questions</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Do you think you spoke more English in classes when you set goals for</td>
<td>• Yes, because it’s important to try to improve from one lesson to another.</td>
</tr>
<tr>
<td>speaking in lessons? Why? Why not?</td>
<td>• Yes, because it gave me an objective, made me think more about speaking English</td>
</tr>
<tr>
<td></td>
<td>• Yes, if we set goals we have to try to achieve them</td>
</tr>
<tr>
<td></td>
<td>• No, because I want to improve my English, not because of goals.</td>
</tr>
<tr>
<td>2. Do you think trying to achieve your goals helped you improve your</td>
<td>• Yes, because I focus on my goals and take a more active role</td>
</tr>
<tr>
<td>English more than when you didn’t set goals? Why? Why not?</td>
<td>• Yes, we have to do what we set out in our goals</td>
</tr>
<tr>
<td></td>
<td>• Yes, I try to achieve my goals by speaking more, then I know my difficulties better and try to improve</td>
</tr>
<tr>
<td></td>
<td>• No, because all I want is to be better- goals are unimportant</td>
</tr>
<tr>
<td>3. Do you think self-assessment at the end of the class helped you think</td>
<td>• Yes, it’s like a summary of what we did in class.</td>
</tr>
<tr>
<td>about what you did or didn’t do in class? Why? Why not?</td>
<td>• Yes, because I know what I do well and not so well and can improve next lesson</td>
</tr>
<tr>
<td>4. Did you always assess yourself honestly at the end of classes? Why?</td>
<td>• Yes, because it would be a waste of time, useless to lie</td>
</tr>
<tr>
<td>Why? Why not?</td>
<td>• Yes, I need to be honest to the teacher but I need to me honest to myself more</td>
</tr>
<tr>
<td>5. Did you usually, sometimes, never achieve all your goals in class?</td>
<td>• Usually/ sometimes</td>
</tr>
<tr>
<td>Why?</td>
<td>• Sometimes my goals are too ambitious</td>
</tr>
<tr>
<td>6. When did you speak more Portuguese in class? If you didn’t achieve</td>
<td>• In pair and group work because I’m not focused</td>
</tr>
<tr>
<td>your English speaking goals, why did this happen?</td>
<td>• When someone speaks to me in Portuguese</td>
</tr>
<tr>
<td></td>
<td>• When I have trouble expressing myself in English</td>
</tr>
<tr>
<td></td>
<td>• When I didn’t set goals</td>
</tr>
<tr>
<td></td>
<td>• It’s easier, faster to speak Portuguese.</td>
</tr>
</tbody>
</table>
A popular response to self-assessment was that assessing themselves at the end of the lesson made them more aware of what they could and couldn’t do and this helped them focus on areas for improvement in subsequent lessons. This very positive response to goal-setting and self-assessment could be due to the lower level of these students, as it has been shown that advanced level learners find such intervention much less helpful than beginner, elementary and intermediate level learners (Kato, 2009, p.192). The fact that the researcher was also the teacher of this group could also have influenced their responses.

This dual role of teacher/researcher has an advantage in that it puts the teacher in an ideal situation to observe the learners in class each week, and a number of such observations are worthy of comment. Firstly, the teacher agreed with students that more English was used in class when students set goals than in those classes where goal-setting was not employed. Secondly, it was felt that goal-setting and self-assessment was a useful tool that the teacher could use to encourage students, and reference to their goals was a way to remind and motivate students to use English in class. As mentioned at the beginning of this article, motivation is an extremely complex area of human behaviour, and therefore what motivates one student will be unlikely to motivate the whole class. Although most students were positive in their comments on goal-setting and self-assessment, and although most students are thought to have benefited to a certain extent in that they generally used more English, participated more in class, and were more systematic about keeping vocabulary notes, a significant difference in use of English occurred with 4 students in the group. These students (2 boys and 2 girls) either set very ambitious goals and then tried hard to achieve them in class, or set increasingly more ambitious goals over a period of time and worked over the 20 week period to achieve them. The fact that all students in this study reacted positively to self/teacher assessment and that all but one was positive in relation to goal setting is encouraging. In addition, the fact that students were as positive in their attitudes towards these motivational strategies after 20 weeks as they were after 10 is interesting, and suggests that such strategies could be of use when implemented systematically over the academic year. One way of motivating more students could be to try a variety of motivational strategies over a period of time, implementing those
which appear most successful, until they become an automatic part of teaching (Dörnyei, 2001a, pp.137-144).

BIBLIOGRAPHY


Appendix 1  SB1 Classroom Resolutions

Class

1. Why do you come to English classes?
............................................................................................................................................
............................................................................................................................................
............................................................................................................................................
2. Is it important to know English? Why/Why not?
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............................................................................................................................................
............................................................................................................................................
3. If you speak English well, what benefits will this bring to you personally?
............................................................................................................................................
............................................................................................................................................
............................................................................................................................................

Classroom/Teacher/Students

1. Is it a good idea to come late to class? Why? Why not?
............................................................................................................................................
............................................................................................................................................
............................................................................................................................................
2. Why does your teacher ask you to do homework? Is it a good or bad idea?
............................................................................................................................................
............................................................................................................................................
............................................................................................................................................
3. Do you think you should do homework every lesson? Miss 1 per term? ........?
............................................................................................................................................
............................................................................................................................................
............................................................................................................................................
4. Is it a good idea to eat chewing gum in class? Why does the teacher ask you not to do this?
............................................................................................................................................
............................................................................................................................................
............................................................................................................................................
5. What should you bring to class? Why?
............................................................................................................................................
............................................................................................................................................
............................................................................................................................................
6. Why is learning to SPEAK English especially important? What is the best way to learn to speak English in class?
............................................................................................................................................
............................................................................................................................................
............................................................................................................................................
7. How much English do you think you should speak in class? With the teacher? With other students in pair and group work? All the time?

8. Is it a bad thing if you make a mistake when you speak? Why/why not?

9. Why does your teacher ask you to listen to him/her and the others when they speak? Do you agree? Why/Why not?

10. What is the best thing to do if you don’t know or don’t understand something?

11. Why is a good idea to try to help each other? Is it a good idea to laugh if someone makes a mistake?

12. Do you think it’s a good idea for the teacher to speak to you individually about your progress? Why/why not? How often? Once a term? Once a year?

13. If you give the teacher homework to mark, when should you get it back? After 1 lesson, 2 lessons...?

14. Do you think computers help you learn English? How often would you like to use computers in lessons per term?

15. Do you think reading in English helps you learn? How often would you like to go to the library to choose a book per term?

16. What other activities would you like to do in class to help you learn English?
Appendix 2  Example of goal setting/self-assessment handout.

Name......................................  Saturday, 16\textsuperscript{th} Jan, 2010

In class this week your goals are:

To discuss with our group how we think technology will change our future and report ideas to the rest of the group USING ONLY ENGLISH.

To make vocabulary notes on 7 new words of your choice from the authentic reading text.

To ALWAYS listen to the teacher and classmates when they speak.

Use the following to assess yourself and the teacher in this lesson. Circle the correct option for you.

1. I did my homework  Yes  No
2. I brought all the necessary material to class  Yes  No
3. I spoke English 10, 20, 30, 40, 50, 60, 70, 80, 90, 100\% of the time.
4. I listened to the others when they spoke  Never  Sometimes  Usually  Always
5. I asked for help when I didn’t know/understand  Never  Sometimes  Usually  Always
6. The teacher explained the work clearly  Never  Sometimes  Usually  Always
7. The teacher gave me help when I asked  Never  Sometimes  Usually  Always
8. I took an active part in class activities  Never  Sometimes  Usually  Always
9. I DID/DIDN’T achieve the goals above because I
   …………………………………………………………………………………………………………………………………………………………………
   …………………………………………………………………………………………………………………………………………………………………
10. Teacher’s comment
Appendix 3  Example of goal-setting/assessment handout.

Name……………………………………..  Saturday 24th April, 2010-04-23

This is what we will be doing in class today:

- Listening to an authentic news report
- Noting the type of words and phrases used in news reports
- Working in pairs to produce your own news report, using only English
- Practising the report, so you can present to the class without notes
- Listening to other reports for specific information and for interest value
- Assessing yourself on achievement of your goals today.

Now let's set your GOALS for the lesson today.

1. To use English during the preparation and presentation of your news report with your partner.

Now think of another 3 goals of your own. Think about how important it is to listen to your partner, to try to work well with your partner, to ask questions when you don’t know a word or don’t understand, to note down any new words in your vocabulary records, to use your time in class to improve your English as much as possible.

BE AMBITIOUS! YOU CAN DO IT IF YOU TRY!

2.

3.

4.

Did you achieve your goals for the lesson today? Why/why not?

1.
2.
3.
4.

Teacher’s comment
Appendix 4 SB1 QUESTIONNAIRE

CONFIDENTIAL Name........................................

This questionnaire is designed to survey strategies in learning English. The information will be used to assist students to learn English and improve the course. Here are some statements about the activities we have done in class recently. Please decide if you agree or disagree with the statements and tick (v) ONE of the boxes according to how you feel. Remember **there are no right or wrong answers**.

<table>
<thead>
<tr>
<th></th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>a)</td>
<td>I spoke more English in class because I set goals for speaking in lessons.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b)</td>
<td>I took a more active part in classes because I set goals for participation in lessons.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c)</td>
<td>I feel I learned more vocabulary because I set goals for learning words each week.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
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<td>d)</td>
<td>I felt more confident about using English because I worked towards my goals in class each week.</td>
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<td>e)</td>
<td>Trying to achieve the goals helped me to improve my English.</td>
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<td>f)</td>
<td>Focusing on goals each week was a waste of time.</td>
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<td>g)</td>
<td>Focusing on goals each week was unnecessary.</td>
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<td>h)</td>
<td>Self-assessment was useful because it helped me think about what I did in class each week.</td>
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<td>i)</td>
<td>Comments from my teacher each week were helpful.</td>
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<td>j)</td>
<td>Comments from my teacher gave me more confidence to try harder in class.</td>
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<td>k)</td>
<td>Comments from my teacher were unimportant.</td>
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Appendix 5  Goal setting and assessment open ended questions

Please take a few minutes to make a comment about the following points. Remember, there are no right or wrong answers.

1. Do you think you spoke more English in classes when you set goals for speaking in lessons? Why? Why not?
_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________

2. Do you think try to achieve your goals (for speaking, vocabulary, participation etc,) helped you improve your English more than when you didn’t set goals? Why? Why not?
_______________________________________________________________________
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3. Do you think self-assessment at the end of the class helped you think about what you did or didn’t do in class? Why? Why not?
_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________

4. Did you always assess yourself honestly at the end of classes? Why? Why not?
_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________

5. Did you usually, sometimes, never achieve all your goals in class? Why?
_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________

6. When did you speak more Portuguese in class? If you didn’t achieve your English speaking goals, why did this happen?
_______________________________________________________________________
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