

A Study of EFL Learners with Different Goal Orientations in Response to Cognitive Diagnostic Reading Feedback

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Abstract : Cognitive diagnostic assessment has received much attention in second language education, and assessment for it can provide pedagogically useful feedback for language learners. However, there is a lack of research on how students interpret and use cognitive diagnostic feedback. Thus the present study aims to adopt a mixed-method approach mainly to explore the relationship between the goal-orientation and students' response to cognitive diagnostic feedback. Almost 200 Chinese undergraduates from two universities in Xi'an, China, will be invited to do a cognitive diagnostic reading test, and each student will receive specialized cognitive diagnostic feedback, comprising of students' reading attributes mastery level generated by applying a well-selected cognitive diagnostic model, students' perceived reading ability assessed by a self-assessing questionnaire and students' level position in the whole class. And a goal-orientation questionnaire and a self-generated questionnaire on the perception of feedback will be given to students the moment they receive feedback. In addition, interviews of students will be conducted on their future plans to see whether they have awareness of carrying out studying plans. The study aims to find a new perspective towards how students use and interpret cognitive diagnostic feedback in terms of their different goal-orientation (self-based, task-based, and other-based goals) by applying the newest goal orientation model, which is an important construct of motivation in psychology, seldom researched under language learning area. And the study is expected to provide evidence on how diagnostic feedback promotes students' learning under the educational belief of assessment for learning. Practically speaking, according to the personalized diagnostic feedback, students can take remedial self-learning more purposefully, and teachers can target students' weaknesses to adjust teaching methods and carry out tailored teaching.

Keywords : assessment for learning, cognitive diagnostic assessment, goal-orientation, personalized feedback

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