# 語学教育研究センターにおける英語コース用カスタム目標設定及び 自己評価ウェブアプリケーションの有効性評価

# Evaluating the Efficacy of a Custom Goal Setting and Self-Evaluation Web Application in EFL Courses at the LERC

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## 概要:

この研究は、九州産業大学の必修英語(EFL)コースで導入された、目標設定と自己評価の ためのウェブアプリケーションの効果を探究しています。この研究プロジェクトでは、準実験 的デザインを用いて、30名の学生の学業成績を2学期にわたって追跡し、アプリケーションの 使用有無による結果を比較しました。結果は、アプリケーションを使用した場合、複数の授業 構成要素において学業成績が有意に向上したことを示しました。これは、このアプリケーション が EFL 環境における学生の学習意欲と学業成功を向上させる可能性を示しています。

## Abstract :

This study explores the effectiveness of a web application designed for goal setting and self-evaluation, implemented in compulsory English as a Foreign Language (EFL) courses at Kyushu Sangyo University. Utilizing a quasi-experimental design, this project tracked the academic performance of 30 students over two semesters, comparing outcomes with and without the application's use. Results indicated significant improvements in academic performance across multiple course components when the application was utilized, demonstrating its potential to enhance student engagement and academic success in EFL settings.

**キーワード**:目標設定,自己評価,英語外国語教育,教育技術,ウェブアプリケーション Keywords:Goal setting, self-evaluation, EFL, educational technology, web application

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#### 1 Introduction

This research report presents the findings from the second phase of a pedagogical intervention at Kyushu Sangyo University (KSU), specifically targeting students enrolled in compulsory English as a Foreign Language (EFL) courses within the Language Education and Research Center (LERC). The intervention utilized a custom web application designed for goal setting and self-evaluation, enabling students to set English learning-related goals at the beginning of the semester and regularly assess their progress.

Findings from the first phase, conducted between September and December 2022 with 88 students, revealed a marked preference for this digital method over traditional paper-based methods, primarily due to its efficiency and user-friendliness (Emerson, 2024a). Additionally, engaging in weekly self-evaluation appeared to enhance students' reflection on their progress and clarified their learning objectives. Statistical analysis of goal-setting data indicated that students who set more challenging goals typically reported higher performance in their self-evaluations compared to those who set less demanding goals (Emerson, 2024b).

The second phase, completed over one academic year, involved tracking 30 students using a quasi-experimental design. This study compared academic outcomes from semesters utilizing the goal-setting application to those without, analyzing changes in academic performance throughout the year. The results of this study, along with its limitations and potential directions for future research, will be detailed in the following sections.

# 2 Background

#### 2.1 Goal setting theory

Inductively developed over the past fifty years by Locke and Latham, goal setting theory (GST) underscores the importance of setting specific, challenging, and measurable goals (Locke & Latham, 2019). According to GST, such goals enhance performance by focusing efforts, encouraging persistence, and fostering strategic planning (Latham & Locke, 2007). The approach adopted in this project implemented obligatory, tiered, teacher-composed goals to ensure that students set specific, measurable, and achievable goals. This scaffolded approach to goal setting aims not only to improve academic performance but also to foster transferable learning dispositions.

# 2.2 Types of goals

Achievement goal theory (AGT) distinguishes between performance goals, which are aimed at external validation, and mastery goals, which emphasize personal standards and competence. This theory suggests that an integrated approach employing both types of goals can improve motivation and learning outcomes (Dweck et al., 1988). Additionally, goals can be viewed through the lens of timeframe: proximal goals are short-term and more immediate, while distal goals are long-term aspirations (Bandura & Simon, 1977). In learning environments where maintaining motivation can be challenging, such as compulsory EFL classes, setting proximal goals helps students track their progress, thereby enhancing self-efficacy (Schunk, 1990). This process builds students' belief in their ability to succeed in specific tasks. Common practice involves setting a series of proximal goals that collectively lead to a distal goal, such as regular study sessions to pass an exam or completing courses to secure a job. Balancing these goal types and providing students with choices in their goal-setting process enhances their autonomy, allowing them control over their learning paths (Benson, 2013).

#### 2.3 Learner reflection

To maximize the benefits of goal setting, it is crucial for learners to regularly review their progress towards their objectives. Self-assessment acts as a powerful tool, enabling students to engage in reflective thinking and effectively monitor their learning processes (Andrade, 2019). Providing mechanisms for students to routinely reflect on their performance can be accomplished in various ways. Traditionally, logbooks have been effectively used, as Dörnyei (2001) recommends, allowing students to document their goals and reflections consistently, providing a structured and visible method to track their learning journey and progress.

In this project, the approach was modernized by transitioning from traditional paper-based logbooks to an interactive online platform. This adaptation aligns with the digital preferences of today's learners, offering them a dynamic tool to manage their educational goals and engage in self-evaluation. Regular reviews of set goals are essential; they empower learners to assess their progress and sustain their educational momentum (Dörnyei, 2001). The digital platform developed in this project not only facilitates these activities but also enhances the learning experience by making the reflective process more accessible and engaging.

#### 2.4 Technological integration

This project uses technology to support learning in the EFL classroom by integrating goal setting with other online course resources. The shift towards digital learning environments, hastened by the COVID-19 pandemic, has expanded the adoption of Learning Management Systems (LMS) in language education (Crawford et al., 2020). The LERC employs a custom Moodle LMS specifically tailored for language learning (Bovee & May, 2021). The web application developed for this initiative functions as a component of the LERC Moodle, allowing goal setting to be seamlessly accessed within the same digital platform used for other online learning activities.

#### 2.5 Institutional context

At KSU, all undergraduate students are required to complete a compulsory English program within the LERC before graduation. Low engagement is a prevalent issue in these non-elective English courses, especially in lower-level classes, often resulting in relatively high failure rates and the need for students to retake courses. Faced with the pressure to ensure that students pass, teachers can often focus more on task completion than on developing genuine language skills. Despite numerous initiatives to boost motivation within these classes (e.g., Fryer et al., 2024), student disengagement remains a persistent challenge.

This project introduces a technological intervention designed to improve both academic performance and student engagement in EFL classes at KSU. The web application developed for this purpose enables students to independently set various types of goals and monitor their progress weekly. Initial findings from Phase 1 suggest that students value the tool's ability to facilitate tracking and reflection on their learning progress and to clarify learning objectives. Phase 2 involved a comparative analysis to determine whether the application contributed to improved academic outcomes.

#### 3 The web application

#### 3.1 Goal types

The goal setting and self-evaluation web application offers students the ability to set and evaluate their goals within three distinct categories:

#### (1) Basic/advanced goals

These represent instrumental, course-related objectives composed by the instructor. Students select between a 'basic' goal, which covers fundamental learning outcomes, and a more demanding 'advanced' variant.

#### (2) Challenge goals

These are optional goals emphasizing deeper, more immersive English study methods and interactions. These too are formulated by the instructor.

#### (3) My goals

This category allows students the autonomy to devise their own English-related goals, expressed either in English or Japanese.

Table 1 presents the categories of goals, and the specific goal text employed in this project.

Goal category	Goal text
Basic	Complete vocabulary notebook on time, every week.
Advanced	Write at least 50% original example sentences in my vocabulary notebook.
Basic	Score at least 60% in weekly word tests.
Advanced	Score at least 90% in weekly word tests.
Basic	Complete speaking tasks using the scripts provided. Dialog duration at least 30 seconds.
Advanced	Write an original dialog based on the example dialog in each speaking task. Dialog duration at least 1 minute.
Basic	Do e-learning regularly, and achieve at least 60% total by week 13
Advanced	Ensure all e-learning tasks are done on time. Complete 100% by week 13.
Challenge	Watch English language TV shows/movies/YouTube/Netflix videos, etc. for at least ten minutes, five times a week.
Challenge	Listen to English language songs/radio shows/podcasts for at least ten minutes, five times a week.
Challenge	Read English language blogs/articles/magazines/books for at least ten minutes, five times a week.
Challenge	Speak English outside of class for at least ten minutes, five times a week.
My Goals	"Input an English-related goal you want to achieve." [Free goal, written in either Japanese or English]

#### Table 1: Goal Categories and Goal Text

Note. Japanese translations were also provided within the student interface.

# 3.2 User interface

Students typically use their smartphones to access the web application. The student interface was designed to be user-friendly, employing color-coded goal categories to facilitate navigation. Intuitive application design allows learners to concentrate on essential tasks by minimizing distractions from unnecessary information or cluttered interface elements (Zhang & Adipat, 2005).

#### (1) Goal setting

The goal setting interface is displayed in Figure 1. 'Basic/advanced' goals (obligatory) are selected via radio buttons. 'Challenge' goals (optional) are selected by checkboxes. Students can opt to enter a personalized learning goal in a text box labeled 'My goals'. Implementing tiered 'basic/ advanced' goals was a key decision during development. The rationale was to clearly present the

minimum performance required in each course component, while also outlining what constitutes exceeding expectations. This structure not only clarifies minimum requirements but also encourages students to strive for higher achievement. By allowing students to choose their goal level, it empowers them with agency, enhancing their autonomy and effectively scaffolding the goal-setting process.



Figure 1: Goal setting interface

#### (2) Self-rating

The self-rating interface is displayed in Figure 2. It utilizes a simple 1–5-star scale against each goal that the teacher has identified as pertinent to that week's lesson (this scale was chosen for its simplicity, and familiarity in other feedback systems). Toward the end of each lesson, students can access the self-rating interface via a link in the LERC Moodle or QR code that their instructor provides. The instructor can monitor self-rating completion to ensure all students present have completed their goal progress review.

Goal	: Do e-learning regularly, and achieve at least 60% total by week 13. ニングを定期的に行い、13週目までに合計60%以上達成する。
Goal	Write at least 50% original example sentences in my vocabulary
notel	pook every week.
毎週、	単語板に50%以上オリジナルの文章を書く。
Goal	Listen to English language songs/radio shows/podcasts for at least ten
minu	tes, five times a week.
英語の	歌/ラジオ番組/ポッドキャストを、週に5回、10分以上聴く。
Goal	Watch English language TV shows/movies/YouTube/Netflix videos, etc.
for at	Least ten minutes, five times a week.
英語の	テレビ番組/映画/YouTube/Netflix などの動画を、週に5回、10分以上視聴する。
Goal	I want to get a 500 on the TOEIC test!
	Set

Figure 2: Self-rating interface

## (3) Goal history

The goal history interface is displayed in Figure 3. Both students and instructors can access the goal history page via a link within the application. It is also displayed automatically after students perform their weekly self-rating. This encourages students to look back at their previous goal reviews and potentially identify patterns of behavior. In Phase 1, instructors noted how this goal history was useful in mid-semester one-to-one meetings, providing an additional dimension to discussions around academic progress.

Nicolas Emerson [122397]		1	2	3	4	5	6	7	8	9	10	11	12	13	14	avg
1	Complete vocabulary notebook on time, every week. 毎週、期日通りに単語帳を完成させる。	☆☆☆★★	☆☆☆★★	☆☆★★	☆☆☆★★	☆☆★★	☆★★★	☆★★★	☆☆★★	☆☆★★	☆☆☆★★	☆☆★★	☆★★★	****	****	☆☆★★
2	Ensure all e-learning tasks are done on time. Complete 100% by week 13. すべてのEラーニングのタスクを期日通りに行う。13週 目までに100%完了させる。	☆☆☆★★	☆☆☆★★	☆☆☆★★	☆☆★★	☆☆★★	☆☆★★	☆☆★★		☆★★★		☆☆★★	***	***	***	☆☆★★
3	Listen to English language songs/radio shows/podcasts for at least ten minutes, five times a week. 英語の歌 / ラジオ番組 / ボッドキャストを、週に5回、 10分以上聞く。		☆☆★★	☆☆★★		☆☆★★	☆☆★★	☆☆★★	☆★★★	☆★★★	☆☆★★	☆☆★★	***	***	***	☆☆★★
4	Watch English language TV shows/movies/YouTube/Netflix videos, etc. for at least ten minutes, five times a week. 英語のテレビ番組 /映画 /YouTube / Netflix などの動 画を、週に5回、10分以上視聴する。						☆☆★★	☆★★★		☆★★★		☆★★★	☆★★★	☆★★★	***	☆☆★★
5	I want to get a 500 on the TOIEC test!		<\;\;\;\;\;\;\;\;\;\;\;\;\;\;\;\;\;\;\;	☆☆☆★★	☆☆☆★★	☆☆★★	☆☆★★		☆★★	☆☆★★	☆☆★★	☆★★★	☆★★★	☆★★★	***	☆☆★★★

Figure 3: Goal history interface

# 4 Method

#### 4.1 Sample

The compulsory EFL courses at KSU are divided into four proficiency-based levels, with Level 1 being the most advanced. This study's sample comprised 30 first-year students from a Level 3 English *Listening & Speaking* class. Over the first semester of 2023 these students followed their usual 14-week syllabus in conjunction with using the goal setting and self-evaluation web application. The following semester these same students followed the same pattern of academic tasks, but without following the goal setting program.

# 4.2 Ethics

Students were invited to participate in the research when they first logged in to the LERC Moodle at the beginning of the year. Informed consent was obtained from all students included in the present study. Ethical clearance for the present study was obtained in two stages. First, the study was funded by a KSU presidential grant. The grant application process included a review outlining the study's ethical considerations and anticipated practical benefits for students. In the second stage, the LERC reviewed and granted ethical approval to conduct the study.

# 4.3 Aims

This study was guided by a central research question: How does online goal setting and weekly self-evaluation impact the academic performance of Japanese university students in compulsory EFL courses? The hypothesis was that academic performance would be better in the semester where they followed the goal setting program.

#### 4.4 Instrumentation and procedures

Students' academic performance data were gathered as part of the standard evaluation procedures of their courses. The Level 3 and Level 4 *Listening & Speaking* courses offered within the LERC include various standardized course components. The implementation and grading weight of some of these components are consistent across all instructors' classes, while other components are determined by the individual instructor. Table 2 outlines the specific course components of the Level 3 *Listening & Speaking I* and *Listening & Speaking II* classes that were compared in this study.

		Grade weighting	Implementation
1	KSU achievement test	10%	
2	Semester-end vocabulary test	10%	Same across all classes
3	E-learning homework	20%	
4	Speaking tasks	20%	
5	Vocabulary quizzes	20%	Instructor determined
6	Vocabulary notebook	20%	
7	Course total	100%	

Table 2: Level 3 Listening & Speaking I/II Course Components

The course components and the course totals were analyzed to identify differences in academic performance between the two semesters. All comparative statistical evaluations were conducted using *JASP 0.18.1* statistical analysis software. Data from four participants were excluded due to insufficient attendance, as they were present in less than half of the classes during the second semester. The data distribution was inspected using Shapiro-Wilk tests, which indicated non-normal distributions for some variables. Accordingly, non-parametric Wilcoxon signed-rank tests were employed to examine differences.

# **5** Results

Student performance in Level 3 English *Listening & Speaking* classes at KSU was analyzed across two semesters to evaluate the impact of a goal setting and self-evaluation web application on academic achievement. The study involved 30 participants, including five females and 25 males, which reflects the typical gender imbalance observed at KSU.

## 5.1 Descriptive statistics

Table 3 displays the mean scores and standard deviations for all course components across two semesters. Descriptive statistical analysis indicates that, with the exception of the KSU achievement test—a non-course-related proficiency assessment—students demonstrated better performance in Semester 1 across all measured course components. Interestingly, the KSU achievement test scores were higher in Semester 2, suggesting that while students' proficiency in English improved, their course component completion rates declined.

	Semester 1 $M(SD)$	Semester $2 M (SD)$						
1. KSU achievement test	4.03 (2.43)	5.74 (1.58)						
2. Semester-end vocabulary test	5.91 (1.64)	5.28 (1.33)						
3. E-learning	17.02 (3.66)	13.74 (5.49)						
4. Speaking tasks	19.20 (1.63)	16.67 (3.50)						
5. Vocabulary quizzes	12.68 (2.71)	10.56 (2.66)						
6. Vocabulary notebook	18.03 (1.92)	17.40 (2.71)						
7. Course total	76.87 (7.11)	69.38 (10.23)						

Table 3: Descriptive statistics

## 5.2 Normality checks

In preparation for comparing performance across both semesters, the normality of the data was assessed using the Shapiro-Wilk test. Results indicated that the distribution of scores for specific components, namely E-learning, speaking tasks, and vocabulary notebooks, deviated significantly from normality. In response to these findings, non-parametric tests were applied across the entire dataset to ensure consistency and uniformity in the analysis. This methodological choice ensured that the statistical analysis remained robust and well-suited to the distribution characteristics of the data, thereby facilitating more accurate and reliable comparisons between the two semesters.

	W	р
1. KSU achievement test	0.982	0.874
2. Semester-end vocabulary test	0.931	0.053
3. E-learning	0.861	0.001
4. Speaking tasks	0.841	< .001
5. Vocabulary quizzes	0.992	0.997
6. Vocabulary notebook	0.77	< .001
7. Course total	0.989	0.982

Table 4: Test of Normality (Shapiro-Wilk)

Note. Significant results suggest a deviation from normality.

## 5.3 Statistical analysis

Following the normality checks, the Wilcoxon signed-rank test was employed to analyze the differences between Semester 1 and Semester 2 scores across various course components. This non-parametric method was chosen due to the non-normal distribution observed in some components, ensuring the robustness of results against the underlying assumptions of normality. The table below presents the test statistics, including the Wilcoxon *w* values, *z*-scores, and *p*-values, along with the effect sizes measured by Rank-Biserial Correlation. This approach provides a comprehensive view of the statistical significance and magnitude of differences observed between the semesters.

				95% C	I for r <sub>rb</sub>
W	Z	р	<b>ľ</b> rb	Lower	Upper
62	-3.35	< .001	< .001	-0.864	-0.443
301	2.7	0.007	0.007	0.249	0.807
378	3.48	< .001	< .001	0.489	0.878
155	3.03	0.001	0.001	0.543	0.93
398	3.91	< .001	< .001	0.652	0.923
159	1.51	0.124	0.124	-0.092	0.709
427	4	< .001	< .001	0.664	0.925
	w 62 301 378 155 398 159 427	w         z           62         -3.35           301         2.7           378         3.48           155         3.03           398         3.91           159         1.51           427         4	wzp $62$ $-3.35$ $<.001$ $301$ $2.7$ $0.007$ $378$ $3.48$ $<.001$ $155$ $3.03$ $0.001$ $398$ $3.91$ $<.001$ $159$ $1.51$ $0.124$ $427$ $4$ $<.001$	$w$ $z$ $p$ $\Gamma rb$ 62-3.35<.001	wzp $\Gamma rb$ 95% C62-3.35<.001

Table 5: Wilcoxon Signed-Rank Test Results

Note. Wilcoxon signed-rank test used due to non-normal distributions.

 $r_{rb}$  = Rank-Biserial Correlation; CI = Confidence Interval.  $\alpha$  = .05.

The Wilcoxon signed-rank test results largely support the hypothesis that Semester 1 performances were superior to those in Semester 2 across various course components. This pattern is evident in significant results for the Semester-end vocabulary test, E-learning, speaking tasks, and vocabulary quizzes, all of which show substantial effect sizes indicating a strong impact. The effect sizes, as measured by the Rank-Biserial Correlation, ranged from moderate to large, underscoring the meaningful differences between the two semesters. The notable exception was the KSU achievement test, which did not align with the hypothesis, as indicated by a p-value of 1. Nonetheless, the overall analysis points to a consistent trend where the applied intervention in Semester 1 had a positive and statistically significant effect on student outcomes in most assessed areas.

#### 6 Discussion

The findings from the statistical analyses provide strong evidence that the use of a goal setting and self-evaluation web application improved academic performance during the semester it was utilized. This improvement is consistent with expectations and supports previous research indicating that structured web-based goal setting can positively influence academic outcomes (Emerson, 2024a; Emerson, 2024b). The goal-setting approach in this study incorporated scaffolding techniques that encouraged students to establish specific, challenging, yet achievable goals. This was complemented by promoting the setting of ambitious, non-course-related English learning goals and personalized goals. Integrating regular reflection on progress within classes likely assisted students in maintaining focus on their learning targets, as evidenced by the performance in nearly all course components in the first semester.

An exception to this trend emerged in the KSU achievement test scores, which did not mirror the patterns observed in other assessments. This test, a broad measure of English proficiency that is not tied to specific course content, showed improvements that might not directly reflect the impact of the goal-setting application. Nonetheless, this enhancement could be attributed to the cumulative effects of nearly six months of structured English learning. It is possible to suggest that while proficiency generally increased after an additional fourteen weeks of instruction, the discontinuation of the application negatively impacted students' academic engagement.

#### 6.1 Pedagogical implications

These results strongly suggest that the model of goal setting and self-evaluation employed in this study merits further investigation. Consistent with findings from earlier implementations of the application, students demonstrated a clear benefit from having a structured space for reflection on their learning and regular reminders of their academic targets. This function of self-evaluation is particularly crucial for students who may lack intrinsic motivation to study, as it provides them with a platform to reflect honestly on their progress and align their efforts with defined academic standards.

The establishment of 'basic' goals within the application acts as a clear benchmark for minimum expectations, which is particularly effective for students whose primary motivation is course completion. For these students, regular reminders of the tasks required serve as a powerful motivator. Conversely, for students already motivated to improve their English proficiency, the application's optional challenge goals and personalized 'My Goals' serve as incentives for further study. This dual approach not only supports all students at their respective levels of motivation and readiness but also provides a roadmap for extracurricular engagement with English, offering them direction and fostering productive learning habits.

Situating the goal setting and self-evaluation application within the LERC *Moodle* platform improves its usability and accessibility. This strategic integration aligns well with the prevailing student expectation of being able to complete tasks and engage with course materials via smartphones. By utilizing a familiar and readily accessible digital environment, the application simplifies the process of goal setting and self-evaluation, making it a seamless part of students' regular routines. This convenience likely contributes to the observed increase in academic performance, as students can effortlessly integrate regular reflection into their study practices, improving both engagement and learning outcomes. This approach highlights the importance of aligning educational tools with current technological trends and student behaviors to maximize their effectiveness and adoption.

# 6.2 Theoretical implications

This study's findings reinforce several foundational theories in educational psychology and instructional technology, particularly GST and AGT. In accordance with GST, the application's support for specific, challenging, and measurable goals likely enhanced students' focus and persistence, corroborating Locke & Latham's (2019) assertions about the efficacy of well-defined goals. Additionally, by facilitating the setting of both performance and mastery goals, the application adhered to AGT's recommendations for boosting motivation and performance through a balanced goal-setting approach (Dweck et al., 1988). The intuitive student interface aligns with Zhang and Adipat's (2005) theories on minimizing cognitive load on users by employing user-friendly design, further supporting the application's effectiveness in enhancing student engagement and learning outcomes.

The scaffolded model for goal setting and self-evaluation in the EFL classroom, developed within this pedagogical intervention, fostered the development of transferable learning dispositions and improved self-efficacy. Transitioning from paper-based methods to an online platform modernized the reflective process, aligning with students' digital preferences and reflecting broader shifts towards online educational environments.

Integrating goal setting into compulsory EFL classes via technology offers numerous benefits. Most importantly, it places students in control of their learning, cultivating learner autonomy, and allowing them to choose learning paths that suit their preferences. This study emphasizes the importance of continuing to explore how digital tools can be used to improve educational strategies and outcomes in various learning contexts.

#### 7 Limitations

This study's limited scope, centered on the impact of a goal setting and self-evaluation web application, highlights several constraints that must be considered when interpreting the results. The use of convenience sampling and the relatively small sample size limit the generalizability of the findings, suggesting caution in applying these results broadly across different educational contexts. These limitations emphasize the need for more rigorous sampling methods in future studies to ensure that findings can be more widely applicable.

#### 8 Future directions

Future research should aim to include a more extensive and diverse participant pool to enhance the representativeness and reliability of the findings. Longitudinal analyses could be beneficial to evaluate the sustained impacts of digital goal-setting tools on learning outcomes over longer periods. Such research could provide deeper insights into how continuous and structured self-evaluation facilitated by technology can influence students' academic trajectories and overall engagement in learning.

To expand the impact of this project, the tool, currently functioning as a custom component within the LERC *Moodle*, has the potential to be offered as a plugin to the wider *Moodle* community. Developing this tool into a broader plugin would require further research and development, as well as regular updates beyond the current project scope.

## 9 Conclusion

This study has validated the efficacy of a goal setting and self-evaluation web application in enhancing the academic performance of EFL students at KSU. The integration of specific, challenging, and measurable goals through a digital platform provided a structured and accessible means for students to actively engage with their learning objectives, resulting in significant improvements in their academic outcomes. These results are consistent with the principles of GST, which emphasizes the motivational benefits of clear and challenging goals and highlight the value of integrating educational technologies into language classrooms.

Furthermore, the findings underscore the potential of digital tools to transform educational practices by offering personalized and continuous reflection on learning. This is particularly relevant in the context of compulsory EFL settings, where motivation and engagement can often be challenging to maintain. By harnessing technology to facilitate goal setting and reflection, educational institutions can foster more student-centered learning environments that cater to the diverse needs of students. Future research should expand upon these findings with larger, more diverse populations and explore the long-term impacts of such interventions on student success in higher education.

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