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## **GOAL SETTING IN THE ENGLISH LANGUAGE CLASSROOM: CONGRUENCE BETWEEN TEACHERS' AND STUDENTS' GOALS**

Goal setting is one of the crucial components of effective teaching and learning in the English language classroom. When teachers and students share common goals, it creates a cohesive learning environment where objectives are clear, motivation is enhanced, and learning outcomes are maximized. However, achieving congruence between teachers' and students' goals can be challenging due to differences in perspectives, priorities, and expectations.

The aim of this paper is to study the importance of goal setting in the English language classroom and to develop strategies to foster alignment between teachers' and students' goals.

The basis of motivation is that people set goals for themselves and that they can be powerful motivators of behaviour [2]. In this context, goals have been examined with respect to their content, level of challenge, proximity, specificity, and their orientation toward achievement. A great amount of psychological and educational research has been conducted on student goal setting. Studies indicate that student goals reflect a broad range of outcomes, to include social as well as academic interests. Furthermore, these goals are powerful predictors of other aspects of motivation such as effort, persistence, and interest, academic accomplishments such as classroom grades and test scores, and displays of positive classroom behaviour.

In the context of teaching English, motivation means learners' orientation with regard to the goal of learning a second language. This notion is also defined as an individual state that is influenced by various factors such as beliefs, interests, goals, and wishes that demand an effort from students. Spolsky states that the concept of motivation implies the amount of time a learner is ready to spend on learning assignments [3].

Classifying motivation, Deci and Ryan differentiate intrinsic and extrinsic types [1]. Intrinsic motivation is explained as the choices people make for their own sake without considering any external component. It is related to students' interests and goals, so learners develop a skill for a task because it is their will. However, extrinsic motivation consists of external stimuli that influence students' behaviour regarding the language.

Furthermore, students can have integrative and instrumental motivation. The first one implies their desire to become a part of the culture related to the language they are studying. They might want to learn English in order to live in an English-speaking country, work or study there, interact with people who speak this language, and so forth. Instrumental motivation is connected with the idea of learning a language that will be used as a tool for different purposes. The language is not the students' goal but their means to a higher purpose, such as studying, reading, or promoting.

Students' goals are influenced by their own social and academic objectives, as well as the goals that other important figures in their lives set for them. For instance, teachers may establish goals for their students to excel academically, exhibit positive social behaviour, and conform to classroom rules, and they are likely to emphasize or prioritize some goals over others in the classroom. Learners might set these same goals for themselves, or choose to ignore teachers' emphasis on these goals entirely.

One of the strategies for fostering congruence between teachers' and students' goals implies establishing clear learning objectives. Teachers should clearly outline what students aim to achieve in the English language classroom. These objectives should be specific, measurable, achievable, relevant, and time-bound, allowing students to understand the purpose of their learning activities and track their progress accordingly.

It is essential to involve students in goal setting process by soliciting their input, interests, and aspirations. Providing opportunities for students to set personal learning goals aligned with the overarching objectives of the course or curriculum will promote ownership of learning and increase intrinsic motivation.

The next strategy means fostering dialogue and collaboration, i.e. creating an open and supportive classroom environment where teachers and students can engage in dialogue, exchange ideas, and negotiate goals collaboratively. Teachers should encourage students to express their opinions, concerns, and preferences regarding their learning experiences. Students' feedback must be taken into consideration in order to adapt teaching strategies in accordance with their needs and interests. Constructive feedback on students' progress towards achieving their goals is to be regularly provided. It is teacher's duty to highlight strengths, areas for improvement, and strategies for further development. As a result, students will reflect on their learning experiences and set new goals, and teachers will adjust their approaches as needed based on feedback received.

Finally, a teacher continuously monitor students' progress towards their goals and be ready to adjust objectives or instructional strategies as needed. Flexibility is the key that ensures goals to remain relevant, achievable, and aligned with students' evolving needs and interests.

To sum up, setting clear goals is essential for guiding teaching and learning processes in the English language classroom. Goals provide direction, focus, and motivation for both teachers and students. They help establish expectations, track progress, and evaluate outcomes. When goals are well-defined and aligned with students' needs and interests, they can enhance engagement, promote ownership of learning, and facilitate achievement.

## REFERENCES

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