Teaching & Education Research Association

**Conference Registration Form**

(Email filled form to: convener@eurasiaresearch.info)

The information filled below will be used for making the conference Invitation Letter/ Invoice/ Certificate. So, kindly fill all details accordingly.

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| Name of the Conference | Teacher 2023 – International Teaching Conference, 11-12 September, Rome |
| Conference Dates | From: (11/09/2023)  To: (12/09/2023) |
| Participant’s Name | QIAN, Quan |
| Department/ Institute | College of Education for the Future |
| University/ Organization | Beijing Normal University |
| City, Country | Zhuhai, China |
| Email ID 1 | 422843209@qq.com |
| Email ID 2 |  |
| Participation Status  (Select one by highlighting with yellow colour) | Oral Presenter |
| Online Presenter |
| Listener |
| Online Listener |
| Absentia |
| Poster Presenter |
| Paper Title  (Not applicable for Listener & Online Listener) | Latent profile analysis and structural equation modelling of students’ perceived classroom goal structure in Chinese reading classrooms |

Abstract/ Full Text Article

(Not applicable for Listener & Online Listener)

The question of how to enhance students' motivation is a significant challenge for secondary school teachers worldwide, and classroom goal structure provides an effective framework to understand the students’ perceived motivational environment in school. However, few studies investigate classroom goal structure based on specific instructional practices. This study investigated dichotomous classroom goal structure using TARGET instructional dimensions, explore students’ perceived dichotomous classroom goal structure profiles and investigate the relationship between classroom goal structure and trichotomous achievement goals in a Chinese reading classroom context. A sample of 678 Chinese students in grades 8 rated their perceptions of eight instructional dimensions of the dichotomous CGS model; namely mastery-task, mastery-autonomy/time, mastery-group, mastery-recognition/evaluation, performance-task, performance-autonomy/time, performance-group, performance-recognition/evaluation. Latent profile analysis identified three distinct profiles that could be labeled: Poor quality classroom goal structure, Medium classroom goal structure, and Good quality classroom goal structure. Students from the Good quality classroom goal structure profile had higher achievement goals than others. In addition, structure equation modelling revealed the complex relationships between eight instructional dimensions and students’ achievement goals in Chinese reading classrooms. Our findings provide insight into how perceived multidimensional instructional profiles in reading classrooms are related to students’ personal goals, thus informing reading teachers and educational developers where to start when it comes to improving student motivation.

Keywords: Chinese reading classroom, classroom goal structure, latent profile analysis, structural equation modelling

**Notes:**

*1. Registration ID, Letter and Invoice will be sent by email within 2-3 working days.*

*2. Kindly email us with reference to your Registration ID for receiving the invoice and letter for the following*

*a. Co-author Certificate*

*b. Submission of additional paper*

*c. Friends/ Family accompanying you to the conference*

*3. Online Presenter can present the research paper at the conference through a virtual platform.*

*4. Online Listener can listen to all the presentations at the conference through a virtual platform*

*5. For any query/ assistance, kindly email us at* ***convener@eurasiaresearch.info***​