**A latent profile analysis and structural equation modeling of students’ perceived classroom goal structure in Chinese reading classrooms**

This study aimed to explore students’ perceived dichotomous classroom goal structure (CGS) profiles and investigate the relationship between CGS and trichotomous achievement goals in a Chinese reading classroom context. A sample of 844 Beijing 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 CGS, Medium CGS, and Good quality CGS. Students from the Good quality CGS profile had higher achievement goals than others. In addition, structure equation modeling revealed the complex relationships between eight instructional dimensions and students’ achievement goals in Chinese reading classroom. 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.