

**DOKUZ EYLUL UNIVERSITY INSTITUTE OF EDUCATION SCIENCES
DEPARTMENT OF FOREIGN LANGAUGE TEACHING
ENGLISH LANGUAGE TEACHING PROGRAM
MASTER'S THESIS**

**RELATIONSHIP AMONG ENGLISH LANGUAGE SELF
EFFICACY, ACADEMIC ACHIEVEMENT AND GOAL
ORIENTATION OF ENGLISH AS FOREIGN
LANGUAGE (EFL) PRE-SERVICE TEACHERS**

Ertekin KOTBAS

**İzmir
2018**

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Supervisor

Prof. Dr. Leyla HARPUTLU

**İzmir
2018**

I declare and verify with my honour that I have fully cited and referenced all materials and results that are not original to this study, written by me as MA thesis “Relationship among English Language Self Efficacy, Academic Achievement and Goal Orientation of EFL Pre-Service Teachers”, in accordance with academic rules and ethical conduct.

Yüksek Lisans Tezi olarak sunduğum “İngilizce Öğretmen Adaylarının İngiliz Dili Öz Yeterliği, Akademik Başarısı ve Hedef Yönelimleri Arasındaki İlişki” adlı çalışmanın tarafımdan, bilimsel ahlak ve geleneklere aykırı düşecek yardıma başvurmaksızın yazıldığını ve yararlandığım eserlerin kaynakçada gösterilenlerden oluştuğunu, bunlara atıf yapılarak yararlanılmış olduğunu belirtir ve bunu onurumla doğrularım.

05/01/2018

Ertekin KOTBAŞ



Eđitim Bilimleri Enstitüsü M¼d¼rl¼đ¼ne

İřbu alıřma, j¼rimiz tarafından Yabancı Diller Eđitimi Anabilim Dalı İngilizce Öğretmenliđi Programında Y¼KSEK LİSANS TEZİ olarak kabul edilmiřtir.

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Onay

Yukarıda imzaların, adı geen öğretim ¼yelerine ait olduđunu onaylıyorum.

05/01/2018

Prof. Dr. S¼ha YILMAZ
Enstit¼ M¼d¼r V.

PREFACE

This study is grounded on the relationship among English language self efficacy, academic achievement and goal orientations of pre – service EFL Teachers. There are plenty of studies subjected to self efficacy in foreign language teaching in our country. However, in terms of educators, the investigation of English self efficacy and goal orientations makes this study authentic. In the first chapter of the research, statement of the problem, purpose and significance of the study, research questions, assumptions, limitations, definitions of the terms and abbreviations are included. Chapter two consists of literature review regarding English self efficacy and goal orientation. Chapter three includes research method, participants and analysis. The research results are presented in chapter four and as in the fifth and in the last chapter, research results were discussed in the light of previous studies and suggestions were expressed to further studies.

I would like to extend my deepest gratitude,

To Prof. Dr. Leyla HARPUTLU, in all steps of this research, from beginning to end, advising, directing in all phases of data collection process, leading academically, guiding in a professional way; in one sense, teaching how to do a research, last but not least in whole process of research, expressing her confidence to me in different platforms and taking strength from this confidence I could finalised my study,

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To my dearie, my wife Hasibe with her warm-hearted, her sacrifice; none more so than her innocence, supporting me in all steps of my master's degree, giving meaning to my life, with her I would pride as being a goodwife and a human as well.

ÖNSÖZ

Bu çalışma hizmet öncesi İngilizce öğretmenlerinin İngilizce öz yeterlilikleri, akademik başarıları ve hedef yönelimleri arasındaki ilişkiyi temel almaktadır. Motivasyon kavramı içinde yer alarak ülkemizde yabancı dil eğitimlerinde öz yeterliliği konu alan pek çok çalışma bulunmaktadır. Eğitimi verilecek olan İngilizce ye yönelik öz yeterliliğin ve hedef yönelimlerin eğitici açısından inceleniyor olması ve alan yazına yapacağı katkılar açısından değerlendirilmesi bu çalışmayı özgün kılmaktadır.

Araştırmanın birinci bölümünde problem ifadesine, araştırmanın amacına ve önemine, araştırma sorusuna, varsayımlar ile sınırlılıklara, ikinci bölümünde İngilizce öz yeterliliği ve hedef yönelimlere ilişkin alan yazındaki çalışmalara, üçüncü bölümde araştırma yöntemi, katılımcılar ve yapılan analizlere; dördüncü bölümde sonuçlara; beşinci ve son bölümde ise araştırma sonuçlarının tartışılmasına ve önerilere yer verilmiştir.

Bu çalışmanın tüm aşamalarında, beni fikirleriyle yönlendiren, verilerin toplanmasından değerlendirilmesine kadar geçen süreçte yol gösteren, tüm bu süreçlerde bana karşı duyduğu güveni farklı platformlarda ifade eden ve her zaman bu güvenden güç alarak tezimi tamamladığım değerli hocam ve tez danışmanım ve hocam sayın Prof. Dr. Leyla HARPUTLU' ya,

Yüksek lisans eğitimimin boyunca hiçbir konuda benden desteğini esirgemeyen, ders hocam ve aynı zamanda tez savunmada da jüri üyesi olarak katılan çok değerli hocam sayın Doç. Dr. Hatice İrem ÇOMOĞLU' na,

Yapıcı ve eğitici eleştirileriyle tez savunmada jüri üyesi olarak katılan çok değerli hocam sayın Yrd. Doç. Dr. Kenan DİKİLİTAŞ' a,

Temiz kalpliliği, fedakârlığı ve bir o kadarda derin masumiyetiyle her zaman bana ne kadar şanslı olduğumu hissettiren, yüksek lisans eğitimimin tamamında her zaman bana destek olan, hayatıma anlam katan, bir insan olarak da kendisiyle her zaman gurur duyduğum ve gurur duyacağım biricik eşim Hasibe Hanım'a en derin şükranlarımı sunarım.

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ABSTRACT

RELATIONSHIP AMONG ENGLISH LANGUAGE SELF EFFICACY, ACADEMIC ACHIEVEMENT AND GOAL ORIENTATION OF ENGLISH AS FOREIGN LANGUAGE (EFL) PRE-SERVICE TEACHERS

ERTEKİN KOTBAŞ

Motivation underlies the successful implementation of training activities for education. From this viewpoint, investigation of the relationships among English self efficacy, teacher goal orientation and academic achievement can be noteworthy.

This study aims to reveal the relationships among pre-service EFL teachers' English self efficacy, teacher goal orientations and academic achievements.

The study is a correlational study, uncovering possible relationships among variables (Büyüköztürk, Kılıç Çakmak, Akgün, Karadeniz & Demirel, 2014). Participants of the research are second, third and fourth grade pre-service EFL teachers of Dokuz Eylül University ELT department. The sample of research was chosen with reference to stratified random sampling (Christensen, Turner & Johnson, 2011). Questionnaire of English Self Efficacy (Wang, Kim, Bong & Ahn, 2013) and Teachers' Goal Orientation Questionnaire, (Nitsche, Dickhäuser, Fasching, & Dresel, 2011) were used as data collection tool.

According to results, there are positive correlations between English self efficacy and teacher goal orientation, English self efficacy and academic achievement, academic achievement and goal orientations. The study reveals that English self efficacy shows significant differences among participants' grades, however, there is no significant difference for teacher goal orientation. Finally, research results show that English self efficacy and teacher goal orientations do not show significant differences, in contrast, academic achievement shows significant difference in terms of gender.

Keywords: Academic Achievement, English Self Efficacy, Goal Orientation, Self Efficacy, Teacher Goal Orientation.

ÖZET

İNGİLİZCE ÖĞRETMEN ADAYLARININ İNGİLİZ DİLİ ÖZ YETERLİĞİ, AKADEMİK BAŞARISI VE HEDEF YÖNELİMLERİ ARASINDAKİ İLİŞKİ

ERTEKİN KOTBAŞ

Eğitim öğretim alanındaki pek çok faaliyetin başarılı bir şekilde gerçekleştirilebilmesinin temelinde motivasyon yatmaktadır. Bu noktadan hareketle motivasyon kavramı içinde yer alan İngilizce öz yeterliği ile hedef yönelimlerin akademik başarıyla olan ilişkisinin incelenmesi kayda değerdir.

Bu çalışmada hizmet öncesi İngilizce öğretmenlerinin İngiliz dili öz yeterliliği, öğretmen hedef yönelimleri ve akademik başarıları arasındaki ilişki incelenmiştir.

Nicel araştırmalara bağlı olarak değişkenler arasındaki ilişkiyi belirlemeye çalışan bu çalışma korelasyonel bir araştırmadır. Araştırmanın katılımcıları Dokuz Eylül Üniversitesi İngilizce Öğretmenliği bölümünde eğitim gören hizmet öncesi İngilizce öğretmenleridir. Bu çalışmanın örnekleme “tabakalı seçkisiz örnekleme” (Christensen, Turner ve Johnson, 2011) modeline göre belirlenmiştir. İngilizce Öz Yeterlik Anketi (Wang, Kim, Bong ve Ahn, 2013) ile Öğretmenlerin Hedef Yönelim Anketi (Nitsche, Dickhäuser, Fasching ve Dresel, 2011) veri toplama aracı olarak kullanılmıştır.

Araştırma sonuçlarına göre, İngilizce öz yeterliği ile öğretmen hedef yönelimleri arasında, İngilizce öz yeterliği ile akademik başarı ve akademik başarı ile öğretmen hedef yönelimi arasında pozitif ve anlamlı bir ilişki bulunmuştur. Ayrıca, İngilizce öz yeterliliğin sınıflar arasında anlamlı farklılıklar gösterdiği buna karşın öğretmen hedef yönelimlerinin sınıflar arasında anlamlı farklar göstermediği belirlenmiştir. İngilizce öz yeterliliğin ve öğretmen hedef yönelimlerinin cinsiyete göre anlamlı farklar göstermediği, ancak akademik başarının cinsiyete göre anlamlı farklılıklar gösterdiğine varılmıştır.

Anahtar Kelimeler: Akademik Başarı, Hedef Yönelim, İngilizce Öz Yeterlik, Öz Yeterlik, Öğretmen Hedef Yönelimi.

CHAPTER 1

1. INTRODUCTION

1.1. Introduction

In this chapter, the purpose of the study, the significance of the study, the statement of the research problem, the research questions, the assumptions, the limitations and delimitations of the study, the definitions of the terms and the abbreviations are presented.

1.2. Statement of the Problem

Motivational processes underlie the successful implementation of abounding training activities for educational environments. How motivated the teachers and learners are towards these implementations may play an important role in educational achievement. This is because motivation is the starting point for goal oriented activities and a process establishing sustainable activities (Pintrich & Schunk, 1996: 4). This case may be true for ones, educated as pre - service EFL teachers.

Ranking among motivational processes, *self efficacy* came into prominence in the wake of “Self-efficacy: toward a unifying theory of behavioural change” (Bandura, 1977). Within this framework, Bandura (1977, 1986) explains self efficacy as “beliefs of personal capabilities for different levels of attainment in a particular task domain according to master criteria” as cited in (Zimmerman & Martinez-Pons, 1992: 192). Additionally, self-efficacy implies “people's judgments of their capabilities to organize and execute courses of action required to attain designated types of performances” (Bandura, 1986: 391). From the view point of language teachers, English Self Efficacy is a connotation which includes ability for self determination, comprising four skills and regarding adequateness to execute an action in the target language. In literature, there are considerable amount of self efficacy studies. However, thorough investigation of self efficacy from the aspect of English language could be stimulating point for motivational research areas.

In Turkey, the Medium of Instruction (MI) is English for English Language Teaching (ELT) departments, which are responsible for English teacher education. Thus, investigation of English language self efficacy of learners for mentioned departments is needed.

Another term, existing under the motivational processes is *goal orientation*. Goal orientation theory was primarily propounded by Dweck and Leggett (1980) and goal orientation is an intrinsic progress, making desire for a designated skill (Nicholls, 1984: 331). In that regard, pursuit of perpetual developments for foreign language teaching methods, together with all new improvements can be made possible only having learning goal orientation as being the feature of academically improved individuals.

Teaching of English as a language, the relationship among English teachers' language self efficacy, teacher goal orientation and academic achievement will be questioned in this research.

1.3. Purpose and Significance of the Study

The study aims to investigate the relationships among English self efficacy, teacher goal orientation and academic achievement of pre-service EFL teachers.

Scientific and technological advancements are progressing consistently and they are becoming irreplaceable parts of human life. This is the state for educational settings as well. As being the outcomes of educational systems, most of these improvements are utilised so as to ameliorate the qualifications that education and the learners have. In spite of these improvements, teacher has a vital role in educational and training activities as being one of the most important components of teaching and learning interaction. At this juncture, crucial role of teachers could be understood only by considering the effects that teacher has made to educational processes.

In spite of exceeding improvements and investments in our country with the aim of enhancing English learning and teaching, failure for reaching the expected level is apparent according to results of English Proficiency Index (EPI). According to the EPI 2017 results, Turkey stands on 25th place among 26 European countries

and 51st among 72 countries in the world with 47.89 points average (EPI, 2017). On the purpose of searching this failure, investigation of the qualifications and characteristics of English teachers has importance. This is because they are one of two worthiest members of foreign language education and training cycle. Constituting basis for our research, when two main variables in the research are investigated;

Self efficacy comprises personal beliefs oriented to sustainable abilities that are used for executing tasks, availability and coordination of these features under compelling circumstances. Assessment of Non - Native Speaker (NNS) of English teachers' self efficacy level is remarkable from the view point of its positive impact for English language teaching - learning efficiency and providing a basis for possessed skills.

Composing second variable of the study, goal orientation is among the motivational processes like self efficacy. Dweck and Leggett (1988: 256) define goal orientation as a motivation tool for individual favourable desires and enhancing knowledge and skills together with attitudes to overcome challenging conditions. The specific significant points of this research are listed below when positive relationship is found between English self efficacy and teacher goal orientation.

Under the motivation term, together with positive relationship between mentioned variables, pre – service ELT teachers will be able to define and determine their goal orientations and from this point forth, they will be able to reveal their hidden and avoided goal orientations to utilize them in educational settings.

By means of positive relationship between English self efficacy and learning goal orientation, pre – service ELT teachers will be able to acquire the approaches, methods and techniques that are used in foreign language teaching much better and they will be able to put to use these devices in their work efficaciously.

Along the same line with the consequence of positive relationship between English self efficacy, learning goal orientation and academic achievement, from the beginning of bachelor degree, pre – service ELT teachers can join educational and training settings by performing up or even over to the mark. Since self efficacy and goal orientations are the two motivational devices that underlying learners' actions.

Concurrently, this research will be able to provide valuable information about the sufficiency of pre – service ELT teachers' English level which was acquired in former educational institutions. Because mastery, enactive or previously acquired experiences are the most important predictor of self efficacy (Usher & Pajares, 2008: 772). In the same direction, positive relationships between English self efficacy and other variables can be an indicator of the sufficiency to what extent they were acquired. Intended for the assessment and evaluation system in our country, high positive relationships between inter – receptive or productive skills and attainment of some sub – skills in larger quantities can indicate that only some or definite English sub – skills were acquired in previous higher education institutions.

Both self efficacy and goal orientation take part in motivation term. Thereby, in this research positive relationship is foreseen between English self efficacy and teacher goal orientation.

Negative relationship between English self efficacy and teacher goal orientation can ensure participants, directors and together with the teachers of ELT to review ELT curriculum. In that as mentioned and derived from previous studies, former experiences for participants' English content knowledge can be the most crucial predictor of self efficacy. Additionally, specific significant points are listed below, too.

Accordingly, if perceived self efficacy is a strong determiner for getting ahead, to attain a positive conclusion for teachers who have high perceived self efficacy is possible. Moreover, achievements and desired goals are not restricted only to personal competence and abilities, but also should be sustainable. Self efficacy comprises these two processes, and on that sense it is a fundamental reference point for the study. In this way, goal oriented English language teachers can update themselves academically so as to execute foreign language efficiently. In a similar way, English language teachers can improve their performance by means of goal orientation. By this way, determined motivational aspects of teachers can provide an efficient education.

Due to the fact that goal orientations have causative effects on performance and activities, learning goal orientation might be an important motivational tool. From this point of view, individuals that have high English language self efficacy

can notch up academic success in bachelor degree and transfer this achievement to their professional mediums with learning goal orientation influence.

Additionally investigation of relationship among English language self efficacy, goal orientation and academic achievement as trilogy, the study fulfils the needs of English language self efficacy in ELT literature. Along these lines, results of the research can provide important indications for education faculties' ELT departments and secondary schools' foreign language classrooms that prepare pre – service ELT teachers to their professional careers.

Anticipated results of the study may ensure additional resources for teacher training programs and English teacher training process can be made more effective through the integration of research results and teacher training programs. Moreover, the research measures English self efficacy in four skills (reading, speaking, listening and writing) respectively, so; this study can form a basis for further studies, regarding English self efficacy. In these regards, investigation of possible relationship among English self efficacy, teacher goal orientation and academic achievement is noteworthy.

1.4. Research Problem

In this research, the problem of “Is there a significant relationship among English self efficacy, academic achievement and goal orientations of EFL pre - service teachers?” is investigated. In order to find a way out for research question, sub – research questions were formed.

1.4.1. Sub-Research Problems

Formed within the context of main research problem, sub – research problems were presented below.

1. Is there a significant relationship between English self efficacy and teacher goal orientations of pre - service EFL teachers?
2. Is there a significant relationship between English self efficacy and academic achievement of pre - service EFL teachers?
3. Is there a significant relationship between teacher goal orientation and academic achievements of pre-service EFL teachers?

4. Do pre - service EFL teachers' English language self efficacy and goal orientations show significant differences in terms of grade?

5. Do pre-service EFL teachers' English self efficacy, goal orientations and academic achievements show significant differences in terms of gender?

1.5. Assumptions of the Study

Assumptions of the study;

1. Voluntary participants of the research completed Questionnaire of English Self Efficacy (QESE), (Wang et al., 2013: 32).

2. Teachers' Goal Orientation Questionnaire (TGOQ) was answered truthfully and completed accurately by voluntary participants (Nitsche et al., 2011: 580).

1.6. Limitations and Delimitations of the Study

Limitations and delimitations, regarded in the study;

1. The research is limited to voluntary participated pre - service EFL students, registered in ELT department of Dokuz Eylül University. The participants are first (in the pilot study), second, third and fourth graders.

2. Results of this study are limited to qualifications measured by data collection tools.

3. Results of this study are limited to participants' quantitative subjective perceptions.

4. When participants' characteristics and research design are taken into consideration the results of the study can not be generalised to different countries' pre-service EFL teachers.

1.7. Definitions of the Terms

In this part of the chapter, key terms of the study are described to avoid misunderstandings and to form a base for current study.

Self Efficacy: Bandura (1977, 1986) explains self efficacy as “beliefs of personal capabilities for different levels of attainment in a particular task domain according to master criteria” (Zimmerman & Martinez-Pons, 1992: 192).

English Self Efficacy: Both for teachers and learners, English self efficacy can be defined as people’s beliefs and judgements about their abilities concerning four skills in language (speaking, writing, listening and reading) and searching abroad studies related to their fields and transferring them to their own field (Uzel, 2009: 20).

Mastery Experiences: Mastery experiences are the information, acquired from previous performance accomplishments that “provide the most dependable efficacy information because they are based on one's own” (Ede, Alison, Hwang, Seunghyun & Feltz, 2011: 183).

Vicarious Sources: Vicarious Sources of self efficacy are based on gaining efficacy information from observing others and comparing ones’ own capabilities to those observed” (Ede, et al., 2011: 183).

Social - Verbal Persuasion: Social – verbal persuasion source of self efficacy is based on analogy. “When students are uncertain about their experience with the task, they compare themselves to particular individuals such as classmates and adults as they make judgments about their own capabilities” (Usher & Pajares, 2008: 753).

Magnitude: Magnitude (level) of self efficacy can be defined as phases from increasing to decreasing difficulty or judgements of people about their capabilities. (DiClemente,1986).

Strength of self-efficacy: Strength refers to resistance of individuals' persuasions that he or she can show in stable and spontaneous situations (Bandura, 1986: 401).

Generality of self-efficacy: Generality expresses to what extend achievements and delimitation experiences restricted, whether this type of

expectancies could be applicable the other areas and context or not (Maddux, Stoltenberg & Rosenwein, 1987).

Goal: “Goal is the purpose for which an individual is pursuing behaviour” and “a goal is the object or aim of an action, for example, to attain a specific standard of proficiency, usually within a specified time limit” (Locke & Latham, 2002: 705).

Goal orientation: Elliot and Dweck define goal orientation (1988: 11) as a line up, including conceptual process that have “cognitive, affective and behavioural consequences”. Goal orientation is an intrinsic progress, making desire for a designated skill (Nicholls, 1984: 331).

Learning Goal Orientation: Dweck and Leggett Dweck and Leggett (1988: 256) maintain that “learning goals in which individuals are concerned with increasing their competence”.

Learning Avoidance Goal Orientations: They are individuals’ wishes to refrain losing out their competencies, abilities and misapprehensions (King & McInerney, 2014: 43).

Performance Approach Goal orientation: Performance Approach Goal orientation reflects a center upon performing high competence comparison to other individuals, seeking ways of being better than others and use of social comparison norms to estimate the degree of skills and proficiency (Meece & Anderman, 2006: 490).

Performance Avoidance Goal Orientation: It can be referred as learners’ aims of abstaining from negative interpretations that regard their abilities and prove of inability (Matos, Lens, & Vansteenkiste, 2007: 57).

Teachers Goal Orientation: Teachers’ goal orientation can be explained as goals of teachers to improve their professional abilities and competences (Nitsche, Dickhäuser, Fasching, & Dresel, 2013: 273).

Work Avoidance Goal Orientation: King and McInerney (2014: 43) proffered that work avoidance goal orientation is founded on getting accomplishment by making little or minimum effort and abstaining from difficult tasks.

1.8. Abbreviations

ANOVA	: The one-way Analysis of Variance
CLT	: Communicative Language Teaching
EFL	: English as Foreign Language
ELSES	: English Language Self Efficacy Scale
ELT	: English Language Teaching
EPI	: English Proficiency Index
ESL	: English as Second Language
GPA	: Grade Point Average
GSE	: General Self Efficacy
MI	: Medium of Instruction
NNSE	: Non-native Speaker of English
QESE	: Questionnaire of English Self Efficacy
SPSS	: Statistical Package for the Social Sciences
TGOQ	: Teacher Goal Orientation Questionnaire.

CHAPTER 2

2. LITERATURE REVIEW

2.1. Introduction

The chapter investigates self efficacy with goal orientation as two variables of the research. In addition to their structures, literature of self efficacy and goal orientation, which are substrates of motivation are the primary matter of this part. In the first part, self efficacy term will be examined and in the second part of this chapter goal orientation will be in centre. Moreover, previous studies, regarding goal orientation and self efficacy will be mentioned.

2.2. Self Efficacy

Self-efficacy is one of the preeminent components of social cognitive theory which was developed by Albert Bandura. Bandura hypothesizes the concepts which conventionally prospect the concept of learning from behavioural aspects, in spite of their insufficiencies. Bandura asserts that these theories account just for learning, without referencing social effects (Woolfolk, 1995: 220). Namely, the social cognitive theory maintains that learning does not occur only by observing the environment; rather, an individual's interaction with his or her surroundings. Moreover, observational learning is not a simple repetition of others' actions and behaviours; in contrast, it is a type of acquired information related to peripheral incidents.

In literature, the concept of self-efficacy started to gain importance and popularity after the publication of "Self-efficacy: toward a unifying theory of behavioural change" (Bandura, 1977: 191). Bandura (1977, 1986) explains the self-efficacy as "beliefs of personal capabilities for different levels of attainment in a particular task domain according to master criteria" (Zimmerman & Martinez-Pons, 1992: 192). In another one, self-efficacy means "people's judgements of their capabilities to organize and execute courses of action required to attain designated types of performances" (Bandura, 1986: 391). In the other words, self-efficacy indicates a person's own enlightenments about feasibility, practicability and

continuity of his or her competencies in actions. Self-efficacy is not only a perceived and observable skill. Self-efficacy is a type of intrinsic belief which comprises individuals' abilities, organisation and coordination of these skills under challenging circumstances, and overcoming new, spontaneous and insistent conditions. As for Donald (2003: 219) demonstrated, the sentence that contains "Can I?" is substantial in self-efficacy.

Throughout the years, the definition of self-efficacy has been revised, paraphrased and reshaped; yet, the definition of it has changed slightly. For example, Senemoğlu (2004: 228) claims that self-efficacy is an individual's own conclusion, consideration and belief, which pertains capacities, used for overcoming and succeeding a new situation. In another definition, Self-efficacy defines individuals' beliefs in their capacities to practice control over challenging situations and on their functions (Luszczynska, Gutiérrez-Doña, & Schwarzer, 2005: 80).

The concept of self-efficacy has brought some discussions, too. One of the main discussions is about the scope and position of self-efficacy. Some scholars claim that self-efficacy can be categorized as a general skill. General Self Efficacy (GSE) is the belief to an individual's capacity to struggle with a problem and to manage successfully stressful encounters, but specific self-efficacy that is limited to a specific task (Luszczynska et al., 2005: 81). In reference to Smith (1989), although some confirmations show that self - efficacious perceptions can be generalised to changing and different situations, self-efficacy is a circumstantially determined construct. Further, Pajares and Schunk (2001: 3) point out that self-efficacy is opposed to generic dimensions like self-concept and self-esteem that contain general sums, composed of different sources. Self-efficacy is related to much more how an individual perceives himself than how that individual perceive him or her efficacy. At this point, as Schunk and Zimmerman (2003) indicated outcome expectations and self-efficacy stand on the different sense of inference. In addition to this discrimination, Schunk (2012) asserts that self-efficacy implicates perceptions of one's own capacities for realising the goal, duty or action; in fact, outcome expectations contain foreseen outcomes of these behaviours. That is to say, self-efficacy beliefs concern with causative features of a specific action, skill or situation.

Based on the interpretations, self efficacy is domain specific. That's to say, self efficacy in one task may not be high in another one (Jabbarifar, 2011: 120). Self-efficacy is specific to duty being taken step (Jabbarifar, 2011: 120).

Self-efficacy bases for individuals' motivation and their personal achievements. If self-efficacy is a strong determiner for the sake of succeeding an action and behaviour, a high sense of self-efficacy could be a good predictor of the result or outcome of an action. Additionally, it is a widely known reality that attainable success or achievement does not rely on only individuals' abilities and capabilities. These competencies must be sustainable, either. As self-efficacy includes both of them together, not knowing or believing the actuality of their actions would bear the anticipated process or continuation with tenacity; so, self-efficacy plays a crucial role in people life. No matter how a learning organism has a social identity, most of the life process accrues as cognitively. Learning our and others' experiences or the other sources, improve our observable and perceived experiences. This process is a sort of agglutinative way of developing our sense about the world and surroundings. From the beginning of the world, humankind has been accumulating the scientific information about the universe. Together with this progress, articulation efficacy improves. According to self-efficacy belief, people shape their actions, behaviours, and they decide what and how would they perform an action.

As it would be investigated later, humankind's general and scientific world knowledge is partly the result of individuals' observation about the environment. Thus, this way of acquisition, give people the adequate chance of realities, even difficulties or pathways of life without experiencing them. Most of the inventions in humanity, take their roots from their previous experience which bear self-efficacy. Without this kind of sense, it would not be difficult to dream the current humanity level in the Stone Age. Although, first studies which referenced self-efficacy were conducted mostly for medicine, addiction and psychology, later studies showed that self-efficacy beliefs of learning organisms play an important role in foreign language learning, too.

In summary, the concept of self-efficacy can be defined as the belief in a person own caliber to regulate and perform the sources of task needed to perform

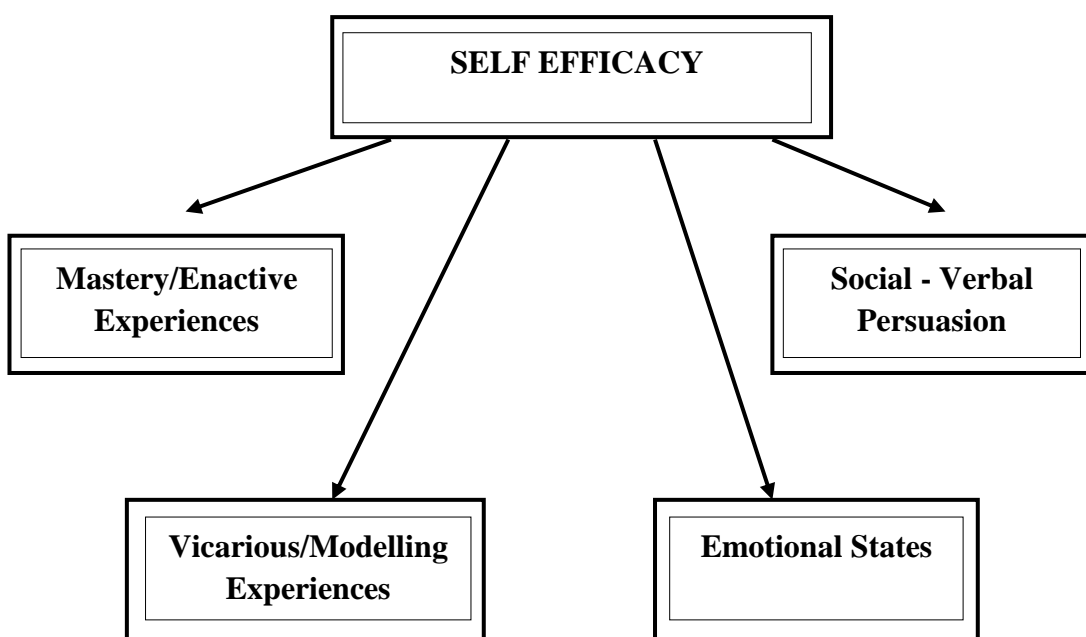
frontward conditions, (Bandura, 1986: 36). Namely, self-efficacy indicates a person's own enlightenments about feasibility, practicability and continuity of his or her competencies in actions. Therefore, rather than a skill, an esteem or other dimensions; self-efficacy is specific and determined construct.

2.2.1. Sources of Self Efficacy

Learning organisms acquire their self-efficacy beliefs from four different sources by evaluating, interpreting, observing and accumulating the required input. Bandura (1977: 195) expresses that the sources of self-efficacy can be counted as *mastery*, *vicarious*, *verbal persuasion* and *emotional arousal*. Although the names of these sources have changed slightly, the broad concepts have stayed the same basically. In addition to previous sources (Maddux et al., 1987) divide self-efficacy sources mainly two categories as *distal* (past experiences) and *proximal* (current or immediate) sources. While distal sources refer the accumulation of the previous experiences, proximal sources are more context based.

Figure 1

Sources of Self Efficacy: (Bandura, 1997: 3), (Usher & Pajares, 2008: 764), (Zarei & Gilanian, 2015: 224)



Within these lines in more contemporary context and related to English self efficacy, Wang and Pape found out the sources of English self efficacy of Chinese students who learn ESL. The study revealed that learner's past experiences, their attitudes towards English language, the difficulty of the task, cultural and social atmosphere and social persuasions affected participants' English self efficacy (Raofii, Tan, & Chan, 2012: 61). Similar to the previous study, in their studies Ellen and Usher posed that previous experiences, persuasions, current state, and classroom-level self-efficacy predicted French self efficacy, (Joët, Usher, & Bressoux, 2011: 649). Additionally as cited from Raofii, et al., (2012: 61) "classroom climate, interaction between learners, and as well as teachers and learners affected self efficacy".

2.2.1.1. Mastery Experiences

The most effective way of constituting self-efficacy is individuals' mastery experiences (Bandura, 1977: 195). So, Performance accomplishments supply the reliable efficacy information as they are originate from previous experiences (Ede, et al., 2011: 183). Experienced events or similar situations create the sense of self-efficacy. Bandura, (1997: 3) claims that, successful events or achievements in one's life form personal efficacy, as knowing he or she can do it again, nonetheless; failures wear down this self-efficacy belief particularly when setbacks take place after sense of self-efficacy weakly constructed. Bandura (1997: 3) postulates that construction of self-efficacy belief is not a previously made habit; rather, this process comprises the acquisition of cognitive, behavioural and configuring devices that are used for alterations in situations. Within this framework, he continues as (Bandura, 1997: 3) experience of smooth achievements can be easily weakened by interruptions and failures; yet, resolute self-efficacy needs to overcome difficulties and obstacles. In the other hand, after the acquisition of concrete self-efficacy belief, people can be satisfied as they can easily disengage from their setbacks and thus they conserve their self-efficacy beliefs. Similarly, Maddux (1995) underpins that perception of setbacks detracts and reduces self-efficacy. It means that failures in one's own life may trigger following situations negatively. Naturally, this transaction trims the self - efficacy perception adversely (Leary & Tangney, 2012).

In conclusion, mastery experiences have a significant role in creating self-efficacy, but, (Bandura, 1997: 81) self-efficacy is not only the reflection of previous experiences; so, having knowledge about cognitive process affect self-efficacy further.

2.2.1.2. Vicarious Experiences

Creation and construction of self-efficacy can be accounted for (Bandura, 1997: 3) vicarious experiences as secondly. Social models that have homologous features with the others provide a fine pattern for people as creating self-efficacy (Bandura, 1986: 404). “Vicarious sources of self efficacy information are based on gaining efficacy information from observing others and comparing ones’ own capabilities to those observed” (Ede, et al., 2011: 183). By observing the target model, a person can develop or form his or her self-efficacy belief, because he or she thinks that they have common features, thus they can overcome the same situation easily. Notably, if there are numerous common specialities between observer and performer or model, the possibility of creating positive self-efficacy increases. On the contrary; Brown and Inouye (1978) indicate that in case of failure these common or shared features may play the negative role, as they diminish the motivation and judgements of his or her capabilities. Goddard and Hoy (2004) demonstrate that vicarious learning makes use of four steps that manage leaning. At first, the attention of the behaviour or action is significant. Goddard and Hoy (2004) speculate that if required behaviour is relevant, useable and worthful for others or this action can be noticed by them, it cannot be neglected. Secondly, attractive models are the next step for the process. In that point, retention is related with the ability which needs conservation of gained information (Goddard & Hoy, 2004). In addition to these claims, Bandura (1994) postulates that if observed model is not physically and mentally recalled, the observation could turn into a futile action.

In educational settings, observation of models in schools, teachers, students, classmates, observers can get the required knowledge that they may not show while learning (Schunk, 2001: 5). Conversely, Cervone (1989) clarifies that impractical or unsuccessful behaviours also can be utilised to improve self-efficacy belief and motivation. Observation of the others may not be as strong as mastery experiences;

in fact it may create sustainable, durable and long-standing effects on performance (Bandura, 1986: 391).

2.2.1.3. Social - Verbal Persuasion

Social persuasion is another way of improving people's self-efficacy beliefs. Persuasive information comprises verbal conviction, back indication, expectancy from others, own-talk and other cognitive methods (Ede, et al., 2011: 183). Especially, if individuals are unsure for their experience to the task, they make analogy themselves with the others, so they make provisions for their capacities (Usher & Pajares, 2008: 753). Compared with previous two ones, persuasion may not be so effective, but if social distance is close with the persuaded one it may work. Achievements can be managed by means of others, supplies a weak sign of one's personal competence than achieved on one's own (Usher & Pajares, 2008: 753). At this point Schunk (1991) professes that if a learner faces a challenging action or situation, and he or she cannot overcome this problem at the end of the process, their self-efficacy beliefs may diminish. If learners are not ready for the action cognitively and psychologically, self-efficacy strengthening efforts may not work, even self-efficacy level may decrease.

Especially for educational settings, verbal persuasion is very important for learners. Together with these persuasions positive feedbacks have a significant role to improve learners' self-efficacy beliefs, contrary to negative feedbacks' diminishing role. For example, research results indicate that self-efficacy beliefs affect learners' behaviours like choosing, persistence, performance, and success (Schunk, 2001: 6). Thus, these forms of persuasion motivate learners. Moreover, Schunk (2003) asserts as students' own opinions about their competences to acquire or manage tasks at mediated levels, have a fundamental role in their motivation.

2.2.1.4. Emotional and the Physiological States

Bandura (1997: 4) claims that people use their emotional and physiological states while deciding their capacities; they render their stress reactions as indicators

of their actions. Within the same context of this claim, Ewart (1992) maintains that endurance and resistance requiring actions, people make reasoning about their bitterness and fatigues as indicator of physical weariness, as cited from (Bandura, 1999: 4). Apart from physical factors, physiological ones have a deep effect on self-efficacy beliefs of people (Bandura, 1977). Bandura, (1977) upholds physiological and affective signs have a substantial role, in particular for physically challenging performances. Further, under stressful life conditions, Schwarzer (1992) assures that self - efficacy beliefs may have a negative role for an individual source of sensibility. People, who have high self-efficacy about their capacities and capabilities, can adjust themselves to different situations and environments; so, they can overcome unique and challenging physiological barriers. No matter how a person is cognitively strong, if there are some kinds of emotional vulnerabilities, these negative factors could affect the performance adversely and naturally they may diminish the level of the self-efficacy. In these circumstances, self-efficacy can play a shielding role as protecting individuals from adverse and unsanitary experiences (Schwarzer, 1986). What is more, (Bandura, 1977) claims that a strong social network and partnership social backing construct steady social relations.

2.2.2. Reviews from Sources of Self Efficacy

When self efficacy is investigated, based on some previous studies in the Table 2, it can be concluded that mastery or enactive experiences are the most important and the biggest predictor source of self efficacy (Britner & Pajares, 2006; Bates & Khasawneh, 2007). Previous experiences are the most effective sources of information that learners produce and improve their self efficacy since that experience include the most valuable proof to whether learners can perform ensuing roles in similar fields (Usher & Pajares, 2008: 772).

Table 1
Reviews of Findings for the Sources of Self Efficacy
(Adapted and cited from Usher & Pajares, 2008: 764-771)

Pajares (1994)	4 Undergraduates	Writing self-efficacy, writing ability, invitations	Social persuasions influenced the development of self-efficacy. Invitations created and increased self-efficacy.
Gainor and Lent (1998)	164 Undergraduates	Math interests, math enrolment and choice intentions, racial identity attitudes	Social persuasions, physiological indexes predicted math, self-efficacy; mastery experience and vicarious experience did not.
Chin and Kameoka (2002)		Educational self-efficacy, occupational self-efficacy and expectation, neighbourhood resources and safety	Previous reading score predicted educational self-efficacy. Social persuasions predicted occupational self-efficacy. Vicarious experience, assessed not predictive.
Klassen (2004)		Math self-efficacy, math self-concept,	Past performance and physiological indexes predicted self-efficacy.
Britner and Pajares (2006)	319 Students in Grades 5 to 8	Science grade self-efficacy, self-efficacy for self regulation	Only mastery experience predicted self-efficacy.
Bates and Khasawneh (2007)	288 University students	Online learning self-efficacy	Mastery experiences with online learning and anxiety were positive predictors of self-efficacy.

2.2.3. Dimensions of Self Efficacy

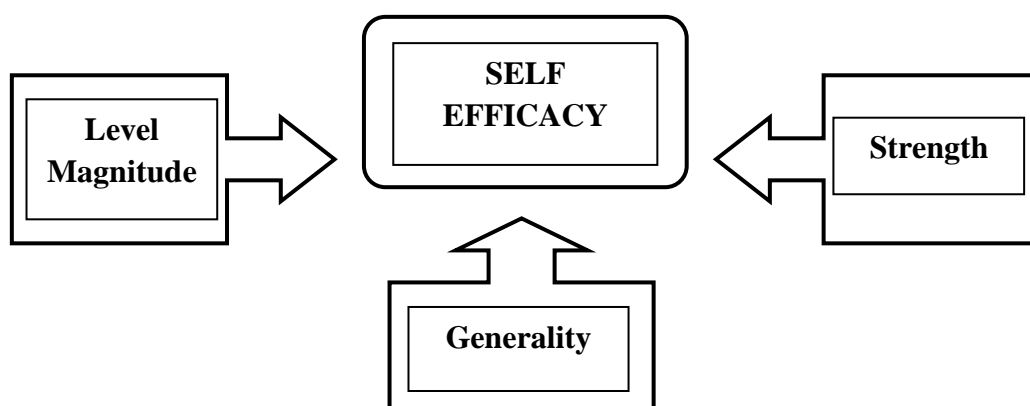
Self efficacy is crucial for sustainable success in broad areas, ranging from education, psychology, sociology. Based on the dimensions of self-efficacy *-level, strength, and generality-* learners choose their aims, shape expectations, and configure their learning atmosphere according to tasks (Bandura, 1977: 195; 1986: 401).

DiClemente (1986) defines magnitude as the phases of self-efficacy from increasing to decreasing difficulty or judgements of people about their capabilities. Nevertheless, Bandura (1992) adds that level of self-efficacy could be determined the outer factors like in the situational ones.

Strength of self-efficacy refers to resistance of individuals' persuasions that he or she can show in stable and spontaneous situations and resistance and persistence of self-efficacy are highly related with barriers which prevent performers adversely (Bandura, 1986: 401).

Generality of self-efficacy can be defined as to what extend achievements and delimitation experiences restricted, whether this type of expectancies could be applicable the other areas and context or not (Maddux et al., 1987).

Figure 2
Dimensions of Self Efficacy (Bandura, 1997: 3)



2.2.4. The Effects of Self Efficacy on Learning Organisms

Self-efficacy is the determinant of people's behaviours in many contexts. This determinacy (Rader, 2003: 42) contributes to one's own life fluency. Indeed, Bandura (1989: 729) remarks that self-efficacy belief has a deep effect on analytic thinking, cognitively simulation, cognitive motivation, and affective domain. Staying on this context, it can be easily expressed that, naturally; self-efficacy or perceptions of people have influence on learners and learning activities, because; learning is the mathematical combination of cognitive and affective processes. Apart from cognitive and affective processes, Bandura (1989: 729-730) adds that self-efficacy perceptions govern one's own stress of configuration and motivation. If a person believes that he or she has the required ability for overcoming a definite task or duty then individual can decide more comfortably, thus; his or her stress level may decrease and eventually he can motivate himself for performing an action. Effects of self-efficacy perceptions are connected to each other with three dimensions.

Later on, Bandura (1993: 117) adds one more domain to effective areas of self-efficacy, professing the view that self-efficacy strives its effect by way of four main transactions. They are "cognitive, motivational, affective and selection processes" Bandura (1993: 117). Within this context, learning organisms can choose their actions, behaviours and duties according to either easy or difficult criteria based on their self-efficacy perceptions. Similar to Bandura's inferences, yet slightly different, Zimmerman (2000: 86) expounds on that self-efficacy belief has an important role in selection of academic activities and motivation, in addition to magnitude of attempts, determination and sensual rebounds. By the expression of the selection of academic activities, Zimmerman (2000: 86) implies that; although, efficacious learners choose hard or difficult assignments, less efficacious ones prefer to perform easier ones. As humankind has affective and emotional domains, in every aspect of life, wants to be protected from outside's adverse effects. Due to fear of failure, carrying out easier roles or activities can ensure for learners staying on the safe side. Therefore, instead of selection of more difficult assignments, learners who perceive themselves as less efficacious, opts for simple ones. Furthermore, for

Zimmerman (2000: 86) expense of energy together with the resilience of effort for a definite assignment differs according to the level of self-efficacy perceptions.

Perceived self-efficacy does not only affect learners cognitively or affectively but also provides learners to be motivated by setting goals, evaluating, regulating, monitoring and utilizing strategies for their learning (Zimmerman, 2000: 87). Learners who perceive themselves as efficacious learners, do not quit the assignment so easily in case of any challenge, in fact; they make use of learning strategies, substitute devices, test their achievements and configure their learning steps to manage their roles. Zimmerman (2000: 87) continues as, efficacious learners revise their learning time, assess their learning process and have better problem-solving skills than less efficacious learners. In other words, efficacious learners are readier cognitively for learning the process than less efficacious learners, thus; this cognitive readiness reduces the affective and emotional barriers and stress which learners would face during the learning process.

Eggen and Kauchak (1997: 347) present and compare the features of high efficacious and low efficacious learners, including six subcategories as (assignment orientation, effort, insistence, beliefs, strategy use and performance). For the assignment orientation feature, efficacious learners choose challenging duties but less efficacious ones prefer easier assignments; secondly for effort feature, when efficacious learners face with a challenging work they consume more energy in spite of less energy expenditure of less efficacious ones (Eggen & Kauchak, 1997: 347). Thirdly, for the insistence feature; efficacious learners do not give up if they do not attain the target level, in contrast; less efficacious learners may quit the assignment easily (Eggen & Kauchak, 1997: 347). From the viewpoint of belief, which is one of the most important components of overcoming an action or an assignment, efficacious learners believe that they can achieve the target goal, in any failure, they can control stress, anxiety and environment; however, for the same situations less efficacious learners focus on inadequacy feelings and they get anxious (Eggen & Kauchak, 1997: 347). In learning process, efficacious learners lay off useless strategies, yet; less efficacious learners insist on using them (Eggen & Kauchak, 1997: 347). In the last category, efficacious learners perform better than less

efficacious learners even if they have the same level of capabilities (Eggen & Kauchak, 1997: 347).

On the whole, highly efficacious learners have a great advantage in learning process over less efficacious ones. In fact self-efficacy is seen as the reflection of cognitive capabilities, nevertheless; self-efficacy perceptions trigger and affect performances of learners reciprocally. Similar to Eggen & Kauchak's (1997: 347) categories in her thesis dissertation, Hancı Yanar (2008: 19) expressed the features of highly efficacious learners and less efficacious learners. According to Hancı Yanar (2008: 19) highly efficacious learners try to compensate their mistakes by studying much more, they have the required abilities to overcome psychological barriers and they have the learning responsibility, conversely; less efficacious learners get anxious and their previous adverse experiences have negative effects on their learning. Additionally, highly efficacious learners trust themselves and display active participation to learning activities, but if self-efficacy is low then it resembles to learned helplessness in which learners evade from learning (Eryenen, 2008: 37). Furthermore, although efficacious learners approach challenging and difficult assignments with concern and energy, less efficacious learners believe that target assignment is more difficult than its actual level (Migray, 2002: 14).

In conclusion, Bandura (1997: 35) declares that self-efficacy holds a crucial role in cognitive theory as, it influences on the other predictive factors. This way of role affects learners' all kinds of choices according to their level, structure and properties. Yüksel (2010: 30) expresses that "Efficacious learners put a greater effort in activities and have a stronger commitment to goals they set. She goes on as efficacious learners endure in handicaps and defects by maintaining their motivation; endure stress and depression better than the ones who perceive themselves as less efficacious" (Yüksel, 2010: 30). Self-efficacy affects people's life and their options in every aspect of life from easy to difficult, cognitively, emotionally, affectively and motivationally. Particularly, in education when the importance of these cognitive, emotional, affective and motivational features for learners' success is taken into consideration, the influence of self-efficacy perceptions cannot be underestimated.

2.2.5. English Language Self Efficacy

Self-efficacy perceptions for English may have an important role in foreign language learning for learners and teaching for teachers. From the aspect of learners, how they perceive their efficacy level in language will affect their learning fluency and actions. English language teachers, on the other hand, according to their level of English language efficacy determine their teaching methods, assignments and even language use in classrooms. As Bandura (1986: 36) expressed, self-efficacy is for "prospective situations" it is difficult to find an appropriate definition for English language self-efficacy. On the contrary; in his thesis dissertation, Uzel (2009: 20) defines English language self-efficacy for teachers and school principals as people's beliefs and judgements about their abilities concerning four skills in language (speaking, writing, listening and reading) and searching abroad studies related to their fields and transferring them to their own field.

2.2.5.1. English Language Self Efficacy Scales

Foreign language learning is one of the most important issues both in Turkey and abroad. For English language learning, "self-efficacy" plays a crucial role for learner success. Since Bandura's self-efficacy (1977: 191) concept appeared, no matter how self-efficacy perceptions are determiner of the success or failures in foreign language teaching and learning, there has not been so much study, which regards composing English language self-efficacy scale. Nonetheless, in recent years there have been concrete attempts for constructing English language self-efficacy scales.

First attempt for developing an English language self-efficacy questionnaire was realised by Mikulecky, Lloyd, and Huang (1996: 1) under the name of "Adult and ESL Learning Self Efficacy Questionnaire (AESLLSEQ)." This questionnaire intended to (Mikulecky et al., 1996: 9) "investigate learners' judgements of their capabilities in literacy and learning." AESLLSEQ (Mikulecky et al., 1996: 10) paper and pencil measured based and had five point measurements. Rather than relying on four skills of English language it was general literacy based. The questionnaire was

applied two different groups and reliability of the questionnaire was realised as .79 for the first group and .92 for the second group respectively.

English Self Efficacy Questionnaire: As second questionnaire was developed by Templin, Guile, & Okuma (2001: 1). This questionnaire measures self-efficacy beliefs of learners by means of seven-point scale and the questionnaire was firstly applied 293 Japan college freshmen, learning English as ESL (Templin et al., 2001: 9). The questionnaire focused on challenging areas of learning English, containing 13 questions rather than four language skills. ESEQ was applied two times to learners and reliability of questionnaire verified as .89 and .91(Templin et al., 2001: 9).

Foreign Language Self Efficacy Scale: This scale was developed by Hancı Yanar (2008: 122-123) in her thesis dissertation. It was applied to 11th grade English learners to measure their self-efficacy beliefs for English language (Hancı Yanar, 2008: 122-123). This questionnaire contains 34 items, which comprise four skills in English as eight items for reading self efficacy, 10 items for writing self efficacy, 10 items for speaking self efficacy and six items for writing self efficacy (Hancı Yanar, 2008: 55). The questionnaire was designed as five-point Likert-type and it was applied exactly 296 11th grade learners (Hancı Yanar, 2008: 55). “Scaled item is a series of gradations, levels, or values that describes various degrees of something” (McMillan, 2006: 198). Additionally, “Likert scaling is a multi-item scale which is used to measure a single construct by summing each participant’s responses to the items on the scale” (Christensen et al., 2011: 349). Coefficient score of the whole questionnaire for Cronbach Alpha is .97 and four language skills subscales for reading skill .92, speaking skill .92; for writing skill .88 and for listening skill .93 (Hancı Yanar, 2008: 60).

Foreign Language Self Efficacy Perception Scale: The questionnaire was developed by Uzel (2009: 28). The questionnaire has 30 items which comprise general and academic English language performance of learners (Uzel, 2009: 28). Coefficient score of the whole questionnaire is for Cronbach Alpha is .98 and the questionnaire has four scale measurements, differing from negative expressions to positive ones (Uzel, 2009: 29).

QESE: QESE was developed by Wang (Wang et al., 2013). The questionnaire has four subscales to measure four skills' self-efficacy levels in English as listening skill self-efficacy, speaking skill self-efficacy, reading skill self-efficacy and writing skill self-efficacy respectively (Acikel, 2011: 43). The questionnaire includes 32 items with seven-point scale and all of them comprise four skill. Açikel (2011: 43) explains that the internal consistency of the questionnaire is .96 for the whole scale and .88 for reading and listening, .89 for writing skill and .92 for speaking skill.

English Language Self Efficacy Scale (ELSES): ELSES was developed by Hancı Yanar and Bümen (2012: 97). The questionnaire includes 34 items, which comprise four language skills as reading eight items, speaking six items, listening 10 items and writing 10 items of English language (Hancı Yanar & Bümen, 2012: 97). The internal coefficient validity for Cronbach Alpha is .97 (Hancı Yanar & Bümen, 2012: 97). For each subcategory skills, coefficient validity for Cronbach Alpha is for reading .92, listening .93, writing .88 and for speaking .92 (Hancı Yanar & Bümen, 2012: 103).

As a result; from the beginning of the self-efficacy term appearance, the number of English language self-efficacy measuring scales has been scarce. As language includes four sub-skills, passive ones as (reading, listening) and active skills as (speaking, writing) a questionnaire must include these four skills together. In addition to these four skills, psychometric features and cultural items must be included in these questionnaires. However; first attempts for developing English language self-efficacy questionnaires were deprived of these features.

2.2.5.2. English Language Self Efficacy Studies

In the scope of EFL and ESL literature, there have been numerous studies. However, only a small number of them took “English Language Self Efficacy” specifically into consideration. These studies basically regard learners' self efficacy levels and their correlations with peripheral components of foreign language learning environments; yet, the studies mentioned below also comprise external variables.

Although, many of English language self efficacy studies reveal positive relationship among variables, there are small number of exemptions.

2.2.5.2.1. English Language Self Efficacy Studies from International Context

The study of Siew and Wong (2005: 245) explored the correlation between language learning and self efficacy of graduate pre-service teachers. In addition to questionnaires, interviews were used as data collection tool. Their studies included 74 pre-service teachers in Malaysia. The study indicated positive relationship between language learning strategies and English self efficacy. In compliance with the previous result, interviews also manifested that teachers who have high sense of language self efficacy use more language learning strategies than the teachers who have low level of language self efficacy (Siew & Wong, 2005: 245).

Ghonsooly, Behzad and Elahi (2009: 45) tried to explore relationship between EFL learners self efficacy as reading skill, their reading achievement and reading anxiety with the participation of three university 150 sophomore EFL learners. The results of the study pointed out negative correlation between reading self efficacy and reading anxiety additionally; high efficacious learners achieved better scores when they were compared to low efficacious learners (Ghonsooly et al., 2009: 45).

Seiji Takaku and Williams (2011: 46) analyzed the effects of writing self efficacy and help seeking behaviour on composition writing performances of 671 undergraduate international learners of English as second or third language. The study took place eight years period and according to results of the study, there was negative correlation between writing self efficacy and help seeking in addition to better results of help seeking learners (Seiji Takaku & Williams, 2011: 46).

With the addition of general self efficacy to the study, Fatemi and Vahidnia (2013: 1698) tried to find out any relevance between English language writing self efficacy, general self efficacy and writing performances of EFL learners. The study encapsulated 93 Iranian EFL students from four different universities. GSE, English language self efficacy questionnaires and sample writing tests were used as data collection instruments. The study concluded (Fatemi & Vahidnia, 2013: 1698)

positive connections for both variables not only for English language self efficacy. In respect to results, learners who have high sense of general self efficacy showed great writing performance, yet compared with learners, having low level sense of English writing self efficacy, they performed much better.

In the other study, Siritaratn (2013: 461) searched for English language self efficacy beliefs of 43 English graduate students, who enrolled required English language and have low level of proficiency. Additionally, learners' sources of failures were centred to the study. The questionnaire, developed by Rahemi (2007) was utilised to gather information about self efficacy beliefs of learners (Siritaratn, 2013: 461). According to results of the study, (Siritaratn, 2013: 461) learners who have low level of English language proficiency, expressed average level of English language self efficacy and this level as for the researcher can be expressed as quite low level of self efficacy. This data can be a sign of a connection between English language self efficacy level and English language proficiency; likewise, low level of English language self efficacy can be a determiner of English language proficiency level for learners.

From the aspect of English language self efficacy and English language writing performance, Hetthong and Teo (2013: 158) investigated whether third year 51 major students' writing self efficacy predict overall writing performance or not. To execute this aim, (Hetthong & Teo, 2013:158) English language self efficacy questionnaire, a paragraph writing test in English and paragraph writing scores were employed as materials. Findings of the study show that there is a positive correlation between English writing self efficacy and writing performance both as a paragraph level and sub-skill in addition to its predictor role for overall writing performance (Hetthong & Teo, 2013:158).

Enclosing demographic variables, Kaim (2013:2) searched for potential connection among learners' English listening comprehension self efficacy level and perceptions by examining age, gender, proficiency level and nationality. Subjects of the study were 149 EFL learners in English Foundation School at Girne American University in North Cyprus from different proficiency level as elementary, intermediate and pre-intermediate. Listening Self Efficacy Questionnaire (Rahimi &

Abedini, 2009) was used as data collection device (Kaim, 2013:2). The outcomes of the study exhibit that there is not any connection among demographic variables and listening self efficacy level; however there is a positive correlation between English listening comprehension self efficacy level and proficiency level of learners (Kaimi, 2013:2).

Within the similar framework of previous studies Tseng (2013: 258) examined art students' English language self efficacy level and their English proficiency level. By dividing 68 students into two groups as High Proficiency Learners and Low Proficiency Learners and the adoption of an online General English Test together with English Learning Self Efficacy Scale the outcomes were collected (Tseng, 2013: 258). Different from similar studies, the results did not reveal positive relationship between self efficacy level and proficiency level (Tseng, 2013: 258).

By adding writing goal orientation, Chea and Shumow (2014: 253) tested the possible relationship among writing self efficacy, writing goal orientation and writing achievements of 244 Cambodian students who study English as a foreign language. The research concluded the relation of writing self efficacy and writing mastery and performance avoidance goal orientations (Chea & Shumow, 2014: 253).

Rahimi and Abedi (2014: 1454) inquired EFL learners' listening self efficacy and their ties with metacognitive awareness of listening strategies. The participants of the study were 371 high school EFL learners, the materials were two questionnaires for self efficacy and metacognitive awareness (Rahimi & Abedi, 2014: 1454). At the end of the research, the results deduced a positive and significant relationship between listening self efficacy and metacognitive awareness of listening strategies (Rahimi & Abedi, 2014: 1454). Another result that can be derived from the study is that listening self efficacy is highly related to planning-evaluation and problem solving strategies; but not related to mental translation strategies (Rahimi & Abedi, 2014: 1454).

In a quasi-experimental longitudinal study, LeBlanc (2015: 15) searched for the effects of EFL reading circles on Japanese 316 first year students' English

reading self efficacy and reading anxiety. The research showed that over the course learners' English reading self efficacy beliefs improved highly, inversely their reading anxiety decreased (Leblanc, 2015: 15). The results of this study can be accounted for the negative correlation between self efficacy and anxiety level.

2.2.5.2.2. English Language Self Efficacy Studies: Turkish Context

Çubukçu (2008: 148) looked for any correlation between English Language self efficacy levels of 100 learners and their foreign language learning anxiety level by administrating the self efficacy scale that was developed by the writer and Foreign Language Learning Scale. Results of the study showed that there was not any correlation between self efficacy and language learning anxiety in addition to nil role of gender on language learning anxiety (Çubukçu, 2008: 148).

In the EFL and ESL literature, according to results expressed, English language self efficacy is an important predictor for foreign language learning. However, taking into account of directors and instructors' English language self efficacy beliefs could be an important milestone for effective foreign language teaching. Within this scope, Aliş (2008: 3) searched for the attitudes of preparatory school EFL instructors' English language self efficacy beliefs and their professional experiences to Communicative Language Teaching (CLT). Participants of the study (Aliş, 2008: 3) comprised 48 EFL instructors and for data collection, Attitude Scale for CLT (Eveyik, 1999) and Self Efficacy Scale for EFL (Büyükduman, 2006) were used. The results expressed that attitudes to CLT from the aspect of English language self efficacy and professional experiences did not make any change (Aliş, 2008: 3). In that study there was only one positive correlation which was between reading sub-skill of self efficacy and peer correction in CLT attitudes (Aliş, 2008: 3).

Uzel (2009: 2) tried to find out the Foreign Language (English) self efficacy belief, foreign language learning needs and foreign language learning preferences of primary school teachers and directors in Istanbul, which is the biggest city of Turkey. The study was realised with the participation of 54 school directors and 549 teachers (Uzel, 2009: 2). The results indicated that most of the directors and teachers had low

level of foreign language self efficacy beliefs, in contrast to their high needs for foreign language learning (Uzel, 2009: 2).

Açikel (2011:4) looked for any potential correlation for language learning strategy use and English self efficacy with language proficiency of preparatory school students who learn English as foreign language in addition to some demographic variables for proficiency levels. The study included 489 students and Turkish Inventory of strategies for language learning and Questionnaire of English self efficacy were used for gathering required data (Açikel, 2011: 4). The results concluded that the number of years of English language learning, being abroad, type of high school and together with self efficacy beliefs predict language proficiency level (Acikel, 2011: 4).

Recently, technology has set its place on the center of the foreign language teaching and learning and self efficacy beliefs, as well. Interestingly, Başaran & Cabaraoğlu (2014: 48) inquired possible effects of e-learning experiences on English self efficacy beliefs of learners by exposing listening language learning podcasts and doing related tasks. One hundred eighty seven university students were enrolled in the study and they were given English Self Efficacy Scale, having four sub-skills, before and after 12 weeks podcast based language learning program (Başaran & Cabaraoğlu, 2014: 48). According to 12 weeks program, the research findings showed that writing self efficacy perceptions developed; yet, self efficacy beliefs regarding reading skills and understanding advanced level of novels did not show any improvement (Başaran & Cabaraoğlu, 2014: 48).

English Language Self Efficacy literature studies indicate that demographic variables like gender may predict the self efficacy level. Furthermore, learners and participants' grades subjected to the center of many researches, too. The study of Pajares and Valiente (1999: 390) was designated to identify whether 742 middle school students' writing self efficacy beliefs can predict their writing competence considering the grades six, seven, eight and genders of learners. The results of the study remarked that based on gender factor there was not any difference between girls' and boys' writing self efficacy beliefs and as to grade factor, sixth and eighth

grade students expressed higher sense of writing self efficacy than seventh grade learners (Pajares & Valiente, 1999: 390).

2.3. Goal Orientation Theory

Motivation and motivational processes are among the most speculated and frequently searched domains from a broad contexts like health, medicine and psychology to educational settings. They are key factors of many achievements or failures especially in education. According to Pintrich and Schunk (1996: 4) expressed, motivation is a continuum in which goal-oriented task is promoted and maintained. Latham (2004: 126) points out that in use theories of behavioural sciences can enable foresee and comprehend learners' actions and goal setting theory is one of these examples. "Having a specific goal improves performance" (Latham, 2004: 126). Similarly, identification of students or learners' motivational factors or their decisions can establish an effective education. At this juncture, determining goal orientation of learners might be a crucial factor, since "goals have causative role on actions" (Locke & Latham, 1990).

Goal orientation theory has been known also as achievement goal orientation and they can be used interchangeably. In this research instead of achievement goal theory or achievement goal orientation, "goal orientation" term will be used. Prior to, touching on the definitions of "goal" and "goal orientation" comes in useful. In education, psychology and specifically for goal orientation literature, the definitions of "goal" are alike. In respect to Dweck's general definition (Dweck, 1996: 350) the goal is an aim for that a person is chasing a behaviour and the goal is an object of a task, like, to attain a specific standard of competence, in a particular time (Locke & Latham, 2002: 705). Latham remarks about the features of goal term as;

“Goals affect performance through four mechanisms. First, goals serve a directive function. Second, goals have an energizing function. Third, goals affect persistence. Fourth, goals affect action indirectly by leading to the arousal, discovery, and/or use of task-relevant knowledge and strategies” (Locke & Latham, 2002: 706-707).

Goals are the foundations and reasons of learners’ actions, school performances in educational settings since they generate or hinder learners or individuals from an action. Concordantly, goals are seen as important in the self-regulation, as they are determined to tend as ways for the inclinations called up by approaches and avoidances (Elliot & Thrash, 2002: 806). Grounded in this set of data, by dividing goal into three levels, Pintrich (Pintrich, 2000: 93) maintains that there are three goal vistas that deal with different degrees of goal construct in such way that; first degree “target goals” that are “individual’s goals or task for a particular problem”, second one is more related to general goals and motivation reasons of individuals and last one which is also used in this research as academic achievement goals or goal orientation that intentions or reasons an individual chasing an achievement task in academic bundles. The last level of Pintrich indicates academic purposes or reasons of learners, so in the present research identification of pre-service EFL teachers’ goal orientation preferences, their English language self efficacy level and academic achievements are based on last level of Pintrich’s levels of goal construct.

Connected with goal term and Pintrich’s third level of goal structure, goal orientation term was defined in similar ways. However, the scope of goal orientation differs slightly from scholar to scholar. Principally, “goal orientation” refers to (Elliot & Dweck, 1988: 11) a line up, including conceptual process that has “cognitive, affective and behavioural consequences”. Moreover, by broadening the term, Ames (1992: 261) defined goal orientation as integrated beliefs, emotional forms, intervention, reaction ways and different approaches to succeed various activities. Although, previous two definitions approached the goal orientation more cognitively, the following one reports on more situational features. Goal orientation is individual difference elements that may be affected by contextual specialities (Button, Mathieu, & Zajac, 1996: 28), and similarly, goal orientation refers to one’s

situational goal choices in attainment contexts” (Payne, Youngcourt, & Beaubien, 2007: 128). In another definition, goal orientation refers to exclusive kind of goal adjusted to form a frame for learners’ interpretations and practices in achievement settings (Elliot, 1999: 169). Counterpart to Elliot and Dweck’s (1988) definition, goal orientation theory expresses students’ individual perspectives affecting cognitive, affective and behavioural reactions, used in learning (Elliot, 1999: 170; Pintrich, 2000: 94). The other definements of goal orientation in the literature are as following. Goal orientation theory states individuals focus points, integration and embracement of their aims (Pintrich, 2000: 96) and goal orientations are the “reasons of students for approaching an academic task” (Hsieh, Sullivan, & Guerra, 2007: 456).

Within the scope of goal orientation theory learners’ academic sufficiency and competence is at the center of motivational processes. As to Elliot and McGregor (2001: 501). Capacity is at the core of the goal construct. So, goals may be divided in two dimensions according to how it is expressed and according to how it is value Sense of competence and other physiological factors lie under the skin of the differences among learners’ goal orientations and variances in learning options, while why some interiorise learning goal orientation and the others try to prove their ability by performing or avoidance. In addition to these factors, self efficacy beliefs of learners may play a crucial role at this hindrance or divulgement. Literary space exhibits a great deal of approaches to the extent of goal orientation. Elementarily, according to Dweck and Leggett (1988) in goal orientation theory there is a covert mentality which excludes each other and the first one claims that intelligence is incremental, manageable and formable, in contrast, the other one alleges that intelligence is not incremental, however stable and not manageable. This approach regards intelligence in the heart of goal orientation. Subsequently, Dweck and Leggett (1988: 257) together with Ames (1992: 261) hold that goal orientation tries to comprehend learners’ academic responsibilities while guiding their thoughts and emotions in learning settings. Along the similar line, Anderman and Midgley (1997: 270) assert that first point of goal orientation theory is on how students see– how they make evaluations about themselves, their roles and their competences. By referring to the contents of goal orientation theory, Pintrich (2000: 96) allege that

goal orientations comprise canons and norms like self focusing, social comparison, having a good command of matter, ability proving, performance and aims for general focus points.

Centring the “achievement” to the goal orientation, Linnenbrink and Pintrich (2000:195) maintain that goals are the figurations of learners’ or individuals’ endeavour to succeed and director for achievement behaviour, later on Midgley and Urdan (2001: 62) hold that “Goal orientation theory is concerned with the meaning and purpose of achievement to the individual”. Terminally, goal orientation theory focuses on individuals’ aims to attain and is concerned with the reasons of learners’ achievement pursuing ways (Kaplan & Maehr, 2007: 142).

2.3.1. Projections on Goal Orientation Theory

In literature, there have been various approaches to the nature of goal orientation. The first approaches that were applied to educational settings were contrasting dichotomous approaches. Herein, Elliott and Thrash (2002: 804) expressed “The distinction between approach and avoidance motivation has been discussed by scholars for millennia, beginning with the ethical hedonism espoused by the ancient Greek philosophers Democritus (460–370 B.C.) and Aristippus (430–360 B.C.).” These were the first examples of avoidance and approach discrimination in goal orientation theory. In contemporary sense, the first goals emerged under the different names like learning, mastery or task oriented and second one as performance or ego oriented. In present research for the sake of research uniformity the terms “*learning goal orientation*” and “*performance goal orientation*” will be used.

Initially, the dual approaches began as early as with McClelland. McClelland (1951: 202) mentioned that “there are two kinds of achievement motivation, one of them is focused on around avoiding failure and the other more positive goal of reaching to achievement. These two definitions appeared in following years under the name of goal orientation types. Following the first implications to goal orientation for motivational aspects of education settings, Nicholls (1984: 329-330) postulated that in ego involvement -with performance approach term- learners or individuals look for ways to show their ability, conversely for task involvement

which is learning or mastery goal orientation individuals try to develop their skills and competence individually rather than by comparing with others. In later years Dweck and Leggett (1988: 256) identified two types of goals as “*performance goals* (in which individuals are concerned with gaining favourable judgments of their competence) and *learning goals* (in which individuals are concerned with increasing their competence).” Previous one deals with more social and extrinsic motivational factors of learners and latter one is more related to intrinsic motivational factors. They also urged two unique patterns like “*helpless*” as an avoidance of challenge and a deterioration of performance in the face of obstacles” and “the mastery-oriented pattern, in contrast, involves the seeking of challenging tasks and the maintenance of effective striving under failure” (Dweck & Leggett, 1988: 256). Within the scope of following years and researches, the term of helpless appeared as “*performance avoidance approach*” (Elliot & Thrash, 2002: 804).

Similar to previous dual approaches however adding one more feature to goal orientation theory, Ames and Archer (1988: 260) claim that performance outcomes challenge a person to show his or her ability for performing and “being judge able”. For mastery and learning goal orientation they assert that learning or mastery goal orientation “importance is attached on developing new skills” (Ames & Archer, 1988: 260). In addition to context of learning and performance goal orientation, Ames and Archer (1988: 260) enlarged the scope of performance goal orientation by indicating that performance approach goal orientation is partly the result of social comparison and “affective reasons for success and failure”. Along the same line with older scholars, Ames (1992: 262) remarked likewise goal orientations such mastery and performance goal orientation is the event of developing one’s own skill resulting from “*self-regulated*” learning. Moreover, Weiner (1990) mentioned about the feature of “*belongingness*” that affect “more global perceptions of self”.

At the threshold of millennium and succeeding years, Anderman and Midgley (1997: 270) suggested the avoidance aspect of performance approach together with academic property of learning goal orientation; Pintrich (2000: 100), (Pintrich, 2000: 475), Eccles and Wigfield (2002: 115) added multiple approaches to goal orientation theory by reporting learning or mastery goal orientation can include avoidance

perspective to abstain from misunderstandings and individuals who have performance approach goal orientations seek to be “superior” as utilizing grades and “normative” tests. Briefly, goal orientation theories and approach avoidance discriminations began as early as centuries ago. Throughout the history, goal orientation types emerged as dichotomous approach (Ames, 1992: 262) -learning & performance-, trichotomous approach (Kaplan & Maehr, 2007: 142)–learning, performance and performance avoidance- and four goal approaches (Pintrich, 2000: 100); (Pintrich, 2000: 475) -learning, learning avoidance, performance and performance avoidance- and multiple approaches (Harackiewicz, Barron, Pintrich, Elliot, & Thrash, 2002: 640)- under the name of “selective pattern” use of mixture of goal orientations (learning, learning avoidance, performance, performance avoidance, work avoidance) in an appropriate time and place. Goal orientations’ detailed perspectives are given in Table 2.

Table 2
Perspectives on Achievement Goal Theory (Wentzel & Wigfield, 2009: 83)

Goal Theorist	Representative Publication	Origins of Goals	Theoretical Model	Role of Performance Goals	Unique Contributions
Ames	Ames & Archer, 1988; Ames, 1992	Situation	Two Goal: Mastery (approach), Performance (approach)	Maladaptive to the extent that performance goal classroom structures emphasize social comparative processes	Research on classroom goal structures
Dweck	Dweck & Leggett, 1988; Elliot & Dweck, 1988	Person	Two Goal: Learning (approach), Performance (implicit combination of approach & avoidance)	Maladaptive to the extent that performance goals have their basis in entity views of intelligence; Performance goals also maladaptive with low perceptions of competence	Theories of intelligence as antecedents of goals
Elliot	Elliot, 1999, 2005; Elliot & McGregor, 2003	Mostly Person	Three & Four Goal: Mastery-approach, Mastery-avoidance, Performance approach, Performance avoidance	Adaptive if focused on out performing others and emerge from within (as opposed to imposed from outside)	Reintroduction of approach/avoid distinction; Achievement motives as antecedents of goals
Harackiewicz	Harackiewicz Barron, & Elliot, 1998; Harackiewicz et al, 2002; Barron & Harackiewicz, 2001	Mostly Person	Two Goal: Mastery-approach; Performance-approach	Adaptive in certain contexts if focused on out performing others	Distinction between purpose and target goals; Multiple goal adoption; Development of interest

Table 2 (Continued)
Perspectives on Achievement Goal Theory (Wentzel & Wigfield, 2009: 83)

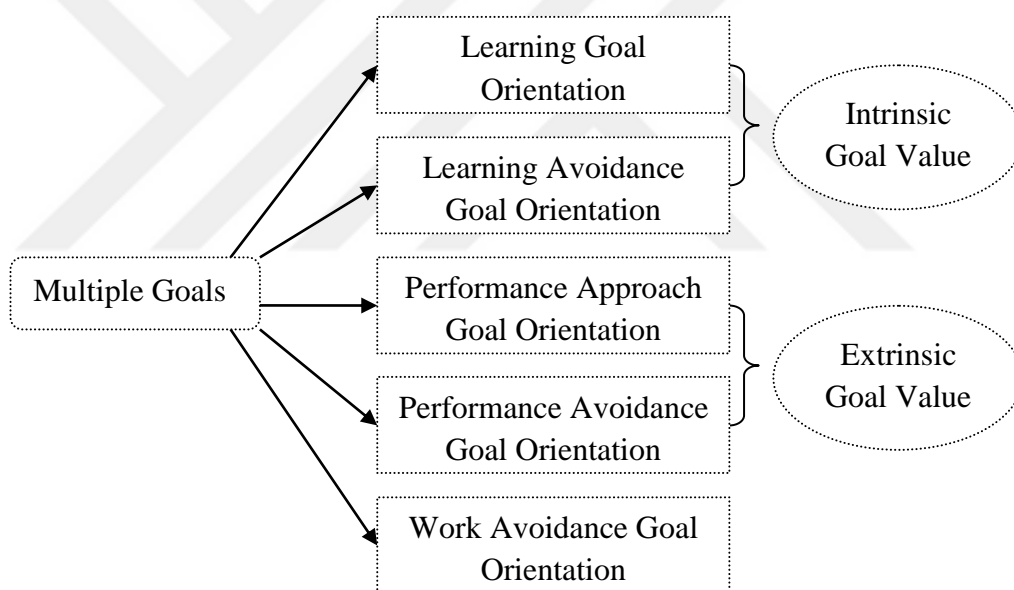
Goal Theorist	Representative Publication	Origins of Goals	Theoretical Model	Role of Performance Goals	Unique Contributions
Maehr	Maehr & Braskamp, 1986; Maehr & Midgley, 1991, 1996	Person x Situation	Two Goal: Task/ Mastery (approach); Ability/ Performance (approach)	Maladaptive to the extent that performance goals are more likely to heighten negative self-perceptions	Role of self processes, socio cultural factors in motivation
Midgley	Midgley, Middleton, & Kaplan, 2001; Maehr & Midgley, 1996	Mostly Situation	Three Goal: Mastery (approach), Performance-approach, Performance-avoidance	Maladaptive since the cost of endorsing performance goals outweighs any potential benefits	Classroom applications; Emphasis on motivational equity
Nicholls	Nicholls, 1984; 1990	Person x Situation	Two Goal: Task-involved (approach), Ego-involved (approach)	Maladaptive since performance goals are more likely to lead to ability attributions	Development of ability conceptions; Focus on motivational equity
Pintrich	Pintrich, 2000	Person	Four Goal: Mastery-approach, Mastery-avoidance, Performance-approach, Performance-avoidance	Adaptive in certain contexts if focused on out performing others	Interplay between motivation x cognition (SRL) Reintroduction of approach-avoidance distinction

2.3.2. Goal Orientation Types

Goal orientation has been developed with the framework of dichotomous, trichotomous and multiple goal orientation approaches. In consequence of mentioned approaches, in sense of contemporary and up to date; learning goal orientation, learning avoidance goal orientation, performance approach goal orientation, performance avoidance goal orientation, work avoidance goal orientation and multiple goals have emerged.

Figure 3
Goal Orientation Types

(Dweck & Leggett, 1988:256; Ames, 1992: 262; (Harackiewicz et al., 2002: 640); (Sloan, 2007: 4); Wentzel & Wigfield, 2009: 88)



2.3.2.1. Learning Goal Orientation

Learning goal orientation appears as the preliminary goal orientation type within the range of goal orientation approaches. Even though learning goal orientation has been used under several names like task involvement and mastery approach, it stands its place as learning goal orientation in many current researches, articles and theses. Leadingly, Nicholls (1984: 331) presents the characteristics and description of learning goal orientation as following; learning goal orientation aspires

to develop or master the skill and its level intrinsically. As it will be seen subsequent citations and remarks that learning goal orientation centres to development of skill or competence. Along with similar lines, Dweck and Leggett (1988: 256) maintain that learning goals are related with improving competence and follow as learning goal oriented individuals pursuit impulsive tasks, search ways of facing obstacles and they are wistful for keeping up hard assignments (Dweck & Leggett, 1988: 257). This persistence mainly is the consequence of intrinsic motivation feature of learning goal orientation. In furtherance of foregoing claims, when learners face off challenging assignments or obstacles, they do not have failing sense; in contrast they try to solve the problems by means of their effort, “engaged in extensive solution-oriented self instruction and self monitoring” and “they also instructed themselves to exert effort or to concentrate and monitored their level of effort or attention” (Dweck & Leggett, 1988: 258; Linnenbrink & Pintrich, 2000: 200; Anderman & Midgley, 1997: 270). These explanations give indication of learning goal oriented individuals’ own regulation towards learning, skill or competence development. Additionally, Ames and Archer (1988: 60) enlarge the context of learning goal orientation by mentioning the learning goal orientation as importance is given to improving newly acquired skills and Ames (1992: 262) redefined learning goal orientation as “developing new skills, trying to understand work, improving level of competence or achieving a sense of mastery based on self referenced standards”. From another aspect learning goal orientation is affected by “self” features of learners and individuals. In relation to that Wolters, Yu and Pintrich (1996: 2012) suggest “a learning goal orientation has been linked to positive motivational beliefs such as more adaptive attributional patterns and higher levels of self-efficacy and perceived competence”, Meece and Anderman (2006: 490) comment about the standard, hardship and relevance of assignments are the predictor of achievement which is interpreted by means of “self-improvement”. That is to say, characteristics of assignments, tasks or goals have a deep effect upon the success of learning goal oriented individuals. In the wake of previous expressions, learning goal oriented individuals perceive that wielding exertion on difficult tasks is a means of improvement for individual sufficiency (Radosevich, Allyn & Yun, 2007: 28).

According to Wentzel and Wigfield (2009: 88) mastery or learning goal oriented learners use “intrinsic goal value and personal standards”, engage to an assignment as “How can I do it?”, “learn from errors by focusing on process”. For learning goal oriented individuals; “uncertainty is challenging, they seek accurate information about ability and emphasize effort” (Wentzel & Wigfield, 2009: 88).

Consequently, learning goal orientation is the regulator of developing one’s own ability, competence or gaining a new skill. For more general meaning, “mastery goal orientation can be said to refer to a purpose of personal development and growth that guides achievement-related behaviour and task-engagement” (Kaplan & Maehr, 2007: 142).

2.3.2.2. Learning Avoidance Goal Orientation

The notion of learning avoidance goal orientation can be used interchangeably with mastery avoidance goal orientation like learning (mastery) goal orientation. Roughly; learning avoidance goal orientation can be defined as individuals’ wishes to refrain losing out their competencies, abilities and misapprehensions (King & McInerney, 2014: 43). Despite the fact that learning goal orientation is grounded on mastering competence, skill and ability, learning avoidance goal orientation is based on “focusing on avoiding misunderstandings, not learning, not mastering tasks; use of standards of not being wrong, not doing it incorrectly relative to task” (Linnenbrink & Pintrich, 2000: 200). In compliance with this statement, learning avoidance goal orientation can be observed more among older individuals when compared younger ones, and as an example; when adults come to learn how to use computer they may restrict their computer use, because of making mistake and doing something incorrect (Linnenbrink & Pintrich, 2000: 201; Elliot & Thrash, 2001: 146). In educational settings after attaining target success, if learners are not ready or not capable of overcoming the definite tasks or assignments, they may hinder themselves; shrink away developing their competence by reason of fear of failure and losing already skills. In a sense, insufficiency perception provokes individuals to abstain from “achievement task” (Was, 2006: 532). Extended examples in other areas are presented below.

“In mastery avoidance goal construct, competence is defined in terms of the absolute requirements of the task or one’s own pattern of attainment and incompetence is the focal point of regulatory attention. Striving to avoid misunderstanding or failing to learn course material, striving no to make error in business transaction, striving not to miss a free throw in a basketball game, striving to avoid leaving a crossword puzzle incomplete, striving not to forget what one has learned and striving not to lose one’s physical or intellectual capabilities” (Elliot & McGregor, 2001: 502).

In psychological and cognitive aspect, learning avoidance goal orientation may be utilized by individuals as a means of averting tool for impairment of their “skills and abilities” (Elliot, 1999: 181); additionally “mastery-avoidance goals may also be oft-employed regulatory tools for those who feel they have a bad memory and, in compensatory fashion, focus on not forgetting what studied or learned” (Elliot & Thrash, 2001: 146).

Characteristics of Learning Avoidance Goal Oriented Individuals: In respect to Wentzel and Wigfield (2009: 88) learning avoidance oriented individuals; switch from continuum to result, abstain from evil-speaking attitudes, accentuate olden skills and for them mistakes are the sign of non - fulfilment and obscurity is menacing.

2.3.2.3. Performance Approach Goal Orientation

Performance approach goal orientation is grounded on the assessment of the ability relative to others (Was, 2006: 553). Namely, performance approach or (ego-involvement) goal orientation reflects a center upon performing high competence comparison to other individuals, seeking ways of being better than others and use of social comparison norms to estimate the degree of skills and proficiency (Meece & Anderman, 2006: 490). Different names and labels are used to describe performance approach goal orientation. For instance performance, ability and ego-involved aims have been used to define the goals that focus on the self, or performance relative (Pintrich, 2000: 95).

Although, in learning goal orientation utilization of self standards and intrinsic motivation can be observed, for performance goal orientation there are comparisons of competence among community members and social criterion references. Being successful and performing the required tasks take the highest priority no matter how a person is competent. Also, as for Dweck and Leggett (1988:

256), Elliot and Church (1997: 218) in performance goals, people are interested in getting positive attitudes about their competence. By staying within the same consistency, Anderman and Midgley (1997: 270) remark that “when students are oriented to performance goals, they engage in academic work to demonstrate or prove their competency or to avoid the appearance of lack of ability relative to others”. Hereof, Nicholls (1984: 329) speculate that for testing the capability one has to compare performance and deftness of others by means of “external or self-evaluative perspective” and so performance approach goal orientation is implemented to situations where individuals look for ways to show their competence in the severalized perception. Naturally as Nicholls (1984: 330) mentioned before performing the required ability or competence, individuals must see “what they can master and whether this implies their end”.

Characteristics of Performance Approach Goal Oriented Individuals: As regards to Linnenbrink and Pintrich (2000: 200) the features of performance approach goal oriented individuals are “focus on being superior, besting others, being the smartest, best at task in comparison to others, use of normative standards such as getting best or highest grades, being top or best performer in class”. Moreover, for performance approach oriented learners tentativeness is menacing, mistakes are the signs of failure; they look for smarmy judgements, “emphasize present ability” and make use of normative principles (Wentzel & Wigfield, 1999: 88).

2.3.2.4. Performance Avoidance Goal Orientation

Performance avoidance goal orientation can be referred as learners’ aims of abstaining from negative interpretations that regard their abilities and prove of inability (Matos et al., 2007: 57). Similarly, Elliott and Thrash (2000: 145) declare that “a performance avoidance goal represent striving not to do worse than others”. Following, Seifert and O’Keefe (2001: 82) described performance avoidant students as individuals that constantly abstain from exerting effort to do best, “do only minimum necessary to get by and avoid challenging tasks”.

When performance avoidance goal orientation is compared to performance approach goal orientation, it can be concluded that there is avoidance from performing an action due to the fact that learners may fail completing the task. From

the view point of self features of learners and competence, performance avoidance goal orientation is based on learners perceiving themselves as deficient of competence and so desire to abstain from demonstration of achievements which affirm their deprivation of competence (Elliot & Harackiewicz, 1996: 462; Was, 2006: 534). In respect thereof Elliot (1999: 180) professes the view that in research literature “performance avoidance goals have been found to be related with low self-efficacy, anxiety, avoidance of help-seeking, self handicapping strategies and low grades”. As discussion is partly related to our thesis problem, the quotation which is given below can ensure satisfying information for research.

“When students view themselves as lacking ability and hold an entity view of intelligence they determine their self-worth based on their competence. These students often base their sense of competence on their last grade and never truly build a sense of self-efficacy. In order to protect their self-worth they begin to adopt failure-avoiding strategies. These strategies include weak efforts, avoiding academic risks, setting unrealistically high or low goals, claiming not to procrastinate. Although these individuals adopt these handicapping goals, their ensuing failure is consequently attributed to a lack of ability. In the end the failure-avoiding strategies adopted to protect the student’s sense of self-worth (Was, 2006: 534).

Characteristics of Performance Avoidance Goal Oriented Individuals: Performance avoidance goal oriented individuals focalise abstaining from shoddiness, not being seen as silly when compared to others and “use of normative standards of not getting the worst grades, not being lowest performer in class” (Linnenbrink & Pintrich, 2000: 200).

2.3.2.5. Work Avoidance Goal Orientation

Work avoidance goal orientation has come forward to research domain in recent times in comparison with other learning, learning avoidance and performance approach/avoidance goals. Prelusively, Ames and Archer (1988: 260) characterised work avoidance goal orientation as “achieving success with little effort”. Decades after this assertion, King and McInerney (2014: 43) proffered that work avoidance goal orientation is founded on getting accomplishment by making little or minimum effort and abstaining from difficult tasks. On a side note they defined the term of

“achievement” for work avoidance goal oriented learners as “minimal work expenditure and not on any measure of competence”. With general expressions, work avoidance goal orientation pertains to reach attainment or goal by exerting least effort and avoiding from challenging tasks.

As part of work avoidance goal orientation as cited from Sloan (2007: 4) there are four reasons “failure-avoidant, learned helpless, passive-aggressive and no reason” that result in work avoidance (Covington, 1984). As for Sloan (2007: 4) a learner may be work avoidant because of his or her past failures that causes avoidance from failures and learned helpless and a learner can use his or her competence standards so can decide whether approach to work or not. At this point an individual or learner may have the opinion of that there is no need of exerting surplus energy for the task. For sure in other direction, they may be too motivated and think that they can easily overcome to situation or task. From the sociological sense, as to Sloan (2007: 5) by reason of “passive-aggressive mechanism” (Seifert, 2004) if a learner is “wronged or harmed by their teacher due to a past experience, in an attempt to thwart the teacher’s plans and disrupt the classroom environment, such students choose to not cooperate through not completing work”.

Characteristics of Performance Avoidance Goal Oriented Individuals: A detailed study which was carried out by Sloan (2007) over work avoidance goal orientation edifices about characteristics of work avoidant learners. Work avoidant learners have two types of efforts. The first category learners may seen as if they put effort for the task, however they do not have actually and second one they put effort for minimizing the work that is required for completing the task (Sloan, 2007: 25). From the emotional aspect, work avoidant learners are directed negative emotions, dislikes and anger by the others in the classroom in addition to work avoidant learners’ conflictions with their fellows and instructors (Sloan, 2007: 25-28). Work avoidant learners have disrepute fame in educational settings and they are perceived as annoying as they hinder classroom; in addition to their deprivation of social interaction and “low level of competence” (Sloan, 2007: 27).

2.3.2.6. Multiple Goals

In literature scholars have argued the employment of achievement goals in educational settings. Smith and Sinclair (2005: 56) enounce that instead of utilization of single achievement goal, some argues the adoption of multiple goal processes that are related to self features of individuals. Multiple goals are considered as either the application of achievement goals by one by for specific situations or use of more than one of them even if they are considered only as mastery or performance goals. Regarding the context of the multiple goals for achievement goal theory it can be seen that there are two distinct approaches.

Firstly, *buffering hypothesis* regards “either a personal mastery goal or a mastery oriented classroom context will buffer the negative effects of endorsing personal performance approach goals or working in a performance - oriented context” and secondly *matching hypothesis* suggests that “classroom contexts that match students’ personal goal orientations are most beneficial in that they will support students’ goal” (Linnenbrink & Pintrich, 2005: 198). It can be concluded that the previous hypothesis sets forth the use or orientation of mastery or performance goals alone will allow individuals to meet their personal goal follow - ups. However, later one accentuates that classroom environment that meets learners’ personal goals can support individuals’ aims.

Secondly, Harackiewicz et al., (2002: 640) described four models to pose the advantage of multiple goal orientation instead of sole goal orientation. As for Harackiewicz et al., (2002: 640) the first model *additive goal pattern* “mastery and performance-approach goals have independent, positive effects on an educational outcome, resulting in positive main effects for both mastery and performance-approach goals on a single outcome”, second model *interactive goal pattern* “above and beyond main effects, mastery and performance- approach goals interact, resulting in a positive Mastery Performance-Approach Goal interaction effect on a single outcome”, the third model *specialised goal pattern* “rather than promoting the same educational outcomes, mastery and performance-approach goals affect different outcomes” and last model in *selective goal pattern* “individuals focus on the achievement goal that is most relevant at a particular point of time”. Herewith, based

on goal orientation types and models that are expressed above, individuals can develop or have distinct features of goal orientations; even they can make use of multiple goals together with work avoidance goal orientation no matter how they are not mentioned in the context of multiple goals, utilization of optimal goal pattern can gain favour learners to pursuit their goal orientations.

2.3.3. Teacher Goal Orientation

In spite of the fact that the application and together with studies of goal orientation theory to social and other areas has begun early, surveys in educational settings which concern teachers' goal orientations, more particularly EFL/ESL teachers goal orientation ones are scarce. Therefore, in this part of literature review apart from EFL teachers' learning goal orientation studies, other teaching professions' researches will be taken into consideration. In today's context teachers' learning goal orientation can be referred as goal of teachers to improve their professional abilities and competences (Nitsche et al., 2013: 273).

In one example for Turkish context, correlation between pre-service EFL student teachers' achievement behaviours and goal orientation was studied by Tercanlioglu (2004: 34) and according to this research; pre-service EFL teachers mostly accentuated on learning goal orientation and all, it has positive relation with language attainment; yet negative correlation with work abstention. The results of this study may indicate that work avoidance goal orientation can be a reflection of a feature of extrinsically motivated learners. For sure, there must be adequate study to confirm this foresight. Over the structures of teachers' goal orientation especially to estimate intrinsic and extrinsic features, Malmberg (2006: 67-70) conducted two studies, comprising totally 230 teacher applicants with 114 student teachers and explored that learning (mastery) goal orientation predicted intrinsic motivation and student teachers' faculty entrance scores. When it is compared to previous anecdotes in the first part of literature review, the result of aforementioned study contradicts with performance approach goal orientation as it is related to extrinsic motivation and exam scores. In thereafter research it was aimed whether entrant student teachers' learning goal orientations are consistent with their self regulatory strategies and will power for learning (Bembenutty, 2010: 10). Pursuant to the findings of the

study, learning goal orientation is apparently related to “self regulation, outcome expectation and intrinsic motivation (Bembenutty, 2010: 10). From the point of teaching practices relation with goal orientation, two studies including 350 teachers declared that learning goal orientation predicted “good instructional practices”, “the more teachers felt successful when they have learnt something new” and additionally it was concluded that learning goal orientation is related to intrinsic motivation and psychologically a conversing element against teacher burnout (Retelsdorf, Butler, Streblow, & Schiefele, 2010: 30-42). In terms of individual differences on goal orientation, focus of audit and academic achievement of candidate teachers within Turkish context -in his research comprising 270 candidate teachers who get education in varying fields of Education Faculty- Buluş (2011: 529) concluded that learning goal orientation of candidate teachers is positively associated to focus of audit and academic achievement.

In a longitudinal study aiming to detect whether there is any change in prospective teachers’ goal orientation was conducted by Fasching, Dresel, Dickhäuser and Nitsche (2010: 9). The study including 130 prospective teachers from a variety of branches like Mathematics, Technology, Biology, English, Physics, Religious Education and Physical Education revealed that throughout two years pre-service course time learning goal orientation together with performance approach and performance avoidance goal orientations developed (Fasching, et al., 2010: 29). The interactions and consistencies among goal orientations can be clearly observed by examining the result of the abovementioned study except work avoidance goal orientation. The research involved 224 teachers and concerned the relationship between further training and professional development of teachers. Their goal orientation preferences and sick days were carried out by Nitsche, et al., (2013: 274). Their research utilised the numbers of attended courses and mentioned sick days. According to results of the study; learning goal oriented teachers showed more positive attitude towards more training in addition to “less occupational strain and fewer sick days” (Nitsche, et al., 2013: 276).

For Turkish context, one of the researches that aims to determine motivational preferences and structures of EFL instructors through goal orientation projection and consisting of 61 English instructors from various universities concluded that Turkish EFL instructors demonstrated “high degree of mastery goal orientation” and “negative correlation between mastery goal orientation and work avoidance goal orientation” (Demiröz & Yesilyurt, 2012: 1). Within the context of relationship between teaching practices and pre-service teachers’ goal orientations, a comparatively inquiry and composing of 125 elementary and 175 secondary school teachers, was carried out in Western Canada (Daniels, Frenzel, Stupnisky, Stewart, & Perry, 2013: 396). The study demonstrated that personal goal orientations predict classroom goal structures, learning goal orientations are consistent with classroom mastery goal structures and “mastery-approach goals positively predicted classroom mastery goals much more strongly at the elementary than the secondary level elementary” additionally “pre-service teachers had significantly higher latent mean scores on personal mastery approach goals than their secondary counterparts” (Daniels et al., 2013: 396).

Grounded on the roles of teachers’ goal orientations and theories of intelligence the mentioned research which collected data from 209 teachers searched “how teachers’ achievement goals for teaching and implicit theories of their students’ intelligence are associated with the goal structures that they create in their classrooms” (Shim, Cho, & Cassady, 2013: 84). Similar to previous studies the research disclosed positive effect of learning goal orientation over classroom mastery goal structure (Shim et al., 2013: 84). Moreover, from the values projection, study inquiring possible relationship teachers’ goal orientations and values and involved 102 Australian high school teachers from seven schools (Pudelko & Boon, 2014: 14). In respect to mentioned study, “mastery approach goals were positively correlated with openness to change and self transcendence values, performance approach goals with self enhancement values and conformity” (Pudelko & Boon, 2014: 14).

Gender and Grade Relation to Goal Orientations of Teachers: There are studies concerning teachers’ (learning) goal orientation and its association with some

other variables like gender and grade. The first study in this section was conducted by Chan, Lai, Leung and Moore (2002: 28) and their study aimed to determine whether achievement goal orientations of pre-service teachers are related to their gender and electives. The research involved 473 student teachers and revealed that there is little variation between males' and females' learning goal orientation (Chan et al., 2002: 28). Secondly, from Indian context the research comprising 282 prospective secondary teachers was conducted by Dixit (2012: 1). Aiming to specify secondary prospective teachers' level of learning goal orientation and its relation to gender, the research showed that secondary teachers' level of learning goal orientation is moderate and there is significant learning goal orientation difference between genders (Dixit, 2012: 1). In another study consisting of second and fourth grade 292 girls, 155 boys and investigating the relationship between self-efficacy and goal orientations of candidate teachers in addition to other variables as gender, grade and departments indicated that girls' learning goal orientations are higher than boys and learning goal orientations of second and fourth grade candidate teachers are close to each other (Ozkal, Demirtaş, Kasap Sucuoğlu & Güzeller, 2014: 218).

In the light of investigated and mentioned researches above, there is not a consistency among the results. According to results of the studies for some, there are differences from the aspect of gender and grade in learning goal orientation levels; yet for the other studies this is not the situation. When demographic variables are taken into consideration, especially gender is highly changeable factor, more study is needed to have consistent results to determine goal orientation and gender association.

CHAPTER 3

3. METHODOLOGY

3.1. Introduction

Chapter 3 comprises the research design, the population and sampling, the data collection instruments, the data collection process together with the data analysis procedures and techniques in addition to the results of the pilot study.

3.2. Research Design

The study, investigating relationship among English self efficacy, academic achievement and goal orientation of EFL pre-service teachers is a non experimental quantitative correlation research (Fraenkel & Wallen, 2006: 328). Within the basic context, correlation research is the study which aims to find out “the relationship among two or more than two variables and finding clues about causative conclusions” (Büyüköztürk et al., 2014: 15). Correlation researches can be referred as associational studies and in these mentioned researches; relationship among variables is investigated without interfering them (Fraenkel & Wallen, 2006: 328). In associational researches, if there is a relationship among variables, the degree and aspect of this relation is determined by means of numerical analysis (Simon & Goes, 2011: 1).

In detail, “Non experimental quantitative research is to provide a complete description of a specific situation or phenomenon or to describe the size and direction of relationships among variables” (Christensen, et al., 2011: 44). In associational or correlation research together with null hypothesis, positive or negative relationships could be possible.

For positive relationship, the values of two variables move in the same direction (Christensen, et al., 2011: 409). That’s to say, “as the value of one variable increases, so does the value of increase or conversely, as the value of one variable decreases, the value of other variable also decreases” (McMillan & Schumacher, 2006: 170). However, in negative correlation “values of two variables tend to move in opposite directions” (Christensen, et al., 2011: 409). “High values of one variable

are associated with low values of second variable” and this type of relationship can be named as inverse relationship, too (McMillan & Schumacher, 2006: 25, 170).

3.3. Population and Sampling

“A sample is a set of elements taken from a larger population; it is a subset of the population” (Christensen, et al., 2011: 150). Based on the purpose of the study - exploring the relationship among English language self efficacy, academic achievement and teacher goal orientation of EFL pre-service teachers- the research was conducted in ELT department of Dokuz Eylül University in İzmir/Turkey. As the grade distinction will be taken into consideration, participants who agreed to participate in the research voluntarily were selected with reference to stratified random sampling. In stratified random sampling “the population is divided into mutually exclusive groups called strata, and then a random sample is selected from each of the groups” (Christensen, et al., 2011: 154). These sub-strata or groups are divided on the basis of variables like gender, age, location, or level of education. (McMillan & Schumacher, 2006: 122).

According to information, gathered from student affairs, there are 495 pre-service EFL teachers for all graders in English Language Teaching Department during 2015 – 2016 education terms (1st n=125, 2nd n=120, 3rd n=132, and 4th n=118). However, there are 233 participants in the study, (2nd n=82, 3rd n=75, and 4th n=76) composed 172 female and 61 males. Within the % 95 level of confidence, this sample size is enough for conducting a quantitative research, according to (Krejcie & Morgan, 1970: 680). Descriptive statistics of the pilot and study participants were given in Table 3 and Table 4.

Table 3
Participants of the Pilot Study and Descriptive Statistics

	Frequency	Percent	Cumulative Percent
Female	41	61.2	61.2
Male	26	38.8	100
Total	67	100	

Table 4
Participants of the Study and Descriptive Statistics

		Frequency	Percent	Cum. Percent
Second Grades	f	62	75.6	35.2
	m	20	24.4	
		82		
Third Grades		51	72	32.2
		24	28	
		75		
Fourth Grades		59	77.6	32.6
		17	22.4	
		76		
Total		172	75.1	
		61	24.9	
	total	233	100	100

3.4. Data Collection Instruments

In the research, two questionnaires and GPA's were used for data collection. In that sense, "the questionnaire is a self report data collection instrument that is filled out by research participants" (Christensen, et al., 2011: 56). The first questionnaire QESE was designed to determine the English Language Self Efficacy perceptions of individuals (Wang et al., 2013: 32) and secondly TGOQ for teachers' goal orientation perceptions (Nitsche, et al., 2011: 580).

3.4.1. Questionnaire of English Self Efficacy

The original QESE was developed to measure English Language Self Efficacy perceptions of Korean English Language Learners in his thesis by Wang (Wang et al., 2013: 32).(See appendix A). The QESE consists of four language sub skills (Listening, Speaking, Reading and Writing), with seven point likert which ranges from 1 (I am totally unable to do this), 2 (I am unable to do this), 3 (I am possibly unable to do this), 4 (I am possibly able to do this), 5 (I am basically and in

principle able to do this), 6 (I am able to do this) and 7 (I am able to do this well). The QESE has 32 items and these items try to measure how a person can achieve the given tasks in definite contexts by utilising English. Language Self Efficacy items that regard sub skills, comprises listening (1. 3. 9. 10. 15. 22. 24. 27), speaking (4. 6. 8. 17. 19. 20. 23. 30), reading (2. 12. 16. 21. 25. 26. 29. 32), for writing (5. 7. 11. 13. 14. 18. 28. 31). Overall internal consistency reliability of QESE is .96 Cronbach's Alpha (Wang et al., 2013: 32). As for sub skills, internal consistency coefficients for original scale are listening .88, speaking .92, reading .82 and writing .89. Descriptive statistics which are used to describe or summarize the research data were presented in the Table 5 (Christensen, et al., 2011: 391).

Table 5
Item Specialities, Point Classifications and Cronbach's Alpha Reliability
Coefficients for QESE

Sub Skills	Item Numbers	Range	Cronbach's α
Listening	8	8-56	.88
Speaking	8	8-56	.92
Reading	8	8-56	.88
Writing	8	8-56	.89
Overall Scale	32	32-224	.96

QESE was developed by Wang in USA. For the application of QESE to Turkish context some regulations were implemented. These implementations are limited to cultural and contextual aspects. Based on participants' culture and educational characteristics items in original scale;

Item number 3: Because of the fact that participants do not leave in USA, the word "American" in the item of "Can you understand American TV Programs (in English)?" was deleted and it was turned into "Can you understand TV Programs (in English)?"

Item number 10: So as to adopt cultural elements to the scale, word of "Korea" was deleted and "Turkey" added to original item in addition to "e.g. TRT

World”. “Can you understand English-language TV Programs made in Korea?” was adapted as “Can you understand English-language TV Programs made in Turkey?” (E.g. TRT World)

Item number 29: Similar to item number 10, phrase of “on Korean culture” was deleted. “Can you understand English articles on Korean culture?” was shortened as “Can you understand English articles?”

After the application of modifications to the QESE, it was applied in the pilot study to first grade participants.

3.4.2. Teacher Goal Orientation Questionnaire

Teachers’ Goal Orientation Questionnaire was developed by Nitsche, et al., (2011) in order to determine goal orientation perceptions by acquiring data from 495 teacher trainers and 224 teachers (See Appendix C). Developed as a reflection of motivational processes, TGOQ is composed of learning goal orientation, performance approach goal orientation, performance avoidance goal orientations and work avoidance goal orientation sub scales (See Appendix B). TGOQ has 36 items and prepared as five likert type, from strongly disagree (1), disagree (2), undecided (3), agree (4), to strongly agree (5).

Furthermore, all sub scales can be evaluated in three sub categories as pedagogical, content and pedagogical – content. The overall internal validity of questionnaire is .89. Descriptive statistics for TGOQ were presented in Table 6.

Table 6
Item Specialities, Point Classifications and Cronbach's Alpha Reliability
Coefficients for TGOQ

Sub Scales	Item Numbers	Range	Cronbach's α
Learning Goal Orientation	9	9-45	.78
Performance Approach Goal Orientation	12	12-60	.89
Performance Avoidance Goal Orientation	12	12-60	.85
Work Avoidance Goal Orientation	3	3-15	.79
Overall Scale	36	180	.89

3.5. Data Collection Procedure

Data collection procedure of the research consists of two sections. The first section is for the application of pilot study, which is carried out to see how applicable and reliable the data collection tools for the research and second section of data collection includes authentic data for research. Pilot study was conducted to check the features of data collection tools in research domain. "A pilot study is a run-through of the entire experiment with a small number of participants" (Christensen, et al., 2011: 277). After the required permissions obtained, first grade learners of ELT department were chosen as pilot study participants, because their GPAs were not cumulated wholly. Then each four class (1A, 1B, 1C and 1D) were paid visits and they were informed about the pilot study. Participation to pilot study was voluntary, so; confidentiality of the responses was ensured. Each questionnaire was handed out to four classrooms in the same week but different days because of their schedule. They did not write their names on the questionnaires out of school numbers and gender. After filling out process, the questionnaires were gathered and results of pilot study are given in Chapter 3. As the indicator of academic achievement, participants' GPAs were obtained from student affairs.

Following the analysis of pilot study and after checking reliabilities of data collection tools, questionnaires were administered to second, third and fourth grade participants of ELT department in Dokuz Eylül University in spring term of 2015 -

2016 education term. As the same process in pilot study, the researcher went to the classrooms which were determined previously according to education program. Participants were explained that it was a scientific research and confidentiality of responses was provided by voluntary participation. Filled out questionnaires were collected after the process.

3.6. Data Analysis Procedures and Techniques

Data analysis procedure was conducted via SPSS 21 program. Before the application of the tests, distributions of the research data for each variable of participants were calculated. For inferential parametric statistics or normally distributed data One-way ANOVA (One-way Analysis of Variance), post hoc comparisons and t tests were used (McMillan & Schumacher, 2006: 287). “In inferential statistics, the goal is to go beyond the immediate set of data and to infer characteristics of populations based on sample data” (Christensen, et al., 2011: 391). Additionally, meaningfulness of statistical analysis was tested at .01 and .05 Alpha levels. “Alpha level is the point at which one would reject the null hypothesis and accept the alternative hypothesis” (Christensen, et al., 2011: 432).

Pearson Correlation was used to determine the possible inter-correlations among English self efficacy, teacher goal orientations and participants' GPA, which were all numerical and scale format. “Correlation coefficient is the typical convention is to calculate a number to represent the relationship” (McMillan & Schumacher, 2006: 171) and it is “a numerical index ranging from -1.00 to + 1.00 that indicates the strength and direction of the linear relationship between two variables” (Christensen, et al., 2011: 407). Scheffe Homogeneity test was another test to determine whether the data distributed uniformly or not in three or more groups. “Homogeneity is the degree to which a set of items measures a single constructor trait” (Christensen, et al., 2011: 147).

After Scheffe was conducted, Oneway ANOVA was carried out to see whether variables of the research showed significant differences between groups. “ANOVA is used to compare two or more group means for statistical significance and more specifically it is used when you have one quantitative dependent variable

and one categorical independent or predictor variable” (Christensen, et al., 2011: 441). “ANOVA allows the researcher to test the differences between all groups and make more accurate probability statements than using a series of separate t tests” (McMillan & Schumacher, 2006: 301). As in this study “ANOVA must be followed up with post hoc tests to determine which of the means are significantly different” (Christensen, et al., 2011: 442).

In next step Post Hoc test was used to see in which or for which group variables show meaningful differences. “Post hoc, posterior, follow up, and multiple comparison tests are used to indicate the means are different from each other” (McMillan & Schumacher, 2006: 302).

Lastly, t-test was used to reveal significant variable differences between two sub-groups in the research. “T test is a formula that generates a number and this number is used to determine the probability level of rejecting the null hypothesis for determining the level of significance when two means are compared” (McMillan & Schumacher, 2006: 297).

3.7. Results of the Pilot Study

The questionnaires used in the research as data collection tool have some arrangements. However, these arrangements are only limited to the cultural aspects of questionnaire items. However, to see whether the questionnaires are reliable or not, Cronbach’s Alpha Reliability Coefficients were calculated. “Reliability refers to the consistency of measurement the extent to which the results are similar over different forms of the same instrument or occasions of data collection” (McMillan & Schumacher, 2006: 183) and “it should be strong and positive ($> .70$) to indicate strong consistency” (Christensen, et al., 2011: 143).

Subsequently after the application of questionnaires to the first grades in pilot study, Cronbach’s Alpha Reliability Coefficients for overall and sub-scales of QESE and TGOQ occurred highly reliable. Cronbach’s Alpha Reliability Coefficients for overall and sub-scales for questionnaires were illustrated in the Table 7 and 8.

Table 7
Cronbach's Alpha Reliability Coefficients for QESE

Sub Scales	Item Numbers	Cronbach's α
Listening	8	.902
Reading	8	.859
Writing	8	.875
Speaking	8	.886
Receptive Skills	16	.930
Productive Skills	16	.939
Overall English Self Efficacy	32	.963

As it is seen in Table 7, Cronbach's Alpha Reliability Coefficients are for listening $\alpha_1=.902$, reading $\alpha_2=.859$, writing $\alpha_3=.875$, speaking $\alpha_4=.886$, receptive skills $\alpha_5=.930$, productive skills $\alpha_6=.939$ and overall English self efficacy $\alpha_7=.963$ ($\alpha_1, \alpha_2, \alpha_3, \alpha_4, \alpha_5, \alpha_6, \alpha_7 > .7$). Additively, "Internal consistency reliability refers to the consistency with which items on a test or research instrument measure a single construct" (Christensen, et al., 2011: 144). These results show that questionnaires have high internal consistency to be used as data collection tool in research ($\alpha > .7$).

Cronbach's Alpha Reliability Coefficients in pilot study (.895) show that TGOQ used as second data collection tool in research is highly reliable ($\alpha > .7$). Item numbers and Cronbach's Alpha Reliability Coefficients for TGOQ are indicated in Table 8.

Table 8
Cronbach's Alpha Reliability Coefficients for TGOQ

Sub Scales	Item Numbers	Cronbach's α
Learning Goal	9	.831
Performance Approach	12	.939
Performance Avoidance	12	.904
Work Avoidance	3	.837
Overall Teacher Goal Orientation	36	.895

Considering the Table 8, reliability coefficients calculated for learning goal $\alpha_1=.801$, performance approach $\alpha_2=.939$, performance avoidance $\alpha_3=.904$, work avoidance $\alpha_4=.837$ and overall TGOQ $\alpha_5=.895$. ($\alpha_1, \alpha_2, \alpha_3, \alpha_4, \alpha_5 > .7$) The data express the high internal consistency of the mentioned questionnaire and application of it as well ($\alpha > .7$).



CHAPTER 4

4. RESULTS

4.1. Introduction

This chapter presents the results and analysis of QESE, TGOQ and GPA to see the relationship among English self efficacy, teacher goal orientation, and academic achievement in terms of gender and participants' grades. Results were arranged via eight research questions to reveal inter-correlations among variables.

The first question investigates the relationship between English self efficacy and teacher goal orientation both in their entireties and sub-dimensional levels. Following, second question investigates the relation of English self efficacy and academic achievement. Additionally, teacher goal orientation and academic achievement relation was investigated in the third question of the research. Within the context of grade variable, fourth and fifth questions look for significant differences between English self efficacy and grade, as well teacher goal orientation respectively. As for last variable of the research, differences for gender - English self efficacy, teacher goal orientation and academic achievement were analyzed in sixth, seventh and eighth questions in order.

The inter-relations between variables, descriptive statistics for English self efficacy, teacher goal orientation and academic achievement are presented in Table 9. According to Table 9, means for overall English self efficacy is 5.92, for teacher goal orientation 3.35 and all participants have 2.75 GPA in average.

Table 9
Descriptive Statistics for English Self Efficacy, Teachers' Goal Orientation and GPA

	Mean	Std. Deviation	N
1. Listening	5.69	.770	
2. Reading	5.96	.689	
3. Writing	5.97	.646	
4. Speaking	6.08	.720	
5. Receptive Skills	5.83	.681	
6. Productive Skills	6.02	.644	
7. Overall English Self Efficacy	5.92	.631	233
8. Learning	4.46	.440	
9. Performance Approach	3.06	.883	
10. Performance Avoidance	2.98	.653	
11. Work Avoidance	2.69	.909	
12. Teachers' Goal Orientation	3.35	.477	233
13. GPA	2.75	.360	233

4.2. Results for Research Question 1

In this part of the research, correlation between English self efficacy and teacher goal orientation is investigated. In addition to main variables, relations among sub-variables (listening, reading, writing, speaking, receptive and productive skills for English Self Efficacy and learning, performance approach, performance avoidance and work avoidance for Teacher Goal Orientation) were analyzed.

Q1: Is there a meaningful relationship between English self efficacy and goal orientations of EFL pre-service teachers?

So as to define the relationship between English self efficacy and teacher goal orientations of pre-service EFL teachers, Pearson Correlation analysis was applied and results were submitted in the Table 10.

Table 10
Pearson Correlation Coefficients for English Self Efficacy and Teachers’
Goal Orientation

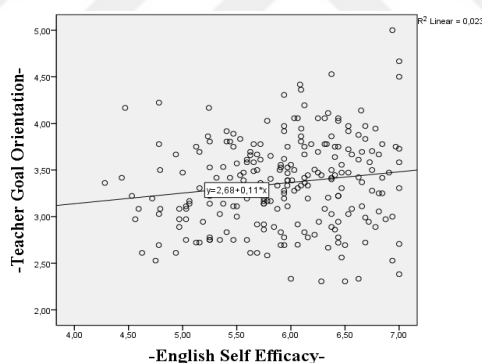
	1.	2.
1. English Self Efficacy	1	
2. Teachers’ Goal Orientation	.151*	1

* $p < 0.05$, $N = 233$

* Correlation is significant at the 0.05 level (2-tailed).

Results of the analysis show that there is a positive correlation between English self efficacy and goal orientations of teachers in their entireties ($r = .151$, $p < .05$). Correlation chart of this analysis are presented in Figure 4 as well.

Figure 4
Relationship between English Self Efficacy and Teacher Goal
Orientation



Relationships among sub-variables of English self efficacy and teacher goal orientations were investigated in three dimensions.

So as to find out the relationships between overall teacher goal orientation and sub-skills of English self efficacy, Pearson Correlation Analysis was utilized and results were given in Table 11.

Table 11
Pearson Correlation Coefficients for English Sub-Skills' Self Efficacy
and Teachers' Goal Orientation

	1	2	3	4	5	6	7
1. Listening							
2. Reading	.741**						
3. Writing	.684**	.788**					
4. Speaking	.693**	.707**	.780**				
5. Receptive Skill	.941**	.925**	.785**	.750**			
6. Productive Skill	.730**	.790**	.937**	.950**	.812**		
7. Goal Orientation	.138*	.126	.140*	.133*	.142*	.145*	

* $p < 0.05$, ** $p < 0.01$, $N = 233$

* Correlation is significant at the 0.05 level (2-tailed).

** Correlation is significant at the 0.01 level (2-tailed).

According to Table 11, except for reading self efficacy, there are positive relationships between overall teacher goal orientation and sub-skills of English self efficacy. At this point, correlation coefficients were computed as of listening ($r = .138$, $p = .035$, $p < .05$), writing ($r = .140$, $p = .032$, $p < .05$), speaking ($r = .133$, $p = .042$, $p < .05$), receptive skills ($r = .142$, $p = .030$, $p < .05$) and productive skills ($r = .145$, $p = .027$, $p < .05$). However, there is not a relationship between reading self efficacy and teacher goal orientation ($r = .126$, $p = .054$, $p > .05$). Correlation charts of mentioned analysis are presented in Figure 5, Figure 6, Figure 7, Figure 8 and Figure 9.

Figure 5: Listening &TGO

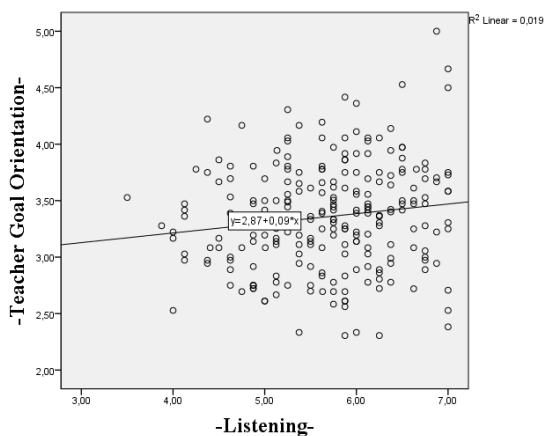


Figure 6: Writing &TGO

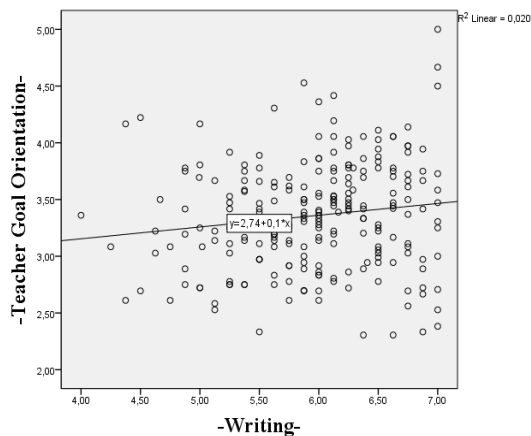


Figure 7: Speaking &TGO

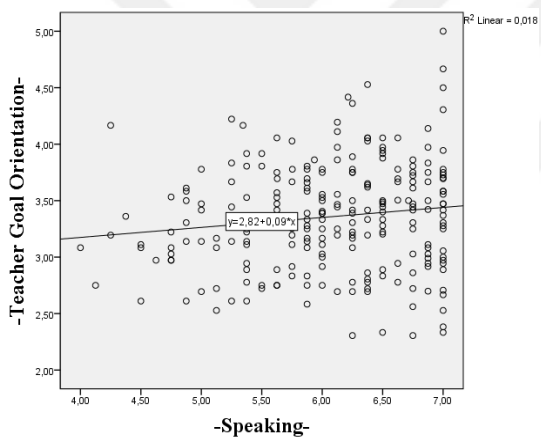


Figure 8: Receptive Skills &TGO

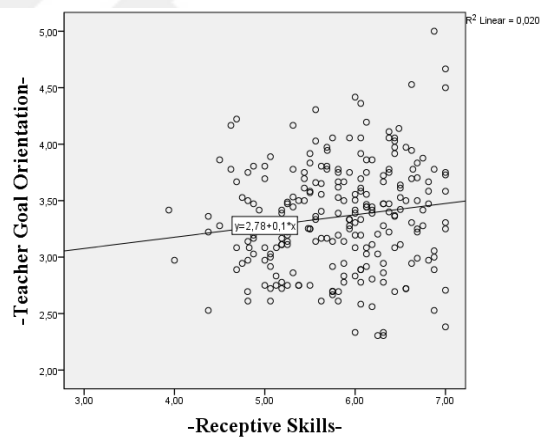
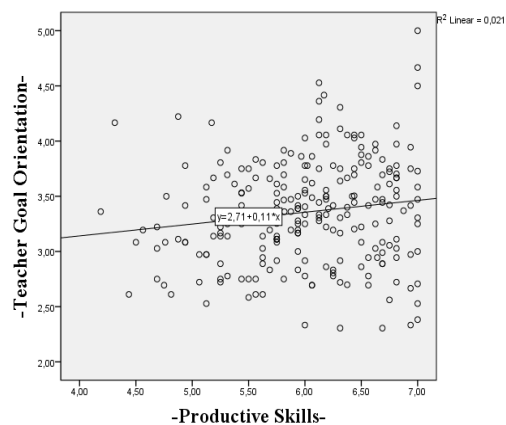


Figure 9: Productive Skills &TGO



Correlations between overall English self efficacy and sub-goals of teacher goal orientation were analyzed by means of Pearson Correlation Analysis and results were given in the Table 12.

Table 12
Pearson Correlation Coefficients for English Self Efficacy and Sub-Scales of Teachers' Goal Orientation

	1	2	3	4	5
1. English Self Efficacy					
2. Learning Goal	.371**				
3. Performance Approach	.121	.047			
4. Performance Avoidance	-.16	0.22	.457**		
5. Work Avoidance	-.15	-.24	.156*	.198*	

** $r < 0.01$, * $r < 0.05$, $N = 233$

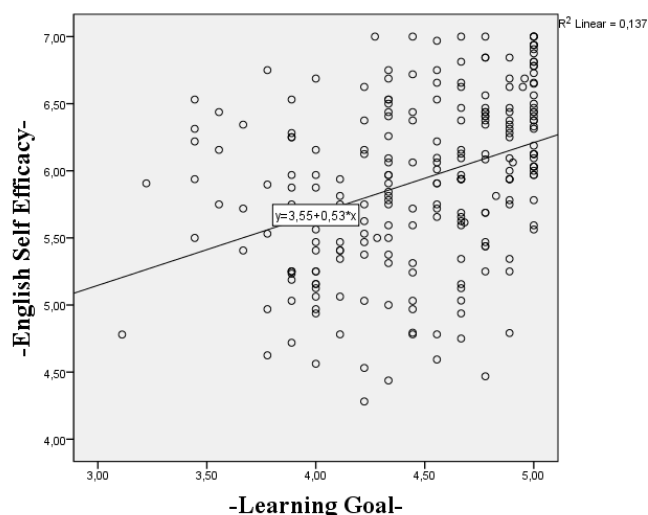
* Correlation is significant at the 0.05 level (2-tailed).

** Correlation is significant at the 0.01 level (2-tailed).

As specified in Table 12, intermediate level positive relationship can be observed between learning goal orientation and Overall English Self Efficacy ($r = .371$, $p = .00$, $p < .01$). On the other hand, there is not any relationship with other variables; performance approach ($p = .65$, $p > .05$), performance avoidance ($p = .81$, $p > .05$) and work avoidance ($p = .82$, $p > .05$). Learning goal and English self efficacy chart are shown in the Figure 10.

Figure 10

Learning Goal and English Self Efficacy Relationship



Relationships between sub-skills of English self efficacy and sub-goals of teacher goal orientation were analyzed by means of Pearson Correlation Analysis and results were given in the Table 13.

Table 13

**Pearson Correlation Coefficients for English Sub-Skills' Self Efficacy
and Sub-Scales of Teachers' Goal Orientation**

	Listening	Reading	Writing	Speaking
Learning Goal	.297**	.365**	.292**	.370**
Performance Approach	.129*	.100	.128	.076
Performance Avoidance	-.14	-.23	-.15	-.05
Work Avoidance	-.25	-.57	.04	.025

* $p < 0.05$, ** $p < 0.01$, N=233

* Correlation is significant at the 0.05 level (2-tailed).

** Correlation is significant at the 0.01 level (2-tailed).

Based on the results in Table 13, medium - level positive relationships are seen between learning goal and all sub-skills of English self efficacy; for listening ($p < .01$, $r = .297$), reading ($p < .01$, $r = .365$), writing ($p < .01$, $r = .292$), speaking ($p <$

.01, $r = .370$). Together with learning goal relation, performance approach relation with listening self efficacy can be inferred from the results ($p = .49$, $p < .05$, $r = .129$). Nevertheless, there are no other correlations among sub-skills of English self efficacy and sub-goals of teacher goal orientations ($p > .05$). Correlation charts for learning goal & self efficacy of English sub-skills and performance approach & listening self efficacy are shown in the Figure 11, 12, 13, 14 and 15.

Figure 11: Learning Goal &Listening

Figure 12: Learning Goal &Reading

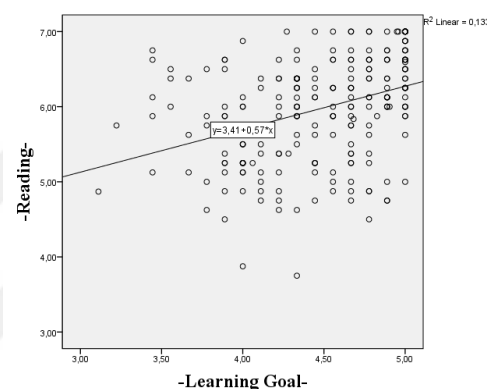
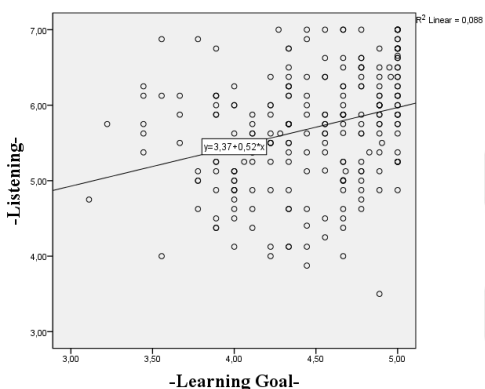


Figure 13: Learning Goal &Writing

Figure 14: Learning Goal &Speaking

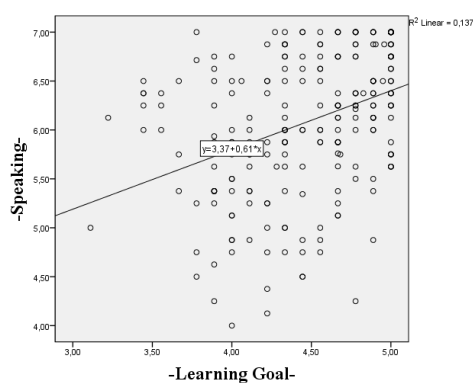
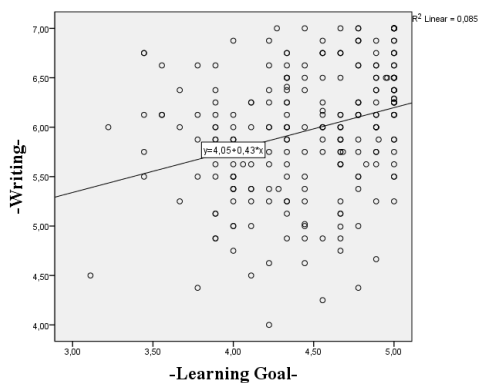
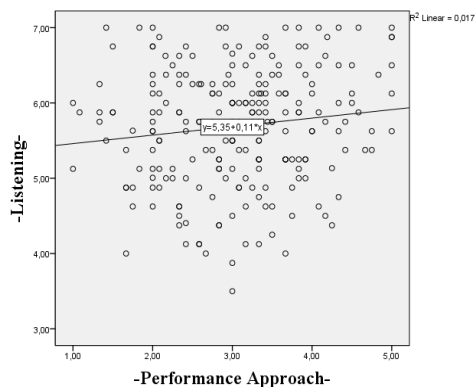


Figure 15
Performance Approach & Listening Relationship



4.3. Results for Research Question 2

Q2: Is there a significant relationship between English self efficacy and academic achievement of EFL pre-service teachers?

Relationships between English self efficacy and academic achievements of pre-service EFL teachers were analyzed both at the level of language skills and overall English self efficacy. On the purpose of revealing these relations, Pearson Correlation Analysis was used and results were given in the Table 14.

Table 14
Pearson Correlation Coefficients for Overall English, Self Efficacy of
English Sub-Skills and Academic Achievement

	1	2	3	4	5	6	7	8
1. GPA								
2. Listening	.090							
3. Reading	.176**	.741**						
4. Writing	.159*	.684**	.788**					
5. Speaking	.202**	.693**	.707**	.780**				
6. Receptive Skill	.140*	.941**	.925**	.785**	.750**			
7. Productive Skill	.192**	.730**	.790**	.937**	.950**	.812		
8. Overall Eng.	.174**							

* $p < 0.05$, ** $p < 0.01$, $N = 233$

* Correlation is significant at the 0.05 level (2-tailed).

** Correlation is significant at the 0.01 level (2-tailed).

Considering the results in Table 14, positive relationships can be mentioned between overall English self efficacy, including language skills and academic achievement of participants as GPA, except listening skill. English self efficacy, being a variable of this research question, correlation coefficients for GPA are listed for reading ($p = .007$, $p < .01$, $r = .176$), writing ($p = .015$, $p < .05$, $r = .159$), speaking ($p = .002$, $p < .01$, $r = .202$), receptive skills ($p = .033$, $p < .05$, $r = .140$), productive skills ($p = .000$, $p < .01$, $r = .192$) and overall English self efficacy ($p = .008$, $p < .01$, $r = .174$). However, just as stated before, there is no correlation between listening self efficacy and GPA's of participants ($p = .090$, $p > .05$). Associational charts are presented in Figures 16, 17, 18, 19, 20 and 21.

Figure 16: GPA & Reading

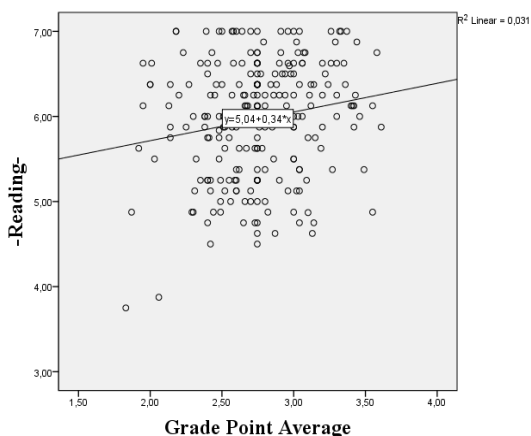


Figure 17: GPA & Writing

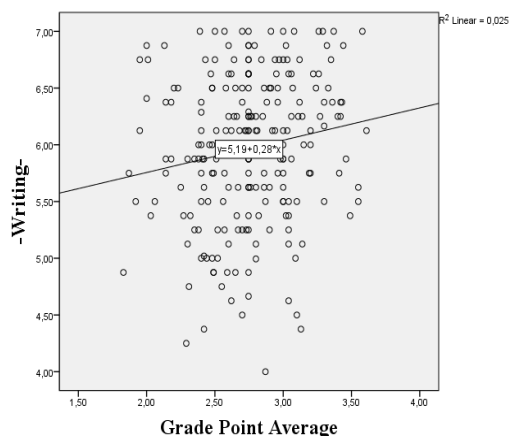


Figure 18: GPA & Speaking

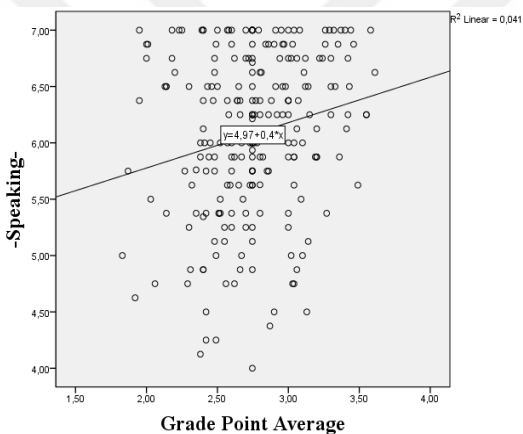


Figure 19: GPA & Receptive Skills

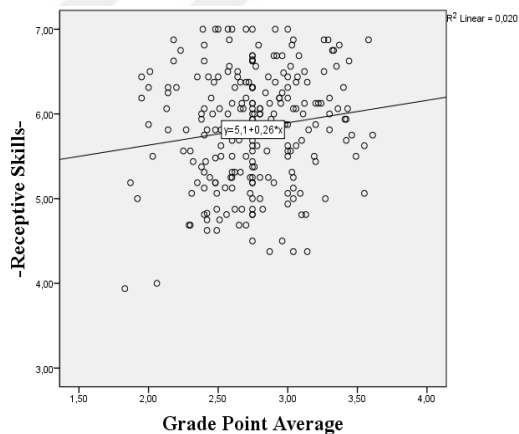


Figure 20: GPA & Productive Skills

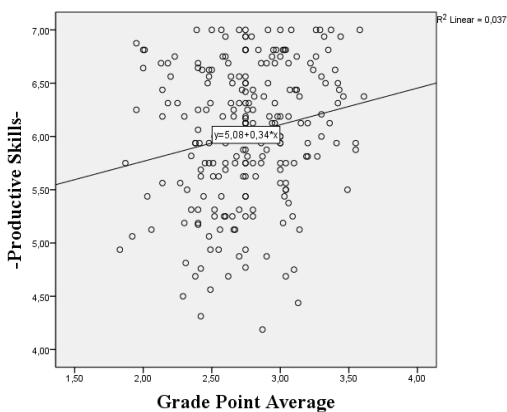
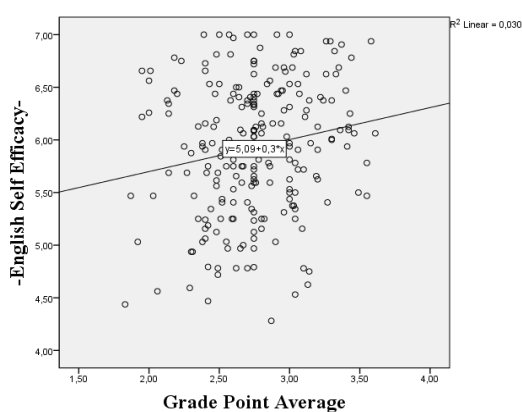


Figure 21: GPA & English Self Efficacy



4.4. Results for Research Question 3

Q3: Is there a significant relationship between teacher goal orientation and academic achievement of EFL pre-service teachers?

Relationships between goal orientations of participants and their academic achievement were analyzed via Pearson Correlation and results were given in below.

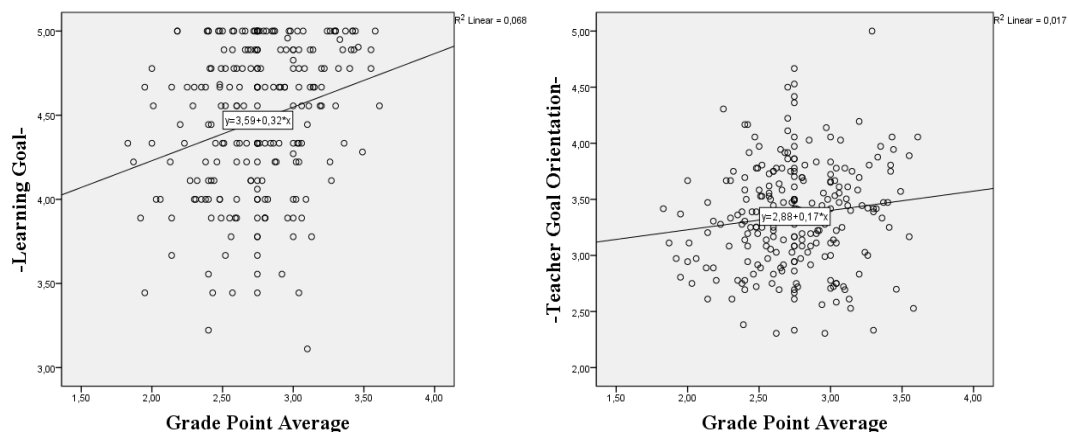
Table 15
Pearson Correlation Coefficients for Teachers' Goal Orientation and GPA

	1	2	3	4	5	6
1. GPA						
2. Learning Goal	.261**					
3. Performance Approach	.047	.047				
4. Performance Avoidance	.079	.022	.457**			
5. Work Avoidance	.032	-.24	.156*	.198**		
6. Teacher Goal Orientation	.130*					

* $p < 0.05$, ** $p < 0.01$, $N = 233$

Based on the results in Table 15, positive relationship can be mentioned between overall Teacher Goal Orientation and GPA, in addition to learning goal orientation sub-goal of teacher goal orientation. Correlation coefficients for overall Teacher Goal Orientation and GPA are ($p = .047$, $p < .05$, $r = .130$), and for learning goal orientation and GPA ($p = .000$, $p < .01$, $r = .261$). When results are examined thoroughly, in terms of academic achievement as a variable, only overall teacher goal orientation and learning goal orientation relationships are available. Correlation charts are presented in Figure 22 and 23.

Figure 22: Learning Goal & GPA **Figure 23: Overall Teacher Goal & GPA**



4.5. Results for Research Question 4

Q4: Do pre - service EFL teachers' English language self efficacy and goal orientations show significant differences in terms of grade?

As expressed before in chapter III, 233 pre-service EFL teachers participated in the research in total. On the purpose of revealing the possible differences, at first, Scheffe Homogenous test was carried out before the application of Oneway ANOVA. Afterwards, to see which language sub-skill self efficacy shows significant difference in terms of participants' grades, Post Hoc Tests were applied.

Before the application of Oneway ANOVA, in order to see the homogeneity of data (self efficacy of English sub-skills-listening, reading, speaking, writing, receptive and productive skills) with regards to participants' grades, Scheffe Homogenous test was applied and results were submitted in the Table 16.

Table 16
Scheffe Homogenous Subsets Results for Learner Grades and English
Self Efficacy

	Grades	Sig.(p)
Listening	Second Grades	.241
	Third Grades	
	Fourth Grades	
Reading	Second Grades	.484
	Third Grades	
	Fourth Grades	
Speaking	Second Grades	.156
	Third Grades	
	Fourth Grades	
Writing	Second Grades	.413
	Third Grades	
	Fourth Grades	
Receptive Skills	Second Grades	.560
	Third Grades	
	Fourth Grades	
Receptive Skills	Second Grades	.231
	Third Grades	
	Fourth Grades	
Overall English Self Efficacy		.346

$p > 0.05$

According to Scheffe Homogenous Test results, it can be clearly seen that all sub-skills' self efficacy of English are uniformly distributed for all grades. Listening ($p = .241$, $p > .05$), reading ($p = .484$, $p > .05$), speaking ($p = .156$, $p > .05$), writing ($p = .413$, $p > .05$), receptive skills ($p = .560$, $p > .05$), and productive skills ($p = .231$, $p > .05$) and overall English self efficacy ($p = .346$, $p > .05$). Due to data distribution is homogenous, to find out whether sub-skill differs meaningfully from the point of participants' grades or not, Oneway ANOVA applied and results were seen in the Table 17.

Table 17
ANOVA Results, English Self Efficacy in terms of Participants' Grades

		Sum of Squares	Mean Square	F	Sig. (p)
Listening	Inter Groups	1.726	.863	1.458	.235
	Within Groups	136.137	.592		
	Total	137.864			
Reading	Inter Groups	4.962	2.481	5.423	.005
	Within Groups	105.122	.457		
	Total	110.184			
Writing	Inter Groups	3.786	1.893	4.673	.010
	Within Groups	93.186	.405		
	Total	96.941			
Speaking	Inter Groups	4.037	2.019	3.990	.020
	Within Groups	116.377	.506		
	Total	120.414			
Receptive Skills	Inter Groups	3.123	1.562	3.435	.034
	Within Groups	104.553	.455		
	Total	107.676			
Productive Skills	Inter Groups	3.875	1.938	4.812	.009
	Within Groups	92.615	.403		
	Total	96.490			
English Self Eff.	Inter Groups	3.467	1.733	4.481	.012
	Within Groups	88.977	.387		
	Total	92,444			

$p < 0.01$, $p < 0.05$

Considering the results, except listening self efficacy ($p = .235$, $p > .05$), all sub-skills' self efficacy of English, reading ($p = .005$, $p < .05$), writing ($p = .010$, $p < .05$), speaking ($p = .020$, $p < .05$), receptive skills ($p = .034$, $p < .05$), productive skills ($p = .009$, $p < .05$), and overall English self efficacy ($p = .012$, $p < .05$) differs meaningly with respect to participants' grades. With the intent of revealing

which sub-skills' self efficacy and to what extent English self efficacy differs significantly between participants' grades, Post Hoc Test was applied and results are seen in the Table 18.

Table 18
Post Hoc Test Results for English Self-Efficacy in terms of Grades

			Mean Difference	Sig. (p)
Listening	Second Grades	Fourth Grade	-.20908	.235
	Second Grades	Third Grades	-.10677	.686
	Third Grades	Fourth Grades	-.10232	.717
Reading	Second Grades	Fourth Grade	.35002*	.006
	Second Grades	Third Grades	-.21889	.131
	Third Grades	Fourth Grades	-.13114	.493
Writing	Second Grades	Fourth Grade	-.30668*	.006
	Second Grades	Third Grades	.10886	.565
	Third Grades	Fourth Grades	.19782	.164
Speaking	Second Grades	Fourth Grade	-.31956*	.020
	Second Grades	Third Grades	.16734	.340
	Third Grades	Fourth Grades	.15223	.423
Receptive Skills	Second Grades	Fourth Grade	-.27955*	.035
	Second Grades	Third Grades	-.16283	.321
	Third Grades	Fourth Grades	-.11673	.569
Productive Skills	Second Grades	Fourth Grade	-.31312*	.009
	Second Grades	Third Grades	-.13810	.397
	Third Grades	Fourth Grades	-.17502	.240
Overall English	Second Grades	Fourth Grade	-.29634*	.012
	Second Grades	Third Grades	-.15046	.320
	Third Grades	Fourth Grades	.14587	.356

r<0.01, r<0.05

According to results, presented in the Table 18, out of listening self efficacy (p = .235, p > .05), self efficacy of all English sub-skills show significant difference

in terms of participants' grades. However, all these differences are only available between second and fourth grades. On this base, there are significant differences between second and fourth grades in terms of reading ($p = .006$, $p < .01$), $p < .05$), writing ($p = .006$, $p < .01$), speaking ($p = .020$), receptive skills ($p = .035$, $p < .05$), productive skills ($p = .009$, $p < .01$), and overall English self efficacy ($p = .012$, $p < .05$).



Descriptive statistics, regarding English self efficacy beliefs in terms of participants' grades were given in Table 19.

Table 19
Descriptive Statistics, English Self Efficacy with regards to Participants' Grades

		N	Mean	Std. Deviation
1. Listening	Second Grades	82	5.59	.853
	Third Grades	75	5.69	.722
	Fourth Grades	76	5.79	.717
2. Reading	Second Grades		5.78	.760
	Third Grades		6.00	.677
	Fourth Grades		6.13	.570
3. Writing	Second Grades		5.83	.660
	Third Grades		5.94	.678
	Fourth Grades		6.14	.563
4. Speaking	Second Grades		5.92	.797
	Third Grades		6.08	.709
	Fourth Grades		6.24	.606
5.Receptive Skills	Second Grades		5.68	.758
	Third Grades		5.85	.656
	Fourth Grades		5.96	.590
6.Productive Skills	Second Grades		5.87	.685
	Third Grades		6.01	.653
	Fourth Grades		6.19	.553
Overall English Self Eff.	Second Grades	82	5.78	.680
	Third Grades	75	5.93	.633
	Fourth Grades	76	6.07	.538

Depending on the results presented in the Table 19, fourth grade participants' reading, writing, speaking, receptive, productive skills and overall English self efficacy beliefs are significantly higher than second grade participants.

For teacher goal orientation variable, in order to see the data homogeneity, which is required for the application of Oneway ANOVA, Scheffe Homogenous test was carried out and results are given in the Table 20.

Table 20
Scheffe Homogenous Subsets Results for Learner Grades and Teacher Goal Orientation

	Grades	Sig.
Learning Goal	Second Grades	.956
	Third Grades	
	Forth Grades	
Performance Approach	Second Grades	.966
	Third Grades	
	Forth Grades	
Performance Avoidance	Second Grades	.425
	Third Grades	
	Forth Grades	
Work Avoidance	Second Grades	1
	Third Grades	
	Forth Grades	
Overall Teacher Goal Orientation		.861

$p > 0.05$

According to test results, all sub-goals of teacher goal orientation are uniformly distributed. Learning goal orientation ($p = .956$, $p > .05$), performance approach ($p = .966$, $p > .05$), performance avoidance ($p = .425$, $p > .05$), and work avoidance ($p = 1$, $p > .05$). Because of the fact that data distribution is homogenous, Oneway ANOVA applied to see the differences, and results were given in Table 21.

Table 21
ANOVA Results for Participants' Grades and TGO

		Sum of Squares	Mean Square	F	Sig.
Learning Goal	Between Groups	.021	.011	.054	.947
	Within Groups	44.896	.195		
	Total	44.917			
Performance Approach	Between Groups	.067	.034	.043	.958
	Within Groups	181.163	.788		
	Total	181.230			
Performance Avoidance	Between Groups	.942	.471	1.104	.333
	Within Groups	98.083	.426		
	Total	99.025			
Work Avoidance	Between Groups	35.552	17.776	26.15	.000
	Within Groups	156.347	.680		
	Total	191.899			
Overall Goal Orientation	Between Groups	.089	.044	.193	.824
	Within Groups	52.789	.230		
	Total	52.877			

$p < 0.01$, $p < 0.05$

When the results examined, only work avoidance goal orientation shows significant difference in terms of grades ($p = .000$, $p < .01$). Nevertheless, learning goal orientation ($p = .947$, $p > .05$), performance approach goal orientation ($p = .958$, $p > .05$), performance avoidance goal orientation ($p = .333$, $p > .05$), and overall teacher goal orientation ($p = .824$, $p > .05$) do not show significant differences with regards to participants' grades. To see for which grades work avoidance goal orientation shows significant difference, Post Hoc Test applied and results are seen in the Table 22.

Table 22
Post Hoc Test Results and Multiple Comparisons, Regarding Grades of
Learners and Teachers' Goal Orientations

			Mean Diff.	Sig.
Learning Goal	Second Grades	Fourth Grades	.01941	.963
	Second Grades	Third Grades	-.00181	1
	Third Grades	Fourth Grades	-.02122	.957
Performance Approach	Second Grades	Fourth Grades	-.03515	.970
	Second Grades	Third Grades	.00219	1
	Third Grades	Fourth Grades	-.03735	.967
Performance Avoidance	Second Grades	Fourth Grades	.13385	.438
	Second Grades	Third Grades	-.00363	.999
	Third Grades	Fourth Grades	.13748	.435
Work Avoidance	Second Grades	Fourth Grades	-.46250*	.002
	Second Grades	Third Grades	.50770*	.001
	Third Grades	Fourth Grades	-.97019*	.000
Overall Goal Orientation	Second Grades	Fourth Grade	-.00079	1
	Second Grades	Third Grades	-.04138	.864
	Third Grades	Fourth Grades	.04217	.864

$p < 0.01$

As mentioned before, only work avoidance goal orientation shows significant differences in terms of participants' grades. According to results, presented in Table 23, there are significant differences between second and fourth grades ($p = .002$, $p < .01$), second and third grades ($p = .001$, $p < .01$), third and fourth grades ($p = .000$, $p < .01$). As a result, regarding the means of work avoidance goal orientations of the participants, second grade participants work avoidance goal orientations $x(2,70)$ are significantly higher than third grades $x(2,19)$; and fourth grades participants work avoidance goal orientations are the highest $x(3,16)$.

From the aspect of teacher goal orientation variable, descriptive statistics, regarding teacher goal orientations in terms of participants' grades were given in the Table 23.

Table 23
Descriptive Statistics of Teachers' Goal Orientation with regards to
Participants' Grades

		N	Mean	Std. Deviation
Learning Goal	Second Grades	82	4.47	.398
	Third Grades	75	4.47	.433
	Fourth Grades	76	4.45	.491
Performance Approach	Second Grades		3.05	.835
	Third Grades		3.04	.898
	Fourth Grades		3.08	.929
Performance Avoidance	Second Grades		3.03	.737
	Third Grades		3.03	.607
	Fourth Grades		2.89	.596
Work Avoidance	Second Grades		2.70	.890
	Third Grades		2.19	.561
	Fourth Grades		3.16	.957
Overall Teacher Goal Orientation	Second Grades	82	3.37	.526
	Third Grades	75	3.33	.431
	Fourth Grades	76	3.37	.469

Based on the results presented in Table 23 for fourth grade participants' learning goal orientation means are higher than third and second; performance approach goal orientation means of fourth grades are higher than second grades and second grades means are higher than third grades. Performance avoidance and work avoidance goal orientation variables reflect the same feature that is fourth ones are higher than second grades and second grades means are higher than third grades.

4.6. Results for Research Question 5

Q5: Do pre-service EFL teachers' English self efficacy, goal orientations and academic achievements show significant differences in terms of gender? In order to find out whether English self efficacy beliefs of participants differ significantly with regards to gender or not, t-test applied and the results were given in Table 24.

Table 24
T-Test Results, regarding English Self Efficacy in terms of Gender

	t-test for Equality of Means		
	t	Sig.	Mean Difference
Listening	-2.349	.020	-.27177
Reading	-1.571	.118	-.16353
Writing	-1.081	.281	-.10586
Speaking	-.834	.405	-.09107
Receptive Skills	-2.125	.035	-.21765
Productive Skills	-1.008	.315	-.09846
Overall English Self Efficacy	-1.659	.099	-.15806

p<0.05

On the basis of the results in Table 24, English self efficacy differs significantly only for listening self efficacy ($p = .020$, $p < .05$), and receptive skills' self efficacy ($p = .035$, $p < .05$). However, there are no significant differences for reading self efficacy ($p = .118$, $p > .05$), writing self efficacy ($p = .281$, $p > .05$), speaking ($p = .405$, $p > .05$), productive skills ($p = .315$, $p > .05$) and overall English self efficacy. In this conjuncture, taking account of the data means, listening and receptive skill self efficacy beliefs of males are significantly higher than females. Descriptive statistics, regarding English Self Efficacy in terms of participants' genders were given in Table 25.

Table 25
Descriptive Group Statistics, regarding English Self Efficacy in terms of
Gender

		N	Mean	Std. Deviation
Listening	f	175	5.62	.757
	m	58	5.89	.781
Reading		175	5.92	.671
		58	6.09	.732
Writing		175	5.94	.657
		58	6.04	.609
Speaking		175	6.05	.730
		58	6.14	.689
Receptive Skills		175	5.77	.664
		58	5.99	.711
Productive Skills		175	6.00	.653
		58	6.09	.618
Overall English Self Efficacy			5.88	.625
			6.04	.640

Regarding the means of English and sub-skills of English self efficacy, it is clearly seen that listening, reading, writing, speaking, receptive and productive skills and overall English self efficacy means of male participants are higher than female participants' English self efficacy. For revealing, whether teacher goal orientations of participants show significant difference with regards to gender or not, t-test applied and the results were given in Table 26.

Table 26
T-Test Results, Regarding Gender in terms of TGO

	t-test for Equality of Means		
	t	Sig.	Mean Difference
Learning Goal	.758	.449	.05061
Performance Approach	-.752	.453	-.10083
Performance Avoidance	.812	.418	.08041
Work Avoidance	.410	.682	.05654
Overall Teacher Goal Orientation	.146	.884	.01056

According to the results presented in the Table 26, coefficients of variables are for learning goal orientation ($p = .449$, $p > .05$), performance approach goal orientation ($p = .453$, $p > .05$), performance avoidance goal orientation ($p = .418$, $p > .05$), work avoidance goal orientation ($p = .682$, $p > .05$) and overall teacher goal orientation ($p = .884$, $p > .05$). And so it is clearly seen that goal orientations of participants do not show significant difference in terms of gender factor. Descriptive statistics, regarding Teacher Goal Orientations in terms of participants' genders were given in Table 27.

Table 27
Descriptive Group Statistics, Regarding Gender in terms of TGO

		N	Mean	Std. Deviation
Learning Goal	f	175	4.48	.427
	m	58	4.43	.477
Performance Approach		175	3.03	.859
		58	3.13	.957
Performance Avoidance		175	3.02	.621
		58	2.92	.743
Work Avoidance		175	2.70	.899
		58	2.64	.945
Overall Teacher Goal Orientation			3.36	.466
			3.35	.513

Descriptive group statistics present that learning goal orientation, performance avoidance goal orientation and work avoidance goal orientation means of female participants are higher than male participants' means. However, performance approach and overall teacher goal orientation means of male participants are higher than female participants' means. In order to find out whether academic achievements of participants differ significantly with regards to gender or not, t-test applied and the results were given in Table 28.

Table 28
T-Test Results, Regarding Gender in terms of GPA

t-test for Equality of Means			
	t	Sig.	Mean Difference
Grade Point Average	2.920	.004	.15705

$p < .01$

According to the results seen in the Table 29, there is a significant difference between females and males' academic achievements ($p = .004$, $p < .01$). With regards to participants' GPAs, females' academic achievements ($x = 2,79$) are significantly higher than males' achievements ($x = 2,63$) in reference to the descriptive statistics given in Table 29.

Table 29
Descriptive Group Statistics, Regarding Gender in terms of GPA

		N	Mean	Std. Deviation
Grade Point Average	f	175	2.79	.354
	m	58	2.63	.357

4.7. Summary of the Results

Based on the all test results, there is a positive relationship between English self efficacy and goal orientations of teachers. More specifically, this relationship can be seen among sub-variables. So, except for reading self efficacy, there are positive relationships between overall teacher goal orientation and sub-skills of English self efficacy in addition to learning goal and overall English self efficacy relation. On the other hand, there is no relation with other variables; performance approach, performance avoidance and work avoidance. From another aspect within this concept, there are inter-relationships for sub-variables. Listening self efficacy is correlated with learning and performance approach goal orientation. Secondly, positive relationships can be expressed between overall English self efficacy,

including language skills and academic achievements of participants, out of listening skill.

Additionally, there are positive relationships between overall teacher goal orientation and academic achievements of participants. However, learning goal orientation as a sub-goal of teacher goal orientation is related with GPA.

Except listening self efficacy, all sub-skills' of English, reading, writing, speaking, receptive skills, productive skills and overall English self efficacy differ significantly with respect to participants' grades. English sub-skills self efficacy do not differ significantly in terms of participants' grades. Additively, fourth grade participants' reading, writing, speaking, receptive, productive skills and overall English self efficacy beliefs are significantly higher than second grade participants. Moreover, only work avoidance goal orientation shows significant difference in terms of participants' grades. Yet, learning goal orientation, performance approach goal orientation, performance avoidance goal orientation and overall teacher goal orientation do not show significant differences with regards to participants' grades. According to test results, there are significant differences between second and fourth grades, second and third grades, third and fourth grades. Considering the means of work avoidance goal orientations of the participants, second grade participants work avoidance goal orientations are significantly higher than third grades and fourth grades participants work avoidance goal orientation are the highest.

English self efficacy differs significantly only for listening self efficacy and receptive skills' self efficacy in terms of participants' gender. However, there are no significant differences for reading self efficacy, writing self efficacy, speaking, productive skills and overall English self efficacy. So, listening and receptive skill self efficacy beliefs of males are significantly higher than females. Additionally, goal orientations of participants do not show significant difference in terms of gender factor. Next, there is a significant difference between females and males' academic achievements. With regards to participants' GPAs, females' academic achievements are higher than males' GPAs.

CHAPTER 5

5. CONCLUSION

5.1. Introduction

In this chapter, based on the results of the study, conclusions regarding research questions were presented.

In the first question of the research, positive relationship between English self efficacy and goal orientations of pre-service EFL teachers was revealed. Positive correlation, found in our research between English self efficacy and teacher goal orientation can provide a basis for English self efficacy (as predictor) – teacher goal orientation interaction. From this forth, high sense of self efficacy may predict high teacher goal orientation; and by means of this interaction, pre-service EFL teachers can improve their teaching abilities (Neuville, Frenay, & Bourgeois, 2007). In addition to overall correlation between English self efficacy and teacher goal orientation, in more detail, except for reading self efficacy, listening, writing, speaking, receptive and productive skills self efficacy is positively correlated with teacher goal orientation of participants (Özkal, et al., 2014: 218; Hsieh, Sullivan & Guerra, 2007). Therefore, in the second question of the research, positive relationship between English self efficacy and academic achievements of pre-service EFL teachers was revealed. Except for listening, academic achievement is positively correlated with all sub-skills' self efficacy of English.

In the third question of the research, positive relationship between goal orientations and academic achievements of pre-service EFL teachers was discovered. In more detail, academic achievement is positively correlated with learning goal orientation. At this point when compared previous results, English self efficacy has a crucial role in relationships (Goulão, 2014; Diseth, 2011; KIRMIZI, 2015). As learning goal orientation depends on content knowledge more than performance, participants of this study may have indicated learning goal orientation more than the others.

In the fourth question of the research, it was found that English self efficacy differs significantly between only for second and fourth grade participants, out of listening self efficacy. Additionally, an increase in English self efficacy for

participants is observable. In this regard, fourth grade participants self efficacy level was found higher than second grade participants in line with previous studies (Pajares & Valiante, 1999; Külekçi, 2011). It was found that only work avoidance goal orientation differs significantly in terms of participants' grades (Was, 2006). Therefore, fourth grade participants' work avoidance goal orientations are higher than second grade; and second grade participants work avoidance goal orientations higher than third grades. The more pre-service EFL teachers acquire teaching practices, methods and activities that acquired in bachelor degree, they spread less effort on requirements. When the test results are compared, except third grade pre-service EFL teachers, second and fourth grade participants show this naturalness (Wigfield & Cambria, 2010).

In the fifth question of the research, it was discovered that only listening and receptive skills self efficacy differ significantly in terms of participants' genders. At this point male participants' self efficacy beliefs are higher than females contrary to previous studies (Kaim, 2013; Chea & Shumow, 2014). Furthermore, no meaningful difference was found between goal orientations of participants with regards to gender factor. However, when means of goal orientations are examined, performance approach, performance avoidance and work avoidance goal orientations have lower average than learning goal orientation. Moreover, female participants' GPAs were found significantly higher than male participants' GPAs. In social studies, demographic variables play an important role as predictor. As many previous study regarding academic achievement comparison in terms of gender factor, especially in Turkish contexts, in this study, females' academic achievements are significantly higher than male pre-service EFL teachers' GPAs in that vein previous studies (Dayıoğlu & Turut-Asik, 2004).

As first variable, English self efficacy of fourth grade participants is higher than third grade and third grade participants' English self efficacy is higher than second grades' means both for all sub-skills of English and over all English self efficacy. The results present that, English self efficacy of pre-service EFL teacher increases in terms of grade. When teacher goal orientation variable is investigated, second grade participants' mean is higher than third grade and both overall teacher

goal orientation and sub-skills of fourth grade participants is the highest. The results show that, goal orientation of participants does not increase in terms of grade.



CHAPTER 6

6. DISCUSSIONS AND RECOMMENDATIONS

6.1. Introduction

In this chapter discussions and recommendations were presented. Beyond the implications of this research, suggestions for further studies were mentioned additively.

6.2. Discussion of the Research question 1

Q1: Is there a significant relationship between English self efficacy and teacher goal orientations of pre - service EFL teachers?

As mentioned before mastery experiences are the sources of self efficacy (Bandura, 1977: 195). Within this context, language proficiency may be a source of language self efficacy (Tseng, 2013: 260). In line with proficiency – efficacy correlation, proficiency level may predict self-efficacy level.

Under the motivation term, teachers who are motivated to English teaching as efficacious language learners and teachers of mentioned language may exhibit positive attitudes towards teaching process. When results are investigated, if learning goal orientation and English self efficacy correlation is taken into consideration, learning goal orientation is positively correlated with listening, reading, writing, speaking and overall English self efficacy. For later studies, investigation of English self efficacy and teacher goal orientation relationship from the context, pedagogical, pedagogical - context, principal, learner, and colleague aspects could be beneficial to reveal the effects of peripheral factors. Ultimately, positive correlation between performance approach goal orientation and listening self efficacy may signify the importance of comprehension priority. This correlation may mean that if participants have a good listening comprehension, they may feel less pressure and naturally, they may improve percentage of performances as EFL teachers both in front of their learners, colleagues and principals.

6.3. Discussion of the Research question 2

Q2: Is there a significant relationship between English self efficacy and academic achievement of pre - service EFL teachers?

Positive correlation of academic achievement with all sub-skills of English self efficacy may be the result of insufficiencies in pre-bachelor for receptive skills. However positive correlation between English self efficacy and learning goal orientation may prevent pre-service teachers from dropping out and this positive correlation and may provide continuity in their academic life as instructor and expert in ELT (Multon, Brown, & Lent, 1991; Zimmerman, Bandura, & Martinez-Pons, 1992; Frank Pajares, 1996). Taken all together, pre-service EFL teachers' academic achievements are the cumulative points of many different courses in education programs. For subsequent studies within the bounds of possibilities, scores taken from tests like Teaching Knowledge Test could be used as an academic achievement variable because of its likeness to English teaching. Under the motivation term, from extrinsic and intrinsic sub-categories of motivation (Dörnyei, 1994; Zajacova, Lynch, & Espenshade, 2005), pre-service EFL teachers' motivational factors could be studied in later studies with regards to academic achievement correlation.

6.4. Discussion of the Research question 3

Q3: Is there a significant relationship between teacher goal orientation and academic achievements of pre-service EFL teachers?

If academic achievement is a good predictor for learning goal orientation, then pre-service EFL teacher can improve their contextual, pedagogical and contextual-pedagogical knowledge in broad sense; and so, this continuum could have a key role in improving one's own teaching abilities. Herein, existence of learning goal orientation as the only teacher goal orientation type that has a correlation with academic achievement may give clues to the researcher about the structure of achievement assessment (Morisano, Hirsh, Peterson, Pihl, & Shore, 2010; Coutinho, 2007). Nevertheless, in the light of results and based on positive correlation between mentioned variables, learning goal oriented individuals or pre-service EFL teachers

may show high degree of academic achievement. In this way, this process may ensure to train qualified and efficacious EFL teachers. However, there is a need to investigate the predictor role of variables both learning goal orientation and academic achievement in subsequent studies.

6.5. Discussion of the Research question 4

Q4: Do pre - service EFL teachers' English self efficacy and goal orientations show significant differences in terms of grade?

Because of the fact that there is not any English proficiency course in bachelor degree -courses are based on teaching methodologies and approaches- observation of insignificant differences for English self efficacy for participants in terms of each grade is foreseeable. Even so, within the training process pre-service EFL teachers' English self efficacy may have improved progressively. And this development can be observable for all sub-skills apart from listening self efficacy. In bachelor degree, teaching English to pre-service EFL teachers as a foreign language in four skill is a little bit out of education program. So the real reason of listening self efficacy inexistence could be participants' insufficient exposure to listening materials during high school times. For a longitudinal and comprehensive research, the percentage of receptive skills that are learners exposed in an average high school which trains their students in foreign language teaching departments can be examined in further studies to get quantitative data.

For energy and time consuming assignments, work avoidance goal orientation may approximate pre-service EFL teachers to professionalism or transform them goofing of ordinary teachers. On the other hand, only work avoidance goal orientation variance in terms of grades may denote the monolith of education curriculum for the other goal orientations. Within this juncture, abreast of goal orientations in terms of participants' genders, as in the seventh research question, could be explanatory of this relation. As further thought, in later studies, context, pedagogical, pedagogical - context, principal, student and colleague aspects of pre-service EFL teachers' goal orientations could be investigated in terms of their grades (Dresel et al., 2013b). Equal distribution of teacher goal orientations among pre-

serve EFL teachers could be the reflection of integrity of EFL teacher training program through in bachelor degree. This data may be the indication of performance avoidance, resulting from knowledge based instruction.

6.6. Discussion of the Research question 5

Q5: Do pre-service EFL teachers' English self efficacy, goal orientations and academic achievements show significant differences in terms of gender?

When English self efficacy and academic achievement positive correlation is regarded in the second research question and higher academic achievement for females in the last research question results, unexpected difference in favour of male pre-service EFL teachers could be surprising. Yet, most of testing and evaluation systems in most ELT departments in Turkey are based on content and comprehension level, rather than application, analysis and synthesis. However, in addition to content knowledge and comprehension ability, self efficacy includes performance. Expression of high sense of English self efficacy in favour of male participants may not be accounted for the lower academic achievement, even if their English self efficacy is higher than female pre-service EFL teachers. Analytical thinking abilities and other demographic factors for females, like being outnumber in classrooms may be studied in further studies.

From the aspect of goal orientation, no meaningful difference was found in terms of gender. The study reflects similar results with grade variable, except work avoidance goal orientation. No meaningful difference of goal orientation for gender may be the result of the recent existence of goal orientation in education setting. Additionally, the lack of teaching techniques and methods in bachelor curriculum together with other peripheral factors may be accounted.

Being outnumbered in favour of female pre-service EFL teachers in ELT departments and other social indicators could be the predicting factor of this difference. For further researches, when compared male participants in ELT departments the reason of high academic achievements of female participants in most studies may be studied comprehensively.

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<http://www.ef.com.tr/epi/regions/europe/turkey/>



APPENDICES

APPENDIX A: Questionnaire of English Self Efficacy

Student Number:..... Gender:.....M/F

Important: Read the following questions through carefully, and try to assess your English language competence as accurately as possible, regardless of whether you have ever had to perform the actions described or not. The questions have been conceived in order to measure your self-perceived capabilities. There are therefore no right or wrong answers. Please do not enter your name on the questionnaire. However, you should not forget your student registration number and you should answer all the questions.

1	2	3	4	5	6	7
I am totally unable to do this	I am unable to do this	I am possibly unable to do this	I am possibly able to do this	I am basically and in principle able to do this	I am able to do this	I am able to do this well

1. Can you understand stories told in English?	1	2	3	4	5	6	7
2. Can you do homework/home assignments alone when they include reading English texts?	1	2	3	4	5	6	7
3. Can you understand TV Programs (in English)?	1	2	3	4	5	6	7
4. Can you describe your university to other people in English?	1	2	3	4	5	6	7
5. Can you compose messages in English on the internet (facebook, twitter,blogs etc.)?	1	2	3	4	5	6	7
6. Can you describe the way to the university from the place where you live in English?	1	2	3	4	5	6	7
7. Can you write a text in English?	1	2	3	4	5	6	7
8. Can you tell a story in English?	1	2	3	4	5	6	7
9. Can you understand radio programs in English?	1	2	3	4	5	6	7
10. Can you understand English-language TV programs made in Turkey? E.g., TRT World	1	2	3	4	5	6	7
11. Can you leave a note for another student in English?	1	2	3	4	5	6	7
12. Can you guess the meaning of unknown words when you are reading an English text?	1	2	3	4	5	6	7
13. Can you form new sentences from words you have just learnt?	1	2	3	4	5	6	7
14. Can you write e-mails in English?	1	2	3	4	5	6	7
15. Can you understand English dialogues (audio recordings) about everyday school matters?	1	2	3	4	5	6	7
16. Can you understand messages or news items in English on the internet?	1	2	3	4	5	6	7
17. Can you ask your teacher questions in English?	1	2	3	4	5	6	7
18. Can you produce English sentences with idiomatic phrases?	1	2	3	4	5	6	7
19. Can you introduce your teacher (to someone else) in English?	1	2	3	4	5	6	7
20. Can you discuss subjects of general interest with your fellow students (in English)?	1	2	3	4	5	6	7
21. Can you read short English narratives?	1	2	3	4	5	6	7
22. Can you understand English films without subtitles?	1	2	3	4	5	6	7
23. Can you answer your teacher's questions in English?	1	2	3	4	5	6	7
24. Can you understand English songs?	1	2	3	4	5	6	7

25. Can you read English-language newspapers?	1	2	3	4	5	6	7
26. Can you find out the meanings of new words using a monolingual dictionary?	1	2	3	4	5	6	7
27. Can you understand telephone numbers spoken in English?	1	2	3	4	5	6	7
28. Can you write diary entries in English?	1	2	3	4	5	6	7
29. Can you understand English articles?	1	2	3	4	5	6	7
30. Can you introduce yourself in English?	1	2	3	4	5	6	7
31. Can you write an essay in about two pages about your lecturer in English?	1	2	3	4	5	6	7
32. Can you understand new reading materials (Time, Newsweek)	1	2	3	4	5	6	7



APPENDIX B: Teachers' Goal Orientation Questionnaire

Student Number:..... Gender:.....M/F

Important: The expressions below are related to teachers' achievement goal orientation preferences. According to your opinions choose your level of agreement for the options as **“strongly disagree, disagree, undecided, agree and strongly agree**. As this is not a test, there are no “right” or “wrong” answers. Please indicate your opinion for each statement.

N.	Scales and Items	Strongly Disagree	Disagree	Undecided	Agree	Strong Agree
1.	In the future, as teacher I wish to increasingly understand complicated class situations.					
2.	In the future, as teacher I wish to get perfectly acquainted with my subject.					
3.	In the future, as teacher I wish to really comprehend the process of knowledge transfer in my subject.					
4.	In the future, as teacher I wish to demonstrate my colleagues that I know more than the other teachers.					
5.	In the future, as teacher I wish to demonstrate my principal that I know more than other teachers.					
6.	In the future, as teacher I wish to demonstrate my students that I know more than other teachers.					
7.	In the future, as teacher I wish to demonstrate myself that I know more than others.					
8.	In the future, as teacher I wish to conceal from my colleagues when I do something less satisfying than other teachers.					
9.	In the future, as teacher I wish to conceal from my principal when I do something less satisfying than other teachers.					
10.	In the future, as teacher I wish to conceal from my students when I do something less satisfying than other teachers.					
11.	In the future, as teacher I wish not have to admit to myself when I do something less satisfying than other teachers.					
12.	In the future, as teacher I wish not to have to work too hard.					
13.	In the future, as teacher I wish to constantly deal better with critical class situations.					
14.	In the future, as teacher I wish to really comprehend the contents of my subject.					
15.	In the future, as teacher I wish to get new ideas on how to convey knowledge in my subject					
16.	In the future, as teacher I wish to show my colleagues that I deal better with critical lessons than other teachers.					
17.	In the future, as teacher I wish to show my principal that I deal better with critical lessons than other teachers.					
18.	In the future, as teacher I wish to show my students that I deal better with critical lessons than other teachers.					
19.	In the future, as teacher I wish to show myself that I deal better with critical lessons than other teachers.					
20.	In the future, as teacher I wish not to show my colleagues when I have more troubles to meet the job demands than other teachers.					
21.	In the future, as teacher I wish not to show my principal when I have more troubles to meet the job demands than other teachers.					
22.	In the future, as teacher I wish to not show my students when I have more troubles to meet the job demands than other teachers.					
23.	In the future, as teacher I wish to not have to concede to myself when I have more troubles to meet the job demands than other teachers.					
24.	In the future, as teacher I wish that the work easy.					
25.	In the future, as teacher I wish to improve my pedagogical knowledge and competence.					
26.	In the future, as teacher I wish to improve my content knowledge and competence.					
27.	In the future, as teacher I wish to improve my pedagogical-content knowledge and competence.					
28.	In the future, as teacher I wish my colleagues to realize that I teach better than other teachers.					
29.	In the future, as teacher I wish my principal to realize that I teach better than other teachers.					
30.	In the future, as teacher I wish my students to realize that I teach better than other teachers.					
31.	In the future, as teacher I wish to prove myself that I teach better than other teachers.					
32.	In the future, as teacher I wish my colleagues not to believe I would master my job less sufficient than other teachers.					
33.	In the future, as teacher I wish my principal not to believe I would master my job less sufficient than other teachers.					

34.	In the future, as teacher I wish my students not to believe I would master my job less sufficient than other teachers.					
35.	In the future, as teacher I wish not to have to object to myself I would master my job less sufficient than other teachers.					
36.	In the future, as teacher I wish to get through the day with little effort.					



APPENDIX C: Permission Request to Use Questionnaire of English Self Efficacy

From: Ertekin Kotbař [mailto:tekin3461@gmail.com]

Sent: Saturday, January 03, 2015 3:41 PM

To: Wang, Chuang (cwang15@uncc.edu)

Subject: Permission for the questionnaire.

Dear Chuang Wang,

I am a M.A student from Dokuz Eylöl University in Turkey, writing my thesis titled "Relationship among English Language Self Efficacy, Academic Achievement and Goal Orientation of English as Foreign Language (EFL) Pre-service Teachers" under the direction of my thesis committee chaired by Prof.Dr. Leyla Harputlu. I would like to get your permission to use the questionnaire titled "Questionnaire of English Self-Efficacy (QESE)" in my research study. I would like to use and print your survey under the following conditions:

**I will use this survey only for my research study and will not sell or use it with any compensated or curriculum development activities.*

**I will include the copyright statement on all copies of the instrument.*

If these are acceptable terms and conditions, please indicate so by signing one copy of this letter and returning it to me either through e-mail: tekin3461@gmail.com

Sincerely,Ertekin KOTBAř

Gönderen: Wang, Chuang <cwang15@uncc.edu>

Alıcı: Ertekin Kotbas <tekin3461@gmail.com>

Tarih: 4 Ocak 2015 17:35

Konu: RE: Permission for the questionnaire

Dear Ertekin,

Thank you very much for your interest in the questionnaire (QESE) that I developed. Yes, you have my permission to use it. Please let me know if you have any questions or need more references to it. I will be glad to help.

Chuang Wang, Ph.D.

Associate Professor of Educational Research

Department of Educational Leadership

University of North Carolina at Charlotte

9201 University City Blvd., Charlotte, NC 28223

Phone: [\(704\) 687-8708](tel:(704)687-8708)

APPENDIX D: Permission Request to Use Teachers' Goal Orientation Questionnaire

Gönderen: Ertekin Kotbaş <tekin3461@gmail.com>

Alıcı: sebastian.nitsche@uni-mannheim.de,
oliver.dickhaeuser@uni-mannheim.de,
markus.dresel@phil.uni-augsburg.de,
michaela.fasching@phil.uni-augsburg.de

Tarih: 3 Ocak 2015 23:37

Konu: Permission for the Questionnaire.

Dear S.Nitsche, O.Dickhaeuser, M.Dresel and M.Fasching,

I am a M.A student from Dokuz Eylul University in Turkey, writing my thesis titled "Relationship among English Language Self Efficacy, Academic Achievement and Goal Orientation of English as Foreign Language (EFL) Pre-service Teachers" under the direction of my thesis committee chaired by Prof.Dr. Leyla Harputlu. I would like to get your permission to use the questionnaire titled "Teachers' Goal Orientation Questionnaire (TGOQ)" in my research study. I would like to use and print your survey under the following conditions:

**I will use this survey only for my research study and will not sell or use it with any compensated or curriculum development activities.*

**I will include the copyright statement on all copies of the instrument.*

If these are acceptable terms and conditions, please indicate so by signing one copy of this letter and returning it to me either through e-mail: tekin3461@gmail.com

Sincerely, Ertekin KOTBAŞ

Gönderen: Sebastian Nitsche <sebastian.nitsche@uni-mannheim.de>

Alıcı: Ertekin Kotbaş <tekin3461@gmail.com>,
oliver.dickhaeuser@uni-mannheim.de,
markus.dresel@phil.uni-augsburg.de,
michaela.fasching@phil.uni-augsburg.de

Tarih: 5 Ocak 2015 13:08

Konu: RE: Permission for the questionnaire

Dear E. Kotbaş,

Thank you for your interest in our questionnaire. Given that you properly cite the corresponding article in your publications, you are free to use our Teachers Goal Orientation Questionnaire for scientific puposes.

Best regards

Sebastian Nitsche

Dr. Sebastian Nitsche
Lehrstuhl für Pädagogische Psychologie
Universität Mannheim
D - 68131 Mannheim
Telefon: [+49 621 181-2210](tel:+496211812210)
[Mail:sebastian.nitsche@uni-mannheim.de](mailto:sebastian.nitsche@uni-mannheim.de)

APPENDIX E: Permission to Conduct the Study

T.C.
DOKUZ EYLÜL ÜNİVERSİTESİ
EĞİTİM BİLİMLERİ ENSTİTÜSÜ MÜDÜRLÜĞÜ
Yabancı Diller Eğitimi Ana Bilim Dalı Başkanlığı

TELEFON NO: 58032125/ 329
TARİHİ: 24.12.2015
KONU: Tez Uygulaması Hk.

DOKUZ EYLÜL ÜNİVERSİTESİ
EĞİTİM BİLİMLERİ ENSTİTÜSÜ MÜDÜRLÜĞÜNE

Gö: Enstitü Müdürlüğü'nün 22.12.2015 tarih ve 2330 sayılı yazısı.

Üniversitemiz Eğitim Bilimler Enstitüsü İngiliz Dili Eğitimi Anabilim Dalı Öğretmenliği Yüksek Lisans Programı öğrencisi Ertakin KOTBAŞ'ın tez çalışması kapsamında tez çalışması için Enstitümüz İngiliz Dili Eğitimi Anabilim Dalımızda tez uygulaması yapma isteği değerlendirilerek uygun görülmesiyle uygun görülmüştür.

Bilgilerinizi ve gereğini arz ederim.

Prof. Dr. Talat AKASLAN
Yabancı Diller Eğt.Anabilim Dalı Başkanı

Adres: Kurum Caddesi 135 Sokak No.5 35150 Buca / İZMİR Tel.: 0- 232 - 4204882-4204883-4204884-4204885-4204886-4204887 - 4204598 - 4207602 - 4400808 - 4409609 - 4409611 - 4409612 - 4409613 - 4409615 - 4201472 Fax.: 0-232-4409610 - 0-232-4409610
web: www.deu.edu.tr/egitim e-mail: egitim@deu.edu.tr

APPENDIX F: Thesis Originality Report



DOKUZ EYLÜL ÜNİVERSİTESİ EĞİTİM BİLİMLERİ ENSTİTÜSÜ YÜKSEK LİSANS/DOKTORA TEZ ÇALIŞMASI ORJİNALLİK RAPORU



Tarih:23/08/2017

Tez Başlığı:

Relationship Among English Language Self Efficacy, Academic Achievement and Goal Orientation of English as Foreign Language (EFL) Pre-Service Teachers (İngilizce Öğretmen Adaylarının İngiliz Dili Öz Yeterliği, Akademik Başarısı ve Hedef Yönelimleri Arasındaki İlişki)

Yukarıda başlığı belirtilen tez çalışmamın a) Kapak sayfası, b) Giriş, c) Ana bölümler ve d) Sonuç kısımlarından oluşan toplam 111 sayfalık kısmına ilişkin, 22/08/2017 tarihinde **tez danışmanım tarafından** Dokuz Eylül Üniversitesi Kütüphane ve Dokümantasyon Daire Başkanlığı'nın sağladığı İntihal Tespit Programından (**Turnitin-Tez İntihal Analiz Programı**) aşağıda belirtilen **filtreleme tiplerinden biri**(uygun olanı işaretleyiniz) uygulanarak alınmış olan orijinallik raporuna göre, tezimin **benzerlik oranı % 14 tür**.

- <http://www.kutuphane.deu.edu.tr/tr/turnitin-tez-intihal-analiz-programi/> adresindeki Tez İntihal Analiz

Programı Kullanım Kılavuzunu okudum **Filtreleme Tipi 1(Maksimum %15)** **Filtreleme Tipi 2(Maksimum %30)**

- Kabul/Onay ve Bildirim sayfaları hariç,
- Kaynakça hariç,
- Alıntılar dâhil,
- Altı (6) kelimedenden daha az örtüşme içeren metin kısımları hariç.

- Kabul/Onay ve Bildirim sayfaları hariç,
- Kaynakça dâhil,
- Alıntılar dâhil.

EK 1- İntihal Tespit Programı Raporu LK SAYFA Çıktısı EK 2- İntihal Tespit Programı Raporu (Tümü) Cd İçinde

Dokuz Eylül Üniversitesi Eğitim Bilimleri Enstitüsü Tez Çalışması Orijinallik Raporu Uygulama Esasları'nı inceledim ve yukarıda belirtilen azami benzerlik oranlarına göre tez çalışmamın herhangi bir intihal içermediğini; aksinin tespit edileceği muhtemel durumda doğabilecek her türlü hukuki sorumluluğu kabul ettiğimi ve yukarıda vermiş olduğum bilgilerin doğru olduğunu beyan ederim.

Gereğini saygılarımla arz ederim.

Adı Soyadı: Ertekin KOTBAŞ**Öğrenci No: 2014950096****Anabilim Dalı: Yabancı Diller Eğitimi****Programı: İngilizce Öğretmenliği****Statüsü: Yüksek Lisans** Doktora **ÖĞRENCİ DANIŞMAN**

Ertekin KOTBAŞ 23.08.2017

Prof.Dr. Leyla HARPUSLU 23.08.2017

Açıklamalar

1: Bu formu teslim etmeden önce sizden istenen bilgileri uygun kutucuğu () işaretleyerek doldurunuz.

Kullanıcı şifre vb. konusunda sorun yaşanması durumunda Üniversitemiz Merkez Kütüphanesinde bulunan Turnitin yetkilisine (Ali Taş Tel: +90 (232) 3018026 veya ali.tas@deu.edu.tr) başvurunuz.

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