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**THE IMPACT OF ACADEMIC GOAL MOTIVES ON LANGUAGE  
LEARNING STRATEGIES**

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**APPROVAL****REPUBLIC OF TURKEY  
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**DEDICATION**

*To all my students who make me feel blessed to be a teacher.  
To the memory of my beloved grandfather, Dursun KUZGUN.*

## ETHICS DECLARATION

Name & Surname: Nurbanu Ebru KUZGUN

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I hereby declare that;

I prepared this master thesis in accordance with Çağ University Institute of Social Sciences

Thesis Writing Directive,

I prepared this thesis within the framework of academic and ethics rules,

I presented all information, documents, evaluations and findings in accordance with scientific ethical and moral principles,

I cited all sources to which I made reference in my thesis,

The work of art in this thesis is original,

I hereby acknowledge all possible loss of rights in case of a contrary circumstance. (in case of any circumstance contradicting with my declaration)

13.06.2022

Nurbanu Ebru KUZGUN

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**ABSTRACT****THE IMPACT OF ACADEMIC GOAL MOTIVES ON LANGUAGE  
LEARNING STRATEGIES****Nurbanu Ebru KUZGUN****Master Thesis, Department of English Language Education****Supervisor: Dr. Senem ZAIMOĞLU****June 2022, 89 pages**

Goals drive individuals to perform better by providing them with focus and direction. For this reason, it is essential to emphasize learners' academic goals and their goal sources in the EFL context. The primary aim of this mixed study is to determine EFL students' academic goal motives and examine them in terms of the demographic variables, gender, and the university type they study. This study also investigates the impact of EFL learners' academic goal motives on their use of language learning strategies. The data were collected through Personal Information Form, Oxford's (1990) Strategy Inventory for Language Learning, Academic Goal Motives Scale (Pasban & Narafsan, 2020) and a semi-structured interview. A total of 253 (155 females, 98 males) students studying at preparatory schools in Bitlis, Denizli, İstanbul, and Samsun participated in the study. In the quantitative section, the data were analyzed using the Independent Sample t-test, MANOVA, Pearson Correlation, and Regression. In order to analyze the qualitative data, content analysis was used. The quantitative results showed that academic goal motives of EFL learners are mastery, future achievement, self-made duty, and family-oriented. The qualitative results supported these findings and revealed that self-presentation is also an important goal motive for EFL learners. In addition to this, MANOVA results showed that there are significant differences between some subdomains of academic goal motives based on gender. While peer-oriented and fake goodness academic goal motives of males are significantly higher than females, males' future achievement and self-made duty motives are significantly lower than females. According to the findings, there is no relationship between academic goal motives and the university type students study. Finally, it was concluded that EFL learners' academic goal motives have an impact on their frequent and diverse use of language learning strategies.

*Keywords: goals, academic goal motives, language learning strategies*

## ÖZET

### AKADEMİK HEDEF GÜDÜLERİNİN DİL KULLANMA STRATEJİLERİNE ETKİSİ

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Hedefler, bireylere odak ve yön vererek onların daha iyi bir performans sergilemelerine yol açar. Bu nedenle EFL bağlamında öğrencilerin akademik hedeflerini ve hedef güdülerini vurgulamak önemlidir. Bu karma çalışmanın temel amacı, EFL öğrencilerinin akademik hedef güdülerini belirlemek ve bu güdülerini demografik değişkenler (cinsiyet ve çalıştıkları üniversite türü) açısından incelemektir. Bu çalışma aynı zamanda EFL öğrencilerinin akademik hedef güdülerinin dil öğrenme stratejilerini kullanımlarına etkisini araştırmaktadır. Veriler Kişisel Bilgi Formu, Oxford (1990) Dil Öğrenimine Yönelik Strateji Envanteri, Akademik Amaç Güdüler Ölçeği (Pasban & Narafsan, 1990) ve yarı yapılandırılmış görüşme yoluyla toplanmıştır. Çalışmaya Bitlis, Denizli, İstanbul ve Samsun'daki hazırlık okullarında öğrenim gören toplam 253 (155 kadın, 98 erkek) öğrenci katılmıştır. Çalışmanın nicel kısmında veriler Bağımsız Örneklem t-testi, MANOVA, Pearson Korelasyonu ve Regresyon kullanılarak analiz edilmiştir. Nicel verileri analiz etmek için ise içerik analizi kullanılmıştır. Nicel sonuçlar, EFL öğrencilerinin akademik hedef güdülerinin ustalık, gelecekteki başarı, görev bilinci ve aile odaklı olduğunu göstermiştir. Nitel sonuçlar bu bulguları desteklemiş ve öz sunumun da EFL öğrencileri için önemli bir amaç güdüsü olduğunu ortaya koymuştur. Buna ek olarak, MANOVA sonuçları, cinsiyete dayalı akademik hedef güdülerinin bazı alt alanları arasında önemli farklılıklar olduğunu göstermiştir. Erkeklerin akran odaklı ve başarılıymış gibi görünme güdüsü akademik hedef güdülerini kadınlardan anlamlı derecede yüksekken, gelecekteki başarı ve görev bilinci güdülerini kadınlardan anlamlı derecede düşüktür. Elde edilen bulgulara göre, akademik amaç güdülerini öğrencilerin okudukları üniversite türü arasında bir ilişki bulunmamaktadır. Son olarak, EFL öğrencilerinin akademik hedef güdülerinin sık ve çeşitli dil öğrenme stratejilerini kullanımları üzerinde etkili olduğu sonucuna varılmıştır.

*Anahtar kelimeler: hedefler, akademik hedef güdülerini, dil öğrenme stratejileri*

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## ABBREVIATIONS

<b>AGM</b>	: Academic Goal Motives
<b>AGMQ</b>	: Academic Goal Motives Questionnaire
<b>OAGM</b>	: Overall Academic Goal Motives
<b>EFL</b>	: English as a Foreign Language
<b>LLS</b>	: Language Learning Strategies
<b>L2</b>	: Second Language
<b>SILL</b>	: Strategy Inventory for Language Learning

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## 1. INTRODUCTION

### **Background of the Study**

A considerable amount of studies conducted so far have emphasized the impact of language learning strategies on acquiring a second and foreign language effectively (Abhakorn, 2008; Chamot, 2001; Gu & Johnson, 1996). While the shift from “method” toward “post-method era” values the promotion of learner autonomy, it has become essential to guide learners to use these learning strategies accordingly that help them to become autonomous learners. Students' conscious selection of learning strategies in accordance with their goals plays an important role in ensuring students' self-regulation in EFL context. Thus, the primary aim should be to obtain knowledge about students' EFL goals and the factors affecting their academic goal motives.

Goals should be considered as an important element in L2 learning process since they influence both teaching and learning process. Curriculum is also designed considering learners' needs, learning goals, and outcomes that teachers and learners agree to collaborate on during the course. Teachers should be interested in learners' goals which enable them to regulate their learning. Without setting goals, learners cannot monitor their learning process, evaluate their performance, or give themselves feedback about their strengths and weaknesses. From this point of view, the questions about how learners' goals occur or what the origin sources of their goals are should be asked to understand learners' goal-oriented acts.

Learners' academic goals are presumably under effect of their motives because motives are the force that drive a person towards his or her goal. For example, if a learners' goal is to speak a foreign language fluently, he or she will be likely to follow certain speaking strategies preparing them for real interaction. The learner may spare more time on correct pronunciation of words or make more efforts to find a conversation partner to improve his or her English-speaking skills by practicing. If the goal motive in this case is associated with the learner's mastery motivation, this drive will allow the learner to endeavor hard until the learner has mastered that skill. Considering that, grasping the goal motives of ESL learners emerge as an important topic to be studied in this field.

For the reasons mentioned above, the current study firstly aims to determine what academic goal motives learners have in terms of acquiring the English language and then find out the relation between demographic factors and learners' academic goal

motives in a university context. The final aim is to investigate the relation between EFL learners' academic goal motives and language learning strategies.

### **Statement of the Problem**

To increase students' achievement, it is important to teachers make students discover what their academic goals in the context of EFL. Although a significant number of variables are known to influence language learning process including age, gender, learning strategies, learning styles, and personality traits, there are not so many studies that give importance to learners' academic goal motives. This prevents scholars and practitioners from fully understanding what affects students' goal motives as well as whether these motives have an impact on students' preference on using or not using language learning strategies. Therefore, it is vitally important to address this problem to comprehend students' engagement in using language learning strategies.

### **Purpose of the Study and Research Questions**

Goals are considered important components in foreign language learning due to increasing students' engagement in language learning (Gardner, 2001). Research findings have also shown that goal setting is one of the significant factors which affects performance (Locke & Latham, 2012). According to the goal theory, motivation for learning is defined as students' attempts to complete target tasks or make efforts in accordance with their goals. The reason for this is because setting certain goals provides energy to accomplish tasks requiring high effort, maintains persistence to complete them on time and indirectly leads individuals to use previous knowledge or strategies to achieve goals. In this regard, factors affecting goal motives become important for EFL university students to be successful in the language learning process because learners who are highly motivated set specific goals and are likely to use and develop various strategies to fulfill their potential. Therefore, the purpose of the study is to learn EFL learners' academic goal motives and investigate whether there is an impact of academic goal motives on language learning strategies in the field of EFL or not.

1. What are the academic goal motives of EFL learners in a university context?
2. Do EFL learners' academic goal motives vary according to their demographic factors such as gender and the university type?
3. What is the impact of academic goal motives on language learning strategies in EFL context?

4. What are EFL learners' perspectives towards academic goal motives and their relation to language learning strategies?

### **Significance of the Study**

From an academic perspective, establishing goals enables students to have a sense of clarity in identifying objectives that they would like to accomplish. Without goals, students may not be able to control their own education and have some hardship in guiding their path through learning process. Since second or foreign language learning requires high cognitive effort as well as consistent practice and a learner has to cope with this challenge, it is important for the learner to focus on what his or her overall learning goals are. In this way, he or she can maintain their commitment to learning a foreign language. Thus, investigating learners' academic goal motives is of critical importance in foreign language learning.

Goals, parts of the motivation theory, are formed by learners' instinct and extrinsic motives. It is essential to study motives to comprehend how academic goals are designed. Understanding EFL learners' academic goal motives will not only help them to flourish their English but also support teachers to vary their teaching style to obtain better results in language teaching. For this reason, the current study is crucial in terms of presenting Turkish EFL learners' academic goal motives in a university context.

Another significance of the study is that it investigates whether the impact of EFL learners' academic goal motives on language learning strategies. It is well-known that successful EFL learners are the ones who persist in using various and effective language learning strategies for their learning. Therefore, it is necessary to research variables that may affect the use of language learning strategies. Examining EFL learners' language learning strategies based on their academic goal motives will allow scholars and teachers to gain a deeper insight into foreign language teaching.

Overall, this study will contribute to the literature in Turkey to provide information about the relationship between academic goal motives and language learning strategies. There is a gap in the literature considering goal motives as a variable that may affect language learning strategies. In addition to this, the present study plays a vital role in EFL in terms of understanding EFL learners' academic goal motives.

## **Limitations**

The quantitative and qualitative data for the present study were obtained from the 2021-2022 academic year of four universities located in İstanbul, Bitlis, Denizli, and Samsun. The data for this research includes only students at English Preparatory Schools, and the findings are limited to participants' responses in scales and their self-reports as in all self-reported studies.

## **Key Terms**

**Academic Goal Motives-** the reasons or desires for reaching educational targets that students set for themselves.

**Language Learning Strategies:** Specific actions or techniques that students frequently use intentionally to improve their progress in oping L2 skills (Green & Oxford, 1995).

**Academic Goal Motives Questionnaire:** A questionnaire designed by Pasban and Narafshan (2020) to investigate students' academic goal motives, includes eight categories.

**Strategy Inventory for Language Learning:** A questionnaire developed by Rebecca Oxford (1990) to assess the language learning strategies employed by both second and foreign language learners, consists of two main groups and six strategy categories.

## **Literature Review**

### ***Goals***

A goal is defined as a purpose or something that people want to achieve in the Cambridge English Dictionary. Austin and Vancouver (1996) define goals as "internally desired states where states are broadly construed as outcomes, events or processes" (p. 338). According to Gasson (1973), goals are ends and states that individuals desire to accomplish. Goals are key elements in self-regulation (Locke& Latham, 2012). This is because self-regulation refers to achieving goals by developing individuals ' capacities in various ways. The social cognitive theory argues that people tend to react to performance outcomes cognitively and effectively more with the help of goals because goals determine the requirements for personal success (Zimmermann et al., 1992).

On the other hand, Locke (2000) claims that goals are the activators of conscious and unconscious knowledge that help people discover unknown knowledge. They have an impact on actions in three ways. First, they regulate actions by paying attention to goal-relevant behavior and ignoring other behavior. Then, the intensity of the action or the amount of energy spent on it is dependent on the importance of the goal. Finally, they influence the persistence of the action.

Additionally, goals are strongly linked to emotional wellbeing as well as academic achievement (Brdar et al., 2009; Bjørnebekk et al., 2013). People setting goals focus on developing new skills, comprehending their works, or seeking ways to improve their level of competence. Motives also play an important role in activating and pursuing goals, and meaningful goals shape and maintain life satisfaction.

### ***Motivational Influences***

Understanding and encouraging motivational influences in learning is the key to determining student success in the classroom since motive itself is the force that leads and energizes people's behavior. Dörnyei and Otto (1998) also attached importance to motivation in learning and conducted a study related to goal-setting theory as a source of understanding motivation in second language learning. According to their model (1998), there are five motivational influences on goal-setting: subjective values and norms; incentive value of goal-related action, outcomes, and consequences; perceived potency of potential goal, environmental stimuli, and language/language-learning-related attitudes. First, subjective values are beliefs and perceptions deriving from past experiences. The second influential factor is the incentive value of goal-related action linked to anticipated goals. They note that learners' focus on the outcomes or their needs affects their goal setting. Learners' feelings towards the probability of accomplishing goals is another motivational factor in goal-setting. The more they believe in achieving a goal, the more effective the goal setting is. Environmental factors such as geographic location and educational setting have an influence on people's choice of potential goals. For instance, learners whose parents are supportive can pursue their goals more easily. Lastly, learners' attitudes towards language learning are viewed as an important motivational factor. Their willingness to learn a foreign language or negative attitudes towards a foreign language will affect their commitment to goals.

Another approach to motivational influences in language learning is the differentiation between intrinsic and extrinsic goal-oriented motivation (Deci & Ryan,



1985; Kim, 2011; Elizabeth & Ena, 2019). Ryan and Deci (1985) state that intrinsic motivation is based on people's innate desire to feel accomplished and self-determination. From birth, people are likely to explore the world around them, strive to learn, and meet the challenges they encounter for the feeling of competence. Mastery motivation, which is one of the intrinsic goal motives, refers to the psychological force leading individuals to solve certain problems, or master target skills or tasks that are arduous for them (Morgan et al, 1990). Persistent attempts to achieve a goal and focused efforts are the keys to mastery motivation. Thus, the results of these attempts do not have to be effective or successful to consider an individual as having mastery motivation. The main thing is the effort that the individual spends towards achieving his goal and the persistence that he shows throughout the process rather than its outcomes. In addition to this, studies show that mastery goal motivation plays an important role in the academic success (Jozsa, 2014; Kis, 2020). Jozsa (2014) reported that there was a significant relationship between English and German regarding L2 learners' mastery motivation and their school grades. In a similar manner, Gilmore, Cuskelly, and Purdie's (2003) study indicated that mastery motivation has a relation to school achievement, and mastery motivation predicted school-related skills.

Following mastery goal motives, self-presentation goal motives result from the desire to meet the group's expectations about oneself or to meet one's own preferences about one's self-image (Baumister, 1982). According to Hogan (1982), self-presentational motives occur due to the need for status and popularity in society. In societies where academic success is highly valued, students would like to be identified as smart people by other people and work hard to impress them with their academic performance. Hardworking and academically successful students have a high social position in schools whereas those who do not continue their education can be recognized as lazy and irresponsible by their peers (Goto & Martin, 2009). On the other hand, Schlenker (1980) believes that the reason for creating impressions of ourselves in other people's minds is to construct our identity. People would like to meet their expectations about themselves, and they can accomplish this by convincing others about their own ideal self-image. In other words, students' main concerns may be to convince others that they are good in the class; in this sense, they can convince themselves about their positive aspects. In the EFL context, students' self-presentational goal motives are likely to appear competent and intelligent in four skills in the English language. Hence, as an intrinsic goal motive, it encourages learners to work hard and increase their productivity

such as accomplishing tasks or targets assigned in the class. Ideal self-presentation is often associated with positive self-image rather than negative images, which leads to greater involvement of language learners in classroom activities. On the contrary, learners' too much focus on their desired impression of others can be an obstacle for them in terms of doing successfully. For example, in Kimura's (2016) study, findings showed that socially anxious individuals had more L2 listening anxiety compared to others because they were more concerned with their self-presentations.

Language learners also may be motivated by the desire to avoid failure, such as avoiding having the image of looking stupid or preventing the possible negative comments of others on their performance (Middleton & Midgley 1997). For this reason, they may be reluctant to participate in the lessons due to the fear of experiencing failure, or they may be less likely to ask for help if they consider it a sign of low ability. This kind of motive is called as "fake-goodness" and the most important thing for individuals having this motive is avoiding a show of low performance or ability rather than improving their language or learning more in the related field.

The concept of self-made duty related to moral philosophy and values is one of the factors impacting learners' goal motives. The schema of these duties in people's minds may be shaped by inner thoughts or society. For example, as human beings, we have some duties towards ourselves and other people in the society in which we live. A student's duty in society is to study hard and be successful academically whereas an adult's duty is to earn money and be able to stand on his or her own foot. Another example is that an individual may value spending effort regardless of how much success they will be in the end. From this viewpoint, they need to work hard; therefore, they try to do their best to feel good by following their self-made duties.

Whereas the factors mentioned above are categorized under intrinsic factors, some factors such as future success, family, peer, and teacher are classified under external factors. The difference between intrinsic and extrinsic factors is that intrinsic factors are referred to the elements that personally motivate individuals; in other words, they lead people to do actions "for their own sake." On the other hand, external factors are outside causes generally shaped by the environment in which a person lives, for instance, the desire to please others in a group. In the EFL context, the goal of learning English oriented with learners' future achievements is regarded as an external factor because future achievements are associated with being wealthy, having fame, and having a high status in society. A longitudinal study carried out by Gillies (1989) about adolescents'

hopes and worries for the future revealed that adolescents were most interested in careers, money, and healthy family. In line with this, learners may view English as a tool in the way of making their dreams come true. Further, they can accomplish the target tasks or perform better for their future concerns linked to the surface approach to learning.

The motive of receiving approval from others is not only decently observed among children but also among adolescents. Ginsburg and Bronstein (1993) found that there was a relationship between parental behavior and children's motivation; excessive and uncontrollable family styles were associated with external motivational orientation and low academic performance. Moreover, college students may be extrinsically motivated to avoid family pressure or follow family obligations. To illustrate, the number of students enrolled in private universities is increasing day by day, and this situation leads to the fact that these students are at risk of dropping out of college unless their families afford the prices of private colleges. To earn high grades and be successful academically is important to them in terms of obtaining acceptance from their parents, which is called extrinsic motivation.

It is also known that extrinsically motivated students are more likely to focus on getting approval from their peers. For example, Dustin Albert, Laurence Steinberg, and Jason Chein (2013) conducted a study about peer influences on adolescent decision making, and the results showed that students tend to take more risks and be more sensitive to rewards when their friends are around them, or when their friends are observing them. The reason behind this is the desire to impress their friends. From this point of view, getting approval from peers or peer pressure is an extrinsic factor because the consequences -rewards or punishments- they get are the keys to understanding the drive that makes students take actions.

While intrinsically motivated students may be interested in learning the subject presented in class, extrinsically motivated students may tend to please their teachers by doing the assignments or participating in the lessons. Dowson and McInerney (2003) conducted research to explore students' views on their motivational goals, and they found that one of the students' motivational goals was to receive praise and approval-based rewards. The participants of the study mentioned that they spent more effort meeting their teachers' expectations and not letting them down. Furthermore, according to the students, their academic performance had an impact on their teachers' love for

them. To sum up, students may want to achieve academically to obtain the approval of their parents, peers, or teachers.

### ***Related Studies on Goal Motives***

Language learning has been mainly linked with motivational factors, so there have been a lot of studies about the factors affecting learners' motives in the language learning process. However, few studies have specifically focused on the academic goal motives of language learners.

The first study that will be mentioned in this part is a longitudinal study with 45 ESL students to investigate their goals in writing skills, how these goals change over time, and the instructors' perspectives on goals. Alister Cumming, a Canadian linguist, (2006) presented the findings of the study in his book "Goals for Academic Writing: ESL students and their instructors" and indicated that students' goals for writing improvement are most associated with language, ideas, and knowledge, identity and self-awareness, genres (text structures), composing process, learning and transfer, and affective states (learners' feelings regarding writing). Additionally, many sources for the origin of students' goals mentioned in the book are themselves, their instructors, their peers, their family members, and work situations.

In Diseth and Kobbeltvedt's (2011) study on the relationship between achievement motives, achievement goals, learning strategies, and academic achievement, it was found that there was a positive correlation between academic achievement and performance-approach goals, mastery goals as well as learning strategies. Furthermore, the researchers stated that surface learning strategy and performance-avoid goal were negatively correlated with academic achievement. Finally, they noted that using deep strategies was not the predictor of academic achievement, which did not confirm their hypothesis.

Lin (2019) examined the relationship between students' goal orientations and learning strategies, which is ultimate to understand to help them achieve their academic goals. One hundred and seventy-three international ESL students enrolled in the US institution participated in this study, and the results implied that the participants had a higher tendency to use various strategies. According to Lin, the reason is that international students are motivated to obtain specific and advanced knowledge, which is why they prefer studying abroad. Lin also states that the motive of not disappointing their families can lead them to work hard to succeed. Moreover, it was found that the

students were affected by peer pressure as they wanted to seem more competitive than others. This motive may also drive them to use different self-regulated strategies.

One of the studies was done by Bruick (2019) to explore the relationship between mastery motivation, high school grade point average (HSGPA), ACT composite score (the test score which is used to apply for a college), and college academic performance. According to the results, gender made no difference in mastery motivation; however, there was a statistically significant difference between black students and others in terms of mastery motivation. They had lower scores in mastery motivation. Additionally, the study demonstrated that mastery motivation was a significant factor in explaining students' college performance.

Pasban and Narafshan (2020) focused on the relationship between learners' academic goal motives and L2 willingness to communicate in English. In their study, 372 Iranian students aged 18-46 with different academic degrees participated, and the findings revealed that there is a positive correlation between academic goal motive and L2 willingness to communicate, and both intrinsic and extrinsic factors have an impact on students' motivation. The researchers stated that mastery, future achievement, and family are the most reported academic goal motives. On the other hand, EFL learners' goal motives vary based on different academic degrees.

The other study was about the relationship between university students' academic regulation, their physical activity, and procrastination considering motives and gender (Valenzuela et al., 2020). The study was conducted with 783 participants in Spain, and the findings suggested that intrinsic motives (competent, enjoyment, and social) may predict academic self-regulation as well as the amount of weekly physical practices better than extrinsic motives (fitness and appearance).

### ***Language Learning Strategies***

Learning a foreign language is a challenging and time-consuming process, and learners and teachers work hard to find ways to make this process more effective. In the early years, it was believed that people who were gifted in language learning could learn another language whereas O'Malley and Chamot (1990) note that "good language learners" can be successful in language learning by following certain learning techniques and strategies. There is no certain definition for the term language learning strategies. Griffiths (2008) indicates that learning strategies are tasks that learners choose consciously to manage their own learning. Richards and Platt (1992) cite that

they are intentional behavior and thoughts used by learners during learning so as to better help them understand, learn, or remember new information. According to Oxford (1990), learning strategies are steps taken by learners to enhance their learning. Additionally, Seliger (1984) defines them as tactics while Politzer and McGroarty (1985) view them as learning behaviors.

Using language strategies and teaching students how to use them accordingly is very important to achieve learning goals in learning another language. Successful language learners tend to use various and appropriate learning strategies that match their learning styles compared to less successful ones (Oxford & Nyikos, 1989). There are different classifications of language learning styles. According to O'Malley and Chamot's classification (1990), strategies are divided into three: cognitive, metacognitive, and social-affective. Oxford (1990) proposes more detailed strategies by adding memory and compensation strategies to O'Malley and Chamot's classification. According to Oxford (1990), language learning strategies are subdivided into six categories: memory, cognitive, and compensation are subcategories of direct strategies while meta-cognitive, affective, and social strategies are subgroups of indirect strategies.

- Direct Strategies

- I. Memory

- a) Creating mental linkages
    - b) Applying images and sounds
    - c) Reviewing well
    - d) Employing action

- II. Cognitive

- a) Practicing
    - b) Receiving and sending messages strategies
    - c) Analyzing and reasoning
    - d) Creating structure for input and output

- III. Compensation strategies

- a) Guessing intelligently
    - b) Overcoming limitations in speaking and writing

- Indirect Strategies

- I. Metacognitive Strategies

- a) Centering your learning

b) Arranging and planning your learning

c) Evaluating your learning

## II. Affective Strategies

a) Lowering your anxiety

b) Encouraging yourself

c) Taking your emotional temperature

## III. Social Strategies

a) Asking questions

b) Cooperating with others

c) Empathizing with others (Oxford, 1990)

*Direct Strategies*, which require mental processing of the language, involve learning strategies that are directly associated with the target language. These are memory, cognitive, and compensation strategies. *Memory strategies* mean techniques used to help the learners store new information in their memory and retrieve it when needed. For example, the learner can use these strategies to store new words in his or her memory and retrieve them while communicating with other people. Oxford (1990) hints at four subcategories of memory strategies: creating mental linkages, applying images and sounds, reviewing well, and employing actions. Creating Mental Linkages involves grouping, associating, and placing a new word into context strategies. Applying images and sounds benefits learners to store information in an easy way with the help of images and sounds, for example, learning words via visualization. Reviewing well means structured reviewing that learners review knowledge in an organized way. Employing action refers to using physical response and mechanical techniques. The physical response is linked to memorization by reflecting feeling or sensation. Mechanical techniques consist of creative techniques that help remember, such as acting, moving, or changing something.

*Cognitive strategies* enable students to better understand and transform target language in different ways, such as summarizing, translating, etc. There are four main subcategories of cognitive strategies: practicing, receiving, and sending messages, analyzing and reasoning, and creating a structure for input and output (Oxford, 1990). The use of these strategies makes sense of students' learning. First of all, it is important to know how to practice efficiently, recombining new information with the old one, practicing with sounds and writing systems, or repetition. Skimming and scanning

strategies are some examples for receiving and sending messages which allow students to get the main idea or some information in the text easily. Analyzing and reasoning involve deduction and translation strategies. For example, a learner can develop their foreign language by comparing their mother tongue and target language. Finally, creating structures for input and output consists of summarizing, taking notes, and highlighting.

*Compensation strategies* include behaviors used by learners to compensate and overcome the deficiencies in the target language. There are many strategies under-compensation strategies, such as guessing with the help of clues, getting help, selecting the topics, and using mime or gesture. Although language learners have limited knowledge of the target language, they can fill the gaps in their knowledge thanks to using guessing strategies. These can be related to understanding a passage or completing information by paying attention to structures or images.

Oxford (1990) highlights indirect strategies as indirect support that contributes to the general management of learning. Three subcategories are mentioned as follows: metacognitive strategies, affective strategies, and social strategies. *Metacognitive strategies* play a crucial role in language learning in terms of improving self-evaluation and planning learner time. Students achieve learning goals by organizing, monitoring, and evaluating their own learning process. Green and Oxford (1995) mentioned that these strategies are less used compared to cognitive strategies. They especially can be helpful for the ones who have difficulty learning a new language. Some metacognitive strategies are paying attention, setting goals and objectives, centering your learning, and seeking practice opportunities.

*Affective strategies* are associated with regulating feelings and motivations using techniques; for example, learners may prefer watching videos in the target language to decrease language learning anxiety. Lots of findings have shown that positive feelings and attitudes towards the target language contribute to students' success in language learning (Derwing et al., 1999; Wenn & Clement, 2003; Al-Seghayer, 2017). Affective strategies are divided into three subcategories: lowering your anxiety, encouraging yourself, and taking your emotional temperature (Oxford, 1990). Learners can decrease their anxiety levels by listening to music or doing meditation. They can encourage themselves by taking risks wisely and then rewarding themselves. Lastly, they can keep a language learning diary or discuss their feelings with their friends to be aware of their feelings.



*Social strategies* are useful in increasing interaction with other people in the language learning process. These strategies emphasize the importance of cooperating with peers and value social interaction as a learning opportunity. Language is a complex system emerging from social interaction, past experiences, and cognitive mechanisms (Beckner et al., 2009). For this reason, it is undeniable fact that learning target culture via interaction improves our understanding of the language learning process. Social strategies are listed as asking questions, cooperating with others, and empathizing with others (Oxford, 1990). They enhance language production, understanding of a new culture, and empathizing with other people.

### ***Related Studies on Language Learning Strategies***

One of the earliest studies related to language learning strategies, which was carried out by Green and Oxford (1995), examined the relationship between language learning strategy use and gender as well as language proficiency. In this study, Oxford's Strategy Inventory for Language Learning was distributed to three hundred seventy-four students at different course levels, and it was discovered that female students reported higher use of strategies than male students. Another important finding is strategy use is related to L2 proficiency level; in other words, students using various language learning strategies are more successful than others.

Liem, Lau, and Nie (2008) conducted a study consisting of a large sample of 1475 students from the 9<sup>th</sup> grade to find out the role of self-efficacy, task value, and achievement goals in students' learning strategies, task disengagement, peer relationship, and English achievement outcome. They cited that mastery and performance-approach goals predicted deep learning positively; in contrast, performance-avoid goals were a positive predictor of surface learning and task disengagement.

In Iran, Zarei and Gilanian (2014) assessed the role of language learning strategies on the components of goal-orientation. The sample of the study consists of 145 students enrolled in English translation and English teaching departments. Based on the results, the authors cited that meta-cognitive, compensation, and cognitive strategies were significant predictors of intrinsic goal orientation. Furthermore, affective strategies were found as the single predictor of extrinsic goal orientation. Finally, they found that there was a significant relationship between social and compensation strategies ability-approach goal orientation.

Following the study of Zarei and Gilanian, Shyr et al. (2017) in their study “The Relationship between Language Learning Strategies and Achievement Goal Orientations from Taiwanese Engineering Students in EFL Learning” examined fifty freshmen college students' achievement goal orientations and language learning strategies they used. It was pointed out that students preferred using social strategies most in the language learning process while cognitive and affective strategies were the least used. Besides, results revealed that students were more likely to use compensation strategies in vocabulary learning. Another finding of the study was that there was a highly significant relationship between language learning strategies and achievement goal orientations

In Turkey, Aslan (2009) aimed to investigate language learning strategies used by EFL learners and the difference between genders in terms of strategy use. The study was conducted with 257 students enrolled in an English preparatory school. The findings of the study indicated that female students use more language learning strategies compared to male students in learning English. Additionally, there is a significant difference between females and males regarding their performance in achievement tests; females are more successful than males. According to the results, using language learning strategies has an impact on success in English.

Açikel (2011) tried to find out the relationship between language learning strategy use and self-efficacy beliefs with students' language proficiency. Four hundred and eighty-nine students enrolled in a private university participated in the study, and data were collected by using the Inventory of Strategies for Language Learning and Questionnaire of English Self-Efficacy. As a result of the data analysis, it was concluded that memory and rehearsal strategies predict the English language proficiency scores negatively whereas deep processing strategies predict the English language proficiency scores positively.

Another study by Oğuz (2019), conducted with 273 university students, explored the relationship between EFL learners' self-efficacy beliefs, language learning strategies, and their attitudes towards English. What he found was a statistically significant positive and weak/medium linear correlation between self-efficacy beliefs, attitudes towards English, and language learning strategies. Moreover, it was determined that there is a significant relationship between the reasons for learning English and language learning strategies.

One of the studies about language learning strategies carried out by Çetin (2019) examined the strategies university preparatory students use according to different variables such as gender, department, and hometown. The results revealed that the affective strategies were the least preferred strategy whereas the metacognitive strategies were the most used strategy. In addition, gender was reported as an effective factor in general strategies; females had higher scores than males in metacognitive and effective strategies.

### ***The Relationship between Academic Goal Motives and Language Learning Strategies***

A considerable amount of people from different backgrounds have been trying to learn a foreign language, especially English for many years. Most educational policies of states value creating a language teaching program that enables their citizens to acquire a foreign language. In Turkey, students also begin to learn English early in the second grade of elementary school and continue spending a great amount of time on it until they graduate from high school. From that point of view, the common question language learners ask themselves is why they need to study it.

The answer to this question directs the learners to find the source of their academic goal motives. Motivation is widely viewed as an important component in the language learning process by language experts and psychologists, thus they tackle this issue in various aspects. The most predominant ones in the scope are extrinsic and intrinsic motivation and integrative and instrumental motivation. Understanding learners' academic goal motives will provide opportunities for teachers to create ideal language learning environments and encourage learners to use optimal language learning strategies necessary to accomplish their goals.

Learners' academic goal motives may affect their tendency to use certain language learning strategies. Highly motivated students are supposed to use various language learning strategies than less motivated students. One of the studies related to the relationship between language learning and motivation showed that the most powerful influence on the choice of language learning strategies is the degree of motivation (Oxford & Nyikos, 1989). In another study, Oxford and Ehrman (1995) inquired about the relationship between different types of motivation and language learning strategies by 520 adult language learners. They reported that there was a significant relationship between the use of language strategies and intrinsic motivation as well as the desire to use the language outside of the class. Similarly, Chang and Huang (1999) found that

learning strategies were correlated with extrinsic and intrinsic motivation. While intrinsic motivation was associated with cognitive and metacognitive strategies, there was a significant relationship between extrinsic motivation and memory and effective strategies. According to Xu's (2011) study, motivational strength and personal goals were positively correlated with the total strategy use of Chinese learners. Moreover, Al-Qahtani (2013) investigated the relationship between language learning strategies and motivational variables. The study findings revealed that there was a significant and positive correlation between integrative motivation and learning strategies which are metacognitive, cognitive, and social strategies. On the other hand, instrumental motivation was found only significantly correlated with social and cognitive strategies.

In summary, a great amount of literature shows the influence of motivation on language learning strategies. However, further studies are needed to explore learners' academic goal motives on their use of language learning strategies.

## 2. METHOD

### 2.1. Design of the Study

The present study aims to determine university students' academic goal motives and the impact of academic goal motives on language learning strategies. The design of the study consists of both qualitative and quantitative methods. Quantitative research is described as the numerical representation and manipulation of observations to describe and explain the phenomena that those observations reflect (Babbie, 1992). Contrary to quantitative research, qualitative research is used for processes and meanings that are not fully examined or measured, nonnumerical examination (Denzin & Lincoln, 1994). To investigate the relationship between academic goals motives and language learning strategies, the relational scanning model was used. In addition to this, semi-structured interviews were used for qualitative data collection.

### 2.2. Research Settings and Participants

*This study was conducted at universities in Istanbul, Samsun, Denizli, and Bitlis in the 2021-2022 academic year. The sample size of the study consists of 253 university students, 155 females and 98 males from one foundation and three state universities. The demographic characteristics of the research group are presented in a detailed way in Table 1.*

**Table 1**

*Descriptive Profile of EFL Learners*

	Characteristics	F	%
Gender	Female	155	61.3
	Male	98	38.7
Age	18-20	219	86.6
	21-23	28	11.1
	24-26	0	0
	27-29	1	.4
	29+	5	2
University type	State	88	34.8
	Foundation	165	65.2

Based on the data from Table 1, the majority of attendees of the research (86.6%) are 18-20 years old. 28 students out of 253 participants (11.1 %) are 21-23 years old while no participant is 24-26 years old. Only one student is between 27-29 years old, and five students are older than 29 years old. All participants study English at English Foreign Language Schools at universities (88 - State Universities, 156- Foundation University).

Participants were chosen randomly from the foreign language preparatory departments to find whether there is a significant relationship between their academic goal motives and language learning strategies. Both male and female students were invited to participate in the study and presented with informed consent forms. At the preparatory school in the foundation university, students have a total of 28 hours a week to improve their English. At the beginning of the academic year, they take a proficiency exam to be able to enroll in department courses or take a placement exam to determine their English levels. The participants' level varies from elementary to upper-intermediate. On the other hand, one of the state universities in this study has a 14-week preparatory program including A1, A2, and B1 levels. Students have 22-hour-lessons per week, and they practice all skills. In another state university, the preparatory program covering A1, A2, B1, and B1+ levels is 24 hours per week, and students are required to get 70 out of 100 to pass each module. The final foreign language preparatory department of the study also asks students to get at least 70 to be considered as successful. The program includes six different types of modules ranging from A1 to C2 with at least 24 lesson hours per week.

### **2.3. Data Collection Tools**

First of all, "Personal Information Form" prepared by the researcher was used to obtain demographic information about the participants. The form contains questions about participants' gender, age, and universities.

In this study, Oxford's (1990) Strategy Inventory for Language Learning was used to obtain information about university students' learning strategies. It is a common tool involving two main parts with six subcategories: memory, cognitive, and compensation under Direct Strategies and meta-cognitive, affective, and social under Indirect Strategies. It is a Five-Point Scale ranging from '1: almost never true of me' '2: generally, not true of me', '3: somewhat true of me', '4: generally true of me' to '5: almost always true for me' (Arslanbuğa, 2017). The Turkish version of the instrument

was adapted by Cesur and Fer (2007). See the Cronbach's alpha coefficients for SILL and its sub-scales in Table 2 below.

**Table 2**

*Cronbach's Alpha Coefficients for SILL*

SILL	Cronbach's Alpha	Number
Memory Strategies	.70	9
Cognitive Strategies	.82	14
Compensation Strategies	.65	6
Metacognitive Strategies	.86	9
Affective Strategies	.59	6
Social Strategies	.61	6
Overall	.92	50

Findings demonstrated that the total internal reliability of the scale was .92 reliability coefficients. The external reliability of subscales was found between .59-.82, indicating that subscales had internal consistency reliabilities. The inventory consists of 50 items in total: 9 items are about memory strategies, 14 items are related to cognitive strategies, 6 items are linked to compensation strategies, 9 items are associated with metacognitive strategies, and both affective and social strategies include 6 items.

The other tool, the Academic Goal Motives Questionnaire (AGMQ) developed by Pasban and Narafshan (2020) was used to measure students' academic goal motives. The questionnaire was adapted by the researcher as a Five -Point Scale ranging from 1 "strongly disagree" to 5 "strongly agree". It involves 24 items on eight categories which are mastery ( $\alpha = .79$ ), self-presentation ( $\alpha = .86$ ), fake goodness ( $\alpha = .87$ ), self-made duty ( $\alpha = .85$ ), future achievement ( $\alpha = .91$ ), family-oriented ( $\alpha = .73$ ), peer-oriented ( $\alpha = .81$ ), and teacher-oriented ( $\alpha = .84$ ). The questionnaire was translated from English to Turkish with the help of two language experts and two academics in the field. All items were discussed fully, and one item which was poorly fitting to the adaptation was removed. After a back translation was done, The Turkish version of the scale was presented to a group of ESL learners to review the statements in terms of clarity and meaning. The students were asked to read the statements and think out loud, then share their ideas with the researcher. According to feedback received from the students, minor changes to the wording were done to make the statements clear and explicit. Finally, a pilot study including a sample of seven students was conducted to

discover whether students can understand the items well and to test the translated questionnaire. Cronbach's Alpha was found .83, which shows a high level of reliability.

**Table 3**

*Cronbach's Alpha Coefficients for AGMQ*

AGMS	Cronbach's Alpha	Number
Mastery	.79	3
Self presentation	.86	3
Fake goodness	.87	3
Self-made duty	.85	3
Future achievement	.91	3
Family oriented	.73	3
Peer- oriented	.81	3
Teacher- oriented	.84	3
Total	.89	24

As can be seen in Table 3, Cronbach's Alpha coefficient of the Academic Goal Motives Scale is .89 which demonstrates high reliability.

Last of all, semi-structured interviews were employed to gain more perspective about participants' academic goal motives and their relation to language learning strategies.

#### **2.4. Data Collection Procedure**

Firstly, Çağ University was applied to receive ethical approval for the present research. After getting the necessary permissions, the data were collected using online questionnaire forms sent to the participants who were studying at English preparatory schools during the fall semester of the 2021-2022 academic year. To obtain qualitative data, face-to-face and online interviews were conducted with EFL learners living in İstanbul while other students were interviewed only online due to distance problems.

#### **2.5. Data Analysis**

To determine what kind of academic goal motives EFL learners have, descriptive statistics such as means, and frequencies were computed. In addition to this, Multivariate ANOVA (MANOVA) was applied to understand whether EFL learners' types of academic goal motives differ based on variables such as gender and the university type. The purpose of Multivariate ANOVA (MANOVA) is to examine group differences in multiple outcomes (Smith, Lamb & Hemson, 2019). Moreover, the relationship between academic goal motives and language learning strategies was



explored using Pearson Correlation Analysis. Regression analysis was used to understand whether academic goal motives have an impact on language learning strategies. All obtained quantitative data were analyzed in SPSS.

On the other hand, qualitative data gathered through semi-structured interviews were analyzed using content analysis which is a popular qualitative approach that identifies the patterns in texts by grouping words, concepts, and themes (Doyle et al., 2020).

### 3. FINDINGS

#### Introduction

In this chapter, the analysis of the quantitative data obtained through SILL, AGMQ, and personal information forms are presented. In this respect, findings related to each research question are described one by one and supported by tables. Then, the findings of qualitative data are given.

#### Quantitative Results of the Study

##### *Academic Goal Motives of EFL Learners*

To answer the first research question “What are the academic goal motives of EFL learners in a university context?”, descriptive statistics were used. The mean scores and standard deviations of EFL learners’ academic goal motives are given in Table 4.

**Table 4**

*Descriptive Statistics Related to EFL Learners’ OAGM and Subdomains of AGM*

	N	Mean	SD
Mastery	253	4.37	.95
Self-presentation	253	2.86	1.15
Fake-goodness	253	2.20	.98
Self-made duty	253	3.60	.94
Future achievement	253	4.03	.99
Family-oriented	253	3.46	1.22
Peer-oriented	253	1.82	.98
Teacher-oriented	253	2.97	1.21
Overall Academic Goal Motives	253	3.16	.57

Starting with the mastery academic goal motive, it is seen that the top-ranked mean score belongs to this subcategory (M=4.37, SD=.95). EFL learners are motivated by their mastery goals at most. Following mastery goal motives, the second-highest mean score is 4.03, belonging to future achievement goal motives. The third academic goal motive EFL learners consider highly is self-made duty with a score of 3.60. In a similar way, family-oriented goal motives remain medium with a score of 3.46. As can be seen

in Table 1, self-presentation, fake-goodness, peer-oriented, and teacher-oriented are the less referred goal motives by EFL learners. Among these motives, motive priority is in the following order: teacher-oriented ( $M= 2.97$ ,  $SD=1.21$ ), self-presentation ( $M=2.86$ ,  $SD= 1.15$ ), fake-goodness ( $M=2.20$ ,  $SD= .98$ ), peer-oriented ( $1.82$ ,  $SD=.98$ ). The results of the research reveal that students are less likely to pursue peer-oriented goal motives. In other words, peer influence or peer pressure is the least notable academic goal motive to encourage learners to be successful in the language learning process.

### ***EFL Learners' Academic Goal Motives According to Demographic Factors***

*To address the second research question, whether there is a statistically significant relationship between EFL learners' academic goal motives and their gender, and the type of university they are studying at, the MANOVA test was applied. In table 5, the results of the analysis of EFL learners' academic goal motives regarding their gender are presented. Table 5 depicts the relation between academic goal motives and gender.*

**Table 5**

*Manova Test Results for The Relation Between AGM and Gender*

	Effect	Value	F	Hypothesis df	Error df	p	Partial $\eta^2$
	Pillai's Trace	.066	2.170b	8,000	244,000	.030	.066
Gender	Wilks' Lambda	.934	2.170b	8,000	244,000	.030	.066
	Hotelling's Trace	.071	2.170b	8,000	244,000	.030	.066
	Roy's Largest Root	.071	2.170b	8,000	244,000	.030	.066

Note: \* $p < .05$

All four of the MANOVA test statistics indicate that there is a statistically significant difference in types of academic goal motives based on gender,  $F(8, 244)= 2.170$ ,  $p < .05$ . In addition to this, the effect sizes are .066 - marking gender has a moderate relationship with academic goal motives.

To spot which academic goal motive differs according to gender, test results of between-subjects effects are analyzed in Table 6.

**Table 6**

*Between-Subjects Effects for Gender By Sub-Domains of Academic Goal Motives*

AGM	SS	df	MS	F	p.	$\eta^2$
Mastery	1.942	1	1.942	2.117	.147	.008
Self-presentation	.457	1	.457	.339	.561	.001
Fake-goodness	4.764	1	4.764	4.960	.027	.019
Self-made duty	7.260	1	7.260	8.372	.004	.032
Future achievement	5.534	1	5.534	5.660	.018	.022
Family-oriented	.400	1	.400	.264	.608	.001
Peer-oriented	4.609	1	4.609	4.826	.029	.019
Teacher-oriented	.390	1	.390	.264	.608	.003

Note: \* $p < .05$

According to Table 6, the findings confirm that there is no significant relationship between mastery goal motives and gender ( $F(1, 251) = 2.117; p > .05$ ; partial  $\eta^2 = .008$ ). Likewise, gender does not have a significant relationship with self-presentation goal motives ( $F(1, 251) = .339; p > .05$ ; partial  $\eta^2 = .001$ ). Parallel to this finding, family-oriented ( $F(1, 251) = .400; p > .05$ ; partial  $\eta^2 = .001$ ) and teacher-oriented goal motives ( $F(1, 251) = .390; p > .05$ ; partial  $\eta^2 = .003$ ) are not significantly related to gender. On the other hand, fake-goodness ( $F(1, 251) = 4.96; p < .05$ ; partial  $\eta^2 = .019$ ), self-made duty ( $F(1, 251) = 8.37; p < .05$ ; partial  $\eta^2 = .032$ ), future achievement ( $F(1, 251) = 5.66; p < .05$ ; partial  $\eta^2 = .022$ ) and peer-oriented goal motives ( $F(1, 251) = 4.82; p < .05$ ; partial  $\eta^2 = .019$ ) are significantly associated with gender.

Lastly, the means of female and male participants' academic goal motives scores are compared in Table 7.

**Table 7***Descriptive Statistics Related to Sub-Domains of Academic Goal Motives and Gender*

	Gender	Mean	SD	N
Mastery	Female	4.44	.98	155
	Male	4.26	.90	98
	Total	4.37	.95	253
Self-presentation	Female	2.89	1.12	155
	Male	2.80	1.21	98
	Total	2.86	1.15	253
Fake-goodness	Female	2.09	.93	155
	Male	2.37	1.04	98
	Total	2.20	.98	253
Self-made duty	Female	3.73	.88	155
	Male	3.38	.99	98
	Total	3.60	.94	253
Future-achievement	Female	4.15	.99	155
	Male	3.84	.98	98
	Total	4.03	.99	253
Family-oriented	Female	3.50	1.25	155
	Male	3.41	1.18	98
	Total	3.46	1.22	253
Peer-oriented	Female	1.71	.91	155
	Male	1.99	1.06	98
	Total	1.82	.98	253
Teacher-oriented	Female	2.93	1.18	155
	Male	3.02	1.26	98
	Total	2.97	1.21	253

As shown in Table 7, one of the academic goal motives which is significantly related to gender is the fake-goodness motive. When the mean scores are examined, it is viewed that male students' fake goodness score ( $M=2.37$ ,  $SD=1.04$ ) is higher than female students' fake-goodness score ( $M=2.3$ ,  $SD=.93$ ), that is to say, male students are more concerned about having the image of being unsuccessful or showing low performance compared to female students. While female students have higher scores ( $M= 3.73$ ,

SD=.88) than male students in respect of self-made duty academic goal motive (M=3.38, SD=.99), male students' peer-oriented academic goal motive (M=1.99, SD=1.06) is found significantly higher than female students' peer-oriented academic goal motive (M=1.71, SD=.91). Last of all, as can be seen in Table 6, female students have higher scores (M=4.15, SD=.99) compared to male students (M=3.84, SD=.98) in terms of future achievement academic goal motive.

Moving on to the next demographic factor, MANOVA was employed to investigate the relation between the type of university participants study at and academic goal motives. Multivariate test results based on data gathered are presented in Table 8.

**Table 8**

*Manova Test Results for The Relation Between AGM and the University Type*

	Effect	Value	F	Hypothesis df	Error df	Sig.	Partial $\eta^2$
	Pillai's Trace	.023	.721b	8,000	244,000	.673	.023
University	Wilks' Lambda	.977	.721b	8,000	244,000	.673	.023
type	Hotelling's Trace	.024	.721b	8,000	244,000	.673	.023
	Roy's Largest Root	.024	.721b	8,000	244,000	.673	.023

Note: \* $p < .05$

In the analysis of Wilk's Lambda values, as shown in Table 8, there is no significant difference in sub-domains of academic goal motives regarding the type of university participants study,  $F(8, 244) = .721$ ,  $p > .05$ . This implies that none of the academic goal motives of university students varies significantly depending on whether they study at a foundation or a state university. Table 9 was created to present descriptive statistics for university students' academic goal motives based on the type of university.

**Table 9***Descriptive Statistics Related to AGM and the University Type*

	Universtiy type	Mean	SD	N
Mastery	State	4.21	1.04	88
	Foundation	4.46	.90	165
	Total	4.37	.95	253
Self-presentation	State	2.79	1.06	88
	Foundation	2.89	1.20	165
	Total	2.86	1.15	253
Fake-goodness	State	2.23	1.09	88
	Foundation	2.18	.93	265
	Total	2.20	.98	253
Self-made duty	State	3.59	.83	88
	Foundation	3.60	1.00	165
	Total	3.60	.94	253
Future-achievement	State	3.97	.94	88
	Foundation	4.06	1.02	165
	Total	4.03	.99	253
Family-oriented	State	3.47	1.18	88
	Foundation	3.46	1.25	165
	Total	3.46	1.22	253
Peer-oriented	State	1.93	1.07	88
	Foundation	1.76	.92	165
	Total	1.82	.98	253
Teacher-oriented	State	2.94	1.13	88
	Foundation	2.98	1.25	165
	Total	2.97	1.21	253

As Table 9 shows, mastery goal motives of EFL learners studying at a foundation university with an overall mean score of 4.46. are found higher compared to students at state universities. Turning to the self-presentation motive, the mean is similarly found higher among participants from a foundation university (M=2.89, SD=1.20). In the other sub-domains of academic goal motives which are self-made duty, future achievement, and teacher-oriented, participants from a foundation university have

higher mean scores than other participants. On the other hand, participants from state universities indicate they have more peer-oriented, family-oriented, and fake-goodness motives than participants from a foundation university. All in all, none of the differences are found significant. To put it another way, there is no significant difference between participants from foundation and state universities in terms of sub-domains of academic goal motives.

### ***The Relationship between Academic Goal Motives and Language Learning Strategies***

In order to answer the third research question “What is the impact of academic goal motives on language learning strategies in EFL context?” the relation between two variables was investigated first. Pearson Correlation test was run. The results are shown in Table 10.

**Table 10**

#### *The Relationship between AGM and LLS*

		LLS	AGM
LLS	Pearson correlation	1	.300**
	Sig. (2-tailed)		.001
	N	253	253
AGM	Pearson Correlation	.300**	1
	Sig. (2-tailed)	.001	
	N	253	

Note: \* $p < .01$

According to Table 10, it is found that there is a positive correlation between academic goal motives and language learning strategies ( $p < .01$ ).

### ***The Impact of Academic Goal Motives on Language Learning Strategies***

In order to explain the impacts of academic goal motives on language learning strategies, regression analysis was conducted. Table 11 depicts the results of regression analysis between academic goal motives and language learning strategies.



**Table 11***The Impact of Academic Goal Motives on Language Learning Strategies*Note: \* $p < .01$ 

Model	B	SE B	$\beta$	$t$	p
Constant	2.517	.197	-	12.811	<.001
AGM	.303	.061	.299	4.962	<.001

The results indicate that academic goal motives have significant positive impact on language learning strategies ( $p < .001$ ); however, the model explains approximately 9% of variances ( $R = .30$ ,  $R^2 = .089$ ). This value shows that 9% of the variability in the language learning strategies variable can be explained by the academic goal motives variable. One unit increase in the academic goal motives variable is expected to cause an increase of .9 units in the language learning strategies variable.

**Qualitative Results of the Study***Qualitative Results for the First Research Question*

Interviews were conducted with 16 EFL students studying at preparatory schools in different universities located in Bitlis, Denizli, Istanbul, and Samsun. To acquire more comprehensive results for the first research question “What are the academic goal motives of EFL learners in a university context?” participants were asked semi-structured interview questions. Based on the answers given by sixteen students, it was found that students had various academic goal motives and the answers were categorized into five sub-themes: future achievement, mastery, self-presentation, family, and self-duty. In addition to this, students’ perspectives regarding the impact of their academic goal motives on using language learning strategies.

**Theme 1: Academic Goal Motives**

Table 12 indicates the academic goal motives mentioned by EFL learners according to analysis of the interview.

**Tablo 12***The Academic Goal Motives of EFL Learners*

Academic Goal Motives	Total Number of Interviewees
Mastery	9
Self- presentation	8
Fake-goodness	0
Self-made duty	2
Future achievement	12
Family-oriented	7
Teacher- oriented	0
Peer-oriented	0

Sixteen students were asked to define the factors affecting their academic goal motivation. As shown in Table 12, some students owe more than one academic goal motive. First of all, twelve students cited that they had future-achievement academic goal motive. Following future-achievement motivation, mastery motivation was ranked 2nd among academic goal motives by nine students' remarks. Eight students indicated their source of motivation is the desire to create a good impression, which is linked to self-presentation. Family was also found as an important factor that influenced students' academic goal motivation. Self-presentation academic goal motive was claimed by eight students while two students reported they were motivated by self-made duty.

#### Subtheme 1 : Future achievement

Most students indicated that they were motivated to have a better future. Learning English is perceived as a key to a bright future for them. They believe that it will not only bring them a wide range of opportunities but also enable them to live in prosperity. Interviewee 9 stated, "There are many goals that I would like to achieve in the future. I want to live in prosperity. I want to have my economic freedom. For all of them, I have to succeed (in learning English) Knowing English is important not because it will satisfy my curiosity, but because it will make my goals come true. Interviewee 6 added:

In fact, I wanted to study in another department, but I changed it because there was no job opportunity (in that field). I need to learn English because the software language is English. I believe the better English I have, the better my future will be.

Students are also motivated to learn English in order to live abroad. For example, Interviewee 10 said, “I’m thinking of going abroad. As everyone knows English is a global language. If I learn English, I think I can go abroad easily.”

#### Subtheme 2 : Mastery

According to students’ remarks, their interest and enjoyment in the English language and their motive to master it increases their desire to be successful in class. Interviewee 5 reported, “I like speaking English and I want to improve it. Especially, my success motivates me. When I talk to someone in English, I don’t want to stop. I want to speak without stopping, without saying um., etc. My dream is to be able to speak like Steve Jobs. I mean I want to be able to lecture in public fluently. I want to fully understand someone speaking English and be able to reply to him/ her.”

They want to improve their foreign language in order to satisfy their needs to understand and know. They value experiencing challenging tasks which are important to their self-development. Interviewee 16 said:

We have been watching English films and listening to English songs for years. Now I would like to understand what all they mean. I slowly understand them. It really motivates me a lot. I feel my English is improving. It makes me very happy to say that I learned a new word today.

#### Subtheme 3: Self-presentation

Based on students’ answers, it can be said that students are concerned about their self-image, and the way how they present themselves. With the help of learning a foreign language, they think they can create a particular impression. For example, Interviewee 13 stated, “I believe that knowing a foreign language will increase my self-confidence. I want people to respect me. I think I will be different and respected in society if I learn English.” Interviewee 11 added:

The thing that motivates me is my desire to be better than others. I generally ask myself this question: Why wouldn’t I speak English better than others?

#### Subtheme 4: Family

Seven of the students mentioned that it is important to succeed in learning English due to the impact of their success on their families’ happiness. Parents are key adults who play an important role in EFL learners’ academic goal motivation rather than teachers and peers. Interviewee 12 said, “My parents want me to learn foreign languages. I am studying English to make them happy. Interviewee 7 stated, “It is natural that my parents have some expectations; for example, they want their daughter

to be successful. At least I want to meet my parents' expectations from me by being good in my field." Moreover, some of the students explained why their parents' happiness is important to them. Interviewee 10 reported:

My parents raised me, and they still take care of me. They want me to succeed in my classes for my own sake. For this reason, I want to meet their expectations.

#### Subtheme 5: Self-made duty

One of the academic goal motives of students have is the feeling that they have to work hard. Two students claimed that they felt obliged to study English. They think it is a kind of habit they have had for years because of different reasons. For example, Interviewee 1 said, "I feel I must work hard. I don't know why I feel like that. I think it is because of our education policy. We were punished when we did not do our homework at primary school. Maybe because of this, we want to be successful. It is our duty." Interviewee 3 stated:

I feel I must be successful. It is my responsibility and duty, so it motivates me to study hard.

### **Theme 2:** The Impact of academic goal motives on language learning strategies

In the second part of the interview, participants were asked to describe language learning strategies they use in order to succeed and the impact of their academic goal motives on the use of these strategies. According to the quantitative data results, academic goal motives influence the use of language learning strategies positively ( Qualitative findings also showed that most of the students use various language learning strategies, and they think their academic goal motives are effective in using a wider range of strategies in their language learning.

**Tablo 13***The Impact of Academic Goal Motives on Language Learning Strategies*

	The Impact of AGM on LLS	LLS used by students
Interviewee 1	✓	Memory strategies, cognitive strategies, metacognitive strategies, affective strategies
Interviewee 2	✓	Memory strategies, cognitive strategies
Interviewee 3	✓	Cognitive strategies, metacognitive strategies, social strategies
Interviewee 4	✓	Cognitive
Interviewee 5	✓	Memory strategies, social strategies, compensation strategies
Interviewee 6	✓	Memory strategies, cognitive strategies
Interviewee 7	✓	Memory strategies, cognitive strategies, social strategies
Interviewee 8	X	Affective strategies
Interviewee 9	✓	Cognitive strategies, metacognitive, strategies, social strategies
Interviewee 10	✓	Memory strategies
Interviewee 11	✓	Cognitive strategies, metacognitive strategies, social strategies
Interviewee 12	✓	Memory strategies, cognitive strategies, metacognitive strategies, social strategies
Interviewee 13	✓	Memory strategies, cognitive strategies, social strategies
Interviewee 14	✓	Memory strategies, compensation strategies, metacognitive strategies
Interviewee 15	✓	Memory strategies, cognitive strategies, compensation strategies
Interviewee 16	✓	Memory strategies, cognitive strategies, metacognitive strategies, compensation strategies

As can be seen in Table 12, nearly all participants acknowledged the impact of academic goal motives on the use of language learning strategies, however, when the language learning strategies they use are taken into consideration, it is clearly seen that Interviewee 4, Interviewee 8, and Interviewee 10 do not apply various language learning strategies in their learning. Interviewee 4 and Interviewee 10 lack the knowledge of language learning strategies, they couldn't explain what kind of strategies they use properly. For example, Interviewee 4 only noted, "To be successful, I study hard. I do my homework. I push myself hard. I review the topics I've learnt in the class ". Interviewee 10 stated, " I study hard. I use different strategies. I memorize new words I've seen." In spite of declaring how much they study or use diverse strategies, there is no clear example given by them to display they use more than one language learning strategies. On the other hand, Interviewee 8 mentioned, "Language learning is a long process, so I do not feel depressed owing to exam stress. My English is improving day by day, and I'm trying not to be worried about it. I do not use various language learning strategies, but if I studied at the Department of English Translation and Interpretation, if this was going to be my job, I would want to become very good at it in a shorter time. Then, I would have to use different strategies." This implies that his academic goal motive is not effective enough to enhance his use of language learning strategies.

The rest of the participants indicated that their academic goal motives were associated with their use of language learning strategies. Interviewee 15 said, "My academic goal motive influences my use of language learning strategies because I want to make my family happy. I want them to be proud of me, so I am using the strategies in order to succeed. I usually take notes, watch English movies and listen to English songs. I sometimes review the vocabulary I've learnt. I also try to guess the meaning of words by looking at the context. I spend time writing and reading in English. Shortly, I try to use English in my daily life as much as possible." Interviewee 16 added, "My academic goal motive absolutely affects my use of language learning strategies. If I do not use these strategies, I cannot learn English. If I cannot learn English, I cannot make my dreams come true (Her dream is to be a master in English). I review grammar topics, and if I cannot understand them, I watch some informative videos about them on YouTube. Then, I regularly memorize English words. I try to use them in a sentence. I create some mental linkages. I categorize the words which have the same meaning. For example, struggle, deal with... I cannot remember other words right now. I watch

English movies and TV series. I read English books and guess the meaning of words from the context.” Interviewee 13 stated:

I use different language learning strategies because I want to be successful. The reason why I want to be successful is my academic goal motive. If you don't have any motives, you don't want to work, and if you don't want to work, you won't succeed.

To summarize, the findings of the qualitative data are in line with the results of the quantitative data which means the top two academic goal motives of EFL learners are future achievement and mastery. Besides these motives, it is seen that the self-presentation academic goal motive also plays an important role in their language learning process. Furthermore, it is shown that academic goal motive is an important factor affecting students' use of language learning strategies, but the results of the interview illustrate that language learning strategies are not clear for a few students. They are confused with the terms “using language learning strategies” and “studying hard.”

In the next chapter, the findings of the research are discussed regarding literature, and implementations and recommendations for further research are presented.

## 4. DISCUSSION AND CONCLUSION

### Introduction

The purpose of the current study was to determine EFL learners' academic goal motives, to investigate whether there was a significant difference in EFL learners' academic goal motives regarding their gender and the university type they were studying, and to explore the impact of academic goal motives on language learning strategies. In this mixed study, data were collected through Personal Information Form, Strategy Inventory for Language Learning, Academic Goal Motives Scale, and a semi-structured interview. Quantitative data were analyzed using Independent Sample t-test, MANOVA, Pearson Correlation, and Regression while qualitative data were analyzed using content analysis. This chapter presents a discussion and conclusion considering both quantitative and qualitative data collected. The findings of the study were analyzed comprehensively and compared with previous studies in the literature. Lastly, implications and suggestions for further research were addressed.

### Discussion of Research Questions

#### *Discussion of the First Research Question*

When EFL learners' academic goal motives were examined based on the data gathered through (AGMS) scale prepared by Pasban and Narafshan (2020), it was discovered that the level of EFL learners' overall academic goal motives who were studying at preparatory schools was moderate ( $M=3.16$ ,  $SD=.57$ ). The key finding of the study was EFL learners were mostly motivated by their mastery and future-achievement academic goals. These findings are in the line with the results of Pasban and Narafshan 's (2020) study showing mastery and future achievement are the most referred academic goal motives. Many studies also demonstrate that individuals are highly motivated if they own mastery goals (Archer, 1994; Dowson & McInerney, 2003; Bieg, et. al., 2007; Zimmerman & Schunk, 2008; Lüftenegger, et. al., 2014). This shows that students are primarily interested in developing new skills and acquiring new knowledge in their education. This might be related to the fact that mastery goals ensure students' satisfaction by improving their level of competence. Learning new things makes students feel happy, and it is important to their well-being. More importantly, it is clearly said that most of the participants belong to Generation Z considering participants' age, and this generation has a reputation for being most motivated by



achieving milestones for advancement (Seemiller & Grace, 2016). The high rate of mastery goals can be associated with the characteristics of Generation Z, being passionate about their interests.

As regards future-achievement academic goal motive, the study confirms previous findings revealing the importance of future achievement in language learners' motivation (Kızıltepe, 2000; Vaezi, 2008; Muftah & Rafik-Galea, 2013). Wimolmas (2013) conducted a study on the motivation in English language learning of first-year undergraduate students and concluded that what motivated them the most was the idea that English leads to more success and achievements in life. Another study carried out in Japan by Irie (2003) found that Japanese university students were motivated in learning English for exams and career concerns. Highly reported future-achievement academic goal motive may be explained by students' awareness in terms of the importance of knowing English in their academic careers and better living standards. Especially, due to the impacts of the Covid-19 pandemic on life, students do not only worry about their health but also their financial situation. Millions of people have faced socio-economic crisis and have lost their jobs during the pandemic, including students working part-time. Finding a job is getting challenging day by day and getting hired for a job requires lots of qualifications, certifications, and skills; knowing English is one of the top job requirements all around the world. Knowing English increases job opportunities in the home country or makes it easier to find a job abroad (Simpson, 2019). Apart from that, young people in Turkey want to live abroad and seek new lives there because of different reasons such as high-living costs, low life satisfaction, political tension, social problems, etc (Çağlar & Çağlar, 2021). Hence, some Turkish students are motivated in learning English in order to live abroad easily. If they know English, they can go abroad easily and search for a better life for themselves. In this respect, goals related to future achievements are becoming more important for students which affect their motivation to do better in English language learning.

The third highest rank for EFL learners' academic goal motives was self-made duty ( $M=3.60$ ,  $SD=.94$ ). According to the participants, learning is a self-made duty, and they feel obliged to study English; otherwise, they experience guilt. This finding of the study about students' having self-made duty academic goal motive is compatible with the findings of Chan's (2007) study on examining Chinese students' conceptions of learning. Learning involves hard work, persistence, and personal responsibility which is linked to self-made duty. The reason why the participants' self-made duty academic

goal motive is the third-highest motive may be cultural differences between Eastern and European societies. Learning is more associated with duty or obligation in collectivistic cultures compared to individualistic ones. At the same time, those from individualistic cultures may believe being motivated by duty is negative whereas others from collectivistic cultures interpret duty positively. Li (2012) states that “learning is not just academic for Chinese/Asians; it is, more centrally a personal moral obligation” (p. 139). Turkish EFL learners may also have internalized learning English as a personal duty. This can be caused by different reasons, for example, to make a difference in the world, to broaden their horizons, to have a good career for their future, or to achieve self-fulfillment, they may feel obliged to study English. In addition to this, being raised in an environment in which everyone has certain duties may result in students’ having duties to themselves. In Turkish culture, fathers are generally in the role of financial providers while mothers are responsible for household chores. Most teenagers are only responsible for being academically successful students to have a good job and a bright future. Hence, these students may have perceived studying English as their only duty to achieve these goals. Besides this finding, few pupils emphasized self-made duty as an academic goal motive for them in the interview. Self-made duty might have been conceptualized with mastery, future achievement, or family-oriented goal motives. It can be concluded that EFL learners feel responsible for their learning process, and they believe studying English is their duty to themselves.

One of the important findings to emerge from the study is that families are an important academic goal motive for university students’ learning ( $M=3.46$ ,  $SD=1.22$ ). Family and relationships as sources of goal meaning have been reported in numerous studies (Devogler & Ebersole, 1980; Baumeister, 1991; Debats et al., 1995; Lambert et al., 2010). A recent study by Kriegbaum et. al., (2016) reported that parents have an impact on college students’ academic motivation and achievement. The study was conducted with over 800 college students in the United States to examine the relationship between different patterns of shared agency and academic motivation and achievement of students in college. According to the results, the shared agency is correlated with greater intrinsic and extrinsic motivation whilst parental involvement and a high level of parental directing are associated with students’ low level of intrinsic and extrinsic motivation. In addition to this, the role of parents’ short term and long-term expectations on students’ short term and long-term aims has been widely investigated by Lazarides et. al., (2016) It has been suggested that both mothers' and

fathers' high expectations for students' short-term goals particularly affects their educational expectations positively, yet mothers' expectations are more important for students' long-term goals compared to fathers'. Similarly, several studies have found that students are eager to learn English due to family-oriented issues (Göktepe, 2014; Ngo, 2015; Wadho, et al., 2016). Students may feel grateful to their parents owing to raising and supporting them, they may want to meet their parents' expectations by succeeding in learning English. Being grateful for parents and showing high respect for them are important characteristics of learners. It is not surprising that family is of prime importance in family-oriented cultures such as Turkish culture, which leads to the fact that people presumably seek family approval throughout their lives and be a credit to their family. In this respect, their family may have a great influence on their academic goals in learning English. As a result, it can be asserted that family is a significant source of goals that motivate learners' academic goals.

When it comes to teacher-oriented, it can be implied that the source of learners' goals is partially related to it ( $M=2.97$ ,  $SD=1.21$ ). The participants of the present study are students enrolled in preparatory schools, whose age is mostly 18-20. For this age group, teachers may not seem like role models as they did in the past. University students are not much concerned about pleasing teachers by showing high academic performance in the class or not disappointing their teachers due to their lower grades compared to other students. In other words, this motive is important, but it is not as prominent as mastery or future achievement motives for university students. This finding might be explained by the relationship between the students and teachers as well as their priority of academic goal motives. If positive relationships between students and teachers are not built, students will not be probably willing to learn English due to their love or respect for their teachers. On the other hand, a recent study carried out by Yakar (2022) suggests that teachers are motivational sources for eighth-grade students who prepare for their high school entrance exams. Similarly, numerous studies have revealed that teachers are important goal sources for EFL/ ESL learners (Hattie, 2009; Schuitema et al., 2016; Westin & Imoni 2019).

Another finding of the study is that self-presentation is a goal motive that partly drives learners for learning English ( $M=2.86$ ,  $SD=1.20$ ). Pasban and Narafsan's (2020) study also confirms the findings of quantitative data, which is students are motivated by self-presentation, yet it is not one of the most reported motives by students. In the class environment, some students are concerned with presenting a good image to others while

others are not. Similarly, being competent in English may not seem very important for some students to create their identities, which results in less self-presentation motives. As a result, individual factors may play role in their self-presentation motives.

With respect to fake goodness, this study displays EFL learners' academic goal motivation is slightly related to the fear of performing poorly or avoiding looking unsuccessful ( $M=2.20$ ,  $SD=.98$ ). A detailed examination of university students' academic goal motives in terms of their degree by Pasban and Narafsan (2020) showed similar results that fake goodness and peer-oriented were less mentioned academic goal motives in all degrees (BA, MA, and Ph. D). Likewise, fake goodness has been identified as one of the motivational sources in several studies (Gjesme, 1971; Martin, 2002; De Castella et. al., 2013). If learners study English due to the fear of failure, their main goals will not be to improve their academic knowledge but to avoid showing low ability, which may result in lower achievement in language learning. In accordance with this, Covington and Roberts (1994) suggest learning environment should encourage learners to achieve their mastery goals rather than distressing themselves by performing poorly.

Considering peers as motivational sources, it can be implied that EFL learners' motivation to learn is least likely derived from peer-oriented factors based on the findings of the study ( $M= 1.82$ ,  $SD=.98$ ). The possible reason for these findings is that university students' focus is not generally on peer acceptance or peer rejection in terms of their academic goal-setting behavior. While peers may play a crucial role in their social achievement goals, such as being competent in social relationships, their influence on learners' academic goals decreases among university students. However, there have been numerous studies in the literature revealing the significance of peers on learners' academic motivation (Molloy, et al., 2011; Kindermann, 2016; Wentzel,& Muenks, 2016). Sagotsky and Lepper (1982) also found that elementary school students chose more difficult academic goals for themselves after they observed their peers engaging in challenging academic goals.

### ***Discussion of the Second Research Question***

One of the aims of this investigation was to describe EFL learners' academic goal motives concerning their gender and the university type they were studying. Significant differences were found between EFL learners' gender and fake-goodness, peer-oriented, future achievement, and self-made duty academic goal motives while there were no

significant differences between gender and mastery, self-presentation, family-oriented, and teacher-oriented academic goal motives. In this regard, male students' scores of fake goodness and peer-oriented are higher than female students whereas female students have self-made duty and future achievement goal motives more than male students. The findings of the current study are coherent with the findings of D'Lima et al. 's (2014) study: male students were more performance-avoidance oriented linked to fake goodness than female students who were more extrinsically motivated. This finding can be explained by how females and males perceive success differently. Women perceive success in terms of healthy relationships and being emotionally well whereas men consider it more material accomplishments, and reputation in society (Dyke & Murhpy, 2006). Consequently, men are more prone to looking successful compared to women even if they are not successful because they can maintain their power and status in society as long as they are considered accomplished.

Respecting peer-oriented motive, it can be inferred that the role of peers in driving motivation attaches more importance to male students compared to females. That means boys are more concerned with their friends' attitudes and ideas than girls in education which may result in friends' greater importance as sources of their goals. Fewer studies have been performed related to gender differences for peer influence on goals; however, King's (2016) study yielded important results considering the relation between boys' academic motivation and their perceptions of their friends' attitudes toward school. The study emphasized that boys' low level of motivation and their academic achievement were associated with their perceptions that their friends had negative attitudes toward school. Contrary to this finding, the majority of prior research has revealed that friends and close peers influence females the most in a variety of situations. (Eagly, 1978; Maccoby & Jacklin, 1978; Han & Li, 2009).

On the other hand, females' future-oriented motives significantly differed from males' future-oriented motives. The desire to have a better future and career motivated females more than males based on the results. Academic goals deriving from future-oriented concerns are associated with extrinsic motivation, and a large number of existing studies have shown females are more extrinsically motivated than males (Narayanan, 2007; Han & Li, 2009; D'lima, 2014). The possible reason for this result is the problem of gender inequality. Gender inequality remains to be a serious problem all over the world that limits females' career work as they are more likely to work in less-qualified jobs or they do not have as many job opportunities as males. Therefore, it can

be expected that accessing a better future through learning English especially motivates female EFL students.

Furthermore, the current study has found that female students have higher self-made duty motives compared to male students. This may be because their goal sources highly rely on future concerns. As discussed, the future goals female students hold motivate them to learn English and to be able to achieve goals related to future achievement, they should show great dedication to the field resulting in having self-made duty motives. They should feel responsible for studying English and conceptualize it as a duty for themselves if they want to achieve future achievement goals. In addition to this, females' inner drive to study English, perceiving it as a self-made duty may be due to the transformation of the duty for others into the duty for self. It is known that pupils may develop intrinsic motivation after a while even though they are not intrinsically motivated in the beginning. Parents and teachers who have a great influence on pupils' academic motivation from the beginning of their education may have made pupils believe their duty is to please them by doing well at school. Later, especially female students may start viewing succeeding in English as a self-made duty because of various reasons such as self-presentation or future achievement, so the duty to please others turns into the duty for self.

As for the relations between the university type and academic goal motives, no significant differences were found. To our knowledge, prior studies have not much focused on the academic goal motives of students according to the university type they are studying. However, it has been shown that there are significant differences between state and foundation universities in terms of academic success, time spent studying, etc. Başol, et al. (2015) explored the differences between students at state and foundation universities in various aspects, and they argued that students at foundation universities have higher academic success than others. In another study conducted by Karakuyu and Öndem (2013), it was noted that students at state universities study their courses more regularly than students at foundation universities. On the other hand, Baykara's (2017) study concluded that there was no significant correlation between students' foreign language levels and university preferences. The foundation university in this study is not so different than other state universities in terms of being a nonprofit university. For this reason, students' profiles of the foundation university can be similar to students at the state universities which leads them to have similar academic goal motives. Another possible reason is students lack goal motives due to school closures during COVID-19;

neither students at foundation nor state universities could adapt easily to the “new normal”, which means blended learning in education. As a consequence of the psychological distress, they experienced during the pandemic, they returned to school without preparing for the academic year. Uncertainty of the pandemic has disrupted lots of plans including students’ plans for the future and has caused a shift from long-term goals to short-term goals. This situation had a huge impact on students’ academic goal motives and academic engagement in general. That is probably why no differences between foundation and state universities in terms of academic goal motives were found.

### ***Discussion of the Third Research Question***

This study investigated the relationship between academic goal motives and language learning strategies in the EFL context, and the results of the study show there is a significant correlation between EFL learners’ academic goal motives and their use of language learning strategies. When EFL learners’ academic goal motives increase, their use of language learning strategies increases as well. The possible reason for this finding is that students who have academic goal motives make more effort, tend to use more strategies, and show more determination to achieve their goals. Zimmerman et al. (2017) state that students’ engagement in learning and their performance are determined by goals and motives. Furthermore, according to the data analysis, EFL learners’ academic goal motives have an impact on language learning strategies, yet this impact is quite low (9%). One unit increase in the academic goal motives variable is expected to cause an increase of .9 units in the language learning strategies variable. This finding is probably because the use of language learning strategies is dependent on certain types of academic goal motives. For example, the study by Matos et al. (2007) revealed that mastery goals predicted more use of language learning strategies and higher academic achievement than other goals. It may be also explained by the influences of the pandemic that COVID-19 has affected students’ physical and mental well-being. They could not attend classes regularly due to health problems, or they were surrounded by people with COVID-19 during this period. They could not prioritize their academic goals, consequently, this may have affected their use of language learning strategies negatively. Previous studies also support that goal motives play a crucial role in understanding the usage of strategies in learning (Oxford & Nyikos, 1989; Bonney, et

al., 2008; Yin, 2008; Shinogaya, 2018). Therefore, the low impact of goal motives can be due to learners' low motivation and academic interest during COVID-19.

### ***Discussion of the Fourth Research Question***

EFL learners' perceptions regarding their academic goal motives and their relation to the use of language learning strategies were explored through interview questions. Based on the findings, it can be alleged that students are motivated by future achievement, mastery, self-presentation, family, and self-made duty. They study English in order to have a good career, improve their own performance, make their parents happy, and achieve their ideal selves. Self-presentation goal motive is one of the most refereed goal motives which does not correspond to the finding of the quantitative data. The difference between quantitative and qualitative data may have been due to the difficulty of accepting that their ideal self-presentation makes them happy and feel good about themselves. However, during the interview, they were able to explain what motivated them in achieving their goals in a detailed way. On the other hand, the interview was conducted with only 16 students, so generalizing this finding to the whole population is not possible.

The reason why these goals are prominent to them is that young people care about their needs rather than other people's desires. Family is an exception, which can be explained by strong family relationships in Turkey. Generally, parents' making a lot of sacrifices for their children and dedicating their lives to them in Turkish culture make students feel responsible for their parents. For this reason, it may have appeared as an important reason for students to study English.

More importantly, students need meaningful reasons to force themselves to study hard and enhance their English knowledge using language learning strategies. They believe that their goal motives drive them to try different language learning strategies such as compensation, affective and social strategies. Based on these findings, it can be said that students use strategies in order to succeed in English, and academic goal motives lead them to use these strategies. On the other hand, few students reported using various strategies, but they were not aware of language learning strategies literally, and one student stated he did not prefer using lots of language learning strategies to be successful in EFL. This might be related to participants' profiles, for example, ambitious, hard-working, and motivated students are more likely to set goals and use various strategies to pursue their goals while students who are less interested in



the field and demotivated are expected to have fewer academic goals and less use of strategies. Besides this, participants in the interview were chosen voluntarily; therefore, students whose academic engagement was high may have participated in the study. Overall, one can infer from the results that students' academic goal motives are highly related to their usage of language learning strategies. These findings support the findings obtained from the quantitative data, and they are also consistent with the findings of previous research done both in the home country and abroad (Nikoopour, et al., 2012; Aksoy & Şivetoğlu 2014; Aydın & Çubukçu, 2019).

### **Implications of the Study**

The analysis of both quantitative and qualitative data provided important information to understand EFL learners' goal sources; they are motivated not only by intrinsic but also extrinsic factors. It would be beneficial for teachers to pay attention to learners' goals and goal motives while planning their lessons and classroom activities, so they can create an effective learning environment in accordance with students' goal sources. At the same time, they should motivate their students by establishing good rapport with them which may result in having higher teacher-oriented academic goal motive. Teachers' mastery goals can also contribute to students' motivation by helping students to be more interested in the field and increase their mastery-goal orientation in class. For this reason, teachers should also seek to answer what their goals in teaching are. In addition to this, mastery and future-achievement goal orientations motivate EFL students the most in their language learning process whilst peer-oriented goal motives are the least effective. Peers are considered important contributors to students' learning; they facilitate learning by providing support that students need. However, peers are found the least referred motive in the present study. Educators should focus on peer relationships to create meaningful social interactions that help to increase students' motivation. They can also develop learning environments to enhance learners' interaction with their peers, hence peers can be an important source of students' academic goals.

It also has been found that some academic goal motives differ according to gender. Male students are more motivated by peer-oriented and fake goodness factors whereas female students are more concerned with future-achievement and self-made duty. It can be implied that gender roles in society may cause females and males have different academic goal motives. Learning English is perceived as a self-made duty and necessary to reach better life standards for female students, otherwise it will be difficult

for them to have a good career and life. It is important for teachers to understand gender differences in academic goal motives while designing their curriculum for their language classrooms.

The current study has revealed goal orientations have positive impacts on EFL learners' use of language learning strategies. To be able to use various language learning strategies, students first need to find some motives to improve their English. In class environment, students' participation and interest in language learning decrease when their goals are not consistent with classroom goals. Therefore, it has become prominent to pay attention to learners' goal and goal motives. More importantly, understanding goal motives will allow scholars to have an idea about why some students are reluctant to engage in language learning strategies while others are not. The study has also showed that language learning strategies are not known well by some students based on their expressions related to language learning strategies. EFL learners should be informed about these strategies by their teachers, and they should be given opportunities to apply them during language classes.

#### Recommendations for Further Research

1. EFL learners' academic goal motives except the ones mentioned in the study can be explored for future research.
2. This study investigated EFL learners' academic goal motives who study at preparatory schools. In the further studies, academic goal motives of EFL learners with different academic degrees can be investigated.
3. This study can also be replicated in high schools and secondary schools to determine different EFL groups' academic goal motives.
4. The relationship between EFL learners' academic goal motives and other demographic variables such as socioeconomic status, the high school they graduated from can be examined.
5. The study aimed at finding whether there was a correlation between EFL learners' academic goal motives and language learning strategies. The further studies can examine the relation between academic goal motives and academic achievement.
6. The study can be replicated with participants from different of foundation and state universities in order to obtain more reliable data.

## **Conclusion**

Understanding EFL learners' academic goals and identifying their goal motives enable both teachers and students a clear direction of learning. Goal motives lead students to pursue their goals by engaging them in learning during the language learning process. In line with this, the present research reveals important results by showing that academic goal motives predict the use of language learning strategies. Students who have academic goal motives use language learning strategies more frequently to achieve their goals. In addition to this, peer-oriented, fake-goodness, future achievement, and self-made duty academic goal motives vary based on gender, and the most common academic goal motives of EFL students are mastery, future achievement, self-made duty, family-oriented, and self-presentation. Foreign language learning is a highly demanding process for students, and in order to contribute to students' academic success, it is vital to learn their academic goal motives and plan lessons and classroom activities accordingly.

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## APPENDICES

## Appendix 1: Approval of the Ethics Committee

<b>T.C</b>	
<b>ÇAĞ ÜNİVERSİTESİ</b>	
<b>SOSYAL BİLİMLER ENSTİTÜSÜ</b>	
<b>TEZ / ARAŞTIRMA / ANKET / ÇALIŞMA İZİNİ / ETİK KURULU İZİNİ TALEP FORMU VE ONAY TUTANAK FORMU</b>	
<b>ÖĞRENCİ BİLGİLERİ</b>	
<b>T.C. NOSU</b>	
<b>ADI VE SOYADI</b>	Nurbanu Ebru KUZGUN
<b>ÖĞRENCİ NO</b>	2020008006
<b>TEL. NO.</b>	
<b>E - MAİL ADRESLERİ</b>	
<b>ANA BİLİM DALI</b>	İngiliz Dili Eğitimi
<b>HANGİ AŞAMADA OLDUĞU (DERS / TEZ)</b>	Tez
<b>İSTEKDE BULUNDUĞU DÖNEME AIT DÖNEMLİK KAYDININ YAPILIP-YAPILMADIĞI</b>	2021 / 2022 - GÜZ DÖNEMİ KAYDINI YENİLEDİM.
<b>ARAŞTIRMA/ANKET/ÇALIŞMA TALEBİ İLE İLGİLİ BİLGİLER</b>	
<b>TEZİN KONUSU</b>	Akademik Hedef Motivasyonları ile Dil Öğrenme Stratejileri Arasındaki İlişki
<b>TEZİN AMACI</b>	Bu tezin amacı üniversite hazırlık öğrencilerinin akademik hedef motivasyonlarını tanımlamak, bu motivasyonları demografik değişkenler açısından incelemek ve akademik hedef motivasyonları ile dil öğrenme stratejileri arasındaki ilişkiyi araştırmaktır.
<b>TEZİN TÜRKÇE ÖZETİ</b>	Bugüne kadar yapılan çalışmalar, dil öğrenme stratejilerinin yabancı dil edinimi üzerindeki önemli bir etkisi olduğunu göstermektedir. Öğrencilerin İngilizce öğrenme başarılarını artırmak için aynı zamanda akademik hedef motivasyonlarının da öğrenilmesi gerekmektedir. Yaş, cinsiyet, öğrenme stratejileri, öğrenme stilleri ve kişilik özellikleri de dahil olmak üzere birçok değişkenin dil öğrenmeyi etkilediği bilinmesine rağmen, öğrencilerin akademik hedef motivasyonları henüz derinlemesine tanımlanmamıştır. Bu durum, akademisyenlerin ve öğretmenlerin, öğrencilerin hedef motivasyonlarının hangi faktörlerden etkilendiğini ve bu motivasyonların, öğrencilerin dil öğrenme stratejilerini kullanma veya kullanmamadaki tercihleri ile bir ilişkisi olup olmadığını anlamalarını zorlaştırmaktadır. Bu nedenle, öğrencilerin dil öğrenme stratejileri kullanımlarını anlamak için bu sorunun ele alınması önem taşımaktadır.



ARAŞTIRMA YAPILACAK OLAN SEKTÖRLER/ KURUMLARIN ADLARI	İstanbul 29 Mayıs Üniversitesi -Bitlis Eren Üniversitesi - Pamukkale Üniversitesi - Samsun Üniversitesi
İZİN ALINACAK OLAN KURUMA AİT BİLGİLER (KURUMUN ADI- ŞUBESİ/ MÜDÜRLÜĞÜ - İLİ - İLÇESİ)	İstanbul 29 Mayıs Üniversitesi -Bitlis Eren Üniversitesi - Pamukkale Üniversitesi - Samsun Üniversitesi
YAPILMAK İSTENEN ÇALIŞMANIN İZİN ALINMAK İSTENEN KURUMUN HANGİ İLÇELERİNE/ HANGİ KURUMUNA/ HANGİ BÖLÜMÜNDE/ HANGİ ALANINA/ HANGİ KONULARDA/ HANGİ GRUBA/ KİMLERE/ NE UYGULANACAĞI GİBİ AYRINTILI BİLGİLER	Yabancı Diller Yüksekokulu İngilizce Hazırlık bölümü öğrencilerine uygulanacaktır.
UYGULANACAK OLAN ÇALIŞMAYA AİT ANKETLERİN/ ÖLÇEKLERİN BAŞLIKLARI/ HANGİ ANKETLERİN - ÖLÇEKLERİN UYGULANACAĞI	1-Mohsen Ali Pasban ve Mehry Haddad Narafsan'ın (2020) oluşturduğu araştırmacı tarafından Türkçe'ye uyarlanan "Akademik Hedef Motivasyon " ölçeği 2- Oxford (1990) tarafından hazırlanan Dil Öğrenme Stratejileri Envanteri 3- Görüşme
EKLER (ANKETLER, ÖLÇEKLER, FORMLAR, .... V.B. GİBİ EVRAKLARIN İSİMLERİYLE BİRLİKTE KAÇ ADET/SAYFA OLDUKLARINA AİT BİLGİLER İLE AYRINTILI YAZILACAKTIR)	1) Akademik Hedef Motivasyon Ölçeği (1) Sayfa 2) Dil Öğrenme Stratejileri Envanteri (2) Sayfa 3)Görüşme
ÖĞRENCİNİN ADI - SOYADI:Nurbanu Ebru KUZGUN	Enstitü müdürlüğünde evrak aslı imzalıdır. ÖĞRENCİNİN İMZASI: TARİH: 23 / 11/ 2021

**TEZ/ ARAŞTIRMA/ANKET/ÇALIŞMA TALEBİ İLE İLGİLİ DEĞERLENDİRME SONUCU**

. Seçilen konu Bilim ve İş Dünyasına katkı sağlayabilecektir.

2. Anılan konu ..... <b>Eğitim</b> ..... faaliyet alanı içerisine girmektedir.			
<b>1.TEZ DANIŞMANININ ONAYI</b>	<b>2.TEZ DANIŞMANININ ONAYI (VARSA)</b>	<b>ANA BİLİM DALI BAŞKANININ ONAYI</b>	<b>SOSYAL BİLİMLER ENSTİTÜSÜ MÜDÜRÜNÜN ONAYI</b>
Adı - Soyadı: Senem Zaimoğlu	Adı - Soyadı: .....	Adı - Soyadı: Şehnaz Şahinkarakaş	Adı - Soyadı: Murat Koç
Unvanı: ...Dr.....	Unvanı: .....	Unvanı: Prof. Dr.	Unvanı: Doç. Dr.
Evrak aslı e posta ile alınmıştır. İmzası: .....	İmzası: .....	Evrak aslı e posta ile alınmıştır. İmzası:.....	Enstitü müdürlüğünde evrak aslı imzalıdır. İmzası:.....
4 / 11/ 2021	24 / 11/ 2021	24 / 11/ 2021	24 / 11/ 2021

**ETİK KURULU ASIL ÜYELERİNE AİT BİLGİLER**

Adı - Soyadı: <b>Şehnaz ŞAHINKARAKAŞ</b>	Adı - Soyadı: <b>Yücel ERTEKİN</b>	Adı - Soyadı: <b>Deniz Aynur GÜLER</b>	Adı - Soyadı: <b>Mustafa BAŞARAN</b>	Adı - Soyadı: <b>Mustafa Tevfik ODMAN</b>	Adı - Soyadı: <b>Hüseyin Mahir FİSUNOĞLU</b>	Adı - Soyadı: <b>Jülide İNÖZÜ</b>
Unvanı : Prof. Dr.	Unvanı : Prof. Dr.	Unvanı: Prof. Dr.	Unvanı : Prof. Dr.	Unvanı: Prof. Dr.	Unvanı : Prof. Dr.	Unvanı : Prof. Dr.
İmzası : .....	İmzası : .....	İmzası : .....	İmzası : .....	İmzası : .....	İmzası : .....	İmzası : .....
..... / ..... / 20.....	..... / ..... / 20.....	..... / ..... / 20.....	..... / ..... / 20.....	..... / ..... / 20.....	..... / ..... / 20.....	..... / ..... / 20.....
Etik Kurulu Jüri Başkanı - Asıl Üye	Etik Kurulu Jüri Asıl Üyesi	Etik Kurulu Jüri Asıl Üyesi	Etik Kurulu Jüri Asıl Üyesi	Etik Kurulu Jüri Asıl Üyesi	Etik Kurulu Jüri Asıl Üyesi	Etik Kurulu Jüri Asıl Üyesi

<input checked="" type="radio"/>	<b>OY BİRLİĞİ İLE</b>
<input type="radio"/>	<b>OY ÇOKLUĞU İLE</b>

Çalışma yapılacak olan tez için uygulayacak olduğu Anketleri/Formları/Ölçekleri Çağ Üniversitesi Etik Kurulu Asıl Jüri Üyelerince İncelenmiş olup, ..... / ..... / 20..... - ..... / ..... / 20..... tarihleri arasında uygulanmak üzere gerekli iznin verilmesi taraflarımızca uygundur.

## Appendix 2. Approval Request from Rectorate of Çağ University



T.C.  
ÇAĞ ÜNİVERSİTESİ  
Sosyal Bilimler Enstitüsü

Sayı : E-23867972-050.01.04-2100010069  
Konu : Bilimsel Araştırma ve Yayın Etiği  
Kurulu Kararı Alınması Hk.

08.12.2021

REKTÖRLÜK MAKAMINA

**İlgi:** 09.03.2021 tarih ve E-81570533-050.01.01-2100001828 sayılı Bilimsel Araştırma ve Yayın Etiği Kurulu konulu yazınız.

İlgi tarihli yazınız kapsamında Üniversitemiz Sosyal Bilimler Enstitüsü bünyesindeki Lisansüstü Programlarda halen tez aşamasında kayıtlı olan **Nurbanu Ebru Kuzgun** isimli öğrencimize ait tez evraklarının "Üniversitemiz Bilimsel Araştırma ve Yayın Etiği Kurulu Onayları" alınmak üzere Ek'te sunulmuş olduğunu arz ederim.

Doç. Dr. Murat KOÇ  
Sosyal Bilimler Enstitüsü Müdürü

Ek : 1 Adet öğrenciye ait tez evrakları listesi.

**Appendix 3: Approval of Rectorate of Çağ University**

T.C.  
ÇAĞ ÜNİVERSİTESİ  
Rektörlük

Sayı : E-81570533-044-2100010238

15.12.2021

Konu : Bilimsel Araştırma ve Yayın Etiği  
Kurul İzni Hk.

**SOSYAL BİLİMLER ENSTİTÜSÜ MÜDÜRLÜĞÜNE**

- İlgi : a) 07.12.2021 tarih ve E-23867972- 050.01.04-2100010060 sayılı yazınız.  
b) 08.12.2021 tarih ve E-23867972- 050.01.04-2100010069 sayılı yazınız.  
c) 07.12.2021 tarih ve E-23867972- 050.01.04-2100010036 sayılı yazınız.  
ç) 08.12.2021 tarih ve E-23867972- 050.01.04-2100010099 sayılı yazınız.  
d) 08.12.2021 tarih ve E-23867972- 050.01.04-2100010093 sayılı yazınız.

İlgi yazılarda söz konusu edilen Fınar Yüzer, Bekir Serter Gözen, Deniz Gizer, Erdem Terzi, Nurbanu Ebru Kuzgun, Bayram Öcal ve Mehtap Dursun isimli öğrencilerimizin tez evrakları Bilimsel Araştırma ve Yayın Etiği Kurulunda incelenerek uygun görülmüştür.

Bilgilerinizi ve gereğini rica ederim.

Prof. Dr. Ünal AY  
Rektör

## Appendix 4: Consent Form

**ÇAĞ ÜNİVERSİTESİ  
SOSYAL BİLİMLER ENSTİTÜSÜ  
ETİK KURULU**

### BİLGİLENDİRİLMİŞ ONAM FORMU

Bu formun amacı katılmanız rica edilen araştırma ile ilgili olarak sizi bilgilendirmek ve katılmanız ile ilgili izin almaktır.

Bu kapsamda "The impact of academic goal motives on language learning strategies." başlıklı araştırma "Nurbanu Ebru KUZGUN." tarafından **gönüllü katılımcılarla** yürütülmektedir. Araştırma sırasında sizden alınacak bilgiler gizli tutulacak ve sadece araştırma amaçlı kullanılacaktır. Araştırma sürecinde konu ile ilgili her türlü soru ve görüşleriniz için aşağıda iletişim bilgisi bulunan araştırmacıyla görüşebilirsiniz. Bu araştırmaya **katılmama** hakkınız bulunmaktadır. Aynı zamanda çalışmaya katıldıktan sonra çalışmadan **çıkabilirsiniz**. Bu formu onaylamanız, **araştırmaya katılım için onam verdiğiniz** anlamına gelecektir.

#### Araştırmayla İlgili Bilgiler:

Araştırmanın Amacı: Akademik hedef güdülerinin dil kullanma stratejilerine etkisini araştırmak

Araştırmanın Nedeni: Dil kullanma stratejilerinin akademik hedef güdüleriyle olan ilişkisini açıklamak  
Süresi: 4 ay

Araştırmanın Yürütüleceği Yer: Pamukkale Üniversitesi, Denizli; Samsun Üniversitesi, Samsun; İstanbul 29 Mayıs Üniversitesi, İstanbul; Bitlis Eren Üniversitesi, Bitlis.

#### Çalışmaya Katılım Onayı:

Katılmam beklenen çalışmanın amacını, nedenini, katılmam gereken süreyi ve yeri ile ilgili bilgileri okudum ve gönüllü olarak çalışma süresince üzerime düşen sorumlulukları anladım. Çalışma ile ilgili ayrıntılı açıklamalar yazılı ve sözlü olarak tarafıma sunuldu. Bu çalışma ile ilgili faydalar ve riskler ile ilgili bilgilendirildim.

Bu araştırmaya kendi isteğimle, hiçbir baskı ve zorlama olmaksızın katılmayı kabul ediyorum.

Katılımcının (Islak imzası ile\*\*\*)

Adı-Soyadı:

İmzası\*\*\*:

Araştırmacının

Adı-Soyadı: Nurbanu Ebru KUZGUN

e-posta:

İmzası: Enstitü müdürlüğünde evrak aslı imzalıdır

**Appendix 5: Personal Information Scale**

<b>PERSONAL INFORMATION SCALE</b>
Gender  <input type="checkbox"/> Male <input type="checkbox"/> Female
Age <input type="checkbox"/> 18-20 <input type="checkbox"/> 21-23 <input type="checkbox"/> 24-26 <input type="checkbox"/> 27 years and over
Type of university you work <input type="checkbox"/> State <input type="checkbox"/> Foundation

### Appendix 6: Academic Goal Motives Scale

AKADEMİK HEDEF MOTİVASYON ÖLÇEĞİ					
Aşağıda, akademik hedef güdüleriyle ilgili ifadeler bulunmaktadır. Soruların doğru ya da yanlış cevabı yoktur. Gerçek duygu ve düşüncelerinizi yansıtacak yanıtlar vererek tüm soruları yanıtlamanız araştırmanın sonuçları açısından önemlidir. Size uygun ifadeleri (1 =Kesinlikle katılıyorum 2= Katılıyorum 3= Kararsızım 4= Katılmıyorum 5= Kesinlikle katılmıyorum) işaretleyiniz.					
1-İngilizce alanında yeni kavramlar öğrenmek benim için önemlidir.	1	2	3	4	5
2-İngilizce dersinde yeni bilgiler öğrenmek beni akademik olarak motive eder.	1	2	3	4	5
3- İngilizce dersinde öğretilenleri iyice anlamak benim için önemlidir.	1	2	3	4	5
4- Akademik motivasyonlarımdan biri de İngilizce dersinde sınıftaki diğer öğrencilerden daha başarılı görünmektir.	1	2	3	4	5
5-Sınıfımdaki diğer öğrencilerin İngilizce dersinde iyi olduğumu düşünmeleri benim için önemlidir.	1	2	3	4	5
6-Hedeflerimden biri de İngilizcenin benim için kolay olduğunu sınıftaki diğer arkadaşlarıma göstermektir.	1	2	3	4	5
7- İngilizce dersinde başarısız olma korkusu genellikle beni olumlu yönde motive eder.	1	2	3	4	5
8-Asıl amacım, "İngilizce öğrenemiyor" izlenimi vermemektir.	1	2	3	4	5
9- "İngilizce öğrenme becerisi düşük" izlenimi vermemek, İngilizcede yeni bir beceri öğrenmekten daha önemlidir.	1	2	3	4	5
10-Çok çalışıyorum çünkü öğrenmek öğrencinin görevidir.	1	2	3	4	5
11-İngilizce alanında iyi olmak için çaba sarf ediyorum çünkü bu bana doğru olanı yaptığım hissi veriyor.	1	2	3	4	5
12-Çok çalışmazsam kendimi suçlu hissederim.	1	2	3	4	5
13-Bu dönem verilen İngilizce ödevlerini yapıyorum çünkü İngilizcedeki başarımla hayallerime ulaşmak için önemlidir.	1	2	3	4	5

14-Başarım, hayal ettiğim geleceği şekillendirmede rol oynadığı için İngilizce dersinde elimden gelenin en iyisini yapıyorum.	1	2	3	4	5
15-İngilizce dersinde verilen görevleri yapıp onların içeriğini anlamak ileride olmak istediğim kişi için önemlidir.	1	2	3	4	5
16-Ailemi onurlandırmak ve gururlandırmak için çalışıyorum.	1	2	3	4	5
17-Çaba sarf ediyorum çünkü İngilizce dersinde başarılı olmak ailemin benimle gurur duymasını sağlayacaktır.	1	2	3	4	5
18-İngilizce dersinde bazen kendimi bilerek yapamıyordum gibi gösteriyorum çünkü arkadaşlarımla aramızda bir fark hissetmesini istemiyorum.	1	2	3	4	5
19-Arkadaşlarımı kaybetme korkusundan dolayı fazla başarılı olmak istemiyorum.	1	2	3	4	5
20-Arkadaşlarım tarafından kabul edilmek için bazen üniversite çalışmalarımı erteleyebiliyorum.	1	2	3	4	5
21-İngilizce dersinde verilen çalışmaları yapmamın önemli bir nedeni öğretmenimi memnun etmektir.	1	2	3	4	5
22-İngilizce dersindeki çalışmaları yapıyorum çünkü öğretmenimin beklentisini karşılamak istiyorum.	1	2	3	4	5
23-Çok çalışıyorum çünkü İngilizce öğretmenimi hayal kırıklığına uğratmak istemiyorum.	1	2	3	4	5



### Appendix 7: Strategy Inventory for Language Learning

DİL ÖĞRENME STRATEJİLERİ ENVANTERİ Oxford (1990)					
Dil Öğrenme Stratejileri Envanteri İngilizce'yi Yabancı Dil olarak öğrenenler için hazırlanmıştır. Bu envantere İngilizce öğrenmeye ilişkin ifadeler okuyacaksınız. Her ifadenin sizin için ne kadar doğru ya da geçerli olduğunu, derecelendirmeye bakarak, 1, 2, 3, 4, 5' ten birini yazınız. Verilen ifadenin, nasıl yapmanız gerektiği ya da başkalarının neler yaptığı değil, sadece sizin yaptıklarınızı ne kadar tasvir ettiğini işaretleyiniz. Maddeler üzerinde çok fazla düşünmeyiniz. Maddeleri yapabildiğiniz kadar hızlı şekilde, çok zaman harcamadan ve dikkatlice işaretleyip bir sonraki maddeye geçiniz. Anketi cevaplandırmak yaklaşık 10-15 dk. alır.	1= Hiçbir zaman doğru değil	2= Nadiren doğru	3= Bazen doğru	4= Sık sık doğru	5= Her zaman doğru
1. İngilizcede bildiklerimle yeni öğrendiklerim arasında ilişki kurarım.	1	2	3	4	5
2. Yeni öğrendiğim kelimeleri hatırlamak için bir cümlede kullanırım.	1	2	3	4	5
3. Yeni öğrendiğim kelimeleri akılda tutmak için kelimenin telaffuzuyla aklıma getirdiği bir resim ya da şekil arasında bağlantı kurarım	1	2	3	4	5
4. Yeni bir kelimeyi o sözcüğün kullanılabileceği bir sahneyi ya da durumu aklımda canlandırarak, hatırlarım.	1	2	3	4	5
5. Yeni kelimeleri aklımda tutmak için, onları ses benzerliği olan kelimelerle ilişkilendiririm.	1	2	3	4	5

6. Yeni öğrendiğim kelimeleri aklımda tutmak için küçük kartlara yazarım.	1	2	3	4	5
7. Yeni kelimeleri vücut dili kullanarak zihnimde canlandırırım.	1	2	3	4	5
8. İngilizce derslerinde öğrendiklerimi sık sık tekrar ederim.	1	2	3	4	5
9. Yeni kelime ve kelime gruplarını ilk karşılaştığım yerleri (kitap, tahta ya da herhangi bir işaret levhasını) aklıma getirerek, hatırlarım.	1	2	3	4	5
10. Yeni sözcükleri birkaç kez yazarak, ya da söyleyerek, tekrarlarım.	1	2	3	4	5
11. Anadili İngilizce olan kişiler gibi konuşmaya çalışırım.	1	2	3	4	5
12. Anadilimde bulunmayan İngilizce 'deki "th /θ / hw " gibi sesleri çıkararak, telaffuz alıştırmaları yaparım.	1	2	3	4	5
13. Bildiğim kelimeleri cümlelerde farklı şekillerde kullanırım.	1	2	3	4	5
14. İngilizce sohbetleri ben başlatırım.	1	2	3	4	5
15. TV'de İngilizce programlar ya da İngilizce filmler izlerim.	1	2	3	4	5
16. İngilizce okumaktan hoşlanırım.	1	2	3	4	5
17. İngilizce mesaj, mektup veya rapor yazarım.	1	2	3	4	5
18. İngilizce bir metne ilk başta bir göz atarım, daha sonra metnin tamamını dikkatlice okurum.	1	2	3	4	5
19. Yeni öğrendiğim İngilizce kelimelerin benzerlerini Türkçede ararım.	1	2	3	4	5
20. İngilizcede tekrarlanan kalıplar bulmaya çalışırım.	1	2	3	4	5
21. İngilizce bir kelimenin, bildiğim kök ve eklerine ayırarak anlamını çıkarırım.	1	2	3	4	5

22. Kelimesi kelimesine çeviri yapmamaya çalışırım.	1	2	3	4	5
23. Dinlediğim ya da okuduğum metnin özetini çıkarırım.	1	2	3	4	5
24. Bilmediğim İngilizce kelimelerin anlamını, tahmin ederek bulmaya çalışırım.	1	2	3	4	5
25. İngilizce konuşurken bir sözcük aklıma gelmediğinde, el kol hareketleriyle anlatmaya çalışırım.	1	2	3	4	5
26. Uygun ve doğru kelimeyi bilmediğim durumlarda kafamdan yeni sözcükler uydururum	1	2	3	4	5
27. Okurken her bilmediğim kelimeye sözlükten bakmadan, okumayı sürdürürüm.	1	2	3	4	5
28. Konuşma sırasında karşıdakinin söyleyeceği bir sonraki cümleyi tahmin etmeye çalışırım.	1	2	3	4	5
29. Herhangi bir kelimeyi hatırlayamadığımda, aynı anlamı taşıyan başka bir kelime ya da ifade kullanırım.	1	2	3	4	5
30. İngilizcemi kullanmak için her fırsatı değerlendiririm.	1	2	3	4	5
31. Yaptığım yanlışların farkına varır ve bunlardan daha doğru İngilizce kullanmak için faydalanırım	1	2	3	4	5
32. İngilizce konuşan bir kişi duyduğumda dikkatimi ona veririm.	1	2	3	4	5
33. “İngilizceyi daha iyi nasıl öğrenirim?” sorusunun yanıtını araştırırım.	1	2	3	4	5
34. İngilizce çalışmaya yeterli zaman ayırmak için zamanımı planlarım..	1	2	3	4	5
35. İngilizce konuşabileceğim kişilerle tanışmak için fırsat kollarım.	1	2	3	4	5

36. İngilizce okumak için, elimden geldiği kadar fırsat yaratırım	1	2	3	4	5
37. İngilizcede becerilerimi nasıl geliştireceğim konusunda hedeflerim var.	1	2	3	4	5
38. İngilizcemi ne kadar ilerlettiğimi değerlendiririm.	1	2	3	4	5
39. İngilizcemi kullanırken tedirgin ve kaygılı olduğum anlar rahatlamaya çalışırım.	1	2	3	4	5
40. Yanlış yaparım diye kaygılandığımda bile İngilizce konuşmaya gayret ederim..	1	2	3	4	5
41. İngilizcede başarılı olduğum zamanlar kendimi ödüllendiririm.	1	2	3	4	5
42. İngilizce çalışırken ya da kullanırken gergin ve kaygılı isem, bunun farkına varırım.	1	2	3	4	5
43. Dil öğrenirken yaşadığım duyguları bir yere yazarım.	1	2	3	4	5
44. İngilizce çalışırken nasıl ya da neler hissettiğimi başka birine anlatırım.	1	2	3	4	5
45. Herhangi bir şeyi anlamadığımda, karşımdaki kişiden daha yavaş konuşmasını ya da söylediklerini tekrar etmesini isterim	1	2	3	4	5
46. Konuşurken karşımdakinin yanlışlarımı düzeltmesini isterim	1	2	3	4	5
47. Okulda arkadaşlarımla İngilizce konuşurum.	1	2	3	4	5
48. İhtiyaç duyduğumda İngilizce konuşan kişilerden yardım isterim.	1	2	3	4	5
49. Derste İngilizce sorular sormaya gayret ederim.	1	2	3	4	5
50. İngilizce konuşanların kültürü hakkında bilgi edinmeye çalışırım.	1	2	3	4	5

**Appendix 8: Semi-structured Interview Questions**

1. Akademik hedeflerinizi gerekleřtirmede sizi motive eden faktörler nelerdir?
2. Dil öğrenmede hangi stratejileri kullanıyorsunuz?
3. Akademik hedef güdüleriniz dil öğrenme stratejilerinizi etkiliyor mu? Nasıl ?

## Appendix 9: Approval Letters from Universities



T.C.  
PAMUKKALE ÜNİVERSİTESİ  
Öğrenci İşleri Daire Başkanlığı

Sayı : E-93282220-044-145811  
Konu : Anket Uygulama İzni (Nurbanu Ebru  
KUZGUN)

24.12.2021

ÇAĞ ÜNİVERSİTESİ REKTÖRLÜĞÜNE  
Adana-Mersin Karayolu Üzeri PK:33800 Yenice-Tarsus/MERSİN

İlgi : a) 16.12.2021 tarihli ve E-23867972-044-2100010273 sayılı yazınız.  
b) Üniversitemiz Yabancı Diller Yüksekokulu Müdürlüğünün 22.12.2021 tarihli ve E-63788039-300-145399 sayılı yazısı.

Üniversiteniz İngiliz Dili Eğitimi Tezli Yüksek Lisans Programı öğrencisi Nurbanu Ebru KUZGUN'un Dr. Öğr. Üyesi Senem ZAIMOĞLU danışmanlığında yürüttüğü "Akademik Hedef Motivasyonları ile Dil Öğrenme Stratejileri Arasındaki İlişki" konulu tez çalışmasını Üniversitemiz Yabancı Diller Yüksekokulu İngilizce Hazırlık Programı öğrencilerine uygulama talebi Rektörlüğümüzce uygun görülmüştür.

Gereğini bilgilerinize arz ederim.

Prof. Dr. İbrahim KISAÇ  
Rektör a.  
Rektör Yardımcısı

Ek: İlgi Yazı ve Eki (2 Sayfa)



T.C.  
SAMSUN ÜNİVERSİTESİ REKTÖRLÜĞÜ  
Genel Sekreterlik  
Yazı İşleri ve Arşiv Şube Müdürlüğü

Sayı : E-64886526-044-30548  
Konu : Nurbanu Ebru KUZGUN'un Tez Anket  
İzni Hk.

ÇAĞ ÜNİVERSİTESİ REKTÖRLÜĞÜNE

İlgi : a) 16.12.2021 tarihli ve E-23867972-044-2100010273 sayılı yazınız  
b) Yabancı Diller Bölüm Başkanlığının 09.06.2022 tarihli ,59760180-044-E.30026 sayılı yazısı.

İlgi (a) ile; Üniversiteniz İngiliz Dili Eğitimi Tezli Yüksek Lisans Programı öğrenciniz Nurbanu Ebru KUZGUN'un "Akademik Hedef Motivasyonları ile Dil Öğrenme Stratejileri Arasındaki İlişki" konulu tez çalışmasını uygulama talebiniz, Üniversitemiz Yabancı Diller Bölümünün olumlu görüşü doğrultusunda Rektörlüğümüzce uygun görülmüştür.

Bilgilerinize ve gereğini arz ederim.

Prof.Dr. Selahattin KAYNAK  
Rektör Yardımcısı



T.C.  
İSTANBUL 29 MAYIS ÜNİVERSİTESİ REKTÖRLÜĞÜ

Sayı : E-59518453-044-0000073958  
Konu : Nurbanu Ebru Kuzgun'un Tez Anket İzni  
Hk

14.6.2022

**ÇAĞ ÜNİVERSİTESİ REKTÖRLÜĞÜNE**

İlgi : Çağ Üniversitesi Rektörlüğü Sosyal Bilimler Enstitüsünün'nün 17.12.2021 tarihli ve E-23867972-044-2100010273 sayılı yazısı.

Üniversiteniz Sosyal Bilimler Enstitüsü İngiliz Dili Eğitimi Anabilim Dalı, İngiliz Dili Eğitimi Tezli Yüksek Lisans Programı öğrencisi Nurbanu Ebru KUZGUN'un "Akademik Hedef Motivasyonları ile Dil Öğrenme Stratejileri Arasındaki İlişki" başlıklı tez çalışması kapsamında Üniversitemiz Yabancı Diller Yüksekokulu İngilizce Hazırlık Bölümünde halen eğitim gören öğrencilere anket uygulama isteği Rektörlüğümüzce uygun görülmüştür.

Bilgilerinizi arz ederim.

Prof. Dr. Mustafa SİNANOĞLU  
Rektör



**ÇAĞ ÜNİVERSİTESİ REKTÖRLÜĞÜNE**

Üniversiteniz İngiliz Dili Eğitimi Tezli Yüksek Lisans Programı öğrenciniz Nurbanu Ebru KUZGUN'un "Akademik Hedef Motivasyonları ile Dil Öğrenme Stratejileri Arasındaki İlişki" konulu tez çalışmasını uygulama talebiniz, üniversitemiz Batı Dilleri ve Edebiyatları bölümü Yabancı Diller biriminin olumlu görüşüyle uygun görülmüştür.  
Bilgilerinizi ve gereğini arz ederim.

Doç. Dr. Emrullah ŞEKER  
Batı Dilleri ve Edebiyatları Bölüm Başkanı