



T.C.

BURSA ULUDAG UNIVERSITY

INSTITUTE OF EDUCATIONAL SCIENCES

DEPARTMENT OF FOREIGN LANGUAGES TEACHING

ENGLISH LANGUAGE TEACHING PROGRAMME

**IN-SERVICE ENGLISH LANGUAGE TEACHERS' GOAL ORIENTATIONS FOR
TEACHING: A MIXED METHODS STUDY**

MASTER THESIS

Hatice CİNGİLOĞLU

BURSA

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BURSA

2020

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YÜKSEK LİSANS İNTİHAL YAZILIM RAPORU

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Yukarıda başlığı gösterilen tez çalışmamın a) Kapak sayfası, b) Giriş, c) Ana bölümler ve d) Sonuç kısımlarından oluşan toplam 53 sayfalık kısmına ilişkin, 05/02/2020 tarihinde şahsım tarafından (Turnitin)* adlı intihal tespit programından aşağıda belirtilen filtrelemeler uygulanarak alınmış olan özgünlük raporuna göre, tezimin benzerlik oranı % 15'tir.

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Abstract

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IN-SERVICE ENGLISH LANGUAGE TEACHERS' GOAL ORIENTATIONS FOR TEACHING: A MIXED METHODS STUDY

The present thesis study aims to deepen our understanding on teacher motivation by embracing Goal Orientation Theory. Because of its being a recent motivation theory for teachers, there are a few studies focusing on goal orientations for teaching. This issue has been scarcely investigated especially for English language teachers or in-service teachers working in Turkish context. The study mainly focuses on English language teachers' goal orientations for teaching, namely, ability-approach, mastery, work avoidance and relational goals for teaching. Another concern of the study is to seek for any relations with the type of school that teachers work at and with the years of teaching experience. Considering the lack of comprehensive studies on teacher motivation, the researcher adopted a mixed methods research design. Accordingly, to investigate insights of teacher motivation, quantitative data was collected from 190 in-service English language teachers working in state schools and qualitative data was collected by interviewing with 9 volunteer teachers. Collected data was

analyzed via SPSS and content analysis. The results demonstrated that in-service English language teachers reported highest scores in mastery and ability approach goals and lowest in work avoidance goals. Furthermore, state school English language teachers with less than 5 years of experience have significantly higher strivings to develop themselves professionally.

Key words: English as a Foreign Language, goal orientations for teaching, teacher motivation, school types, years of teaching experience

Özet

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HİZMET İÇİ İNGİLİZCE ÖĞRETMENLERİNİN ÖĞRETMEYE YÖNELİK HEDEF YÖNELİM ALGILARI: BİR KARMA YÖNTEM ÇALIŞMASI

Mevcut tez çalışması Hedef Yönelimi Teorisini benimseyerek öğretmen motivasyonu konusundaki bilgimizi derinleştirmeyi amaçlamaktadır. Öğretmenler için güncel bir teori olmasından dolayı, öğretmeye yönelik hedef yönelimleri üzerine az sayıda çalışma bulunmaktadır. Bu konu özellikle yabancı dil olarak İngilizce öğretmenleri veya Türkiye bağlamında çalışan hizmet-içi öğretmenler için nadiren araştırılmıştır. Bu çalışma temel olarak yabancı dil olarak İngilizce öğretmenlerinin öğretmeye yönelik hedef yönelimlerine odaklanmaktadır. Adlandırmak gerekirse bunlar; beceri-yaklaşımı, ustalık, işten kaçınma ve öğrenci ilişkileridir. Araştırmacının bir diğer düşüncesi ise öğretmenlerin hedef yönelimlerinin okul türü ile ve mesleki deneyim süreleri ile bir ilişkisi olup olmadığıdır. Araştırmacı kapsamlı çalışmaların olmadığını düşünerek karma yöntem modelini kullanmıştır. Buna uygun olarak, öğretmen motivasyonunun iç yüzünü araştırmak için, niceliksel veri devlet okullarında hizmet vermekte olan 190 yabancı dil öğretmeninden ve niteliksel veri ise

9 gönüllü öğretmen ile yapılan mülakatlardan toplanmıştır. Toplanan nicel verilerin SPSS istatistik programı ile analizi ve nitel verilerin içerik tahlili yapılmıştır. Sonuçlar hizmet içi İngilizce öğretmenlerinin en fazla ustalık ve beceri yaklaşımı hedef yönelimleri olduğunu ve en az işten kaçınma hedef yöneliminde olduğunu göstermektedir. Buna ek olarak, bulgular 5 yıldan az öğretmenlik tecrübesi olan İngilizce öğretmenlerinin kendilerini mesleki olarak geliştirmek için daha fazla çabaladıklarını göstermektedir.

Anahtar kelimeler: yabancı dil olarak İngilizce, öğretmeye yönelik hedef yönelimleri, öğretmen motivasyonu, okul türü, mesleki deneyim

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List of Abbreviations

ANOVA	:Analysis of variance
EFL	:English as a Foreign Language
ELT	:English Language Teaching
FIT-choice	: Factors Influencing Teaching choice
GOT	:Goal Orientation for Teaching
GOT-Turkish	:Turkish version of Goal Orientation for Teaching scale
MA	:Master's degree
MONE	:Turkish Ministry of National Education
OECD	:The Organization for Economic Co-operation and Development
SPSS	:Statistical Package for Social Sciences
TALIS	:Teaching and Learning International Survey

Chapter 1

Introduction

1.1. Background of the Study

Goal orientation approach to motivation was proposed by Elliot and Dweck (1988). Since then it has been an intensely investigated issue for learners. However, goal orientations for teaching are relatively a current issue. Butler (2007) proposed to set a framework from a goal orientation theory perspective for teacher motivation believing that school environment was not only an achievement place for learners but also for teachers. In other words, teachers also desire achievement in their professional lives. Even though goal orientation approach is one of the most systematically studied approaches to teacher motivation from then on (thanks to studies of Butler 2007, 2012; Butler & Shibaz, 2008, 2014; Retelsdorf, Butler, Streblow & Schiefele, 2010; Nitsche, Dickhauser, Fasching & Dresel, 2011; Malmberg, 2008; Fasching, Dresel, Dickhauser & Nitsche, 2010), there is still a lack of literature that would provide a deeper understanding of teacher motivation from goal orientation perspective. Specifically, there are only a few studies in the Turkish context, and studies on English as a foreign language teachers' (EFL henceforth) goal orientations for teaching are even scarcer. Therefore, this theoretical approach constitutes the backbone of the current thesis study.

1.2. Purposes of the Study

The study expands our knowledge on teacher motivation in two ways: firstly, it investigates English language teachers' goal orientations for teaching, as Malmberg (2008) and Dörnyei (2005) stated, there is a gap in literature about motivational patterns of teachers. Additionally, Butler (2007) signified that goal orientation theory for teaching should be embraced by other researchers to understand teacher motivation, because it has the "potential for opening new avenues of inquiry into teachers' motivation for teaching, teachers'

influences on students, and school influences on both teachers and teaching” (Butler, 2007, p. 251). Sparked by all these then, the present study attempts to identify English language teachers’ goal orientations for teaching. Secondly, it offers insights into English language teachers’ goal orientations for teaching with a specific reference to years of teaching experience and types of schools that teacher work at. Teaching experience was investigated as an important variable in teachers’ goal orientations by many (Butler, 2007; Retelsdorf et al., 2010; Saban & Yıldızlı, 2016). However, research produced controversial findings in relation to different aspects of goal orientations for teaching (Butler, 2007; Retelsdorf et al., 2010; Saban & Yıldızlı, 2016). Therefore, there seems to be a need for further studies that would help expand our knowledge about a possible relationship between years of teaching experience and goal orientations for teaching. As mentioned before, another objective of the study is to deepen our understanding as to the effect of school types that the teachers are teaching at and their goal orientations. The significance of work place led many researchers to investigate its effect on teachers’ motivation (Cho & Shim, 2013; Butler, 2007; Gökçe, 2008; Midgley, Anderman & Hicks, 1995; Retelsdorf et al., 2010; Saban & Yıldızlı, 2016). Midgley, Anderman and Hicks (1995) state that investigating school types might help educational authorities and policy makers develop alternative ways for making the required changes in teacher education policies and practices to increase teacher motivation. Moreover, many studies on teacher motivation preferred a quantitative method design (Han & Yin, 2016; Viseu, Jesus, Rus & Canavarro, 2016). More qualitative and mixed methods studies are clearly needed to enrich our understanding about teachers’ goal orientations, which can be seen in literature as well (Han & Yin, 2016, Viseu et al., 2016).

1.3. Research Questions of the Study

In search for deeper understanding of English language teachers’ motivation, the researcher targets to find answers for the following research questions:

1. What are English language teachers' goal orientations for teaching working in public schools in Turkey?
2. Are there any correlations among sub-categories of goal orientations; mastery, performance approach, performance avoidance, and student relations?
3. Is there any significant difference between English language teachers' goal orientations according to years of teaching experience?
4. Is there any significant difference between English language teachers' goal orientations according to the school types that they are teaching at (like primary-secondary-high schools)?

1.4. Significance of the Study

This study is needed to fill many gaps in educational literature. To name a few, this study focuses on specifically teacher motivation. In spite of its importance, teacher motivation has been scarcely visited by researchers (Dörnyei, 2005). In many countries, after being employed, especially in public schools, it has been reported that most teachers gradually lose their interest for their jobs (e.g. Dinham & Scott, 2000; Dörnyei, 2005). It is a vital issue to keep teachers motivated for the sake of society, not only for educational purposes. Jesus and Lens (2005) underlined the role of teacher motivation to increase student motivation, to implement educational reform and to satisfy teachers themselves. Moreover, Sinclair (2008) discussed "There are personal and financial costs for individuals and societies attached to the professional preparation of teachers... This money and time is obviously not put to best use [if we couldn't achieve the desired potential.]" (p.80).

Another essentiality of the study is its being based on goal orientation theory. Exploring teachers' goal orientations will help us perceive their goals as teachers which will hopefully result in removing barriers to their goals. Additionally, goal orientation theory is rather recent theory of motivation in respect of teachers. Unfortunately, even though it has developed in time, there are still a number of gaps in literature. Specifically, English language

teachers' goal orientations have not been investigated in depth by researchers. Beyond that, it is even hard to find any studies on English language teachers goal orientations in Turkish context. Over and above, with the present study, it will be possible to compare English language teachers' goal orientations with teachers from other disciplines or teachers from different contexts. Thus, there is a huge gap in the field and it is crucial to keep exploring goal orientations of English language teachers.

Furthermore, comparing studies in developed and developing countries, Richardson (2014) stated that in developing countries, mostly local surveys or qualitative studies performed with a small number of participants on teacher motivation (e.g., Erkaya, 2012; Hettiarachchi, 2013; Kızıltepe, 2008; Süleyman Can, 2015). So, it is necessary to conduct more inclusive quantitative and qualitative studies to deepen our understanding of teacher motivation in developing countries like Turkey.

In search for a response to this need, the researcher keeps in sight the importance of triangulation, which has been approved by many researchers (e.g. Creswell, 2012, Dörnyei, 2007). By collecting both qualitative and quantitative data, the study aims to provide a better and enriched understanding of English language teachers' goal orientations. A mixed methods research design combines advantages of both data sources (i.e. qualitative and quantitative data) and diminishes possible weaknesses of them (Dörnyei, 2007). In other words, triangulation helps researchers "improve their inquiries by collecting and converging (or integrating) different kinds of data bearing on the same phenomenon" (Creswell, 2012, p.536). Therefore, being aware of the need for comprehensive studies on English language teachers' goal orientations and the importance of triangulation, in this study a mixed methods design is adopted. In quest of English language teachers' goal orientations, the design of the study makes it valuable and even unique in Turkish context.

1.5. Limitations of the Study

The study is a unique effort to understand English language teachers' goal orientations for teaching. However, has some limitations. First, the sample consisted of English language teachers around Bursa city. With on-line surveys and mediated interview techniques, the researcher tried to provide a homogeneous sample group. When the sample group is compared with teachers in Turkey according to 2018 report of Turkish Ministry of National Education (MONE, 2019), a similar teacher profile was provided. However, generalizing the findings of the study to all teachers in Turkey is beyond the scope of the present MA thesis. For more generalizable results, the study could be repeated with a larger and a more homogeneous sample group. Second, all English language teachers participated in the study voluntarily; therefore, the sample may be biased. Regarding the mastery and ability-approach goals, the scores can potentially be higher. If work avoidant teachers did not participate in the study, the results wouldn't express ideas of work avoidant teachers. Therefore, work avoidance goal orientation might result in lower scores.

Chapter 2

Literature Review

2.1. Teacher Motivation

In this chapter, an overview of teacher motivation literature is provided with particular reference to the theoretical foundations of “goal orientation theory” and related key research.

Motivation has always been a highly reputed issue in literature in educational literature. To better understand and make sense of what teacher motivation is, it is first necessary to clarify what ‘motivation’ is in general. Motivation, which is a term derived from ‘motive’ meaning a reason for doing something (Oxford dictionary, 2000). In Han and Yin’s comprehensive literature, the term ‘motivation’ has been referred to as “energy or drive that moves people to do something by nature” (2016, p. 3). Moreover, motivation designates people’s reasons behind doing something, how long they are eager to continue the activity and how much they can struggle to pursue the activity (Han & Yin, 2016).

After defining motivation, it is necessary to clarify the definition of ‘teacher motivation’. Sinclair (2008, p. 80) defined ‘teacher motivation’ as “what attracts individuals to teaching, how long they remain in their initial teacher education courses and subsequently the teaching profession, and the extent to which they engage with their courses and the teaching profession”. Within the scope of the study, with ‘teacher motivation’ term the definition given by Sinclair (2008) is referred. In the following paragraphs. A brief overview of studies on teacher motivation will be mentioned.

Teacher motivation has been investigated with regard to its various dimensions. One of the most frequently investigated issues has been what motivates teachers to become a teacher; namely, factors behind beginning the teaching profession (Dinham & Scott, 2000; Richardson & Watt, 2005; Salı, 2013; Sinclair, 2008). Dinham and Scott (2000) conducted a massive survey including three different countries and more than 2000 teachers. They

reported that when they asked their orientation to become teachers, “always wanting” was the most common answer in all three countries: Australia, England and New Zealand. Sinclair (2008) stated that pre-service teachers’ self-beliefs about their positive attributions and capabilities to be teachers and to be with children while working were the most common reported reasons to become teachers. Research in the context of the present study revealed socio-cultural influences, intrinsic career value and loving the subject matter itself as reasons for becoming teachers (Sali, 2013).

To understand teacher motivation, it was necessary to search for answers beyond understanding teachers’ reasons for choosing the teaching profession. Therefore, many researchers looked further to find out factors that influence teacher motivation, which is another common issue in literature (Carson & Chase, 2009; Dinham & Scott, 2000; Erkaya, 2013; Kızıltepe, 2008; Sinclair, 2008; Sugino, 2010). Revealing some crucial factors that affected teacher motivation, Dinham & Scott (2000) pointed to “an outer domain” of teacher motivation which was named as the systemic/societal level factors in addition to teacher and school level factors. Teacher level factors can be considered as intrinsic factors involving working with children, self-evaluation, intellectual stimulation (Sinclair, 2008), personal growth, altruism (Dinham & Scott, 2000; Sinclair, 2008), autonomy, competence, and relatedness (Carson & Chase, 2009). Furthermore, working conditions, colleagues, administrators (Erkaya, 2013), students (Kızıltepe, 2008; Sugino, 2010) and students’ achievement (Dinham & Scott, 2000) were found to be school related factors that affected in-service teacher motivation. Finally, the systemic/societal factors, named as policy level factors lately (Richardson, 2014), were classified as deployment policies, retention policies, remuneration, promotion policies and assessment policies in her report for low-income countries. The policy level factors were conceived as demotivators (Dinham & Scott, 2000); additionally, they referred policy level factors as extrinsic dissatisfiers. Jesus and Lens (2005),

in their review of literature, explained the reason for the disrepute of policy level factors with the following statement: “the belief in the uncontrollability of results leads the teacher to develop an expectancy of helplessness and hopelessness or a low expectancy of success” (p.122). Their being almost out-of-control made policy level factors rather unvisited research area.

Among other crucial findings about factors affecting teacher motivation, Sinclair (2008) found that pre-service teachers were motivated by intrinsic factors like working with children, self-evaluation rather than extrinsic factors such as working conditions and life-fit. Similarly, in a qualitative study conducted in Turkey with 8 language teachers, their motivation was also found to emanate from intrinsic motives rather than extrinsic ones (Erkaya, 2012). In another study focusing on English language teachers’ motivation working in public schools, the main source of motivation is intrinsic such as students, and teaching while demotivation was derived from extrinsic reasons like lack of materials, overcrowded classes etc. (Hettiarachchi, 2013).

The context of teaching has been mentioned as one of the key factors that might have an impact on teacher motivation. Even though Dinham and Scott (2000) stated almost none of their findings were significantly different among the three countries where they conducted their research (Australia, England and New Zealand), the studies in low-income countries generated some different findings from the ones in developed countries. Some of the findings from teacher motivation research in developed countries and those in developing ones run parallel (Dinham & Scott, 2000; Erkaya, 2012; Hettiarachchi, 2013; Kızıltepe, 2008). For example, students were among the most crucial component of teacher motivation in both contexts, while, lack of facilities, poor relations between colleagues and other policy level factors were the main demotivators for teachers (Dinham & Scott, 2000; Erkaya, 2012; Hettiarachchi, 2013; Kızıltepe, 2008). Unlikely, ‘status’, among the least motivating factors of

Dinham and Scott's list (2000), was listed as one of the highest motivation sources in low-income countries (Erkaya, 2012; Hettiarachchi, 2013; Kızıltepe, 2008).

In previous paragraphs studies on factors effecting teacher motivation has been summarized. In the following paragraphs, a number of studies on teacher motivation varying according to the subject-matter taught will be pointed at.

There are many studies on teacher motivation varying according to the subject-matter taught, while many researchers preferred to conduct studies holistically on teachers' motivation irrespective of their subject matters. Many disciplines including Music (Köksoy & Uygun, 2018), Science (Rich & Almozlino, 1999; Vedder-Weiss & Fortus, 2017; Vedder-Weiss & Fortus, 2018), Physical Education (Extremera, Granero-Gallegos, Bracho-Amador & Pérez-Quero, 2015), Mathematics (Martínez-Sierra, Arellano-García, Hernández-Moreno & Nava-Guzmán, 2019), Humanities (Rich & Almozlino, 1999) and English as a foreign language (Erkaya, 2012; Hettiarachchi, 2013; Sugino, 2010) have been studied, yet, for many disciplines there are quite a few studies focusing on teacher motivation. Further research is necessary to clarify teacher motivation based on a certain discipline and to clearly understand the differences of teacher motivation among disciplines.

Aside from aforementioned issues, many attempts have also been made to develop instruments to measure teacher motivation. A scale worth to mention on teacher motivation was developed by Watt and Richardson (2007) specifically focusing on factors influencing teaching choice and, therefore, called as FIT-choice scale. Then, they conducted further studies with pre-service teachers choosing teaching as a career from a number of countries including Australia, the United States, Germany and Norway (Watt et al., 2012). Collecting data from a good number of countries, the Organization for Economic Co-operation and Development (OECD)'s Teaching and Learning International Survey (TALIS) (2009) is another instrument to evaluate and report on teacher motivation. Proposing an integrated

model of teacher motivation, Jesus and Lens (2005) developed a model and instrument to evaluate teacher motivation. From a self-determination theory perspective, another instrument for assessing teacher motivation was prepared in Israel (Roth, Assor, Kanat-Maymon & Kaplan, 2007). As one of the most common instruments for quantitative studies on teacher motivation, a scale from a goal orientations theory perspective was prepared (Butler, 2007) and developed systematically (Butler & Shibaz, 2008; Butler, 2012, Butler & Shibaz, 2014). Additionally, focusing on teachers' goals, another questionnaire was developed in Germany (Rüprich & Urhahne, 2015). Choi (2014) developed an instrument specific to English teachers' motivation in Korea. Similarly, Semerci (2010) developed another instrument called achievement focused motivation for teachers. However, both instruments were quite local and were not tested in other contexts. Many other instruments and their adaptations could be found when dug deeper in educational literature.

It is necessary to state the reasons of using Goal Orientations for Teaching (GOT)-Turkish scale in this study to collect quantitative data. To begin with, this scale is the first scale developed to evaluate goal orientations of teachers for teaching. Beyond this fact, Butler and her friends (Butler, 2007; Butler & Shibaz, 2008; Butler, 2012, Butler & Shibaz, 2014) revised and improved the scale. Thus, it has been used often by other researchers. Moreover, the scale has been experienced and approved to be an appropriate scale to measure teachers' goal orientations for teaching in various contexts. So, the researcher decided to use the Goal Orientation for Teaching scale firstly developed by Butler (2007) and adapted into Turkish (Yıldızlı, Saban & Baştuğ, 2016) and applied in a Turkish context (Saban & Yıldızlı, 2017).

In this section studies focusing on teacher motivation from a variety of aspects and theories have been briefly summed. In the following section, the "Goal Orientation Theory" is presented, and the development of goal orientation for teaching is discussed in a detailed way.

2.2. Goal Orientation for Teaching

To clarify what goal orientation for teaching is, it is essential to define the concept of “goal” before anything else. In the on-line dictionary of Oxford University Press (2020), “goal” means “something that you hope to achieve”. In the literature related to the “Goal Orientation Theory”, “goals” refer to “cognitive representations of what individuals are trying to accomplish and their purposes or reasons for doing the task” (Pintrich, 2000, p.96). Moreover, Pintrich (2000) mentioned three perspectives on goals: target goals, general goals, and achievement goals. The first one refers to “individuals’ goals for a particular task or problem” (p.93). This type of goals has only criteria or standards set by an individual without specifying any reasons or purposes. Secondly, general goals include some reasons why the person is motivated. For this type of goals, various constructs contribute to the motivated behavior. Finally, achievement goals are the goals that are shaped to explain achievement motivation and behavior. Therefore, achievement goals consist of both target goals and general goals related to achievement contexts. Goal orientation refers to neither target nor general goals, but a general orientation to the task containing many “related beliefs about purposes, competence, success, ability, effort, errors, and standards” (Pintrich, 2000, p.94).

In early days of “Goal Orientation Theory”, goals were conceived as two-edged: mastery and performance. Mastery goals refer to “goals that orient the individual to focus on the task in terms of mastering or learning how to do the task” (Pintrich, 2000, p.95). Performance goals represent “goals that orient the individual to focus on the self, ability, or performance relative to others” (Pintrich, 2000, p.95). Additionally, goals have other aspects such as approach and avoidance (Middleton & Midgley, 1997). The former means desire to attain success, and the latter briefly defined as desire to avoid failure. But in time, it was understood that relations between mastery and performance goals were diverse. So, goal orientations were separated into two states: “approach” and “avoidance” (Pintrich, 2000).

Goal orientations, especially, work avoidance goals, which have been a rather scarcely investigated issue, were explored qualitatively, and work avoidance goals were identified as a vital aspect of students' academic motivation by Dowson and McInerney (2001). Work avoidance goals were defined as students' purposefully avoiding involvement in academic tasks or trying to minimize their effort on the task. In their study, they carried out interviews and observations where they noted many behavioral, affective, and cognitive reflections of work avoidance goals. At the same time, Seifert and O'Keefe (2001) studied on relations between work avoidance goals and perceived competence, externality and meaning. They found that the less meaningful a student perceived a task, the more work avoidant s/he became. They also concluded that feeling incompetent or feeling external, students could become work avoidant. After a brief overview of goal orientations in general, in the subsequent paragraphs, the development of goal orientations for teaching and their relations with a number of variables are discussed and explained.

As for "goal orientation for teaching", Butler (2000, 2006) who had already completed many studies related to students' goal orientations for the first time proposed a goal orientation perspective for teaching considering school as an achievement context not only for students but also for teachers in 2007. Butler (2007), who chose to refer to performance goals as ability goals, conducted a study focusing on four goal orientations for teaching involving mastery goals, ability approach goals, ability avoidance goals, and work avoidance goals. Respectively, mastery goals refer to professional development and acquiring professional skills; ability approach presents strivings to show better teaching ability than others; ability avoidance refers to demonstrate worse ability than others; and finally, work avoidance stands for ending the day with minimum effort. Firstly, she developed an instrument and evaluated goal orientations for teaching. She searched for goal orientations for teaching and its relations with help-seeking besides other variables such as gender, years of teaching experience and

type of school. The results of the study demonstrated that achievement goal theory promisingly fits for teaching context as much as it does for learning contexts. She reported moderate positive correlations between ability goal orientations and work avoidance and between ability approach and mastery goals. Moreover, ability approach goals decreased with greater experience on teaching.

Next, Retelsdorf, Butler, Streblow and Schiefele (2010) conducted 2 more studies based on Butler's model of teacher goal orientations. They assessed goal orientations for teaching and its relations with various variables like instructional practices, interest in teaching, burnout and some other variables such as gender, years of teaching experience and elementary, low track and high track secondary schools in Germany and Israel. In their study, the results indicated that goal orientations for teaching fits for German sample as much as it did for Israeli teachers (Butler, 2007). Furthermore, ability goal orientations declined with greater experience of teaching, unlikely, mastery goal orientations decreased over time. As for the school type, elementary school teachers reported higher mastery goal orientations than low track and high track secondary schools.

In addition to these studies, Butler and Shibaz (2008) searched any possible relations between goal orientations for teaching and students' perceptions of instructional practices and help-seeking and cheating. After that, again Butler (2012) proposed a fifth goal orientation for teaching: relational goal orientation standing for "teachers' strivings to achieve close and caring relationships with students" (Butler & Shibaz, 2014, p.49). Following the proposal of the fifth goal orientation, Butler and Shibaz (2014) conducted another study about teachers' mastery and relational goals and their relations with teachers' instructional approaches, classroom behaviors, and students' interest and help seeking. On the basis of their findings, they concluded that mastery and relational goals were two separate systems of teacher motivation.

Subsequent to a touch upon the conceptual framework of the present study, the following paragraphs are dedicated to a small number of other studies on goal orientations for teaching. Firstly, studies around the world then studies in Turkey will be briefly summarized.

To begin with, Mansfield and Beltman (2014) asked an open-ended question to pre-service teachers and early career teachers about their major professional goals. They created 18 codes gathered from respondents' 1633 goals. Among these goals, the most frequent one was to gain employment, while the least frequent one was to belong to a community.

Addedly, changes of goal orientations for teaching in time were investigated via a survey with prospective teachers at different times of their education process (Fasching et al., 2010). The researchers found that there had been an increase in performance approach, performance avoidance and work avoidance goal orientations in time except learning, in other words, mastery goal orientation for teaching. Nitsche, Dickhauser, Fasching and Dresel (2011) did a further study by redesigning a scale from already existing scales and extended the theory. In their own words:

This article offers a theoretical and conceptual extension of this new perspective by taking into consideration three domains of knowledge and competence (pedagogical knowledge, content knowledge, pedagogical-content knowledge) for which teachers may strive to enhance themselves professionally, as well as four different addressee groups (principal/ instructor, colleagues/fellow teacher trainees, students, self) to which teachers may seek to prove high competence or hide a lack of competence (Nitsche et al., 2011, p.583).

Goal orientation theory for teaching, a novel approach to teacher motivation, has become a topic of interest for the last 5 years in Turkey, too. On-line of studies in the context of the present study dealt with the adaptation of the "Goal Orientations for Teaching Scale" into Turkish. Two different scales on teachers' goal orientations were adapted into Turkish,

and a study about each was conducted by Turkish researchers. Firstly, Yıldızlı, Saban and Baştuğ (2016) successfully adapted Goal Orientations for Teaching Scale (Butler & Shibaz, 2014) into Turkish. Then, Saban and Yıldızlı (2017) used the scale in assessment of primary school teachers goal orientations for teaching in Turkey for the first time. The participants were 191 primary state school teachers in Nevşehir, Turkey. Their findings demonstrated that mastery and relational goals had the highest means, while work avoidance was the lowest mean among teachers' goal orientations. Another key finding was that new teachers scored higher in ability approach goals than experienced teachers.

Secondly, another scale "3x2 Achievement Goal Questionnaire for Teachers" was adapted into Turkish (Yerdelen & Padır, 2017). Karahan (2018) conducted a survey with 68 teachers using the adapted version of "3x2 Achievement Goal Questionnaire for Teachers" (Yerdelen & Padır, 2017). Searching for possible relations between achievement goals and teacher engagement besides other variables like years of teaching experience and the types of schools at which teachers are teaching, Karahan stated that achievement goals predicted teacher engagement, while the other variables did not predict teacher engagement. Moreover, teacher engagement and achievement goals positively and significantly correlated with each other.

In addition to these adaptations of scales and related subsequent studies, a small number of researchers examined Turkish teachers' goal orientations (Beyaztaş, Kaptı & Hymer, 2017; Uçar & Bozkaya, 2016; Demiröz & Yeşilyurt, 2012; Mentis Köksoy & Aydınur Uygun, 2018;). Demiröz and Yeşilyurt (2012) examined English language teachers and their motivations for teaching through goal orientation theory. Their findings demonstrated that EFL instructors had a high level of mastery goal orientation. Additionally, the teachers reported a significant positive correlation between ability avoidance and work avoidance and a significant negative correlation between mastery and work avoidance goal orientations.

Finally, their data indicated a significant difference between Bachelor and Master degree holding instructors. Bachelor degree holders reported higher ability avoidance scores. In another study focusing on pre-service English language teachers, Uçar and Bozkaya (2016) adopted a mixed methods way in their study. They surveyed and interviewed with 186 pre-service teachers about their goal orientations for teaching. Their findings showed that pre-service teachers tended to have a higher positive tendency towards mastery goal orientations than performance goal orientations. They reported no significant difference between teachers' achievement goal orientations and work experience.

In the following section “Goal Orientation Theory” and its relations with teaching experience and studies focusing on teaching experience will be discussed.

2.3. Teaching Experience and GOT

Teacher experience is a very commonly studied issue in the field of education. Teaching experience as a variable was visited by many researchers in relation to pedagogical behaviors (Borko & Livingston, 1989; Britt, 1997; Tome, 2011) and pedagogical knowledge (Gatbonton, 2008), teachers' goals (Butler, 2007; Extremera et al., 2015; Karahan, 2018; Mansfield & Beltman, 2014; Rich & Almozlino, 1999; Retelsdorf et al., 2010; Saban & Yıldızlı, 2017), daily emotional experiences (Kitching, Morgan & O'Leary, 2008; Martínez-Sierra et al., 2019), commitment, resilience and quality retention (Day & Gu, 2009), self-efficacy (Devos, Dupriez & Paquay, 2012; Klassen & Chiu, 2010; Tschannen-Moran & Hoy, 2007), feelings of depression (Devos et al., 2012), and technology use (Snoeyink & Ertmer, 2001). Teaching experience was also focused on as a key variable in GOT-related research. In the following section, the definitions of novice and experienced teachers are discussed, and studies on the link between teachers' goal orientations and their years of teaching experience are then shortly summarized.

In educational literature, there have been quite various perspectives on the definitions of novice and experienced teachers. How much time a teacher should spend in teaching to be named novice, experienced, expert, or veteran is quite vague in literature. To clarify this in the present study, it is necessary to have a glimpse on several previous studies in the field.

According to some researchers, pre-service teachers were considered as lacking experience and named as novice while in-service teachers were considered as experienced (Borko & Livingston, 1989). About a decade later, Britt (1997) named teachers as novice or beginning teachers who had 1 or 2 years of teaching experience (Devos et al., 2012; Gatbonton, 2008). Similarly, Rich and Almozlino (1999) classified teachers with 1-2 years of experience as novice, while, teachers with minimum seven years of teaching experience as veteran teachers. Some other researchers grouped teachers with less than 4 years (novice) (Mansfield & Beltman, 2014; Tschannen-Moran & Hoy, 2007), less than 5 years (Kitching et al., 2008) and more than 4 years of experience (career) (Tschannen-Moran & Hoy, 2007), and 24 years or more experience (veteran) (Day & Gu, 2009). Few researchers preferred dividing their groups into three groups of teaching experience: 0-10 years, 11-20 years and 20 and more experienced teachers, instead of classifying teachers simply as either novice or experienced (Extremera et al., 2015). In the current study, a similar linear perspective has been adopted, and the teachers were classified under 4 different groups: teachers with less than 5 years of teaching experience, teachers with 5 to 10 years of teaching experience, teachers with 11-20 years experienced teachers, and teachers with more than 20 years of teaching experience.

A number of studies on goal orientations (Butler, 2007; Karahan, 2018; Retelsdorf et al., 2010; Yıldızlı & Saban, 2017) investigated years of teaching experience and its relation with goal orientations for teaching. Butler (2007) also separated experience of teachers as follows: 1–7 years, 8–19 years, over 19 years. She reported a declining ability approach while teachers' experience increased. On the opposite, most experienced teachers expressed higher

ability avoidance than intermediate experienced teachers. Retelsdorf and others (2010) sorted teachers low experience (less than 5 years), medium experience (5-15) and high experience (more than 15 years). The results indicated that teachers with the highest experience scored lowest on all the goal orientations except mastery goals. They had significantly higher levels of mastery goals than teachers with lowest experience. Ability avoidance goals also declined with greater experience. In other words, the teachers with highest experience had significantly lower levels of ability avoidance goals than lowest experienced teachers. Even though the findings were not significantly different, ability approach goals also showed a similar tendency for most experienced teachers. Another study (Saban & Yıldızlı, 2017) categorized teachers under four groups of teaching experience: 1-5 years, 6-10 years, 11-15 years and more than 16 years of teaching experience. According to the findings of the study, higher ability approach and higher relational goal orientations were reported by the teachers with lowest experience than teachers with 6-10 years and 11-15 years of experience. In addition to the studies on goal orientations, Mertler (2002), who investigated teacher motivation and job satisfaction, compared teacher experience levels and found that the teachers with 6-10 years of experience reported significantly lower job satisfaction levels than teachers with 1-5 years, 21-25 years and 31-35 years of teaching experience (Mertler, 2002).

To sum up, according to these findings, teachers with more years of teaching experience have lower strivings to demonstrate their teaching ability. In other words, as experience increases, ability approach goals decrease. However, the studies produced inconsistent results for ability avoidance goal orientations. Another conclusion could be that the more experienced the teachers are, the higher levels of mastery goal orientations they report even though further studies are needed to provide more evidence for such a link. Finally, with the increasing experience, relational goals decrease.

After clarifying teaching experience and goal orientations, in the following section “Goal Orientation Theory” and school types will be discussed.

2.4. The Effect of Work Place: School Type and Conditions

A number of researchers, underlining the importance of work place, conducted a variety of studies focusing on teachers and their work place: schools. Nonetheless, little attention has been paid on the issue so far (Butler, 2007; Ennis & Chen, 1995; Gökçe, 2008; Knoblauch & Chase, 2015; Mertler, 2002; Midgley et al., 1995; Parker, Martin, Colmar & Liem, 2012; Retelsdorf et al., 2010; Saban & Yıldızlı, 2017). Moreover, school settings are quite diverse and relative to the context where studies took place. Therefore, coming up with clear and inclusive judgements becomes hard for researchers. However, a pile of studies are worth noting. To start with, a number of researchers intended to compare types of schools, and as a result, considered school type as a variable of their study. For instance, elementary and middle school teachers were compared in terms of their perceptions of students’ goal orientations (Midgley et al., 1995). The findings revealed that teachers in middle schools perceived school as more performance focused and less task focused for students than elementary school teachers. Similarly, elementary, low and high track secondary school teachers were examined based on teachers’ goal orientations for teaching (Butler, 2007; Retelsdorf et al., 2010). Butler (2007) examined teachers in elementary schools, junior high schools and 6-year long secondary schools in Israel, but no significant differences were noted. Retelsdorf and others (2010) also examined elementary, low and high track secondary school teachers in Germany. Differences among groups were not significant, but scores of teachers working in elementary and high track secondary schools tended to be higher than low track secondary school teachers in terms of their mastery goals (Retelsdorf et al., 2010). On the other hand, Saban and Yıldızlı (2017) studied with merely primary school teachers who got high scores on mastery and relational goals and low scores for work avoidance goal

orientations. Even though, this study did not focus on comparison of school types or school conditions, it enabled other researchers to conclude features specific to teachers working in that school type. Furthermore, a small number of studies were carried out focusing on a variety of features of schools. As an example, Mertler (2002) contrasted rural, suburban and urban school teachers and their job satisfaction and perceived motivation levels. While his study did not indicate a significant difference according to the school setting with respect to job satisfaction and teacher motivation, there was a significant difference in terms of the number of unmotivated teachers they knew. The teachers from suburban school settings expressed that they worked with or they knew more unmotivated teachers than teachers in urban and rural school settings. Additionally, Gökçe (2008) compared teachers' motivation levels working at private schools, state schools and private teaching institutions. The results indicated that teachers working in private teaching institutions had lower motivation than the others who worked in state and private primary schools. Besides, teachers' value orientations were compared based on urban and rural school settings (Ennis & Chen, 1995). They reported that teachers in urban schools pointed a higher priority on self-actualization and social responsibility. The teachers in rural schools paid more attention on learning process and subject mastery (Ennis & Chen, 1995). Finally, Parker and others investigated schools' wellbeing and goal orientations for teaching (2012) and suggested a set of principles to set achievement-oriented workplaces for teachers.

So far, literature on teacher motivation and especially studies on “Goal Orientation Theory” has been overviewed and briefly summed. Key terms that have been used throughout the text have been identified. In the following chapter, information about methodology adopted in the present study will be shared in detail.

Chapter 3

Methodology

3.1. Introduction

The main aim of this study is to explore English language teachers' goal orientations and to understand if there is a relationship between school types, teaching experience and teachers' goal orientations, as mentioned before. This chapter depicts a detailed picture of the methodological procedures used in the study to fulfill these aims. Following an account into the purpose of the study and the research questions, it presents information about the research design, the context, the participants, the data collection instruments, procedure and data analysis procedures, respectively.

3.2. Aim of the Study and Research Questions

As stated in the previous chapters, studies on English language teachers' goal orientations are scarce. For this reason, this study is an effort to fill the gap in literature with empirical evidence on English language teachers' goal orientations and addresses the following questions:

1. What are English language teachers' goal orientations for teaching working in public schools in Turkey?
2. Are there any correlations among sub-categories of goal orientations; mastery, performance approach, performance avoidance, and student relations?
3. Is there any significant difference between English language teachers' goal orientations according to years of teaching experience?
4. Is there any significant difference between English language teachers' goal orientations according to the school types that they are teaching at (like primary-secondary-high schools)?

3.3. Research Design

To explore English language teachers' goal orientations for teaching, an embedded mixed methods design was utilized. In embedded research design, quantitative data demonstrates the reactions of a broader group while qualitative data gives details about individuals (Creswell, 2012). According to Creswell (2012, p.545), a researcher conducting an embedded mixed methods design study "gives priority to the major form of data collection and secondary status to the supportive form of data collection." He explains further that in an embedded study a researcher collects both types of data which address different research questions and analyzes them separately. By means of the quantitative data in the present study, a broader sense of goal orientation for teaching was then offered, whereas, through qualitative data, an enriched and in-depth understanding was developed about the issues under scrutiny.

3.4. Research Setting

The current study adopted a mixed methods research design for two reasons: by collecting data via surveys from a larger sample of population, the results will be more generalizable, and the qualitative data will provide in-depth insights for Goal Orientations for Teaching (Creswell, 2012). Compatible with the nature of mixed methods design then, the study consists of two data collection phases. The first phase of the study is a scale with 190 in-service teachers of English as a foreign language. This step took place in 2018-2019 educational year. The participants were chosen by a convenience sampling method. After obtaining official permissions from MONE (see Appendix 4), almost 50 schools in Bursa were visited, and surveys were administered to English language teachers (n=159). A small number of participants (n=31) was reached through a snowball sampling method via on-line versions of the scale. In the end, data were collected from 190 in-service English language teachers working in public primary, secondary and high schools.

In Turkey, formal education lasts 12 years. Children start formal education at the age of 7 with primary schools. Primary schools are the most common school type, and English as a foreign language education starts at the 2nd grade. In a public primary school, students are offered 2 lesson-hour EFL classes a week. At the end of primary school education, a student should attend around 220 hours of EFL education. In a public secondary school, 5th and 6th grade students take 3 hours/week EFL classes, while for 7th and 8th grades, there are 4 hours/week of EFL classes. Until the end of the secondary school education, a student should attend nearly 500 hours of EFL education. High school education lasts 4 years from the 9th to the 12th grade, and each year students take 4 hours/week of EFL lessons. By the end of his/her high school education, a student should attend almost 580 hours of EFL education. To be able to work in a state school, teachers should graduate from English Language Teaching departments of universities. Rarely, it is still possible to find teachers who have graduated from the other departments but considered qualified enough to work as an English language teacher. Even though governments have preferred different assignment criteria to work in a state school in Turkey so far, lately, a teacher should attend a test about general world knowledge and professional knowledge and then attend an interview before they are assigned to their workplaces. If the candidate teacher passes these phases successfully, s/he will be assigned to a public school depending on their choice.

In the current study, the researcher preferred to collect data from public primary, secondary and high schools, not from private schools, because, in private schools, the number of hours of EFL classes offered show a variation from a private school to another private school and from private to public schools. Moreover, public school and private school conditions, teacher assignment criteria, student profiles, expectations from teachers and so goals of teachers are also diverse. Considering those differences, the researcher aimed to

investigate English language teachers' goal orientations in public primary, secondary and high schools.

3.5. Participants

The first phase of study was conducted with 190 voluntarily participating teachers working in public primary, secondary and high schools. Of the 190 teachers, 40 were teaching in primary schools, 77 in middle schools, and 73 teachers in high schools. 156 of participants were female and 33 were male. 18,5 % (n= 35) of the group were novice, in other words they have been teaching for less than 5 years, 26,3% (n= 50) were working as a teacher for 5 and 10 years, 35,2% (n= 67) of the teachers were 11-20 years experienced teachers and finally 20% (n= 38) were experienced as a teacher for more than 20 years. The average age of participants ranged between 30-39. In 2018, Turkish Ministry of National Education (MONE, 2019) reported that the highest number of teachers were aged 31-40 (38,9%) (see Table 1). Only 7 (3,6%) of the teachers had MA degrees. 182 (5,7%) of the participants were holding Bachelor's degree and only 1 (0,5%) teacher graduated from a high school. These results are also consistent with the *Turkish MONE report* (MONE, 2019). 8,9% of teachers held MA degrees, 81,7% of them had Bachelor's degrees and 2,9% had only a high school diploma.

Table 1

Average age of sample group and teachers working in state schools

Average age in Sample Group (N=190) %					
Under 24	25-29	30-39	40-49	50-59	Over 60
5,7%	20,5%	41,5%	23,1%	8,4%	0,5%
Average age in State Schools (N=1 000 090) ¹ %					
Under 30	31-40	41-50	51-60	Over 61	
22,9%	38,8%	26,3%	10,4%	1,5%	

¹ Based on report of Turkish Ministry of National Education in 2018 (MONE, 2019).

In the second phase of the study, the snowball sampling method was adopted to reach the interview participants. In total, 9 teachers agreed to take part in interviews. All the participants were women. The average age of the interview participants was 27,22 ranging from 23 to 36. All the participants had Bachelor's degree in ELT, while 3 of the them were studying for their Master's degree. 6 teachers were working in secondary schools, 2 teachers were teaching in primary schools. One teacher reported that she taught for 2 different level schools, primary and secondary, on different days of the week. As for the experience of teaching, the teachers had 5,11 years of experience on average. Table 2 indicates the participants' years of teaching experiences and the other descriptive information about them.

Table 2

Interview Participants Background Information

	Age	Years of experience	School Type
Participant 1	23	1	Primary & Secondary
Participant 2	24	2	Secondary
Participant 3*	26	4	Secondary
Participant 4	31	8	Secondary
Participant 5	26	4	Primary
Participant 6	26	4	Secondary
Participant 7	25	4	Primary
Participant 8*	36	12	Secondary
Participant 9*	28	7	Secondary
Average	27,22	5,11	-

* *Teachers who currently study for their Master's degree.*

3.6. Instruments

In this study, the data were collected by means of two instruments: Goal Orientations for Teaching-Turkish Scale for the quantitative phase and interviews for the qualitative phase. In the following sections, each instrument is introduced and described in detail.

3.6.1. GOT-Turkish Scale. The GOT-Turkish scale consists of two sections, the first of which seeks information about the participants' background. The second section of the instrument is the adapted version of GOT scale (See Appendix 1 for GOT-Turkish). It takes nearly 5-10 minutes to complete the scale. The GOT was first developed by Butler in 2007. Then, she systematically revised the instrument in many studies and improved it (Butler, 2007; Butler & Shibaz, 2008; Butler, 2012, Butler & Shibaz, 2014). The instrument was then extended, and another sub-category was added to the scale (Butler & Shibaz, 2014). The final version of the scale includes 21 questions under 5 sub-scales. The scale reliabilities for the English version of the instrument were reported as follows: $\alpha=.86$ for relational goal orientation, $\alpha=.74$ for mastery goal orientation, $\alpha=.80$ for ability approach, $\alpha=.70$ for ability avoidance, $\alpha=.75$ for work avoidance (Butler & Shibaz, 2014). In 2016, Yıldızlı, Saban and Baştuğ adapted this version of scale into Turkish. They conducted a factor analysis and omitted the 'ability-avoidance goal orientation' and omitted an item from both 'relational' and 'mastery' goals due to these items' being categorized under different sub-scales. In the end, the instrument was finalized with 15 items and 4 sub-scales including ability-approach, mastery, work avoidance and relational goals. The reliability of the scale was measured, and the results showed that Cronbach's Alpha was $\alpha=.76$ and explained variance was %55,06 for all the GOT-Turkish scale (Yıldızlı et al., 2016). They also noted Cronbach's Alpha values for sub-scales as ability approach goal orientation $\alpha=.787$, mastery goal orientation $\alpha=.638$, work avoidance goal orientation $\alpha=.605$ and relational goal orientation $\alpha=.673$. In the current study, Cronbach's Alpha value of the GOT-Turkish scale was calculated as $\alpha=.742$, and the

explained variance was %48,86, whereas, Cronbach's Alpha values of the sub-scales were as follows: for ability approach goal orientation $\alpha = .761$, mastery goal orientation $\alpha = .600$, Work avoidance goal orientation $\alpha = .753$ and relational goal orientation $\alpha = .548$. These values were considered as satisfactory to test goal orientations for teaching and their sub-scales (Dörnyei, 2007).

3.6.2. Interviews. To address the research questions in-depth, semi-structured interviews were held in the present study. Rather than structured or unstructured interviews, semi-structured interviewing was preferred due to its flexibility and applicability during the collection of data and besides its being planned beforehand to avoid any lapses from the target of the study. A total of 10 questions were developed (See Appendix 2 for interview questions). Following an expert view, to test the validity of the interview questions, pilot interviews were conducted with two private school teachers. The questions were understood by these teachers clearly, and the collected answers were adequate in terms of quality.

3.7. Data Collection Process

The first phase of study required time, money, energy, and mobility to collect as many valuable data as possible. After completing all legal permissions from the university and the Turkish Ministry of Education in June, 2018, the researcher began to visit many state schools within her reach. From September, 2018 to January, 2019, the researcher collected 163 surveys. However, to increase the number of participants, an on-line version of the scale was prepared and posted to the acquaintances of the participants of the study. By the end of the September 2019, through the online version of the scale, the researcher gathered answers from 31 other participants. The scales of four participants were left out because of their inconvenient answers. For instance, their choosing the same option for all the scale items or incomplete scales with more than 1 unanswered item were considered as inconvenient.

The data collection for the interviews took more than 3 months, from October, 2019 to January, 2020. To reach volunteering participants for the second part of the study, at the end of the on-line scale, the participants were asked whether they would like to attend to the second part – interviews – of the study. Five of the 9 respondents who left their communication information, responded to the interview request. The participants were also asked to reach another English teacher that they were acquaintances with. 9 volunteer teachers then took part in interviews. Two interviews were conducted face to face. Six participants preferred mediated interviews which “do not occur face to face, but rather via technological media such as a telephone, a computer, or other hand-held device” (Tracy, 2013, p. 162). In one hand, there are many advantages of mediated interviews. Firstly, thanks to the mediated approach, it became possible for the researcher to reach volunteer participants without thinking about space and time. In other words, it was useful in terms of time and space for both parties. The second advantage was interviewee’s having enough time to think before they responded to any question. Furthermore, they had the opportunity to “consider the question, reflect on their response and compose a thorough answer” (Tracy, 2013, p.163). Another benefit of the mediated approach to interviewing that Tracy (2013) noted is the possibility of participants’ feeling more friendly rather than interviewing in person. Moreover, Tracy (2013) mentioned two types of mediated interviewing: synchronous and asynchronous. In the present study, 4 of the participants answered the interview questions synchronously while 2 answered asynchronously. During synchronous interviewing participants were observed while typing, and editing their answers for many times, which can “encourage respondents to be more direct in their answers” (Tracy, 2013, p.164).

On the other hand, a disadvantage of mediated interviewing is that the interviewer has no chance to see/observe the interviewee during the interview (Tracy, 2013). Even though it was not probable to know if the interviewee was dealing with another activity or not in the

interview, all the teachers agreed to answer interview questions completely based on their voluntariness. Therefore, their being engaged in another activity is not expected. To reduce that probability, the interviewer negotiated and arranged each meeting for the most appropriate time according to the interviewee.

The recordings, voice messages and all the written messages were all transcribed (See Appendix 3 for sample transcriptions). From the interviews of 9 teachers, a 43 page-long transcript was eventually produced, which was then analyzed through the content analysis method. The next chapter will explain the quantitative and qualitative data analysis procedures in detail.

3.8. Data Analysis

As mentioned in Research Design (see Chapter 3.3) previously, a mixed methods design was adopted in the present study. Therefore, both quantitative and qualitative data were collected from the participants. In the following sections, the procedures followed in the analysis of the quantitative data will first be explained and then those for the analysis of the qualitative data will be detailed.

3.8.1. Quantitative data analysis. The quantitative data in the present study were collected through the GOT-Turkish scale and a background survey. For the purposes of the analysis, SPSS 26 (Statistical Package for Social Sciences) was used. The analyses included descriptive statistics with means (M), standard deviations (SD) and frequencies, Pearson correlation coefficient analysis, normality tests to check normal distribution of the data for each sub-group and all the data, and twice one-way analysis of variance (ANOVA) for the school types teachers' experience comparisons.

First, in pursuit of understanding the overall patterns of English language teachers' goal orientations for teaching and hence addressing the first research question, the researcher

conducted descriptive statistics. Second, a Pearson correlation coefficient analysis was applied to reveal any correlations amongst the goal orientations for teaching.

Third, to determine which test to use, normal distribution and equality of the variances of data were checked. All the groups classified according to teaching experience (i.e. novice, experienced, proficient and expert teachers) and school types (i.e. teachers working at primary, secondary, high schools), in addition to the overall data, were distributed normally. All the skewness and kurtosis values ranged between +1 and -1 (Abdullah Can, 2017; Dörnyei, 2007), and variances were observed as homogeneous according to the Leneve test ($p>0,05$) (Abdullah Can, 2017). Finally, as a parametric test, to address the third and the fourth research questions, one-way ANOVA tests were performed twice: at first, the data were grouped according to teaching experience of the teachers, then, according to the school types.

3.8.2. Qualitative data analysis. Semi-structured interviews were used to gather the qualitative data. As suggested in the literature for novice researchers (Dörnyei, 2007), to keep interview data limited helps the researcher analyze it faster and more effectively. The qualitative data were analyzed by means of the content analysis method, in line with Berg's (2001, p. 242) view. According to him, content analysis "is a passport to listening to the words of the text, and understanding better the perspective(s) of the producer of these words". The interviews were first transcribed. Data were then explored and revisited for several times, separated by general themes and coded under more specific themes. During these processes, both manifest and latent content were blended. Especially for latent content, as suggested in the literature (Berg, 2001), another independent coder, a native speaker of the participants' language, coded a small portion of the data independently, and those codes were compared. Some themes emerged in interview data like administrative relations, colleague relations, etc. Table 3 represents some samples from the researcher's codebook.

Table 3*A sample from the content analysis*

Category	Sub-category (Frequency)	Code	Example Meaning Units
			“Her gün yeni birşeyler öğrenmek her an dinamik kalmak... deneyim ve yeni bakış açıları geliştirmek” (P1) “Kendimi geliştirebilmek, sürekli gelişim içinde olmak” (P9)
Goal orientations	Mastery (n=5)	Aiming self -improvement as a teacher and as a person	“Akademik alanda yüksek lisans yapmak istiyorum” (P2) “Tezimi çalışma konularımı hep bana yeni olan ve gelişmeye devam edebileceğim alanlardan seçtim” (P9) “Hedeflerim kişisel gelişimim üzerine daha çok” (P3) “Ben bir 10 yıl sonra nasıl öğretmen olabilir[im]” (P7)
Internal factors	Success (n=3)	Being good at English as a school subject	“Yine de [İngilizce] notlarım çok iyiydi” (P8) “İngilizce’de başarılı olduğumu düşündüğüm için...” (P1)

		Love of English language itself	“Dil öğrenmeye olan ilgim...” (P3) “Dil öğrenmeyi ve öğretmeyi sevdiğim için dil bölümü tercih ettim” (P4) “Dil öğrenmeyi, başka insanların kültürlerini dillerini merak ettiğim için bu alana yöneldim” (P2)
Internal factors	Love (n=8)	Love of English as a subject matter	“İlkokulda İngilizce derslerini seviyordum” (P2) “İngilizce dersini çok sevdim” (P8) “İlkokulda öğretmenimi çok severdim” (P9) “İngilizce öğretmenlerinin hep iyi olması...” (P1)
		Love of former English language teacher	

Chapter 4

Results

4.1. Introduction

In this chapter, the results of the quantitative and qualitative data are presented respectively. In the first and second parts, the quantitative results from the GOT-Turkish scale and the information gleaned from the qualitative data are reported by referring to each research question.

4.2. Quantitative Results

As mentioned earlier, the researcher sought answers to the following research questions:

1. What are English language teachers' goal orientations for teaching working in public schools in Turkey?
2. Are there any correlations among sub-categories of goal orientations; mastery, performance approach, performance avoidance, and student relations?
3. Is there any significant difference between English language teachers' goal orientations according to years of teaching experience?
4. Is there any significant difference between English language teachers' goal orientations according to the school types that they are teaching at (like primary-secondary-high schools)?

It is important to note that the quantitative results were obtained by applying several statistical tests on SPSS 26 in line with the related research questions. Each test was applied firstly to the whole sample and then by grouping the sample according to their years of teaching experience and the types of schools at which they teach (primary, secondary, high school). Each test was conducted for the GOT-Turkish scale itself and its sub-categories: ability approach, mastery, work avoidance, student relations. In the 5-point Likert-type scales, the mean frequency score of 1-1,80 represents a strong disagreement, 1,81-2,60 represents a

disagreement, 2,61-3,40 represents a moderate agreement, 3,41-4,20 represents an agreement, and 4,21-5,00 represents a strong agreement based on the given values to the options (1-strongly disagree - 5-strongly agree).

To start with the research question 1, descriptive statistics were applied in search of an explanation (a) to the overall goal orientations for teaching of English language teachers working in public schools, (b) to the goal orientations for teaching of English language teachers when grouped according to years of teaching experience, (c) to the goal orientations for teaching of English language teachers working in primary, secondary and high schools.

Table 4

Descriptive statistics for Goal Orientation for Teaching Levels of Whole Sample (N=190)

Goal Orientation for Teaching Levels			
	M	SD	N
Ability approach	3,328	,890	190
Mastery	4,334	,470	190
Work avoidance	2,401	,846	190
Student relations	3,982	,678	190
Total	3,480	,466	190

Table 4 shows the overall levels of the entire participants' goal orientations for teaching, while Table 5 indicates the measurements of the groups by the years of experience and Table 6 by the school types. The overall mean of the GOT scale, which was a 5-point Likert type ranging from 5-strongly agree to 1-strongly disagree, was measured as M=3,48 (SD=,46). This overall result can be considered as "agreement", whereas, mastery goal orientation M=4,33 (SD=,47) may be conceived as "a strong agreement", student relations

M=3,98 (SD=,67) as “agreement”, ability approach M=3,32 (SD=,89) as a moderate score, and work avoidance “disagreement”.

Table 5

Descriptive statistics for Goal Orientation for Teaching Levels of groups by years of experience (N= 190)

	0-4 years			5-10 years			11-20 years			Over 21 years		
	M	SD	N	M	SD	n	M	SD	n	M	SD	n
Ability approach	3,514	1,010	35	3,180	,890	50	3,302	,794	67	3,401	,929	38
Mastery	4,571	,366	35	4,460	,429	50	4,220	,427	67	4,151	,553	38
Work avoidance	2,392	1,016	35	2,465	,804	50	2,320	,761	67	2,467	,895	38
Student relations	4,142	,658	35	3,966	,765	50	3,905	,663	67	3,991	,597	38
Total	3,622	,518	35	3,488	,433	50	3,406	,441	67	3,470	,486	38

To perceive better understanding of the possible link between ‘teaching experience’ and ‘school type’ in Research Questions 3 and 4, descriptive statistics were conducted for these groups, as well. When grouped according to their teaching experiences, the teachers with 0-4 years of teaching experience scored the highest mean M=3,62 (SD=,518), while 11-20 years experienced teachers had the lowest mean score M=3,40 (SD=,44) in the GOT scale. Overall, the GOT scale scores resulted in an “agreement” for all groups according to years of teaching experience.

As indicated in Table 3, when the sample group was divided based on the school types, the highest mean of the measurement belongs to the primary school teachers (M=3,49)

with slight differences followed by high school ($M=3,48$) and secondary school ($M=3,47$) English language teachers.

Table 6

Descriptive statistics for Goal Orientation for Teaching Levels of groups by school types (N=190)

Goal Orientations of English language teachers by the school types									
	Primary			Secondary			High		
	M	SD	n	M	SD	n	M	SD	n
Ability approach	3,368	,926	40	3,272	,850	77	3,366	,846	73
Mastery	4,381	,388	40	4,399	,457	77	4,239	,265	73
Work avoidance	2,387	,862	40	2,360	,847	77	2,452	,718	73
Student relations	3,966	,607	40	3,974	,731	77	4,000	,666	73
Total	3,496	,496	40	3,470	,449	77	3,482	,490	73

As for the second research question, seeking an explanation for any correlations among the sub-categories of the GOT-Turkish scale, the researcher applied a correlational analysis which demonstrated positive significant correlations between student relations and ability approach ($r = ,20$, $p < ,01$), student relations and mastery ($r = ,26$, $p < ,01$), student relations and work avoidance ($r = ,14$, $p < ,05$), and work avoidance and ability approach ($r = ,31$, $p < ,01$). Table 7 presents the correlations amongst those sub-dimensions.

Table 7*Correlations among GOT-Turkish sub-categories*

Correlations among GOT-Turkish sub-categories				
	Ability Approach	Mastery	Work Avoidance	Student Relations
Ability Approach	1			
Mastery	0,136	1		
Work Avoidance	0,317**	0,043	1	
Student Relations	0,206**	0,260**	0,146*	1

* $p < ,05$. ** $p < ,01$.

Looking for any statistically significant difference in terms of the goal orientations of English language teachers based on school types and their years of teaching experience, the researcher conducted a one-way ANOVA on SPSS 26. ANOVA test showed no significant difference between school types. Only mastery goals resulted in a statistically significant difference in comparison of experience. The other goal orientations, ability approach, work avoidance and student relations did not create any significant result when compared according to the teaching experience. The one-way analysis of variance (ANOVA) pointed to a significant difference in mastery goal orientation within groups, $F(3,186) = 8,22$, $p < ,001$. The means of groups were noted as follows: teachers with less than 5 years of teaching experience ($M = 4,57$, $SD = ,36$), teachers with 5-10 years of teaching experience ($M = 4,46$, $SD = ,42$), teachers with 11-20 years of teaching experience ($M = 4,22$, $SD = ,42$), and teachers with more than 20 years of teaching experience ($M = 4,15$, $SD = ,55$). The effect size

was moderate (eta squared = ,117) (Dörnyei, 2007). The following Tukey post hoc tests indicated that the novice teachers had significantly higher scores in mastery goal orientation than proficient ($p=,001$) and expert teachers ($p<,001$), while there was no significant difference between the novice and experienced teachers. On the other hand, the experienced teachers in the present study had significantly higher scores in mastery goal orientation than proficient ($p<,05$) and expert teachers ($p<,01$). Table 8 shows the one-way ANOVA results for mastery goal orientation and the teacher groups by their years of teaching experience.

Table 8

Results for mastery goal orientation and teacher groups by their experiences

	M(SD)				F(3,186)	η^2 Effect size
	Less than 5 years (n=35)	5-10 years (n=50)	11-20 years (n=67)	More than 20 years (n=38)		
Mastery	4,57(,36)	4,46(,42)	4,22(,42)	4,15(,55)	8,22	,117

$p<,001$

η^2 eta squared.

Having reported the results from the quantitative data, let us now turn our attention to the qualitative results obtained in the present study.

4.3. Qualitative Results

In this subsection of the study, the qualitative data are presented in the light of the interview questions (See Appendix 2 for interview questions).

The first question was asked to delve into the participants' reasons for being a teacher of English. When coded, two main categories emerged in the data: internal and external factors. Internal factors included *love of the EFL classes*, *love of the subject matter*, *love of the former English language teachers*, *interest in English as a school subject*, *success in English*

as a school subject, and appropriateness to personal traits. All but one of the participants, reported the feeling of love. While 3 teachers expressed their *love for their English classes and learning activities*, some others reported their *love of the subject matter itself* as one of their reasons for choosing to become a teacher of English (n=3). Also, three participants brought up their affection towards their *former English teachers*. Besides all these, three participants noted that they had an *interest* in EFL classes. *Success in English as a school subject* was underlined by two teachers, whereas another participant said being a teacher was appropriate for her personality traits. External factors were mentioned by only two participants. One of those teachers mentioned ‘*ease of finding a job*’ as her reasons for being a teacher, and the other participant said that she would not have extra points in the university entrance exam if she had not preferred to become a teacher.

The following question was about the teachers’ current views about their career. When it comes to their career choice and whether they are regretful for their choice, some (n=3) expressed no regrets at all. Although some others (n=5) reported having troublesome experiences at times, yet, they still seemed to be enjoying their job. For example, “Even though I feel quite tired at times due to crowded classes and primary school students, I say ‘fortunately I choose to become a teacher’” (Participant 5). However, a teacher clearly said that she decided to change her career plans. Pointing to various reasons, the participants said they still liked their profession thanks to children (n=5) or the positive changes they observe in their students (n=2). One teacher was feeling proud, as s/he reported, because of being a teacher. She stated that “I have always wanted to become a teacher since I was in 4th grade. It was a conscious choice. So, I don’t feel any regrets at all. On the contrary, when I remember my memories, my love of former English teachers, my interest in the subject, whenever I was asked about my dream job, my always answering that ‘I want to be an English teacher’, I feel very proud of myself to become a teacher” (Participant 7).

The third interview question was about the participants' professional goals as English language teachers. From the responses to this question, two main codes were derived: *goals about students* and *personal goals*. The former included personality development (n=3) and social development (n=1) of children, development of interest in English (n=2) and skills in English (n=3). For instance, a participant stated that "My primary aims are to make my students adopt universal moral values, love EFL classes, and help them be able to communicate in English in real life" (Participant 4). The latter consisted of plans of having an MA degree (n=4), career development (n=2), going abroad (n=1), and learning another language (n=1). For example, Participant 1 noted that "I set my aims independent of a profession or a title. Learning new things every day, being dynamic and moving forward. That's my aim. To be specific, shortly, learning another language, and having new insights and experiences by following my colleagues' works [are my aims]".

The researcher asked the teachers if they observed any change in their goals when they compared their beginning and current goals as English language teachers. Five of the participants reported a change in their goals since they started to work as a teacher. The ones who reported a change in their goals stated several different reasons for that change. Three of the interview participants noted that their expectations and students' needs did not match, so they adapted their aims accordingly (n=3). Two teachers specified their goals as becoming more realistic. A participant said that "In my first years of teaching (...) my aims were short term goals to save the day like preparing materials (...). But now they turned out to be more permanent [for long term]. I mean I always think about what I can do in 10 years, how I can improve teaching in 20 years" (Participant 7). She also complained about the lack of time and the physical conditions of the schools to develop herself. The other two teachers mentioned that their motivation towards their goals decreased in time. They pointed at physical conditions and social problems in society. The other participants did not notice any change in

their goals at all. Yet, they stated several reasons as well. Two teachers said that it was already their first years as a teacher, so there was no change in their aims. A teacher underlined that she already set realistic goals, so nothing had changed. Moreover, she noted that “I promised for myself to think of and set goals for each child individually. I think my struggle to keep this promise helped me a lot to keep my aims alive” (Participant 4). Finally, the other teacher reported no change, but only became aware of her limits and set her goals accordingly.

The researcher also asked three separate questions to the teachers about their relational goals. Respectively, they were asked about their relations with kids, with the school administration and with their colleagues and the effects of all these on their goals. The first question resulted in two sub-codes: motivating and demotivating factors to reach teaching goals. The former included *interest, development, talent* and the latter included *behavioral and social problems, lack of interest*. Motivating factors were mentioned by 7 participants, while demotivating factors were stated by 3 teachers. The school administration was noted as an effective factor mentioned by all the participants except one. As also expressed by the participants, the school administration having supportive attitudes and behaviors such as praising and having a vision motivated the teachers to reach their professional goals (n=6), whereas, negative attitudes and behaviors were specified as demotivating (n=4). Finally, colleagues were reported by some teachers as a factor affecting their motivation to reach their goals (n=6). Two of these teachers shared some demotivating experiences like their colleagues’ self-centeredness, comparing themselves with others, and untrustworthiness. Five other teachers stated that sharing experience and knowledge with colleagues motivated them to teach children. The other two stated that they had neither motivating or demotivating experiences with their colleagues. A teacher said that seeing “good and bad” teachers helped her find a way for herself.

The next two questions mentioned above helped the researcher clarify a set of factors that made the participants feel successful and unsuccessful as teachers. All the participants noted that positive development in students' behaviors and attitudes made them feel successful. Nevertheless, they evaluated this development in different ways. For example, some participants reported that their students' positive attitudes towards EFL activities (n=3), development in speaking skills (n=1), the teachers' own observations of students' development (n=4), the school administration's or other colleagues' noticing this development (n=1) made them feel successful. On the other hand, not observing any learner development or lack of learner development was considered as a sign of being unsuccessful as a teacher (n=7). For some teachers (n=3), this even resulted in a sort of self-questioning which led to the feelings of failure. Some other teachers also noted factors like behavioral problems, difficulties in class management, uninterested students, tiredness (because of anger or sadness), and lack of a suitable class environment.

In the last question of the interview (See Appendix 2 for interview questions), the teachers were asked under which conditions they would feel more successful than they already felt. Some complained about the poor physical conditions (n=5). More specifically, they reported problems like crowded classes (n=2), lack of materials (n=3), their school's being far from the city center (n=2), and lack of a separate room for English classes (n=1). Some others mentioned about societal and behavioral problems such as the society's attitude towards education (n=2) and English (n=1), lack of parental support (n=4), lack of social activities (n=1), and behavioral problems (n=1). A few participants criticized ELT methodologies adopted by the Ministry of Education: testing (n=1) and syllabus (n=1). A teacher also wished to work with more supportive colleagues and school administration.

Chapter 5

Discussion

5.1. Introduction

In this chapter, all the results drawn from the qualitative and quantitative data are briefly summarized, compared and discussed with the results of similar studies from the relevant literature. Following this, the implications of all those results are provided for teachers themselves, school administrations and other stakeholders in teacher education. The findings of the first research question addressing English teachers' overall goal orientations for teaching are discussed by referring to the data obtained from the interviews and the scales and the relevant literature. The results of the correlational analysis are discussed with reference to the second research question and to the relevant literature again. The third and fourth research questions are discussed by referring to the findings of both quantitative data and qualitative data. The chapter concludes with suggestions for further research.

5.2. The Goal Orientations for Teaching of English Language Teachers Working in Public Schools in Turkey

The first research question attempted to identify the goal orientations for teaching of English language teachers working in public schools in Turkey. In this sub-part, the results of the quantitative and qualitative data are discussed.

The English language teachers in the present study reported a general agreement about goal orientations for teaching. When ordered from the highest mean to the lowest, the teachers have mastery, student relations, ability approach and work avoidance goal orientations, respectively. Similar results were also reported in relevant literature. Saban and Yıldızlı (2017) reported that their participants, primary school teachers in Turkey, had the highest mean in mastery and relational goals, yet, the lowest mean in work avoidance goals. Demiröz and Yeşilyurt (2012) stated that Turkish in-service ELT instructors scored highest in mastery

goal orientations, while they held a moderate position in ability approach goal orientations and a negative position in terms of work avoidance goals. In other words, their work-avoidance goal orientation had the lowest level among the four sub-aspects of goal orientations. Butler (2007) also expressed similar findings. Mastery goals reported by the participants had the highest positive mean. Following mastery goals ability approach, goal orientation was reported with a high mean score by her participants. For work avoidance orientations, the participants had moderate viewpoints and had the lowest mean score among other goal orientations. In Butler's (2007) study, relational goals had not been included in the scale yet. Furthermore, Retelsdorf, Butler, Streblov and Schiefele (2010) noted that teachers had positive point of view about mastery and relational goals while they had a negative perspective about work avoidance goal orientation.

It seems that the participating teachers have strong strivings to develop professionally and acquire professional skills. Among the other goals, English language teachers are quite eager to develop themselves. A reason for this result might be that teachers are aware of the importance of life-long learning. Without mastery goals, for teachers, it may not be possible to keep up with the changes in new generation or the developments in the educational field. Additionally, it is quite promising that English language teachers have high mastery goal orientations because teachers who like learning are a desired element of a well-designed education system. A teacher who is eager to develop can learn further about teaching, may adopt recent teaching techniques, and even might evolve his/her teaching techniques into a better condition. Subsequently, the teachers are concerned with developing close and caring relations with their students. An interviewee teacher reported that

“At the beginning of the educational years, I put an extra effort to get to know students (...). Even realizing one's haircut can affect them (...) noticing tiny details about a

student may change his/her attitude towards the lesson. It is crucial to touch students' lives to get their attention..." (Participant 8).

In the end she summarized "teacher-student relationship is crucial for the sake of student's attention, concentration, which will eventually lead him/her learning the subject matter. This is our main goal, teaching" (Participant 8). This finding of the study underlines the importance of teacher-student relations. It seems that similar to the ideas of the interviewee, other English language teachers in the survey pay attention to their relationships with students. Having close and caring relations with students may result in an increasing interest towards the subject matter, teacher, or EFL classes in general for students, which will probably cause learning of the subject matter. They also reported moderate levels of agreement as to displaying better teaching ability than others. The results might indicate that English language teachers do not mind much about their efforts to be seen by others. A reason might be that even if the administration notices a teacher's higher ability, there is not any pragmatic award or advantage for the teacher. If a teacher is assigned into a public school, s/he is not much evaluated in terms of quality of teaching at all after being employed. There are no positive or negative consequences of the ability of teaching. Thus, it can affect their desires to be perceived a teacher with higher teaching ability than others. Finally, they seemed to have negative perceptions about their strivings to minimize their effort on task. There might be a few reasons for this. A reason can be that work avoidant teachers may preferred not to participate in the study. So, scores could be biased. Another reason might be that a teacher in a public school is not overloaded. Due to the fact that an English language teacher in a public school is required to work minimum 15 hours a week, they may not need to shy away from work. Moreover, among the most common motives to be a teacher, teachers pointed at their love of the teaching occupation. Therefore, teachers may not consider their works to be avoided from. Moreover, the interviews revealed similar information and supported these

findings. None of the interviewees mentioned work avoidance goals when they were asked about their goals in teaching. However, the most common two responses were their desire to develop professionally or personally and their eagerness about students' development.

The qualitative data shed light on the other aspects of goal orientations for teaching of English language teachers working in public schools in Turkey. Firstly, the teachers reported several reasons behind their becoming teachers. The reasons in the present study were similar to those in the literature. The codes that Sinclair (2008) derived from the studies in literature matches nearly 60% with the ones emerged in this study. Love of subject matter is the most common motive for teachers to choose teaching as a career. Similar results were reported by Salı (2013), who conducted a survey with 100 ELT trainees. According to the study, the most common factors for pre-service teachers to choose teaching as a career were also love of teaching and love of English, followed by influence of others.

Secondly, the participants in the present study were asked about their *current* considerations about their career choice (see Appendix 2). Dörnyei (2005) underlined the need for further research on teacher motivation and its change over time. However, in any of the previous studies, the researchers did not ask further questions beyond teachers' reasons for their career choices. This question seems to be important to deepen our knowledge on teacher motivation and more specifically their goal orientations, because it might be difficult to motivate a teacher who keeps regretting his/her career choice. In the present study, the teachers mostly reported their satisfaction with their career choice. Only a teacher stated that she plans making a change in her career.

Thirdly, the participants of the interview mentioned about two professional goals: development of students and professional or personal development of themselves. Mansfield and Beltman (2014) conducted a broad study about beginning teachers' goals by asking their participants to list their main goals as teachers. They found a total of 18 goals and first

grouped them again under seven categories as follows: positive sense of self, wellbeing, pedagogy, further learning, social relations, employment conditions and career development. The most frequently visited category was further learning, followed by social relations. Then, they regrouped these seven categories under three overarching categories which are labelled as “goals centered on the person (personal goals), goals enacted in the teaching situation (situated goals) and goals related to professional aspirations (career goals)” (Mansfield & Beltman, 2014, p.59). Furthermore, more than half of Mansfield and Beltman’s participants expressed their goals under situated goals which was the most common goal. Some other themes emerged in the interviews in the present study were similar to those in Mansfield’s and Beltman’s study. For example, the interviewees stated their goals as further learning and social relations categories, both of which belong to situated goals overarching category in the study by the above-mentioned researchers. Situated goals refer to goals occurred in the teaching situation (Mansfield & Beltman, 2013). To sum up, as discussed previously, this qualitative result is in consistent with the quantitative findings of the study. English language teachers in Turkey has mastery and relational goal orientations which are commonly stated situated goals similar to the teachers in Australia (Mansfield & Beltman, 2013). Aside from this conclusion, due to a small sample size in this study, the generalization of the findings seems beyond the scope of the current study. However, this finding is valuable and can lead researchers for further studies.

Fourthly, from a retrospective perspective, the teachers were asked to think about their goals when they first started teaching and to compare their current goals with those in the initial years of their career (see Appendix 2). 55,5% of participants reported a change in their goals. It could be concluded that teachers notice it may not be always possible to provide a ‘perfect’ teaching environment as the one in their expectations. It seems that in time they learn adapting their goals according to their conditions. Underlining the importance of this

change over time, Dörnyei (2005) called researchers to further investigate fluctuations of teacher motivation over a time period. Further studies are clearly necessary and demanded to understand the changes in teachers' goal orientations for teaching over time.

Following three questions in the interviews (see Appendix 2) was about teachers' relations with students, colleagues and administration and their effects on goals of teaching. Nitsche, Dickhauser, Fasching and Dresel (2011) proposed to extend performance goal orientations considering strivings to demonstrate ability to others definition quite limited. They stated that this type of goals for teaching should be examined in relation to four addressee groups: school principal, colleagues, students and self. Therefore, in the current study, the researcher aimed to find out any effects of these stakeholders on teachers' goals. The responses were broadly categorized under several codes. Regarding the interviewees' preferences, the stakeholders could be suggested to set a school environment appealing for teachers, as follows:

A teacher-friendly setting should have students with interest in the subject matter being taught, in the teacher, in the lesson itself (Participants 1, 5) and with some talented students in class (Participant 2). Moreover, there should be school principals supporting teachers with their attitudes and behaviors (Participants 4, 7, 8, 9) and having a vision (Participant 4). Colleagues in a teacher-friendly school should share their experiences and knowledge with one another (Participants 1, 4, 8). Conversely, a demotivating, dissatisfying school setting can be described as such a school with morally corrupted and ignorant pupils (Participants 1, 2, 3, 8), and society or, namely, parents (Participants 1, 2, 5, 6, 9), school principals having negative attitudes and behaviors (Participants 4, 7, 8, 9) and untrustworthy selfish colleagues (Participant 8).

Dinham and Scott (2000) examined teacher satisfaction in three different countries and underlined the crucial role of the third parties aside from the intrinsic factors affecting teacher

satisfaction. In a similar line with the current results, they summarized their findings with the following excerpt:

In all three countries, the intrinsic rewards of teaching - working with students and seeing them achieve, helping them change their behavior for the better and increasing one's own level of professional skills and knowledge - were the most satisfying aspects of teaching. In contrast, in all three countries the systemic/societal level factors of the pace of educational change and its management, related workload, and the status and image of teaching were the least satisfying. In between these two bands of factors lay school level aspects including school leadership and decision making, school climate, communication, resources and reputation of the school in the local community (p.386)

Finally, when the teachers were asked “Do you ever think that you could be more successful if you would be working under different conditions? If yes, what conditions would make you feel more successful as a teacher?” (see Appendix 2), they listed many things, but they stated physical, societal, methodological, pedagogical problems that were mostly beyond their control. In a similar vein, Dinham and Scott (2000) discussed that dissatisfying factors were mostly “out of the control of teachers and schools, and found within the wider domain of society, governments, and the employing body” (p.389). For example, regarding her previous school, a teacher stated her tough experiences as a novice teacher. She talked about some of her problems and maintained that “there were children selling tissues or working due to financial problems. Some had 7-8 siblings. More than one family lived in a house. Parents and students ignored education. They had many troubles aside from the school itself” (Participant 8). Another participant who had 4 years of experience in teaching profession reported that she was on the edge of a career change due to such problems as lack of education, lack of family support, children’s not having any plans for future, etc. Thus, teaching English did not satisfy her under those conditions anymore.

It can be inferred that some school level and society level factors affect teachers' goals and motivations. Due to these factors then, at some point, they can even reconsider their career choice or experience negative feelings towards teaching. School type, school conditions, school administration or environment, society and problems related to students' families affect teachers and their goal orientations. More studies are thus needed to deepen our understanding of teacher motivation related to the above-mentioned issues. There seems to be a huge gap in the literature about teachers' problems based on school environments and society in Turkey.

5.3. Correlations Among Sub-Categories of Goal Orientations for Teaching

The second research question aimed to find out any correlations among the sub-categories of goal orientations: ability approach, mastery, work avoidance, and student relations. There are diverse results in terms of correlations of goal orientations for teaching in this study. According to the results of this study, there are high positive correlations between student relations and ability approach goals, between student relations and mastery goals. It can then be concluded that if relational goals increase, ability approach and mastery goals increase. It might be assumed that teachers who care more about their relations with students are more enthusiastic about learning and desire to be noticed as a teacher with higher teaching ability.

Additionally, work avoidance and ability approach goals have a positive strong significant correlation in the current study. Saban and Yıldızlı (2017) also reported similar correlations amongst the sub-dimensions of teacher goals. Likewise, in many studies (Butler, 2007; Butler & Shibaz, 2014; Retelsdorf et al., 2010), a positive high significant correlation between work avoidance and ability approach goals was reported. Teachers with higher work avoidance reported higher strivings to be talked about their high abilities in teaching by

others. In other words, it could be concluded that in spite of their desire to work less, they want to be considered with high teaching ability.

In contrast to the findings of many studies (Butler, 2007; Butler & Shibaz, 2014; Saban & Yıldızlı, 2017), the results of the present study also indicated a moderate positive significant correlation between work avoidance and relational goals. Interestingly, a teacher with desires to avoid working more has more caring relations with students. Even though it is beyond the scope of this study and some are over assumptions, to lead further research, it is an obligation to name a few ideas here. A reason for this result might be that work avoidant teachers could disregard having caring relations with students as a work to be avoided. Another reason can be that work avoidant teachers do not want to be considered as ‘work avoidant’, so, they prefer to become prominent with their caring relationship with students. There might be many other reasons for this result and it is necessary to search further without any doubts.

5.4. Relationship between English Language Teachers’ Goal Orientations and Years of Teaching Experience

The third research question aimed to discover any relations between English language teachers’ goal orientations and their years of teaching experience. In the present study, the results indicated that except mastery goals, there is no significant difference between groups in terms of years of teaching experience. Only mastery goals differed within groups. More experienced teachers reported significantly lower means of mastery goals. It can thus be concluded that more experienced teachers have less strivings to develop professionally and personally. In other words, novice teachers have stronger strivings to improve themselves in teaching profession than experienced teachers. However, it is possible to see controversial results in the literature (Retelsdorf et al., 2010). Retelsdorf, Butler, Streblov and Schiefele (2010) explained that more experienced teachers had higher mastery goals in their sample

group in Germany. This issue needs more explanation and further research. Working as a teacher in Germany can be different in terms of society, policy, culture, and/or many other aspects from working in Turkey. Therefore, differences in teachers' professional goals in different sociocultural contexts might be expected. As stated previously, this might be a lead for further research.

In addition, previous research findings pointed to a significant difference between different groups of teaching experience in terms of ability approach (Butler, 2007; Saban & Yıldızlı, 2017), ability avoidance (Butler, 2007; Retelsdorf et al., 2010), and relational (Saban & Yıldızlı, 2017) goal orientations. Yet, there is no statistically significant evidence found in the present study in relation to teaching experience and other goal orientations.

5.5. Relationship between English Language Teachers' Goal Orientations and School Type

The last research question sought to explain English language teachers' goal orientations and the type of school at which they were teaching. According to the findings of this study, there is no statistically significant difference between the goal orientations of the teachers working in primary, secondary or high schools. It can be assumed that school type does not have much effect on English language teachers' goal orientations for teaching. However, one of the interview participants talked about how the school type affected her goals. She expressed that she was working at two different schools (a primary and a secondary school) on different days of the week, and comparing those two schools, she defined the students and maintained, "Students are more enthusiastic in the primary school, and this helps me. But in the secondary school, it [her motivation to reach her goals] varies. We can encounter problems such as early marriage, dropping the school, unawareness." Then, she complained over lack of learner interest in English language and education in general due to a lack of awareness of its importance. It could be concluded that many of the survey

participants probably do not work in two different level school. Thus, school type has almost no impact on their goal orientations. However, it is still a matter of doubt if the teachers had been teaching in two schools at different levels, how they would have been affected by the school type. Expectedly, teachers were inclined to respond questions related to their *current* conditions. Another teacher, who was also working at two different schools (two secondary schools) on different days of the week, compared the two school principals and commented on the effect of the school administration, as in the following excerpt:

“I work in two schools. It is really very important who the school principals are. In one of the schools, I am enthusiastic, unconcerned, ... I mean I feel light, comfortable as if it [school] is home or a place I am familiar with. I go to that school feeling like that. But at the other school I teach, I feel constantly stressful and nervous. I always think that anything can happen and anyone can warn me...Considering these tiny details, of course, there is a huge difference between the school you work under stress and the school you go enthusiastically” (Participant 7)

It might be inferred that teachers experiencing more than one workplace at the same time are affected by the environments of the workplaces. But, mostly teachers in public schools are assigned and work in only one school. Probably therefore, quantitative results did not demonstrate any significant effect of school types. Yet, qualitative results show there is still a possibility that teachers, working in two different schools at the same time, could be affected by the differences in the school contexts. Further research is necessary to clarify the relations between school types and teachers' goal orientations.

When one has a glimpse at the relevant literature, s/he can see that researchers did not find any statistically significant results having compared school levels (Butler, 2007; Retelsdorf et al., 2010).

Chapter 6

Conclusion

First and foremost, the present study is a unique effort to understand English language teacher motivation from a goal orientation perspective in the Turkish context. The findings shed light on English language teachers' goal orientations for teaching with empirical evidence derived from qualitative and quantitative data. Moreover, the study is one of the few studies in ELT field as well. There are only a small number of studies focusing on English language teachers' motivation from a goal theory perspective. More systematic studies are needed focusing on English language teacher motivation from a goal orientation point of view in this field.

Additionally, in this study, the researcher used the Turkish version of the GOT scale (Butler, 2007; Yıldızlı et al., 2016) which is a commonly used instrument to measure goal orientations for teaching even though the scale has not been commonly used for English language teachers in Turkey. Moreover, the findings of the study will enable the other researchers to compare with the other studies based on Butler's (2007, 2012) GOT scale focusing on other disciplines or teachers from different contexts. Further inclusive studies are needed to understand teacher motivation and to generalize the findings for teachers from different contexts or disciplines.

The present study also enlarged our knowledge about goal orientations for teaching and years of teaching experience. In this study, higher mastery goal orientations were reported by English language teachers with less than 5 years of experience and those with 5-10 years of experience than experienced teachers. However, more evidence from further research is required to clearly comment on mastery goal orientations of English language teachers. There are also some studies producing controversial results in the literature (Retelsdorf et al., 2010).

To better understand the sources of these differences, more studies related to goal orientations for teaching in diverse contexts are necessary.

Even though the results from the quantitative data showed no significant difference between English language teachers' goal orientations and a variety of school types (primary, secondary, high school) in the present study, the interviewees pointed to different aspects of their work place as an effective factor in their teaching goals and motivation. The English language teachers pointed out that the type of the school that they were teaching at, physical conditions and the location of their schools, the school administration, and the general school environment affected their goals and motivation. Even though the findings of this study provide useful insights into the effect of work place, these key factors and their effects on teaching goals and teacher motivation should be investigated in detail, especially for the Turkish context.

The current study also revealed some of the English language teachers' troublesome experiences signaling their dissatisfaction, demotivation or even burnout. Many reasons that they stated were beyond their control, especially societal problems, which might lead them to a sort of helplessness in time. As Dinham and Scott (2000) put:

Teachers and schools cannot reasonably be expected to solve problems over which they have little control nor capacity to deal with. Educational systems, governments, and society need to acknowledge their collective responsibility for the current extrinsic factors giving rise to worrying levels of teacher dissatisfaction and the erosion of teachers' intrinsic satisfaction (p. 393)

Teachers want to teach, yet, they need help for the problems beyond their control. Therefore, school principals, researchers, policy makers, parents, and whoever a part of education is, should take responsibility and search for possible solutions for these societal

problems. In the following part, some modest solutions will be suggested to solve these problems.

Implications

The study showed that English language teachers are already mastery oriented. It is necessary to support them to step ahead. For instance, policy makers could provide more opportunities for in-service English language teachers to improve themselves. Because they already look for any occasions for their personal and professional development. It can be achieved via on-line courses based on professional development such as pedagogy of children, methodology of EFL teaching, material development, suggested extra-curricular activities, on-line forums that teachers share ideas and experiences, etc. Such an on-line platform could be accessible for all English language teachers working in public schools regardless of the location of the school.

As for problems about schools, it is school principals' duty to provide a friendly environment for teachers. In addition to this, teachers need to be observed and praised if they spend an extra effort to be better at teaching. There are certain responsibilities of teachers, too, but at least they should be sharing colleagues. As a crucial element of education, parents could try to be more supportive and caring towards their children's education.

In the following part, some ideas will be shared for researchers related to English language teachers' goal orientations to keep exploring.

Further Research

Even though this study is an important step to understand English language teachers' goal orientations, it is necessary to work further on this issue. Qualitative studies with a high number of participants are demanded. This study focused on merely in-service English language teachers in public schools. Therefore, with another sample group, the study could be replicated. Moreover, there are certain results of the current study that are suitable with the findings of previous researchers. These results could be approved by repeating a similar study with a similar sample group to generalize these findings. Some other results of this study indicated contradictory findings with previous studies in other contexts. Further research is expected to figure out the reasons of these contradictions.

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APPENDICES

Appendix 1

Öğretmeye Yönelik Hedef Yönelimi Ölçeği

Değerli Katılımcı,

Bu ölçek iki bölüm ve 21 maddeden oluşmaktadır. A bölümü sizinle ilgili çalışmaya faydalı olabilecek çeşitli bilgiler toplayabilmek amacıyla hazırlanmıştır. Lütfen dikkatlice okuyup size uygun olan seçeneği (X) şeklinde işaretleyerek cevaplandırınız. B bölümünde ise her madde için 5 seçenekten size en uygun olanını seçerek işaretleyiniz. Lütfen hiçbir maddeyi boş bırakmayınız ve her madde için yalnızca bir seçenek işaretleyiniz. Bu çalışma İngilizce öğretmenlerinin öğretmeye yönelik hedef yönelimi algılarını ölçmek ve bu sayede İngilizce eğitim ve öğretimine katkı sağlamak amacıyla yapılmaktadır. Maddeleri içtenlikle cevaplandırmanız çok önemlidir. İsim ve diğer bilgileriniz anonim olarak kalacaktır. Bu nedenle neyin doğru neyin yanlış olduğu kaygısına düşmeden yalnızca gerçekte sizi en iyi yansıtan cevabı veriniz.

Ölçek ve araştırma ile ilgili herhangi bir sorunuz varsa iletişim kurabilirsiniz. (e-mail: haticegeneli@gmail.com)

Bu çalışmaya gönüllü olarak katılıyorum.

Ad Soyad:.....

İmza:

A. Bölümü

1. Cinsiyetiniz

1 Kadın 2 Erkek

2. Yaşadığınız Şehir:.....

3. Yaşınız

1 24 ve altı 2 25-29 3 30-39 4 40-49 5 50-59 6 60+

4. En son tamamladığınız eğitiminiz ve bölümünüz:

1 Lise
2 Üniversite
3 Yüksek Lisans
4 Doktora

5. Çalışma şartlarınız

a. 1 Sözleşmeli / 2 Kadrolu öğretmen olarak çalışıyorum.

b. Şuan çalışmakta olduğunuz okul hangi hizmet alanında bulunuyor?

1 1. Hizmet Alanı
2 2. Hizmet Alanı
3 3. Hizmet Alanı
4 4. Hizmet Alanı
5 5. Hizmet Alanı
6 6. Hizmet Alanı
7 Bilmiyorum.

Okulunuzun adı:

c. Kaç yıldır öğretmen olarak çalışıyorsunuz?

1 İlk yılım 2 1-3 yıl 3 4-10 yıl 4 11-20 yıl 5 21 ve üstü

d. İlkokul düzeyinde yıl öğretmen olarak çalıştım.
Ortaokul düzeyinde yıl öğretmen olarak çalıştım.
Lise düzeyinde yıl öğretmen olarak çalıştım.

e. Şuan görev yaptığımız okul türü

1İlkokul 2Ortaokul 3Lise

f. Kaç yıldır şuan çalıştığımız okulda çalışıyorsunuz?

1 İlk yılım 2 1-3 yıl 3 4-10 yıl 4 11-20 yıl 5 21 ve üstü

B. Bölümü Öğretmeye Yönelik Hedef Yönelimi Ölçeği		Hiç	Katılmıyorum	Kararsızım	Katılıyorum	Tamamen
		1	2	3	4	5
7	Meslektaşlarıma kıyasla daha iyi öğretim becerilerine sahip olduğuma dair övgüler alırsam, okulda başarılı bir gün geçirdiğimi hissederim.					
8	Günü çok çalışmak zorunda olmadan atlattığım zaman, okulda başarılı bir gün geçirdiğimi hissederim.					
9	Sınıfta olan bir şey mesleki anlayışımı geliştirme isteğini ortaya çıkarırsa, okulda başarılı bir gün geçirdiğimi hissederim.					
10	Mesleğimdeki temel amaçlardan biri, yeni mesleki bilgi ve beceriler kazanmaktır.					
11	Ders içeriği kolay olduğunda ve derse hazırlanmak zorunda kalmadığımda, okulda başarılı bir gün geçirdiğimi hissederim.					
12	Okul müdürü beni okuldaki en iyi öğretmenlerden biri olarak gösterirse, oldukça başarılı bir gün geçirdiğimi hissederim.					
13	Bir öğretmen olarak geliştiğimi ve öğretim becerilerimi geliştirdiğimi anlarsam, okulda başarılı bir gün geçirdiğimi hissederim.					
14	Bir öğretmen olarak temel amacım, her öğrenciyle daha samimi kişisel ilişkiler kurmaktır.					
15	Değerlendirecek sınav kâğıtları ya da ödevler olmadığında, oldukça iyi bir gün geçirdiğimi hissederim.					
16	Yapmış olduğum ders planları, meslektaşlarımlıkilerden daha iyi bulunursa, oldukça başarılı bir gün geçirdiğimi düşünürüm.					
17	Bir öğretmen olarak temel amacım, öğrencilerime değer verdiğimi onlara göstermektir.					
18	Öğrencilerle daha içten ve iyi ilişkiler geliştirmekte olduğumu anlarsam, okulda başarılı bir gün geçirdiğimi hissederim.					
19	Sınıfımdaki öğrenciler bir sınavda diğer öğretmenlerin öğrencilerinden daha yüksek puan alırsa, okulda başarılı bir gün geçirdiğimi hissederim.					
20	Bir öğretmen olarak kendimle ilgili yeni bir şey öğrendiğimde, okulda başarılı bir gün geçirdiğimi hissederim.					
21	Bazı derslerim iptal edilirse, okulda başarılı bir gün geçirdiğimi hissederim.					

Teşekkürler...

Appendix 2

Interview Questions

1. Neden İngilizce öğretmeni olmayı tercih ettiniz?
2. Öğretmen olmaya karar verdiniz ve birkaç yıldır bu işi yapıyorsunuz. Şimdi kararınızla ilgili ne düşünüyorsunuz? Neden?
3. Bir öğretmen olarak hedefiniz nedir? Buna ek olarak bir İngilizce öğretmeni olarak hedefleriniz nelerdir?
4. Mesleğinizin ilk yıllarıyla, şu anki mesleki hedeflerinizi kıyasladığınızda karşınıza çıkan tablo nedir? Bir değişim var mı? Varsa açıklayınız.
5. Öğrencilerle ilişkileriniz mesleki hedeflerinizi ve motivasyonunuzu nasıl etkiliyor?
6. İdare ile ilişkileriniz mesleki hedeflerinizi nasıl etkiliyor?
7. Meslektaşlarınız ile ilişkileriniz mesleki hedeflerinizi nasıl etkiliyor?
8. İnsan bazı günlerde diğer günlere göre daha başarılı hisseder. Kendinizi bir öğretmen olarak başarılı hissettiğiniz bir gününüzü anlatır mısınız? Neden öyle hissedersiniz?
9. Sizi bir İngilizce öğretmeni olarak daha az başarılı / başarısız hissettiren bir gününüzü anlatır mısınız? Neden öyle hissedersiniz?
10. Farklı şartlar altında veya şu şekilde çalışsam daha başarılı olurum dediğiniz oluyor mu? O şartlar nelerdir? Neden?

Appendix 3

Examples from the interview transcriptions

Participant 1

[12:02, 29.10.2019] Hatice C.: 1. Neden İngilizce öğretmeni olmayı tercih ettiniz?

[12:03, 29.10.2019] Katılımcı 1: çocukluktan karşıma çıkan İngilizce öğretmenlerinin hep iyi olması ve İngilizcede başarılı olduğumu düşündüğüm için İngilizce öğretmeni olmayı tercih ettim.

[12:04, 29.10.2019] Hatice C.: 2. Öğretmen olmaya karar verdiniz ve birkaç yıldır bu işi yapıyorsunuz. Şimdi kararınızla ilgili ne düşünüyorsunuz?

[12:12, 29.10.2019] Katılımcı 1: yaklaşık 1 yıldır yapıyorum kararımdan pişman değilim. elbete zorluklar var , bazı endişeler var, verilen emeğin tam karşılığını alamama durumları da oluyor fakat öğrenciler ile aramızda oluşan o büyük sevgi bağı da paha biçilemez

[12:13, 29.10.2019] Hatice C.: Peki, bir öğretmen olarak ve ayrıca bir İngilizce öğretmeni olarak hedefleriniz nelerdir?

[12:16, 29.10.2019] Katılımcı 1: hedeflerimi bir unvana veya mesleğe bağlı olarak değil kendi karakterim olarak ortaya koyuyorum. hergun yeni birşeyler öğrenmek her an dinamik kalmak ve hep ileriye doğru gitmek kısaca benim hedefim oluyor daha özel olarak isterseniz yeni bir dil öğrenmek, meslektaşlarımla çalışmaları takip edip deneyim ve yeni bakış açıları geliştirmek diye özetleyebilirim

Participant 8, 20.12.2019, Saat: 18:00

5. Öğrencilerle ilişkileriniz mesleki hedeflerinizi ve motivasyonunuzu nasıl etkiliyor?

Yani öğrenci öğretmen ilişkisi bence çok önemli bir şey zaten. Çünkü ben şunu savunan bir öğretmenim: yani bir öğrencinin özellikle ortaokul çağında bir öğrencinin kalbime girmeden beynine asla giremezsiniz. Öncelikle o dersi, yani sizi sevmesi lazım

mutlaka sevmesi lazım... Sevmediği zaman öğrenci dinliyormuş gibi görünse bile dinlemiyor. Yani sessiz, belki de sınıfta bir vukuat çıkarmıyor ama tepkisiz kalıyor korktuğu için... başına bir şey geleceğini düşündüğü için ya da işte not ya da işte herhangi başka bir şey... öğrenci mutlaka dersi sevmesi gerekiyor. Öğretmenle iletişimi de bu konuda çok önemli. Hatta şunu da gözlemledim. Kendim için demiyorum bazı işte öyle çevremdeki öğretmen arkadaşlarda sırf öğretmen öğrenci ilişkisi iyi olduğu için öğretmenin dersine girmesini Çok isteyen [öğrenciler var] aslında mesela öğretmen olarak yani kritik yaptığımda işte bazı şeyler eksiklikler görsem bile; başka bir arkadaş mesela çok daha fazla emek verip çalıştığını görsem bile; şu öğretmen dersimize girdi deyip çok mutlu oluyorlar. Ama onu tek nedeni yani iletişimin iyi olması. Gerçekten bu öğrencinin motivasyon sağlamak açısından çok önemli. O yüzden ben sene başları da benim için çok önemli. O yüzden de çok yorulurum yani öğrenciye tanımaya çalışıyorum gözlemlerim yani halin tavrını yani öğrencinin biri saçını kestiğini görmek bile onlar için çok önemli. Ya da ne bileyim işte yani yeni bir şey aldığında ya da bir morali bozuk olduğunda işte okula gelmemişse mesela yoklamada fark edip sonraki gün neden gelmedin ne oldu bir şey var mı diye sorduğunda böyle, bu şekilde, öğrencileri ufak ufak kazanıyorsunuz aslında...

Appendix 4



T.C.
BURSA VALİLİĞİ
İl Millî Eğitim Müdürlüğü

Sayı : 86896125.605.01-E.12238466

25.06.2018

Konu : Hatice CİNGİLOĞLU'nun Araştırma İzni

MÜDÜRLÜK MAKAMINA

İlgi : Milli Eğitim Bakanlığının Araştırma, Yarışma ve Sosyal Etkinlik İzinleri konulu 22/08/2017 tarihli ve 2017/25 sayılı Genelgesi.

Uludağ Üniversitesi Eğitim Bilimleri Enstitüsü Yabancı Diller Eğitimi Anabilim Dalı İngiliz Dili Eğitimi Bilim Dalı yüksek lisans programı öğrencisi Hatice CİNGİLOĞLU'nun Hizmetiçi İngilizce Öğretmenlerinin Öğretmeye Yönelik Hedef Yönelim Algıları: Bir Karma Yöntem Çalışması" konulu araştırma isteği Uludağ Üniversitesi Rektörlüğü Genel Sekreterlik'in 05/06/2018 tarihli ve 20514 sayılı yazısı ile bildirilmektedir.

Uludağ Üniversitesi Eğitim Bilimleri Enstitüsü Yabancı Diller Eğitimi Anabilim Dalı İngiliz Dili Eğitimi Bilim Dalı yüksek lisans programı öğrencisi Hatice CİNGİLOĞLU'nun Hizmetiçi İngilizce Öğretmenlerinin Öğretmeye Yönelik Hedef Yönelim Algıları: Bir Karma Yöntem Çalışması" konulu araştırmasını Müdürlüğümüze bağlı **ekli listedeki okullarda** uygulama yapma isteği ilimizde oluşturulan "Araştırma Değerlendirme Komisyonu" tarafından incelenerek değerlendirilmiştir. Araştırma ile ilgili çalışmanın **okul/kurumlardaki eğitim öğretim faaliyetleri aksatılmadan, araştırma formlarının aslı okul müdürlüklerince görülerek ve gönüllülük esası ile** okul müdürlüklerinin gözetim ve sorumluluğunda ilgi Genelge çerçevesinde uygulanması ayrıca **araştırma sonuçlarının Müdürlüğümüz ile paylaşılması** komisyonumuzca uygun görülmektedir.

Makamlarınızca da uygun görülmesi halinde olurlarınıza arz ederim.

Ekrem KOZ
İl Millî Eğitim Müdür Yardımcısı

EK: Okul Listesi (22 Sayfa)

OLUR
25.06.2018

Sabahattin DÜLGER
Vali a.
İl Millî Eğitim Müdürü

Adres : Hocasahan Mh. İlbahar Cad. No:38
(Yeni Hükümet Konakları A Blok) 16050/Osmangazi/BURSA
Telefon No:(0224) 445 16 00 Fax: 445 18 10

E-posta: argel6@meh.gov.tr İnternet Adres: <http://bursa.meh.gov.tr>

Bilgi İçin : Leyla DİKİCİ
VHKİ
(0224) 215 25 39

KATILIMCI RIZA FORMU

Uludağ Üniversitesi

Eğitim Bilimleri Enstitüsü

Hizmetiçi İngilizce Öğretmenlerinin Öğretmeye Yönelik Hedef Yönelim Algıları: Bir Karma Yöntem Çalışması

- ✓ Katılımcı olarak sorular hakkında istediğim zaman soru sorma hakkına sahip olduğumu biliyorum.
- ✓ Katılımcı olarak bu çalışmaya gönüllü olarak katıldığımı ve istediğim zaman açıklama yapmaksızın çalışmadan çekilme hakkına sahip olduğumu biliyorum.
- ✓ Katılımcı olarak hakkımda verdiğim bilgileri istediğim zaman geri çekebilme hakkına sahip olduğumu biliyorum.
- ✓ Katılımcı olarak kayıtlı tüm verilerin gizli kalacağını ve kişiyi tanımlayan hiçbir bilginin açıklanmayacağını biliyorum.
- ✓ Katılımcı olarak verilerin araştırma ve yayında kullanılacağını biliyorum.
- ✓ Katılımcı olarak verilerin bana açıklandığı şekilde muhafaza edileceğini biliyorum.

Yukarıdaki bilgileri okuduğumu ve anladığımı kabul ediyorum. (___ / ___ / ___)

Bu çalışmada gönüllü olarak yer almak **istiyorum / istemiyorum**.

Katılımcının Adı Soyadı

Tarih

İmza

Hatice CİNGİLOĞLU
Araştırmacının Adı Soyadı

Tarih

İmza

Öz Geçmiş

Doğum Yeri ve Yılı : Afyonkarahisar- 1994

Öğr. Gördüğü Kurumlar	Başlama Yılı	Bitirme Yılı	Kurum Adı
Lise	2008	2011	Afyon Milli Piyango Anadolu Lisesi
Lisans	2011	2015	İstanbul Üniversitesi
Yüksek Lisans	2017	(Devam)	Uludağ Üniversitesi

Bildiği Yabancı Diller ve

Düzeyi : İngilizce- İleri

Çalıştığı Kurumlar : **Başlama ve Ayrılma Kurum AdıTarihleri**

1. 2018-Devam Bursa Özel Yedi
Renkli Çınar
Okulları

Yurt İçi ve Yurt

Dışında Katıldığı

Projeler : Erasmus Öğrenci Değişim Programı 2014

Katıldığı Yurt içi ve

Yurt Dışı Bilimsel

Toplantılar : Black Sea ELT Conference 2018