

Introduction

As language learning is a complex process in which numerous factors such as age, sex, personal beliefs, motivation, interest, learning environment and peer pressure etc. intertwined in determining language achievement, it is very important for teachers to know which important factors that can be changeable via teaching to enhance students' learning. Among others, motivation goals, i.e. achievement goals defined as the impetus to create and sustain intentions and goal-setting acts (Ames & Ames, 1989), are the most important factors because they may determine the extent of the learner's active involvement and attitude toward learning (Karen, 1998) and may thereby affect learning outcomes. Though there is already a great deal of research examining both antecedents and consequences of endorsing achievement goals, past research usually focused on the interrelationship of two or three variables, such as among self-efficacy, goal orientation and performance (Anderman & Midgley, 1992; Vrugt, Oort, & Zeeberg, 2002); between implicit intelligence beliefs and goal motivation

(Bandura & Dweck, 1985); between goal motivation and language achievement (Tercanlioglu, 2004); and between foreign language learning strategy and achievement (Bialystok, 1981; Gabriela, 2002). According to prior literature and individual learning process to establish a hypothesized models, the authors used 4-dimensional motivation goals as a core of the model, and only chose important and changeable variables, i.e. self-efficacy, implicit intelligence belief as anterior variables and deep English learning strategies as a posterior variable to predict English achievement, in order to have a comprehensive understanding of intricate relationship among those factors.

Motivation goals have been developed from dichotomy via trichotomy to four-oriented goals since the late 1970s. Since four-oriented achievement goal framework was established with its theoretical and empirical research on achievement motivation (Elliot & McGregor, 2001; Elliot & Thrash, 2001), there has been no empirical research done to investigate its grounds especially in English learning, even though 4-dimensional goals can better explain the complex motivation of individual learners. Furthermore, in Taiwan, due to

facility limitation, listening and oral communication ability of English have not been included in the Entrance Examination of University until recently, which no doubt greatly impacts how high school students engaged in English learning. This study was to investigate what kinds of motivation goals Taiwanese high school students are holding in learning English and to confirm whether the hypothesized model, originated from western countries, was applicable to Taiwan students for English learning.

Literature Review

Four Dimensional Goal Orientations

In the past, normative goal theory classified achievement goals into two contrasting categories: mastery goals and performance goals. Learners who are mastery-oriented define the purpose of learning as competence increase, as opposed to those performance-goal oriented students who consider the aims of learning to be demonstrating exceptional competence over others or those who lack competence (Ames, 1992; Nicholls, 1984). Basically, normative goal theory (Ames, 1992; Dweck & Leggett, 1988) stipulates that students who are

only concerned about performance, doing better than others, and trying to be smarter than others, with little or no concern for mastery and learning, are likely to follow a fairly maladaptive pathway. This dichotomous view of motivation was challenged by revised goal theory (Harackiewicz, Barron, & Elliot, 1998; Pintrich, 2000a), which generalizes that there are no detrimental effects if students with performance-approach goals are also oriented to mastery of their schoolwork. Also, this theory claims that the influence of performance goals on the learning process and results is moderated by the learners' performance-approach or performance-avoidance approach. Performance-approach oriented learners desire to outperform or surpass others, to obtain high ability judgments and to be recognized by others, while learners who are performance-avoidance oriented are more concerned about not performing worse than others, avoiding looking dumb or silly, and avoiding getting the worst scores, in order to maintain self worth (Elliot & Church, 1997; Urdan, 1997).

Elliot and McGregor (2001) initially constructed a 2 x 2 achievement goal framework based on competence