科技部補助專題研究計畫成果報告
期末報告

3x2 面向成就目標、害怕失敗、自我設限和自我效能： 為什麼他們還不通過英文畢業門檻?

計 畫 類 別 ： 個別型計畫
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執 行 期 間 ： 105年08月01日至106年07月31日
執 行 單 位 ： 國立臺灣藝術大學通識教育中心

計 畫 主 持 人： 曾敏珍
共 同 主 持 人： 陳嘉成
計畫參與人員： 碩士班研究生-兼任助理：游慈葦

中 華 民 國 106 年 08 月 15 日

中 文 摘 要 ： 本計劃之目的在於從3x2面向成就目標、害怕失敗、自我設限和自我效能的角度深入研究為何學生延遲通過英文畢業門檻的原因。在台灣，大部分的藝術類課程著重在專業的訓練，學生使用大部分的時間在練習樂器、舞蹈、繪畫和表演，英語的學習在藝術領域通常被忽略。然而，由於全球化的來臨，職場上越來越要求學生的英語文能力，再加上英文成為畢業門檻，藝術相關科系的學生不得不重視英文的重要性。本專題研究分為四個子計畫。計畫一: 我們將檢視3x2面向成就目標、害怕失敗、自我設限和自我效能與藝術相關科系的學生英語文能力之間的關係和影響。計畫二: 英語文能力已經達到英文畢業門檻的學生是否在迴避成就目標、害怕失敗、自我設限上表現較低，但是在趨向成就目標和自我效能表現較好，反之亦然?計畫三: 我們將訪問還沒通過英文畢業門檻的學生，我們將藉由訪問的方式分析結果取得質性研究結果。計畫四:為了找出藝術相關科系的學生英語文學習的獨特性，我們將邀請他校學生，包含綜合大學、醫學大學、和科技大學學生做問卷，並比較分析四所學校學生都在面臨英文畢業門檻的壓力下，表現如何不同，或是其實不管是哪所學校的學生，在成就目標、害怕失敗、自我設限和自我效能表現並無差異? 本計劃實驗參與者為250位藝術相關科系學生，子計畫四還包含一所綜合大學和農業大學共104位學生參與。研究工具為三: (一)藝術相關科系實驗參與者每學期皆會接受線上全民英檢施測，成績一方面做為學生對自我英語能力的了解，也做為老師備課時的參考，在本計劃中將做為檢視英文畢業門檻之用。(二)問卷:分為五個部份，包含基本資料、Elliot, Murayama和Pekrun的3x2面向「成就目標量表」、Conroy的「害怕失敗量表」、Midgley 和Urdan的「學術自我設限量表」，以及Pintrich和DeGroot 的「自我效能量表」，由藝術、綜合、醫學、科技大學學生填寫。(三)訪談:訪談題目來自Conroy, Midgly, Urdan 和Usher的研究，訪問對象為電影系、戲劇系、音樂系、國樂系大四還未通過英文畢業門檻的學生。子計畫一使用結構方程模式(SEM)，實驗結果顯示成就目標和自我設限策略是最具有預測和影響效果的。子計畫二顯示學生英文能力越高，在方法的目標導向、逃避的目標導向和自我效能地表現上就越高。相反地，學生英文能力越高，害怕失敗的分數就越低。子計畫三顯示學生都知道英文畢業門檻的存在，但是因為本科系太忙或是怕考試不通過等原因，讓他們遲遲沒有通過英文畢業門檻，學生並說明其實是因為他們沒有時間去唸英文，並不是他們的能力不夠。子計畫四比較三所大學大一的新生，結過顯示學生在自我的目標導向、其他的目標導向、其他的逃避導向、害怕失敗和自我效能方面有顯著性地差異。

中 文 關 鍵 詞 ： 3x2面向成就目標；害怕失敗；自我設限；自我效能

英 文 摘 要 ： The project presented an in-depth analysis of undergraduate students' difficulties in passing the English threshold for graduation. It was based on the perspectives of a 3x2 achievement goal, fear of failure, self-handicapping strategies, and self-efficacy. A SEM model was implemented to retrieve the answers for study 1. The results of indicated that achievement goal and self-handicapping

strategy provided predictive and influential effects on students' English proficiency levels. The results of Study 2 show that positive significant correlations appear on the variables of task-approach goal, other-approach goal, task-avoidance goal, self-avoidance goal, other-avoidance goal, and self-efficacy. It tallies with the hypothesis that students who receive higher English proficiency scores obtain higher scores in approach goals, avoidance goals, and self-efficacy. However, a negative correlation happened with fear of failure which conformed to the hypothesis. Students with high English proficiency scores tend to get lower scores in fear of failure. Students who are low in English performance carry high level of fear of being failure in learning English. For all participants, only two variables show no significant correlation with self-approach goal and self-handicapping strategy. Also, among the variables, task-approach goal, other-approach goal, and self-efficacy were positive predictors. Self-approach goal and fear of failure were negative predictors. Next, the results of Study 3 expressed students' opinions. All participants were aware of English threshold, but because their majors kept them busy, their English was not good enough, they were afraid of failing any English proficiency tests…etc. All the causes they claimed prevented them from studying English. One critical finding was that students believed it was because they did not have time studying English, but it was nothing related with their ability.

英文關鍵詞：a 3x2 achievement goal; fear of failure; self-handicapping strategies; self-efficacy

科技部補助專題研究計畫成果報告

（期末報告）

A 3x2 Achievement Goal, Fear of Failure, Self-handicapping Strategy, and Self-efficacy: Why don't Students Pass the English Threshold?

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計畫編號：MOST 105-2410-H-144-00

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計畫主持人：曾敏珍

共同主持人：陳嘉成

計畫參與人員：游慈葦

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目錄

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Abstract

The project presented an in-depth analysis of undergraduate students' difficulties in passing the English threshold for graduation. It was based on the perspectives of a 3x2 achievement goal, fear of failure, self-handicapping strategies, and self-efficacy. Most Taiwanese students who major in the arts have attended talent classes in various subject areas, such as music or fine arts since junior or senior high school. In university these students spend most of their time practicing for their professions. Because their time is occupied with extensive practice, other academic subjects, including English, are often neglected. However, there is a minimum level of English ability that has been set as a requirement for graduation, so these arts students cannot disregard the importance of English. This study will investigate why certain arts students are adept at both learning their profession and passing the English threshold, and based on this, searching for the means to help other arts students who may be accomplished in their specialties but struggle to learn English.

Four studies are included. In study 1, we will examine the relationships and influences on arts students' English performance from the perspectives of a 3x2

achievement goal, fear of failure, self-handicapping strategies, and self-efficacy. In study 2, we will divide the first-year undergraduate students into two groups: High Proficiency Learners (students who pass the scores of English threshold) and Low Proficiency Learners (students who have not yet passed the scores of English threshold). We will investigate whether or not students with high English proficiency level will show a lower level of avoidance goals, fear of failure, self-handicapping strategies, but higher level of self-efficacy in learning English, or vice versa? Are students' with higher English proficiency level positively correlated with approach goals and self-efficacy but negatively correlated with avoidance goals, fear of failure, and self-handicapping strategies? Of these four aspects, achievement goal, fear of failure, self-handicapping strategies, and self-efficacy, which one best predicts arts students' English proficiency level? Study 3 will be a qualitative study. We will interview the students in the senior year of undergraduate program from Department of Motion Pictures, Drama, Music, and Chinese Music who have higher English scores when entering the university to determine why they represent the largest percentage of students who have not passed English threshold. We will use 15 interview questions to evaluate the reasons why they procrastinate in passing the English threshold. Study 4 will be based on our research on arts students over many years since the results of our previous studies all show the odd situation with

contradicting to the present theory. We will also invite students from one comprehensive university, one medical university, and one university of technology. This will enable us to explore the differences of achievement goals, fear of failure, self-handicapping strategies, and self-efficacy toward learning English for these university students.

The participants are 250 arts majors from an arts university for Study 1 and 2. In Study 3, 20 students from Motion Pictures, Drama, Music and Chinese Music in their senior year who have not passed the English threshold will be invited to receive the interviews. 104 students from one comprehensive university and one agriculture university joined Study 4. The research tools included an online GEPT test, a questionnaire, and an interview. The questionnaire consisted of five parts. Part I records students' demographic information. Part II is a 3x2 Achievement Goal Questionnaire adopted from Elliot, Murayama, and Pekrun' study (2011). Part III is a short form of Conroy's User's Manual of Performance Failure Appraisal Inventory (PFAI) in 2002. The fourth part is a short form from Academic Self-handicapping Scale by Midgley and Urdan (1995). Five questions will be used. Part V includes 9 items from Motivated Strategies for Learning Questionnaires (MSLQ) by Pintrich and De Groot's (1990). The interview questions are adopted from three studies by Conroy (2002), Midgley and Urdan (1995), and Usher (2009). The questionnaire

underwent a pilot stage in November 2015, after which the questionnaires and interview questions were modified according to the suggestions given by the invited participants. After participants have completed the questionnaires, the data will be processed using one-way ANOVA, repeated measure *t*-test, Pearson cross product correlation, and a Structural Equation Modeling (SEM) model.

A SEM model was implemented to retrieve the answers for study 1. The results of indicated that achievement goal and self-handicapping strategy provided predictive and influential effects on students' English proficiency levels. The results of Study 2 show that positive significant correlations appear on the variables of task-approach goal, other-approach goal, task-avoidance goal, self-avoidance goal, other-avoidance goal, and self-efficacy. It tallies with the hypothesis that students who receive higher English proficiency scores obtain higher scores in approach goals, avoidance goals, and self-efficacy. However, a negative correlation happened with fear of failure which conformed to the hypothesis. Students with high English proficiency scores tend to get lower scores in fear of failure. Students who are low in English performance carry high level of fear of being failure in learning English. For all participants, only two variables show no significant correlation with self-approach goal and self-handicapping strategy. Also, among the variables, task-approach goal, other-approach goal, and self-efficacy were positive predictors. Self-approach goal

and fear of failure were negative predictors. Next, the results of Study 3 expressed students' opinions. All participants were aware of English threshold, but because their majors kept them busy, their English was not good enough, they were afraid of failing any English proficiency tests…etc. All the causes they claimed prevented them from studying English. One critical finding was that students believed it was because they did not have time studying English, but it was nothing related with their ability. The results of study 4 revealed that significant differences of students from three universities were observed in the self-approach goal, other-approach goal, other-avoidance goal, fear of failure, self-handicapped strategies, and self-efficacy. I more details, Significant differences were shown in the self-approach goal between arts and agriculture university students, other-approach goal between arts and comprehensive university students, other-avoidance goal between arts and comprehensive university students, fear of failure between arts and comprehensive university students, fear of failure between arts and agriculture university students, self-handicapped strategies between arts and comprehensive university students, self-handicapped strategies between arts and agriculture university students, self-efficacy between arts and comprehensive university students.

In this project, we determined the specific language-learning features of arts students to help them identify the appropriate approaches to improve their English

proficiency levels. The results will provide insight into the reasons of why students procrastinate in passing the English threshold and difficulties encountered, tailored to the specific needs for arts students.

Keywords: a 3x2 achievement goal; fear of failure; self-handicapping strategies; self-efficacy

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3x2 面向成就目標、害怕失敗、自我設限和自我效能：為什麼他們還不通過英文畢業門檻?

摘要

本計劃之目的在於從 3x2 面向成就目標、害怕失敗、自我設限和自我效能的角度深入研究為何學生延遲通過英文畢業門檻的原因。在台灣，大部分的藝術類課程著重在專業的訓練，學生使用大部分的時間在練習樂器、舞蹈、繪畫和表演，英語的學習在藝術領域通常被忽略。然而，由於全球化的來臨，職場上越來越要求學生的英語文能力，再加上英文成為畢業門檻，藝術相關科系的學生不得不重視英文的重要性。本專題研究分為四個子計畫。計畫一：我們將檢視 3x2 面向成就目標、害怕失敗、自我設限和自我效能與藝術相關科系的學生英語文能力之間的關係和影響。計畫二：英語文能力已經達到英文畢業門檻的學生是否在迴避成就目標、害怕失敗、自我設限上表現較低，但是在趨向成就目標和自我效能表現較好，反之亦然?計畫三：我們將訪問還沒通過英文畢業門檻的學生，我們將藉由訪問的方式分析結果取得質性研究結果。計畫四:為了找出藝術相關科系的學生英語文學習的獨特性，我們將邀請他校學生，包含綜合大學、醫學大學、和科技大學學生做問卷，並比較分析四所學校學生都在面臨英文畢業門檻的壓力下，表現如何不同，或是其實不管是哪所學校的學生，在成就目標、害怕失敗、自我設限和自我效能表現並無差異?

本計劃實驗參與者為 250 位藝術相關科系學生，子計畫四還包含一所綜合大學和農業大學共 104 位學生參與。研究工具為三: (一)藝術相關科系實驗參與者每學期皆會接受線上全民英檢施測，成績一方面做為學生對自我英語能力的了解，也做為老師備課時的參考，在本計劃中將做為檢視英文畢業門檻之用。(二)問卷: 分為五個部份，包含基本資料、Elliot, Murayama 和 Pekrun 的 3x2 面向「成就目標量表」、Conroy 的「害怕失敗量表」、Midgley 和 Urdan 的「學術自我設限量表」，以及 Pintrich 和 DeGroot 的「自我效能量表」，由藝術、綜合、醫學、科技大學學生填寫。(三)訪談: 訪談題目來自 Conroy, Midgly, Urdan 和 Usher 的研究，訪問對象為電影系、戲劇系、音樂系、國樂系大四還未通過英文畢業門檻的學生。

子計畫一使用結構方程模式(SEM)，實驗結果顯示成就目標和自我設限策略是最具有預測和影響效果的。子計畫二顯示學生英文能力越高，在方法的目標導向、逃避的目標導向和自我效能地表現上就越高。相反地，學生英文能力越高，害怕失敗的分數就越低。子計畫三顯示學生都知道英文畢業門檻的存在，但是因為本科系太忙或是怕考試不通過等原因，讓他們遲遲沒有通過英文畢業門檻，學生並說明其實是因為他們沒有時間去唸英文，並不是他們的能力不夠。子計畫四比較三所大學大一的新生，結過顯示學生在自我的目標導向、其他的目標導向、其他的逃避導向、害怕失敗和自我效能方面有顯著性地差異。臺灣許多藝術家和藝術工作者在國際大放異彩，政府在推廣軟實力的同時，語言能力是不可或缺，藝術類的學生在本身的專業領域是最傑出的，部份學生在專業能力和英文程度上

都是很好，本計劃將找出已通過和未通過英文畢業門檻學生的差異，藉以幫忙英文程度較差的藝術類的學生，增加英語學習動機和增進英語文能力。

關鍵字：3x2 面向成就目標；害怕失敗；自我設限；自我效能

CHAPTER ONE

INTRODUCTION

1.1 Motivation of the Study

Achievement goal theory posits the purposes that students hold for devoting their efforts to a specific academic task, and it is a critical antecedent their academic achievement outcomes and processes (Ames, 1992; Dweck & Legget, 1988). In recent studies regarding goals in the achievement context, Pintrich (2000) synthesizes three general perspectives of goals. The first one is target goals, which are individuals' goals for a particular task or problem. For example, students take an English proficiency test and set a target of trying to get 800 in TOEIC or pass the Intermediate or High-intermediate level of GEPT. The target goal specifies the standards or criteria by which students can evaluate their performance, but they do not really address the reasons or purposes for which students are seeking to attain the target goal for their achievement. The second perspective of goals is more general goals that students may pursue and also address the reasons why they are motivated. For instance, Wentzel (2000) discusses how social goals for friendship social responsibility can be attributed to academic outcomes. In facing English thresholds, students might consider if their classmates or friends are passing it or not. Alternatively, they may be aware of the

importance of good English when they try to find a job in the future. Unlike target goals, the general goals are not involved with the same level of specificity in terms of standards or criteria for evaluation, and they are concerning about personal strivings, personal projects, current concerns, possible selves, and life tasks that mirror a more general perspective on goals and reflect different goal contents that students may be striving for in many situations, not just the achievement context (Austin & Vancouver, 1996; Emmons, 1997). The third perspective of goals is achievement goals, which are positioned at an intermediate level between the very specific target goals and the more global goals. This means that purposes or reasons students are pursuing an achievement task or an academic learning task (Pintrich & Schunk, 1996). The target goals and general goals may be applied to many different contexts or types of goals, but achievement goals are specifically developed to explain achievement motivation and behaviors. Achievement goals identify the issue of the purpose or reasons students are pursuing an achievement task and point out the standards or criteria they build to evaluate their competence or success on the task, so they present a more integrated and organized pattern of beliefs about the competence and purpose that provides the theoretical utility and power for the achievement goal construct (Urdan & Maehr, 1995). The achievement goals in this study are not merely to investigate the numbers of students passing the English threshold but they are used particularly for

finding the reasons or purposes why students pass or have not passed the English threshold. Thus we can find ways to motivate and encourage our students to face this issue and pass this requirement for graduation.

Achievement goal theory has been conceptualized as goal-oriented behaviors that are used to describe the accomplishment of an authentic learning task (Elliot, McGregor & Gable, 1999). In the motivation literature, achievement goal theories are traditionally classified into two categories: mastery and performance, depending on whether learning is conceived and valued as an end in itself or as a means to external purposes (Meece, Blumenfeld, & Hoyle, 1988). Mastery-oriented students delineate their learning purposes as mastering skills and increasing competence, and they attribute pride and satisfaction to their efforts dedicated to task attainment, whereas students with a performance goal consider the aims of learning as demonstrating their exceptional competence to their peers, and they treat success as a superior competency over others and take pride in receiving the praise from authorities such as teachers or parents. Whether the success of achieving a goal is defined on a norm-referenced or on a self-referenced basis would differentiate students who adopt either a mastery or a performance goal (Ames & Archer, 1988; Duda & Nicholls, 1992; Elliott & Dweck, 1988; Graham & Golan, 1991; Meece & Holt, 1993; Nolen & Haladyna, 1990; Schiefele, 1991; Schraw, Horn, Thorndike-Christ, Bruning, 1995).

In the 1990s and 2000s, Elliot and colleagues proposed a set of achievement goal models that extended the dichotomous model by adding avoidance and approach, thus making a 2x2 achievement goal model (Elliot, 1999). This model constructs mastery-approach, mastery-avoidance, performance approach, and performance-avoidance. In this model, Elliot and colleagues particularly separated the reason and aim aspects of purpose, and explained achievement goal in terms of aim alone (Elliot, 1999, Elliot & Fryer, 2008). They defined competence as the standard used for evaluation. Three basic evaluative standards are task, self and other. A mastery-approach goal is focused on the attainment of task-based or self-based competence, a mastery-avoidance goal is focused on the avoidance of task-based or self-based incompetence, a performance-approach goal is focused on the arraignment of other-based competence, and a performance-avoidance is focused on the avoidance of other-based incompetence. Thus a 2x2 achievement goal model becomes a 3x2 achievement goal (Elliot, Murayama, & Pekrun, 2011). There are two reasons for using a 3x2 achievement model. First, Elliot and colleagues separated goals into three standards: task, self, and other. In the task-based goals, students use the thorough demands of the tasks such as they want to get a correct answer in the English proficiency test or try to understand an idea from English textbook. Students' competence is about how they do well or poorly relating to what the task itself

requires. In the self-based goals, students use their intrapersonal skills as the evaluative norms. This is involved with how students do a task well or poorly in relation to how they have done in the past and how they have the potential to do in the future. In the other-based goals, an interpersonal evaluative norm is applied. Students may be concerned about how well or poorly they are doing relative to others. Second, much research has been conducted using the 2x2 achievement goals but there has been much less using 3x2 achievement models, especially in the EFL context. The results of the study will add to the current literature about achievement goal theory for EFL students.

Below is an actual conversation between a student and an English teacher who is in charge of the English threshold testing:

Teacher: *Hi, Sandy. How are you?*

Sandy: *Hi, teacher.*

Teacher: *Wow, you are getting prettier. I am so happy to see you. Which year are you studying? Have you passed English threshold yet? You know how important English is…..*

Sandy: *Well, teacher. I am a sophomore. I have not passed it yet. You know… it is still early.. .and most of my classmates have not passed it yet… and we are so busy with practicing piano..and…*

Teacher: *Your piano skill is terrific, but you know you should continue to study English even though you don't have any English classes anymore….*

Sandy: *Yes, I know. English is difficult, but I plan to take a TOEIC test.*

Teacher: *Good! What is your goal?*

Sandy: *My goal is 800… but when I took the TOEIC simulation test in the first year, I only got 570. Well, it was because the headsets were too tight and I did not sleep well the night before the test… But I will try my best… and teacher, please do not tell my classmates when you see them. I do not want them to know…*

The conversation points out a typical situation for Taiwanese university students. To link the test with the achievement goal, the student knows that passing the English threshold is a goal for her to achieve, but she already assumes it is a difficult task. She finds excuses for having done poorly in the TOEIC previously, and she does not want her classmates to know that she plans to take a TOEIC test again. Conroy and Elliot (2004) state that achievement goals and fear of failure (FF) are the determinants of achievement processes and outcomes. Although their article was concerned with the issue of cause and effect, we are more interested in whether fear of failure would be more likely to have deleterious effects on students' goals or attitudes toward English thresholds. From the perspective of fear of failure, many students are motivated by the

desire to avoid failure. For example, if they do not take any English proficiency tests for graduation, they think they can avoid the possibility of failure. Like an ostrich, these students just bury their heads in the sand and hope nothing will happen. FF has negative implications for the outcomes, including task choice, effort spent, persistence, performance attainment, and intrinsic motivation (Elliot & Sheldon, 1997). The outcomes are indirectly influenced by FF through the adoption of specific avoidance-based goals and strategies such as performance-avoidance goals and self-handicapping (Elliot & Church, 1997). FF and other avoidance motivations are deleterious. They are very common among various ethnic groups, or across levels of actual and perceived ability (Covington, 1992; Elliot 1999; Hill, 1984). Given the conceptual and applied importance the of failure construct, it is surprising that there has been little research on this issue, so it is critical to determine whether or not students' fear of the English graduation threshold is an influential factor.

Returning to the conversation between Sandy and her English teacher, she is trying to find excuses such as the fact that her classmates have not taken it yet and she was too busy to defend herself why she has not passed English threshold. The way she is using these excuses is a kind of self-handicapping strategy which entails creating impediments to successful performance on a task that students consider important. Berglas and Jones (1978) state that students constantly focus on the circumstances of

their behaviors so that if they perform poorly those circumstances will be regarded as the cause, rather than their lack of ability. Other examples of self-handicapping include the reduction of effort, procrastination, or the choice of performance-debilitating circumstances (Higgins & Harris, 1988; Martin, Marsh, & Debus, 2001a, 2001b, 2003; Rhodewalt & Davison, 1986; Shepperd & Arkin, 1989; Tice & Baumeister, 1990). Also, it is critical to note that self-handicapping involves behavior that takes place before or together with the achievement ability, not after the task has occurred (Urdan & Midgley, 2001). Thus it is an a priori strategy that is implemented before success or failure.

Self-efficacy has been proved to be a powerful element in influencing students' motivation and self-regulation (Bandura, 1997; Pajares, 1997). In academic settings, self-efficacy has been shown to affect students' choices of activities, effort expended, persistence, interest, and achievement (Pajares, 1996; Schunk, 1995), and it is indeed a significant factor in training poor learners to overcome their difficulties (Williams & Burden, 1997). Self-efficacy also refers to students' beliefs about their capabilities to effectively apply the knowledge and skills that they already possess and thereby learn new cognitive skills (Schack, 1989). It denotes that students may have all the necessary language skills to perform a certain task, but unless they believe they are capable of doing so, they are unlikely to perform those skills. Thus, self-efficacy

influences the choice of tasks that they want to take on, and it affects the amount of effort that students are prepared to expend and the level of persistence they will expend. For arts students, the development of their professions takes most of their time. However, the English threshold is also something they are required to fulfill before graduation. But they still wonder if they can pass it, and are they willing to invest the necessary time and effort?

1.2 Hypothesis

In Taiwan, according to the Annual Report by Ministry of Education (2010, 2011, 2012), approximately 93% of the universities have established an English threshold for graduation (Her, Chou, Su, Chiang, Chen 2013), so it is a specific academic task that university students must achieve. The standards of English proficiency levels, however, vary from college to college. Numerous studies have been done (Chen, 2012; Liauh, 2010; Su, 2009) to investigate students or teachers' attitudes towards English thresholds, the influences or legitimacy of these thresholds (Her et al., 2013), and the difficulties of implementing this policy (Lin, 2008; Liou, 2008), but few studies have focused on the students or the reasons why they do not want to take it or have not passed it yet. Taking an arts university in Northern Taiwan for example, among the 550 students who are in their final year, only 240 of the students pass the English

thresholds. This is a common dilemma for English teachers or policy makers and it is a prevalent situation across universities in Taiwan. In accordance with the discussion above, this study will adopt a qualitative and quantitative research method and it is divided into four studies:

Study 1

In the study 1, we will investigate the influences on arts students' English test performance from the perspectives of a 3x2 achievement goal, fear of failure, self-handicapping strategies, and self-efficacy. We hypothesize that task-approach goal, self-approach goal, and other-approach goal will have positive influence on the factors of fear of failure, self-handicapping strategies, self-efficacy, and their English performance. This is because these factors are all involved with the beliefs that a student can do a task correctly, they will do it better than before, and they will do better than others (Elliot, Murayama, & Pekrun, 2011). On the other hand, we will test to determine if task-avoidance goal, self-avoidance goal, and other-avoidance goals will reduce the factors of fear of failure, self-handicapping strategies, self-efficacy, and their English performance. The hypothesized model is depicted as Figure 1:

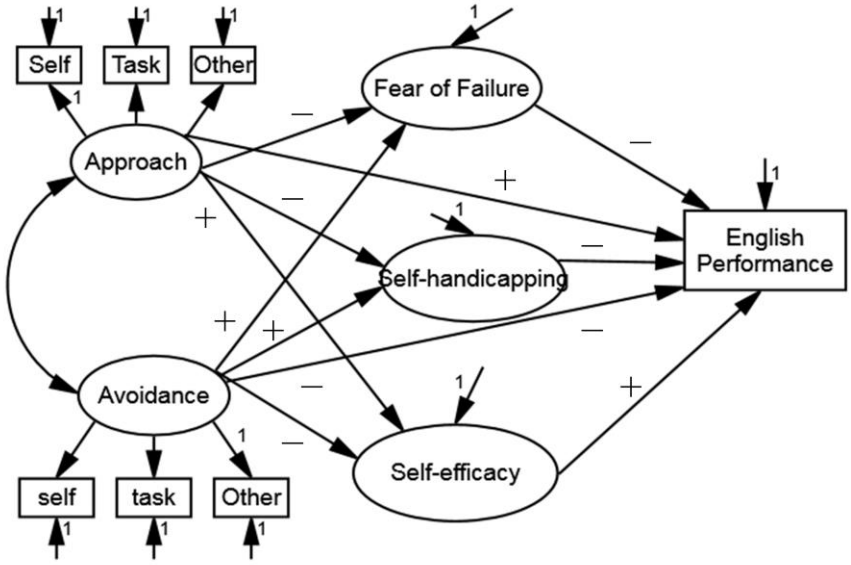

Figure 1. Hypothesized Model.

Hypothesis: Fear of failure and self-handicapping strategies have negative and predictive effects on students' English performance, but achievement goals and self-efficacy has positive and predictive effect on their English performance.

Study 2

The arts students are talented in their professions, such as dance, music, painting and performing. Even though there is a stereotype that arts students do not do well in academic subjects, including English, some arts students indeed do very well in both their professions and their English language training. This has stimulated us to find a way to help other arts students who may be accomplished in their specialties but not in English. Therefore, we will divide students into two groups: High Proficiency

Learners (students who have passed their school's English threshold) and Low Proficiency Learners (students who have not yet passed the English threshold). We will investigate several questions: Do students with high English proficiency level show lower level of fear of failure, and self-handicapping strategies, but higher level of approach goals, avoidance goals, and self-efficacy in learning English, or vice versa? Do students' with higher English proficiency level show a positive correlation with approach goals, avoidance goals, and self-efficacy but a negative correlation with fear of failure, and self-handicapping strategies? Which of the factors, achievement goal, fear of failure, self-handicapping, and self-efficacy, best predicts arts students' English proficiency level?

Hypothesis 2.1: Students' English proficiency level is positively correlated with approach goals, avoidance goals, and self-efficacy, but negatively correlated with fear of failure, and self-handicapping strategy.

Hypothesis 2.2: Students with high English proficiency level show lower level of avoidance goals, fear of failure and self-handicapping strategies, but higher level of approach goals and self-efficacy in learning English. In contrast, students with low English proficiency level show higher level of avoidance goals, fear of failure and self-handicapping but lower level of approach goals and self-efficacy in learning English.

Hypothesis 6: Among achievement goals, fear of failure, self-handicapping, and self-efficacy, which one best predicts arts students' English proficiency level.

Study 3

In our earlier examination of the data for students required to pass the English threshold, an interesting phenomenon was noted. These students were supposed to graduate in 2014, but one year after their graduation, the highest number of students who do not pass English threshold among the fourteen academic departments was in the Department of Motion Pictures. The next one was Drama, followed by Music and Chinese Music. The English proficiency levels for Motion Pictures and Drama students were the highest of all the departments when they entered university. According to General Scholastic Ability Test (GSAT), the average score of English for Motion Pictures students was 13 from a total score of 15. But four years later, they comprised the largest percentage of students who had not yet passed the English threshold. The design of study 3 is directed to determine the possible reasons why these students are reluctant to take the test. Is it because they fear failure since they have not had any English courses in the second, third, and fourth year? Or they are trying to find excuses such as they are busy with filming or acting? On the other hand, the English proficiency levels of students who major in Dance, Fine Arts, Sculpture,

and Chinese Painting & Calligraphy are the lowest when they enter university, but there were only a few students who did not pass English threshold one year after graduation. On average, these students' English may not be as good as those in Motion Pictures or Drama but they find ways either to take an English proficiency test or to take the GEPT preparation class provided by the school as an alternative way for passing English threshold. Therefore, in this study, we will preliminarily interview the students from Motion Pictures, Drama, Music and Chinese Music who have not passed English threshold in order to find out the reasons why they procrastinate in meeting the English threshold.

Study 4

We have been studying arts students for many years. The results of the previous studies all show odd situation with either contradicting to the present theory. For example, Tseng (2013) investigated the relationship between arts students' English proficiency level and self-efficacy. The results revealed no significant difference. Tseng (2014) compared students of different English proficiency levels with their self-regulatory capabilities, finding no significant difference between high and low English proficiency levels of arts students. Therefore, in the fourth study, we invited students from one comprehensive university and one agriculture university. Although

individual differences are commonly studied in second language acquisition (Brown, 2014; Ellis, 1999), we were more interested in comparing the results with the arts students, in order to develop models of differences for students from different types of universities.

Hypothesis: Significant differences reveal on the aspects of achievement goals, fear of failure, self-handicapping strategies, and self-efficacy among students of an arts university, a comprehensive university, and an agriculture university.

CHAPTER TWO

LITERATURE REVIEW

While there are many different theoretical stances around which the study could have been framed, this study will be informed by four major theoretical perspectives that we believe to lead ourselves to solid the ideas and applications for the experiment. The literature review will start from the discussion of achievement goal.

2.1 Achievement Goal

Achievement goal theory means the type of goals, purposes, or reasons that direct achievement-related behaviors (Maehr & Zusho, 2009). The word “goal” in the theory shares partially similar and distinct meanings from other goal constructs (Urdan & Maehr, 1995). In the psychological field, goals are defined as the incentive or outcome a person is trying to achieve. For example, “my goal is to reach the Intermediate Level of GEPT in this study.” Goal may differ in accordance with the level of specificity and importance. It varies from the specific and mundane to the general and personal goal. However, achievement goal theory is not that concerned with what students are trying to achieve. It emphasizes on why they are doing it. In this study, the primary purpose is to delve the reasons why students are reluctant to

pass English threshold.

Achievement goals are similar to motives such as global, diffuse, largely implicit, affect-laden, dispositional and stable goal representations (Schultheiss & Brunstein, 2005) and personal strivings (Emmons, 1986, 1989). For instance, the goals that students hope to accomplish in different situations. Achievement goals can be served to construct lower-level goals and lead students' behaviors. It also explains why students make choices toward certain outcomes or behaviors and away from others.

Achievement goal theory is nurtured from three major motivational frameworks: social-cognitive theory, achievement motive tradition, and attribution theory. Achievement goal theory is a social-cognitive approach to motivation and it focuses on the reciprocal influences of personal and environmental factors on goal endorsement, and emphasizes the importance of perception (Dweck & Leggett, 1988). In 1961, goal theory is influenced by McClelland and Atkinson's pioneer study on needs and motives. It is on the basis of two major achievement motives. The first one is Elliot and Church's (1997) hierarchical model of achievement motivation, outlining the idea that the motive to approach success and the second one is to avoid failure and it may affect the endorsement of approach and avoidance goals. Among the three frameworks, attribution theory is the most influential. Goal theory involves the source of attributional styles. It is guided by a quest to point out why students respond so

differently to the same academic task.

Basically, there are three models of achievement goals: the two-goal model, the three-goal model, and the four-goal model. Three variations are commonly discussed within two-goal mode. The first one is the traditional two goal model brought by Nicholls, Maehr, and Ames. One is the mastery approach, which focuses on learning and understanding, and the other is performance approach, which emphasizes on the maintenance of favorable judgments. In this model, students favor either master or performance approach. It is in contrast to the second model, advanced by Barron and Harackiewicz (2001), which suggest that it is possible and encourages students to adopt the two approaches concurrently. The third model is brought by Dweck. She supports the traditional model to distinguish between mastery and performance approaches, and assumes that students are either mastery or performance oriented. Her definition of performance approach is different from others. She recognizes that the appetitive and aversive nature of performance goals, and believes that students who are performance oriented are not seeking positive judgments, they are trying to avoid negative judgments as well. Dweck's model paved the way for the three-goal and four-goal model, especially the four-goal model is referred to the 2x2 model of achievement goals (See Figure 2). The achievement model distinguishes between "approach goals" which values the promotion or the pursuit of individual gains and

"avoidance goals" which concentrates on the prevention or the avoidance of losses. When the two goals crosses with master and performance approach, it becomes the 2x2 achievement goals (Elliot & MsGregot, 2001; Pintrinch, 2000):

(a) Mastery-approach goals: students focus on learning and understanding the course material.

(b) Mastery-avoidance goals: students are careful not to lose their skills or competence.

(c) Performance-approach goals: students try to outperform others.

(d) Performance-avoidance goals: students are stressed on not looking incompetent to others.

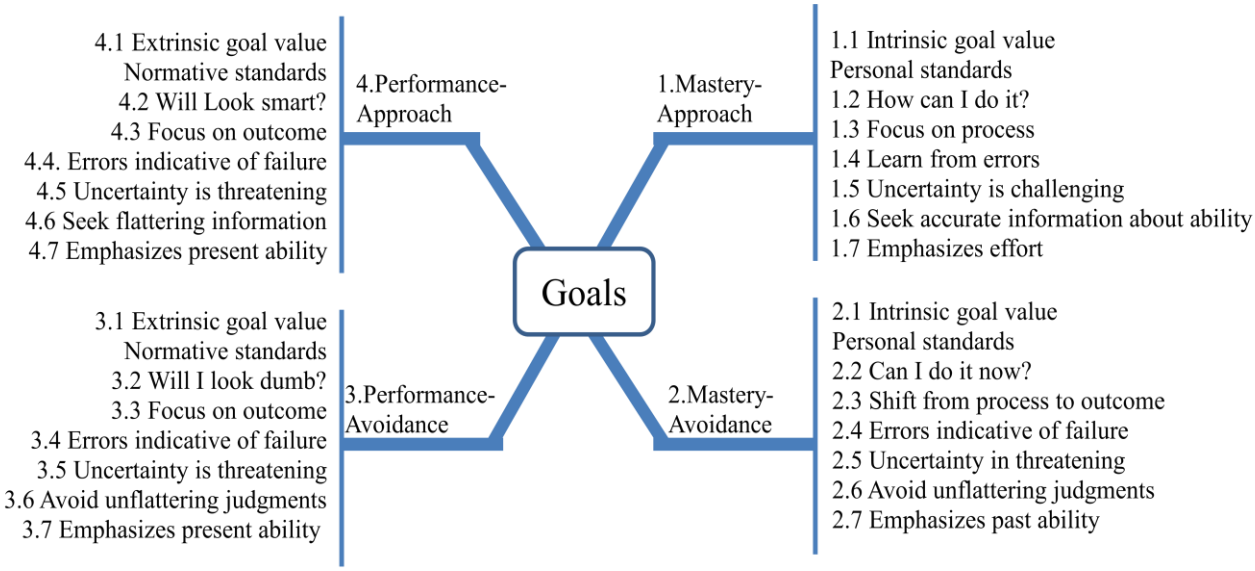

Figure 2. The 2 x 2 model of achievement goals.

The 2x2 achievement goal model is distinguished between approach and

avoidance. Elliot and colleagues revised this model and offer a more detailed explanation based on competence solely (Elliot, 1999; Elliot & Thrash, 2001, 2002). Competence means doing things and it is poorly related with what the task itself requires. In 2011, Elliot, Murayama and Pekrun brought a 3x2 achievement goal model (See Figure 3). The model is composed of six goals:

(a) A task-approach goal: It puts weight on the attainment of task-based competence, e.g. I will do a task correctly.

(b) A task-avoidance goal: it focuses on the avoidance of task-based incompetence, e.g. I avoid doing a task incorrectly.

(c) A self-approach goal: it is about the attainment of self-based competence, e.g. I will do it better than before.

(d) A self-avoidance goal: it is about the avoidance of self-based incompetence, e.g. I avoid doing worse than before.

(e) An other-approach goal: it emphasizes on the attainment of other-based competence, e.g. I will do better than others.

(f) An other-avoidance goal: it stresses the avoidance of other-based incompetence, e.g. I avoid doing worse than others.

		Definition		
		Absolute (task)	Intrapersonal (Self)	Interpersonal (Other)
Valence	Positive	Task-approach	Self-approach	Other-approach

(approach success)	goal	goal	goal
Negative (avoidance failure)	Task-avoidance goal	Self-avoidance goal	Other-avoidance goal

Figure 3. The 3x2 achievement goal model.

Studies regarding the 2x2 or 3x2 model of achievement goal arouse a considerable interest for scholars. In 2001, Elliot and McGregor investigated the conceptual and empirical utility of the achievement goal framework. The participants were 148 undergraduate students in a psychology class. They found that each of the achievement goals, namely mastery-approach, mastery-avoidance, performance-approach, and performance-avoidance, was more negative than that for mastery-approach goals and more positive than that for performance-avoidance goals. In 2011, Elliot with Murayama and Pekrun proposed and tested the aforementioned 3x2 achievement goal model. The results supported the proposed model, especially the need to separate task-based and self-based goals. They regarded their model as a logical derivation of the 2x2 achievement goal model, and it is applicable to any academic settings such as the classroom and avocational activities. Siu-Man and Leung (2014) studied Chinese students' achievement motivation, 3x2 achievement goals and their self-regulated learning. 150 Hong Kong undergraduates participated in the study. They found that social-oriented achievement motivation predicted

significantly other-avoidance achievement goal, and individual-oriented achievement motivation predicted self-avoidance achievement goal. Also, the 3x2 achievement goals were significant mediators between Chinese-style achievement motivation and self-regulated learning. In 2014, Ali, Hatala, Winne, and Gasevic investigated the relationships among, students' learning strategies, achievement goal orientations, and their academic behaviors and performance. A total of 376 took part in the study. The students were asked to fill out Motivated Strategies for Learning Questionnaire (MSLQ), including 44 items regarding student motivation, cognitive, metacognitive strategy use, and self-regulation, and also the 3x2 achievement goal orientation (AGO) questionnaire. They reorganized four new scales from the MSLQ data to measure the mastery approach, mastery avoidance, performance approach, and performance avoidance goals orientations. The results revealed that MSLQ mastery approach was significantly correlated with AGO mastery approach (r = .41). MSLQ performance approach was also significantly correlated with AGO performance approach (r = .42). Another significant correlation existed between MSLQ mastery avoidance and performance avoidance and AGO performance avoidance. In 2015, Afsaneh and Safoura explored Iranian students' perceptions of classroom activities and their achievement goal orientations. The scale they used was divided into four perceptions: interest, challenge, choice, and joy. The results show that a high correlation was found

between mastery goal and interest, but a low correlation was observed between avoidance goal and joy.

Most studies of achievement goals focus on education, few studies are solely regarding language learning or teaching. The 3x2 achievement goals will be used on the ground of two reasons. First, it is a newer theory than 2x2 and not enough to consolidate this theory, and second, it relates with three aspects: task, self and other. It fits the scope of the study to find the reasosn why students have not passed English threshold yet.

2.2 Fear of Failure

Fear of failure (FF) has played an important role on achievement behaviors. Earliest in 1938, Murray pointed out the need to avoid failure (Conroy and Elliot, 2004). FF and test anxiety share an affective-motivational structure that lead students to avoid the existing threat posed by evaluation or demonstration of incompetence (Bedell & Marlowe, 1995; Elliot, 1997; Hagtvet & Benson, 1997; Herman, 1990). FF is also an avoidance-based motive in the achievement domain, and it can be explained as the disposition tendency to reach toward and to seek to avoid failure in achievement settings because a student might feel ashamed on failure. In other words, it means that it is not failure itself that he/she fears and avoids but the shame

accompanying failure. Shame involves with avoidance and withdrawal, an urge to run away the presents of others and hide her/himself. Elliot and Thrash (2004) point out that fear of failure is a type of achievement motive. It is grounded with the shame experience so it is inherently relational. FF illustrates a framework for how students define and experience failure, and how they think, feel, and act in competence-relevant settings (Heckhausen, 1975, 1984). More recent studies show that FF is a tendency to appraise threat and feel anxious during situations that involve the possibility of failing (Conroy, Kaye, & Fifer, 2007).

In 1999, Elliot and McGregor stated that fear of failure and test anxiety were basically equivalent constructs that they provided the same function. Lazarus (1991) pointed out when beliefs or cognitive schemas about aversive consequences of failing are activated, failure is possible. The belief subsystem leads students to make appraisals of threat and experience the anxiety, which is related with FF in evaluative situations. Conroy, Poczwardowski, and Henschen (2001) brought five aversive consequences of failure: (a) experiencing shame and embarrassment, (b) devaluing one's self-estimate, (c) having an uncertain future, (d) important others losing interest, and (e) upsetting important others (Conroy, 2001; Conroy, Metzler, and Hofer, 2003; Conroy, Willow, and Metzler, 2002). Beliefs in these different aversive consequences of failure can be linked with distinct cognitive and motivational profiles (Conroy,

2004). For instance, fears of experiencing shame and embarrassment are the only FF-related beliefs that predict achievement goal adoption. Fears of devaluing one's self-estimate are related with a lack of purposeful engagement in an activity. Fears of having an uncertain future is highly related with high levels of intrinsic motivation and low levels of amotivation. As for students who fear important others losing interest in them when fail, they threat themselves in a more neglectful manner while failing. Those who fear upsetting important others are less assuring themselves while failing (Conroy, Kaye, & Fifer, 2007).

Numerous studies have been conducted to investigate the role of fear of failure on learning. Conroy, Metzler, and Hofer (2003) tested the validity of fear of failure and latent mean stability of Performance Failure Appraisal Inventory (PFAI). A total of 356 college students participated in the study and were asked to fill out both the long and short-form versions of PFAI. They evaluated the factor structure, latent mean stability, and individual differences in PFAI scores by using longitudinal factorial invariance (LFI) and latent growth curve (LGC) analysis. The evidence of LFI on all first-order factors on the long form and the general FF factor (long and short versions) was found. In 2004, Conroy, together with Elliot, investigated the fear of failure and achievement goals in sport. The results revealed that FF was positively related to mastery-avoidance, performance-approach, and performance-avoidance achievement

goals. FF scores predicted residualized change in master-avoidance and performance-avoidance goals scores. FF may have a causal influence on achievement goals. In 2007, Conroy, Kaye, and Fifer tried to link the concepts of perfectionism and fear of failure. 372 college students enrolled joined the study and completed the Multidimensional Perfectionism Scale and Performance Failure Appraisal Inventory (PFAI). They delved that socially prescribed perfectionism (SPP) was highly associated with beliefs that failure led to aversive interpersonal consequences. Other-oriented perfectionism (OOP) showed a weak negative relation with beliefs that failure would lead to devaluation their self-estimate. Self-oriented perfectionism (SOP) was not related with any beliefs that failure led to aversive consequences. Elison and Partridge (2012) studied the relationships among shame-coping, fear of failure, and perfectionism for 285 college students who were asked to fill out the Compass of Shame Scale, the Performance Failure Appraisal Inventory (PFAI), and the Perfectionism Inventory. The result showed that differences in students' tendency to the four shame-coping styles significantly predict individual difference sin toward fear of failure and perfectionism. .

2.3 Self-handicapping Strategy

Handicapping means the students create some impediment to their performance,

either imagined or real, so they have a ready excuse for potential failure (Covington, 1992), and it is coming out of a fear of failure and the motive to avoid the negative implications about their abilities. Therefore, handicapping is a manifest behavior of avoidance motives.

Many behaviors and disposition are the examples of self-handicapping, including procrastination, lack of effort or practice, illness, shyness, excuses, moodiness, lack of sleep, and spending too much time with friends or activities (Higgins, Snyder, & Berglas, 1990). Basically, self-handicapping is purposeful, so the active forms of handicapping are more important. The difference between self-handicapping and attribution is that self-handicapping happens before the actual performance, it provides the reason for an attribution but not the attribution itself. For example, students say they did not do well in the test because they were tired. This example is an attribution. If students say they fail the test because they stayed up late on purpose and used the lack of sleep as an excuse so they did poorly in the test. In this way, students are using self-handicapping strategy. Attributions are private and they are not meant to influence others' judgment of their ability, so students failed the test because they were tired. There was nothing to do with their English proficiency levels. However, when students attribute their success or failure of the test to different reasons based on whether they were explaining the results to teacher, parents or peers,

it is more involved with using self-handicapping strategy (Juvonen and Murdock, 1993).

Self-handicapping behaviors can be seen in any situation involving ability-diagnostic activity. School is a perfect real-world context for examining self-handicapping behavior, because students have to take numerous tasks and face the situation in which their ability and intelligence is on public display. Their teachers or classmates know the scores of their English proficiency tests. Their failure in the tests might induce the question of their ability or intelligence, which they do not like it. In addition, they are afraid their failure might draw the consequences for relevant outcomes such as future colleges or graduate school or job searching. Covington (1992) and Garcia (1995) point out that academic self-handicapping is an anticipatory and self-regulatory behavior for facing with expected poor performance on academic subjects. It is also associated with low academic achievement, mental, and behavioral withdrawal from school work, and a pessimistic attitude toward academic performance.

There are two types of self-handicapping (Arkin & Bumgardner, 1985; Leary & Shepperd, 1986). The first one is behavioral self-handicapping, implying an active acquisition of an impediment, such as using drug, decreasing time of practice, or choosing to debilitate performance settings (Berglas & Jones, 1978; Baumeister,

Hamilton & Tice, 1985; Rhodewalt & Davison, 1986). The other is claimed self-handicapping, indicating reporting the presence of obstacles. For instance, students claim to suffer from test anxiety, physical symptoms, or a bad mood (Smith, Snyder & Handelsman, 1982; Smith, Snyder & Perkins, 1983; Baumgardner, Lake, & Arkin, 1985). The difference between behavioral self-handicapping and claims self-handicapping lies on cost-benefit analysis (Hirt, Deppe, & Gordon, 1991). Behavioral self-handicapping is more costly than claimed self-handicapping because it is tied with performance. Claimed self-handicapping are served to provide excuses to failure, but it does not necessarily decrease students; chances of success (Hirt, Deppe, & Gordon, 1991; Leary & Shepperd, 1986; Zuckerman & Tsai, 2005).

Studies regarding self-handicapping for university students or EFL learners are as follows. Chang (2010) investigated 499 EFL students' use of self-handicapping and English performance and the relationship between individual goal orientation and handicapping. The results show that there was a significant direct effect on self-handicapping and English performance. Also, a positive relationship revealed between individual goal orientation and English performance. In 2011, Akin examined the links between academic locus of control and self-handicapping. 382 university students participated in the study. The findings show that self-handicapping was positively correlated with internal academic locus of control, and it predicted

positively internal academic locus of control and external academic locus of control. Strunk and Steele (2011) explored the relationship among self-efficacy, self-regulation, and self-handicapping. 138 college students were invited to answer the questions of Procrastination Scale, the Self-handicapping Scale – Short From, and Self-regulation Scale. The hierarchical regression indicated that self-efficacy, self-regulation, and self-handicapping were all predictive factors on Procrastination Scale, but self-regulation fully accounted for the predictive power of self-efficacy. They found that self-regulation and self-handicapping predicted procrastination independently. Snyder, Malin, Dent and Linnenbrink-Garcia (2014) investigated the role of implicit beliefs about giftedness and failure experiences in academic self-handicapping. 108 undergraduate students joined the study. In a failure experience, participants who had heard an entity message about giftedness engaged in behavioral self-handicapping to a greater degree than those who heard an incremental message about giftedness. Female students who received an entity message engaged in more claimed self-handicapping after experiencing failure and less claimed self-handicapping after experiencing success. No difference was found in claimed self-handicapping after success and failure for female participants who received an incremental message. On the other hand, implicit messages did not influence male students' claimed self-handicapping.

2.4 Self-efficacy

In 1977, Bandura brought up the notion of self-efficacy from clinical work with phobic patients from a cognitive-behaviorist perspective. He helped the patients overcome fear of snakes and enhanced their self-belief in their ability to do so. Why is self-efficacy important? It influences the way people make choices, the courses of action they pursue, the effort they will expend, how long they will persist in the face of problems, and how resilient when they will be facing different situations. The higher the sense of efficacy people have, the greater the effort, persistence, and resilience they show (Bandura, 1997). Self-efficacy also affects people' thought patterns and emotional reactions. People with high self-efficacy are calm and peaceful in approaching difficulties. Oppositely, people with low self-efficacy may believe things are tougher than they expect. They start to nurture a notion that feeds anxiety, stress, depression, and create obstacles for themselves in how best to solve a problem.

What is the difference between students of high self-efficacy and low self-efficacy? Students with a strong sense of efficacy tend to take difficult tasks as challenges. They try to master challenges instead of avoiding threats. When they set goals, they set challenges ones and maintain strong commitment to them, put more efforts in the face of failure, and more quickly recover the sense of self-efficacy after setbacks. They are also more likely to devise strategies that will help them accomplish

these goals as compared to those with low efficacy (Bandura, 1997). Lerner and Locke (1995) investigated the relationship between goal-setting and self-efficacy. Students were assigned high and medium difficulty according to their ability level. The results show that the high difficulty group performed better than the medium difficulty group. The effects of goal difficulty on performance were deeply influenced by personal goal level and self-efficacy. Furthermore, students with high self-efficacy are less anxious when facing threats (Bandura, Cioffi, Taylor, & Brouillard, 1988), and they display superior performance on cognitive complex laboratory tasks (Cervone & Wood 1995), everyday problem-solving tasks (Artistico, Cervone & Pezzuti, 2003), and tests of memory performance (Berry, West, & Dennehey, 1989). On the contrary, students with low self-efficacy may think things are more difficult than they really are. They foster a sense of anxiety, stress, and they do not do their best to solve a problem (Schunk & Pajares, 2009). Also, they are vulnerable to depression (Bandura, Pastoreli, Barbaranelli & Caprara, 1999; Cutrona & Troutman, 1986), and may dwell on task demands and their personal experiences during tasks performance (Elliott & Dweck, 1988).

According to Bandura (1997), self-efficacy is students' judgments of their ability to perform a task within a specific domain. It is important to bear in mind high efficacy in one academic subject does not guarantee high efficacy in another.

Judgments of self-efficacy differ from performance in three ways (Bruning, Schraw, & Norby, 2011). The first is the level of task difficulty. Even students with high efficacy in one domain may be not willing to take another challenging class. Lack of prior knowledge or strategies necessary to do well in that class will hinder students from doing so. For arts students, they are highly efficacious in their professions such as painting, dancing, and playing musical instrument, but it does not help them to become successful learners in English. The second is the generality of students' self-efficacy. This means some students feel able to perform well in almost any academic setting, others feel confident in only one or two settings, and the rest have little self-efficacy in any domain. Shell, Colvin, and Bruning (1995) found elementary school students with high self-efficacy in reading also had high self-efficacy in writing. For medical students, their English performance is much higher than other students. For them, to enter medical schools, they need to receive top scores in every subject. The third difference is the strength of students' efficacy judgments. Students with weak perceptions of efficacy doubt their ability to perform a task when observing poor performance. However, students with a strong sense of efficacy persevere in the face of difficulties.

Interest in students' self-efficacy in second or foreign language contexts has grown in the last 10 years. In 2007, Mills, Pajares, and Herron studied self-efficacy of

French students in relation to achievement and motivation. A total of 303 students participated in their study. The result showed that self-efficacy for self-regulation was a stronger predictor of intermediate French language achievement. Students who thought themselves as capable of using effective metacognitive strategies to monitor their academic work effectively were more apt to experience academic success in learning French. In 2008, Coronade-Aliegro conducted a pilot study to study the relationship between self-efficacy and self-assessment in foreign language education. The results showed that a significant positive relationship between students' self-assessment scores and their global self-efficacy beliefs about future foreign language success. Tilfarlioglu and Cinkara (2009) investigated self-efficacy in EFL context among different proficiency groups and relationship with success in Turkey. The results revealed that EFL learners had high sense of self-efficacy in language learning tasks, and self-efficacy was proved to be an influential aspect in students' success in English language learning. In more recent years, Jabbarifar (2011) in Iran declared the importance of self-efficacy and foreign language learning in the 21st century. Two decades have passed since Bandura introduce the concept of self-efficacy. He re-emphasizes the importance of self-efficacy, the role it can play in foreign language learning and the pedagogical implications it may have for foreign language teachers and students. Yough (2012) from Purdue University presented a

paper regarding self-efficacy and perceived classroom climate. The results represented students' self-efficacy for speaking the target language specially. He said speaking was an active aspect of language that resulted in the enabling of close, interpersonal, and immediate relationship. Self-efficacy is rarely used to assess the performance for arts students. This study will examine the relationship of students' self-efficacy and their English proficiency level.

CHAPTER THREE

METHODOLOGY

3.1 Participants

For studies 1 and 2, 250 first-year undergraduate students of an arts university participated in each of study. They all majored in art-related fields and they were from the fourteen academic departments of four colleges. The undergraduate students were divided into fifteen classes (G1-G15) according to their scores in the subject of English in the General Scholastic Ability Test (GSAT), which is developed by the College Entrance Examination Center. In their first year of university, they were required to take an online GEPT-style test at intermediate level every semester. From the results of the tests, they were arranged into two groups: high and low proficiency learners.

They all majored in art-related fields and they were from fourteen academic departments of four colleges:

College of Fine Arts: Department of Fine Arts, Department of Painting Calligraphy Arts, Department of Sculpture, Department of Architecture Art Preservation.

College of Design: Department of Visual Communication Design, Department of Crafts & Design, Department of Multimedia and Animation Arts.

College of Communication: Department of Graphic Communication Arts, Department of Radio & Television, Department of Motion Picture.

College of Performing Arts: Department of Drama, Department of Music, Department of Chinese Music, Department of Dance.

All the first-year undergraduate students were required to take a GEPT-style test according to school policy. Table 3 summarizes the results performed by participants in this study.

Table 3

Summary of Statistical Analysis of the GEPT-style Test Scores for Participants

Summary of Statistical Analysis	Results
Number of Participants (*N*)	220
Mean (*M)*	166.51
Standard Deviation (*SD*)	38.05
Median (*Mdn*)	178.00
Lowest score	67.00
Highest score	221.00
Total score	240

All freshmen were required to take an online GEPT test in the fall and spring semesters as a record of their progress. The scores from the test were adopted as a reference for teachers in the preparation of classes. In the real GEPT, the first phase consists of listening and reading, and the full score for each section is 120, with a

passing score is 80. However, if students get above 72 in either the listening or reading section, and the total score is over 160. Table 3 shows that the mean score of both reading and listening section was 166.51. The highest score was 221.00 and the lowest score was 67.00. The median score was 178.00. It was the score, which would divide the whole participants into two groups, a group who performed better than the other in this GEPT-style test.

Figure 7 shows the frequency distribution of raw scores performed by all participants. Nine participants scored 203, the highest frequency. 12 participants scored below 90. There were 32 of them who had reached over 200. According to the curve, it was a normal distribution of students' total scores on the GEPT-style test.

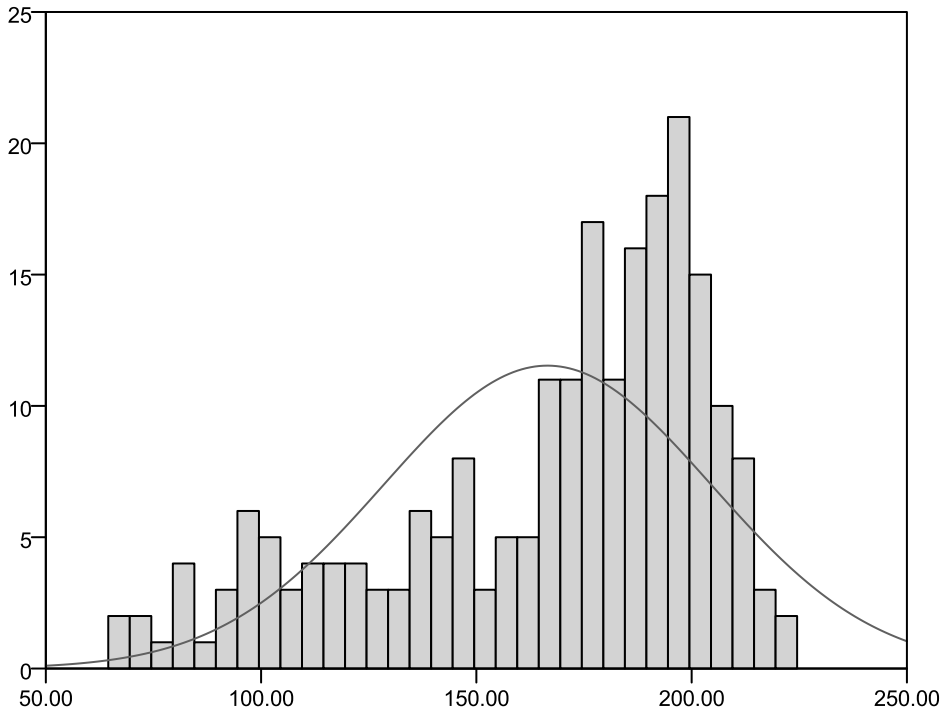

Figure 7. The frequency distribution of raw scores in the GEPT-style test.

To examine the scores for listening and reading separately, Table 4 shows the details. The mean score of listening section was 81.59. The highest score was 115.00 and the lowest score was 29.00. The median score was 85.00. For reading section, the mean score was 84.75. The highest score was 117.00 and the lowest score was 22.00. The median score was 84.75.

Table 4

Summary of Statistical Analysis of the Listening and Reading Test Scores

Summary of Statistical Analysis for Listening Section	Results	Summary of Statistical Analysis for Reading Section	Results
Number of	220	Number of	220
Mean (*M*)	81.59	Mean (*M*)	84.75
Standard Deviation	20.12	Standard Deviation	20.30
Median (*Mdn*)	85.00	Median (*Mdn*)	90.00
Lowest score	29.00	Lowest score	22.00
Highest score	115.00	Highest score	117.00
Total score	120	Total score	120

In Study 3, twenty students from Motion Pictures, Drama, Music and Chinese Music in their junior or senior year who had not passed the English threshold were invited to receive the interviews. In Study 4, 59 students from one comprehensive university and 45 students from one agriculture university joined Study 4 and filled

out the questionnaires.

3.2 Materials

The project adopted a mixed research method including quantitative and qualitative research. An online GEPT test, a questionnaire, and an interview are implemented.

3.2.1 An Online GEPT-style Test

In the online GEPT-style test, the articles and questions are constructed by an online testing company that the school purchases. There is free access for every participant who is registered as a full-time student in the arts university and receives the test. After reading articles and answering the questions, participants' answers are transmitted to a database and the students obtain their scores immediately. All freshmen are required to take an online GEPT test in the fall and spring semesters as a record of their progress. The scores from the test will be adopted as a reference for teachers in the preparation of classes. In the real GEPT, the first phase consists of listening and reading, and the full score for each section is 120, with a passing score is 80. However, if students get above 72 in either the listening or reading section, and the total score is over 160. That is also regarded as passing the test and students will receive a certificate. In this experiment, we will adopt the same standard as the real

GEPT to determine whether or not the participants pass the scores of English threshold.

3.2.2 Questionnaires

Five parts are constructed within the questionnaire (See Appendix 1).

Part I. Demographic Information

There are six questions in this section, covering gender, age, and major. This section provides information about whether the questionnaires are distributed to a sufficiently broad sample to represent the study population.

Part II A 3x2 Achievement Goal

The eighteen questions in this part are adopted from Elliot, Murayama and Pekrun (2011) and they are divided into six parts: task-approach, task-avoidance, self-approach, self-avoidance, other-approach, and other-avoidance.

+ avoidance goal 飯問題

Part III Performance Failure Appraisal Inventory (PFAI) – Short form

The five questions are from Conroy's User's Manual of Performance Failure Appraisal Inventory (2002), the short form. From the original 41 items, five were selected to ensure students can finish filling out all of the questions with the proper attention to them.

Part IV Academic Self-handicapping Scale – Short Form

The five questions are from Midgley and Urdan (1995). The acceptable reliability from their study for this part was Cronbach alpha .80.

Part V Self-efficacy

To evaluate self-efficacy of English learning, Pintrich and De Groot's (1990) Motivated Strategies for Learning Questionnaires (MSLQ) is used. Originally, the motivation section consisted of 31 items that assess students' goals and value beliefs for a course, and the learning strategies section included 31 items regarding students' use of different cognitive and meta-cognitive strategies, as well as 19 items concerning student management of different resources. This project will use the 9 items in self-efficacy. A 7-point Likert Scale is used where 1 = not at all true of me to 7 = very true of me. Duncan and McKeachie (2005) point out that the MSLQ has proven to be a reliable and useful tool for investigating the nature of motivation and the use of learning strategies in different types of content areas and target populations.

Evaluation of Research Ethics

The questionnaires and interview questions were sent to Research Ethics Office at National Taiwan University in the 7th of December.

3.2.3 Interviews

The interview questions consist of two parts, with the first part focusing on establishing rapport, and the second part regarding their attitudes toward the school's English threshold.

Stage 1 Seeking Consent

20 students from Motion Pictures, Drama, Music and Chinese Music in their senior year who have not yet passed the English threshold will be invited to receive an interview. Posters will be displayed to invite students who are over 18 years old. The students will be asked to sign a consent form provided by Research Ethics Office of National Taiwan University. The interview will be recorded, and conducted in a classroom with the door half open. The researcher, an assistant, and a student helper in charge of recording will be present. The interviewee will never be alone with either the researcher or the assistant. The process will be transcribed for further analysis.

Stage 2 Constructing interview questions

The interview is divided into five parts. The first is intended to develop rapport. These questions explain the purpose of the study, to answer students' questions regarding the study, and to discuss any concerns that they might have about joining the interview (Martin, Marsh, Williamson & Debus, 2003). We will ensure that students agree to participate in the study on their own free will and that the time arranged is

convenient for both parties (Arskey & Knight, 1999). The second part concerns achievement goals and it includes two questions reach the aim of the study. The third part contains questions from Conroy's User's Manual of Performance Failure Appraisal Inventory (2002) to assess the students' fear of failure. From the original eight questions, four were adopted and revised to fit the scope of this study. The fourth part contains five questions from Midgley and Urdan (1995) to evaluate the student's self-handicapping. The fifth part contains five questions to address self-efficacy, as adopted from Usher's (2009) study related to students' self-efficacy in math, with the context changed into English.

Stage 3 Interview

Students will first give the signed consent form to the research assistant. The entire time of the interview will be recorded by a video camera. Both interviewer and research assistant will be with the interviewee in an unlocked and quiet room.

Questions to establish achievement goals

- What is the test that you are going to take for the English Threshold? What is your goal? How are you going to pass English threshold?

- Will you take a test or attend classes to pass the English threshold?

Questions to address fear of failure

- What do you see as the consequences of failure to pass the English Threshold?

- Can you describe what you are thinking and feeling when you realize you would fail?

- What is it that you feel is irrevocably lost in your excellence domain?

- If you were to try to summarize in a few words what you have told us about failing to pass the English proficiency test and what it means to you, what words would you choose?

Questions to address self-handicapping

- Do you think some students put off taking their English threshold test until the last moment so they can say that is the reason they did not do as well as they had hoped?

- Do you think some students purposely don't try hard to pass English threshold so when they don't do well, they can say it's because they didn't try?

- Do you think some students tend to make excuses when they don't do as well on English threshold as they should ("I wasn't feeling well, I had to take care of my sister...etc.")?

- Have you ever heard that some students blame others when they don't do as well in English threshold as they should ("my friends kept me from studying. My teacher did not explain it to us, etc.")

- Have you heard that some students get a low grade in English threshold tell their friends they didn't study hard.

Questions to address self-efficacy

- What kind of you study habits do you have for English?

- If you were asked to rate your ability in English on a scale of 1 (lowest) to 10 (highest), where would you be?

- How do you rate your confidence in taking an English proficiency test for graduation?

- Tell me a story that explains to me something about the type of student you are in English. On other words, share with me something that happened to you that involves your English threshold and perhaps your teachers, friends or classmates.

3.3 Pilot Study

The questionnaires had gone through a piloting stage. In November of 2015, 106 students majoring in the arts were invited to fill out the questionnaires. Their contribution was to give comments on the language of the questionnaires, their suitability, and statistical processing after the completion of questionnaires. It provided information about the extent to which participants were cooperative and keen to help in finishing the questionnaire. It also helped in testing the study's trustworthiness in terms of the validity and reliability of the study instrument. The pilot study gave useful information for the study and indications of flaws and

incorrectness within the questionnaire. The comments included:

1. The time spent with answering the questionnaires was adequate and students finished it in time and did not miss any question.
2. The second and fifth part of the questionnaire adopted a 7-point scale, but the third and fourth part used a 5-point scale. Some participants felt this was confusing. However, the two scales were adopted from well-known studies by noted scholars, so they will not be changed. The scales will be explained to the students will before the real experiment.

Reliability of the Questionnaires

An indicator of the trustworthiness of quantitative research tools is the questionnaire's reliability. This indicates that the developed questionnaire would give the same results if it measures the same thing (Neuman, 2001). The proposed questionnaire's reliability will be evaluated by the Internal Constancy Approach. This approach is based on calculating the correlation coefficient between each item score and the score of the whole scale, using Cronbach's alpha coefficient. In the pilot study, the Cronbach's alpha of questionnaire for Approach Goals was .91 and it was .92 for Avoidance Goals in the second part. It was .80 for the third part - Performance Failure Appraisal Inventory (Short-Form). It was .87 for the fourth part - Academic

Self-handicapping Scale (ASHS). The Cronbach's alpha for the fifth part self-efficacy was .94.

Validity of the Questionnaires

Before being able to consider whether a study is reliable and ethical, the validity of the questionnaires must be considered (Neuman, 2001). The main rationale behind using this form of validity is that there is a high possibility that the involved experts would know and could comment on the investigated topic since the students' linguistic needs are familiar to them. It would be less useful if the research theme related to assessing personalities or attitudes' scores. In order to use feedback from a panel of judges or experts feedback regarding the extent to which the new scale measures, the questionnaires will be distributed to five specialists from TESOL and Educational Statistics fields. They were interviewed formally in person asking them to read the items and determine the suitability of each item to measure students' linguistic needs and to provide their comments regarding clarity of the items, thoughts and presentation and appropriateness of the translation (if included). Following this step, some of the terms in the questionnaire may be revised to simpler language to facilitate understanding. Some of the items may be deleted if they are considered as irrelevant skills

3.4 Procedure

Before the experiment, students were told that their identities, scores, and responses were kept confidential. Only the researchers had access to process the data and information. Upon the completion of questionnaires, the data was analyzed using the SPSS (Statistical Package for the Social Sciences) 21.0 software for Windows, Microsoft Excel, and the AMOS 20.0 software. A Structural Equation Modeling (SEM) model was used to answer Hypothesis 1, 2, and 3 in Study 1. Pearson cross product correlation and *t*-test were implemented to retrieve the answers for Hypothesis 4 and 5. Stepwise regression analysis was used to assess how students' English proficiency level can be explained in terms of achievement goal, fear of failure, self-handicapping strategies, and self-efficacy for Hypothesis 6. One-way ANOVA processed the data for examining the differences of students from an arts university, a comprehensive university, and an agriculture university for Hypothesis 7.

3.5 Difficulties in the Study and Possible Solutions

Difficulties inherent in this study and possible solutions are discussed as follows: (1) Statistical processing was an obstacle for this study. The associate coordinator of

the study, Dr. Chia-cheng Chen, is an expert and a full professor in motivational studies and educational statistics. His expertise is in educational psychology, educational statistics, and advanced statistics. With his help, the analytical and statistical processing was thus resolved. (2) Obtaining a sufficient number of returned questionnaires was also a big problem since their school schedule always kept students very busy and there was no obligation for them to fill out the questionnairse. However, before they started the questionnaires, the author or the assistant of the project explained to students that the results would benefit and improve future English education, and that their contribution was extremely valuable.

CHAPTER FOUR

RESULTS

The results of the four studies were discussed individually

4.1 Study 1

To answer the hypothesis “fear of failure and self-handicapping strategies have negative and predictive effects on students’ English performance, but achievement goal and self-efficacy have a positive and predictive effect on their English performance,” a measurement model and structural equation model were implemented. Means, standard deviations, and zero-order correlations for the 12 measured variables were listed in Table 3. Because the numbers of items were not equal in every variable, we used mean scores to represent them. All the mean scores of observed variables scoped from 2.06 to 12.67, with SD ranging from 1.07 to 4.09. A multivariate normality test was used to examine whether or not the data fitted the normality assumptions underlying the maximum-likelihood procedure used to test the models in this study. The results of the multivariate normality test indicated that the data were multivariate normal, multivariate kurtosis was 11.04. Therefore, the maximum-likelihood method was appropriate.

Table 3

Means, Standard Deviations, and Zero-order Correlations Matrix

	M	SD	1	2	3	4	5	6	7	8	9	10	11
1. Approach	11.51	4.09	1										
2. Avoid	12.67	3.92	.807**	1									
3. FF1	2.06	1.10	.048	.032	1								
4. FF2	2.40	1.19	.141*	.151*	.546**	1							
5. FF3	2.45	1.21	.153*	.210**	.542**	.665**	1						
6. ASHS1	2.22	1.07	.202**	.215**	.309**	.315**	.316**	1					
7. ASHS2	2.51	1.20	.141*	.175**	.273**	.305**	.295**	.787**	1				
8. ASHS3	2.61	1.12	.192**	.202**	.250**	.301**	.286**	.643**	.711**	1			
9. SE1	4.14	1.56	.676**	.642**	-.058	.114	.178**	.188**	.134*	.152*	1		
10.SE2	3.78	1.49	.707**	.609**	-.065	.092	.076	.159*	.089	.150*	.726**	1	
11.SE3	3.75	1.55	.717**	.652**	-.039	.107	.094	.184**	.103	.164*	.736**	.878**	1

Note. 1. Approach = approach-goal achievement, Avoid = avoidance-goal approach, FF = Fear of failure, ASHS = Academic Self-handicapping strategies, SE = Self-efficacy

2. * $p < .05$, ** $p < .01$, *** $p < .005$.

Measurement Model

Before a structural model is prepared, Anderson and Gerbing (1988) suggested conducting a confirmatory factor analysis to examine whether the measurement model provides an acceptable fit to the data. Once an acceptable measurement model is developed, the structural model can be tested. As suggested by Tucker and Lewis (1973), Byrne (1994), Hu and Bentler (1999), five fit indices were used to assess goodness of fit for the models: the goodness of fit index (GFI; values > .90 indicate good fit), the comparative fit index (CFI; values > .90 indicate good fit), the Tucker-Lewis Index (TLI; values > .90 indicate good fit), the non-normed fit index (NFI; values > .90 indicate good fit), and the root-mean-square error of approximation (RMSEA; values < .08 indicate good fit).

A test of the measurement model resulted in a relatively good fit to the data (χ^2 = 56.73****, *df* = 38, GFI = .96, CFI = .99, TLI＝.99, NFI= .97, RMSEA = .045). All of the standardized loadings of the measured variables on the latent variables were statistically significant ($p < .001$, see Table 4).

Table 4

Model Fit Indices

Indices	Measurement model	Structural model	Criteria
N	250	250	
χ^2	56.729***	102.075***	

df	38	48	
GFI	.960	.935	>.90
CFI	.989	.970	>.90
TLI	.984	.958	>.90
NFI	.968	.945	>.90
RMSEA	.045	.068	<.08

*** $p < .001$

From Table 5, CR of latent variables ranging .89~.92, AVE ranging .59~.81, both CR and AVE fit to the standard suggest by Fornell and Larcker (1981), and Hair, Black, Babin, and Anderson (2010).

Table 5

Factor Loadings for the Measurement Model

Factors & Items	Standardized factor loading	SE.	t	AVE	CR
Achievement Goal				.81	.89
1. approach	.94				
2. avoidance	.86	.05	17.68		
Fear of Failure				.59	.81
4. FF1	.67				
5. FF2	.82	.13	9.81		
6. FF3	.81	.14	9.81		
ASHS					
7. ASHS1	.86			.73	.89
8. ASHS2	.92	.07	16.51		
9. ASHS3	.77	.07	13.90		
Self-efficacy					
10. SE1	.79			.79	.92
11. SE2	.93	.07	17.02		
12. SE3	.94	.07	17.33		

Note: All standardized factor loading are significant ($p < .001$).

All the latent variables have been adequately operationalized by their respective indicators (See Table 6). Correlations among the independent latent variables, the mediator latent variable, and dependent latent variables were statistically significant ($p < .001$), expect no significant correlation was found between fear of failure and self-efficacy.

Table 6

Correlations matrix for the Measurement Model

Latent Variables	1	2	3
1. Achievement Goal (Ach)	1		
2. Fear of Failure (FF)	.18*	1	
3. Academic Self-handicapping Strategies (ASHS)	.22**	.44***	1
4. Self-efficacy (SE)	.82***	.10	.17*

Note: *$p < .05$ ***$p < .001$

Structural Model for Testing Predicting Effects

In the structural model, the results showed a good fit of the model to the data (χ^2 =102.075***, df =48, GFI = .94, CFI = .97, TLI＝.96, NFI= .95, RMSEA = .068). MacKinnon, Lockwood, Hoffmann, West, & Sheets（2002）assess many approaches to examine mediation considering Type I error and statistical power. Baron & Kenny （1986）find the most often used strategy has the least power. Many studies using this approach have relied on the Sobel test (1982) to examine the significance of

mediation effect. However, there is an evidence that the distribution of mediation effect is not normal (Bollen & Stine, 1990; MacKinnon & Dwyer, 1993; Stone & Sobel, 1990), and the utilization of a significance test, such as the Sobel test, which assumes a normal distribution when examining the mediation effect, is not appropriate. Most recently, Shrout & Bolger（2002）suggest that the bootstrap method can be a better way to examine mediation. The Bootstrap method acquires 95% confidence intervals (CI) for the indirect effect by re-sampling procedure. Based on central limit theorem, the Bootstrap method is robust even though the distribution of mediation effect is not normal.

Table 7

Bootstrap Analysis of Structural Model

Hypothesis	Path	Standardized coefficient	95% CI
H1	Ach→English	.41	.276 ~ .502
H2	FF→English(含 0)	-.09	-.212 ~ .066
H3	ASHS→ English	-.19	-.051 ~ -.306
H4	SE→ English(含 0)	.20	-.027 ~ .471

Total effect was the summation of direct effect and indirect effect (See table 7). The total effect from Achievement goal (ach) to English scores was .41, the 95% CI for total effects ranging .276 ~ .502, which did not include zero. The total effect was statistically significant at the .05 level. It indicated that achievement goal was a

predictive effect for arts students' English proficiency level. The total effect from fear of failure (FF) to English scores was -.09, the 95% CI for total effects ranging -.212 ~ .066, which included zero. Fear of failure was not a predictive factor for arts students' English scores. The total effect from Academic Self-handicapping Strategies (ASHS) to English scores was -.19, the 95% CI for total effects ranging -.051 ~ -.306, which did not include zero. The total effect was statistically significant at the .05 level. It indicated that academic self-handicapping strategy was a predictive effect for arts students. The total effect from the last variable self-efficacy (SE) to English scores was .20, the 95% CI for total effects ranging -.027 ~ .471, which included zero. Self-efficacy was not a predictive factor for arts students' English scores in this study (See Figure 2).

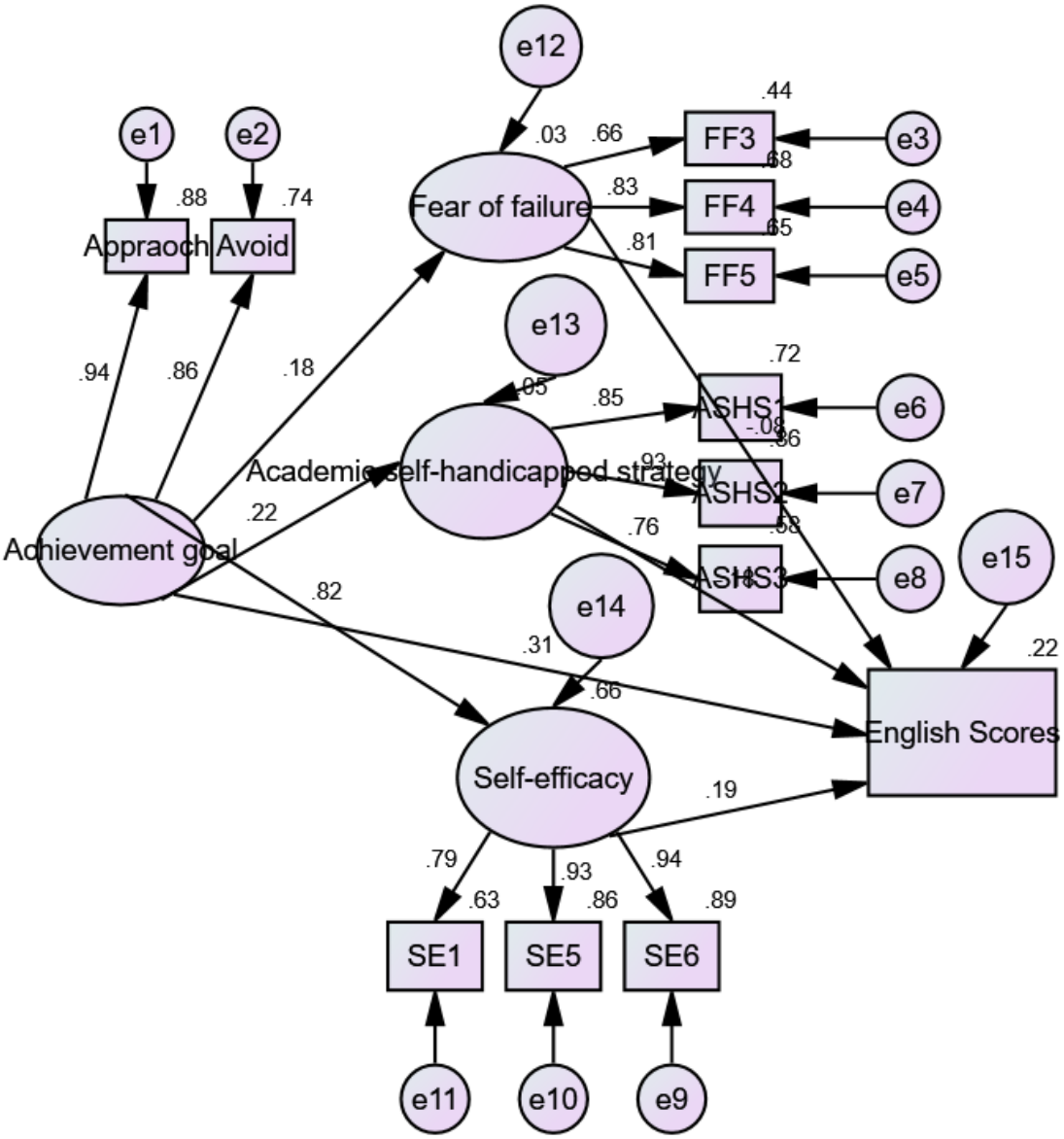

Figure 2. Full structural equation model.

4.2 Study 2

A total of 250 students participated in this study. They were equally divided into two groups: High Proficiency Learners (HPL) and Low Proficiency Learners (LPL). The students in the HPL group obtained a mean score of 194.94 (*SD* = 17.05) on a GEPT-Style test, whereas the students in the LPL group received a mean score of 117.91 (*SD* = 34.41) on the same test (See Table 1). For the listening comprehension test, students in the HPL group obtained a mean score of 100.26 (*SD* = 9.85) but students in the LPL group made a mean score of 69.38 (*SD* = 20.29). From the reading comprehension test, a big discrepancy appeared between the two groups that students in the HPL group achieved a mean score of 94.68 (*SD* = 11.43) but students in the LPL group made a mean score of 49 (*SD* = 20.70). A t-test was used to compare the differences between the scores of the two groups. It showed a significant difference among the GEPT scores. The findings suggest learners in the HLP group obtained a significantly higher score than the ones in the LPL group. If there had been no significant difference, it would have signaled there was no difference between the total scores of learners from the HPL group and the LPL group. Therefore, the HPL group scored significantly higher than the LPL group on the GEPT-style test.

Table 1

T-test Results of the GEPT-style Test Scores for the HPL and LPL Group

Groups	*N*	*M*	SD	*P-value*

GEPT-style Total Score	HPL Group	125	194.94	17.05	.000***
	LPL Group	125	117.91	34.41	
Listening	HPL Group	125	100.26	9.85	.000***
	LPL Group	125	69.38	20.29	
Reading	HPL Group	125	94.68	11.43	.000***
	LPL Group	125	49.01	20.70	

Note. HPL = High Proficiency Learners, LPL = Low Proficiency Learners.
*** $p < .005$.

To answer hypothesis 2.1 (students' English proficiency level is positively correlated with approach goals, avoidance goals, and self-efficacy, but negatively correlated fear of failure and self-handicapping strategy), a correlational test was implemented (See Table 2). The results show that positive significant correlations appear on the variables of task-approach goal, other-approach goal, task-avoidance goal, self-avoidance goal, other-avoidance goal, and self-efficacy. It tallies with the hypothesis that students who receive higher English proficiency scores obtain higher scores in approach goals, avoidance goals, and self-efficacy. However, a negative correlation happened with fear of failure which conformed to the hypothesis. Students with high English proficiency scores tend to get lower scores in fear of failure. Students who are low in English performance carry high level of fear of being failure in learning English. For all participants, only two variables show no significant correlation with self-approach goal and self-handicapping strategy.

To examine students' performance from high English proficiency level and low

proficiency level and answer hypothesis 2.2 (students with high English proficiency level show lower level of avoidance goals, fear of failure and self-handicapping strategies, but higher level of approach goals and self-efficacy in learning English. In contrast, students with low English proficiency level show higher level of avoidance goals, fear of failure and self-handicapping but lower level of approach goals and self-efficacy in learning English), the results were also shown in Table 2.

Table 2

Correlation of Achievement Goals, Fear of Failure, Self-handicapping Strategy, and Self-efficacy and GEPT-style Test Scores

		Groups	*r*	*Sig. (2-tailed)*
Approach Goals	Task-approach Goal	All students	.389**	.000
		HPL Group	.196*	.027
		LPL Group	.221*	.014
	Self-approach Goal	All students	.057	.367
		HPL Group	-.076	.395
		LPL Group	-.003	.976
	Other-approach Goal	All students	.388**	.000
		HPL Group	.154	.083
		LPL Group	.369**	.000
Avoidance Goals	Task-avoidance Goal	All students	.315**	.000
		HPL Group	.067	.457
		LPL Group	.150	.097
	Self-avoidance Goal	All students	.329**	.000
		HPL Group	.043	.631
		LPL Group	.165	.069
	Other-avoidance Goal	All students	..299**	.000
		HPL Group	-.026	.776
		LPL Group	.253**	.05
Fear of Failure		All students	-.190**	.003
		HPL Group	-.314**	.000
		LPL Group	-.052	.565
Self-handicapping Strategy		All students	-.069	.278
		HPL Group	-.128	.151
		LPL Group	-.072	.565

Self-efficacy	All students	.401**	.000
	HPL Group	.218*	.014
	LPL Group	.543**	.000

To retrieve the answers for hypothesis 2.3 (among achievement goals, fear of failure, self-handicapping, and self-efficacy, which one best predicts arts students' English proficiency level), a Stepwise Regression was implemented. Task-approach goal, self-approach goal and other-approach goal in achievement goals, fear of failure, and self-efficacy were presented as positive predictors for English performance. Among the variables, task-approach goal, other-approach goal, and self-efficacy were positive predictors. Self-approach goal and fear of failure were negative predictors.

Table 3

Significant Predicators for Students' English Proficiency Levels

Variables	B	*SE(B)*	*ß*	*t*	*Sig.*
Task-approach goal	4.027	1.098	.262	3.668	.000***
Self-approach goal	-3.101	.813	-.254	-3.814	.000***
Other-approach goal	2.730	.942	.219	2.897	.004***
Fear of failure	-2.192	.682	-.177	-3.216	.001***
Self-efficacy	.860	.277	.236	3.106	.002***

Note. * $p < .05$. *** $p < .001$.

4.3 Study 3

For study 3, we recruited 25 volunteer students who had not passed English threshold in senior year to accept the interviews. The students joined the study on their free wills so the majors of the participants were not as totally expected as the original design. In the preliminary design of the study, we planned to invited students from Department of Motion Pictures, Drama, Music and Chinese Music, but no students from Drama and Chinese Music volunteered to accept the interviews. However, among the 25 students, 7 majored in Fine Arts, 5 came from Sculpture, 4 from Painting and Calligraphy Arts, 3 from Architecture Art Conservation, 3 from Music, one from Crafts & Design, and one from Motion Pictures.

For questions regarding achievement goals, all the participants were aware of the criteria for English threshold. They were asked if they would take an English proficiency test or attend courses to pass the English threshold. One student mentioned, he/she preferred to take courses and the rest of them participants chose taking an English proficiency test. Then students were asked to set the goal score if they took any kind of English proficiency tests. Two students replied the highest score the better. Seven students said they intended to surpass 650 in TOEIC, equivalent to high-intermediate level of GEPT. Sixteen of them mentioned that they just wanted to pass 550 in TOEIC, which was the criterion for English threshold.

Next, students were enquired about the consequences if they do not pass the requirement for English threshold, only two students said they did not know at first, but after explanations, they said they misunderstood the meaning of “consequences” and expressed that they knew they could not graduate from school. The rest of the students pointed out immediately that they could not graduate from university if they did not meet the requirement of English threshold. Among the 23 students, six of them described that not only they cannot graduate from school but their insufficient English competency will impede their future for looking for jobs or going abroad to study. Moreover, students were asked to describe how they felt when they realized that they failed in passing the scores of English proficiency test for graduation. Twelve of the students felt sad and depressed. They said they did not study English anymore after the General English in the first year. Seven of the students mentioned that asking students to pass English threshold was a waste of time. Six of them expressed the importance of English. They would keep studying hard, take the test again, and obtain a certificate. When students were interviewed about why they were excellent in their profession but not in English, 15 students mentioned that they regretted why they did not study English hard. If they had spent some time aside from their profession, they would not feel so sad when being failed in passing the scores for English threshold. Four students said they had no special feelings. Failed was failed. Two students

pointed out that it was difficult to keep up their profusion and maintain their English proficiency level at the same time.

Questions regarding self-handicapping strategy, 13 students mentioned that their courses, training, and practices of their majors occupied most of their time so they did not have time to study English. Seven students said that they forget the English threshold, but realized its existence before graduation. Five students pointed out their English were not good when they entered university. When all participants were enquired about what they think their classmates did not try hard to pass English threshold. Fourteen students expressed that their classmates might worry if they were not getting good scores. Other reasons included that they did not have money to take the test, or they did not care about what they classmates thought. Then students were asked what they thought some students tended to make some excuses when they did not do well in the English proficiency tests, 15 students said yes and they thought it was because they did not study English hard to because their English was poor. Eight students were honest and admitted that it was because their English was not good enough, namely it was not about their ability. It was about they invested insufficient time in English.

The last topic for interview questions was about self-efficacy. Students were asked about the study habits they carried after the General English class. 15 students told the

interviewee that they did not study English anymore after English class. 10 students said that they would watch some English movies or TV series and listen to English songs. Then students were asked to rate their ability in English on a scale from 1 to 10. Two students gave themselves eight, two students gave seven, 6 students gave six, 5 students gave five, 3 students gave four, and 5 students gave two. At last, students were asked to share what kinds of students they were in learning English. 2 students were honest and said they were not good students. 3 students said nothing. 4 students said that they were passive. 8 students told the interviewee that they were good students.

4.4 Study 4

We have been studying arts students for many years. The results of the previous studies (Tseng, 2013, 2014) all show strange situation with either contradicting to the present theory. Therefore, we invited students from one comprehensive university and one agriculture university to join this study. A total of 354 students in 22 academic departments at ten colleges of three universities (an arts, a comprehensive, and an agriculture university) in Taiwan participated in this study. Two hundred fifty students from the arts university (70.62%), and 45 students from one agriculture university (12.71%), and 59 students from comprehension university (16.67%) were invited to

complete questionnaires (see Table 1). Among the participants, 61 students from Electrical Engineering, 31 from Graphic Communication Arts, 25 students from Radio and Television, 22 from Music and Visual Communication Design respectively, 18 from Fine Arts, Chinese Music, Dance, and Drama individually, 16 from Architecture Art Conservation and Motion Pictures respectively, 14 from Painting & Calligraphy Arts and Sculpture, 13 from Crafts and Design, 9 from Food Science, 7 from Environmental Engineering, 5 from Chemical & Material Engineering and Multimedia & Animation Arts, 2 from Business Administration and Transportation Management. All invited students were first-year students who took General English classes which were required courses at all three universities.

Table 1

Structure of Students from 22 Academic Departments

Major	Numbers of Students	Percentage	Schools
Crafts & Design	13	3.7	Arts Univ.
Chemical & Material Engineering	5	1.4	Comprehensive Univ.
Architecture Art Conservation	16	4.5	Arts Univ.
Business Administration	2	.6	Comprehensive Univ.
Multimedia & Animation Arts	5	1.4	Arts Univ.
Fine Arts	18	5.1	Arts Univ.
Music	22	6.2	Arts Univ.
Food Science	9	2.5	Comprehensive Univ.
Painting & Calligraphy Arts	14	4.0	Arts Univ.
Chinese Music	18	5.1	Arts Univ.
Visual Communication Design	22	6.2	Arts Univ.

Computer Science & Information	10	2.8	Comprehensive Univ.
Transportation Management	2	.6	Comprehensive Univ.
Electronic Engineering	8	2.3	Comprehensive Univ.
Motion Pictures	16	4.5	Arts Univ.
Electrical Engineering	61	17.2	Comprehensive Univ.
Graphic Communication Arts	31	8.8	Arts Univ.
Dance	18	5.1	Arts Univ.
Radio & Television	25	7.1	Arts Univ.
Sculpture	14	4.0	Arts Univ.
Drama	18	5.1	Arts Univ.
Environmental Engineering	7	2.0	Comprehensive Univ.

To answer hypothesis ”significant differences reveal on the aspects of achievement goals, fear of failure, self-handicapping strategies, and self-efficacy among students of an arts university, a comprehensive university, and an agriculture university, the results were shown in Table 6. Among the three universities, students from the comprehensive university obtained the highest mean score in task-approach goal, task-avoidance goal, other-approach goal, other-avoidance goal, self-handicapping strategies, and self-efficacy. The students from the agriculture university received highest mean scores in self-approach goal, self-avoidance goal, and fear of failure. Students from the arts university got the lowest mean scores in all the variables.

Table 6

Summary of the Three Universities

Items	Schools	*M*	*SD*
Task-approach Goal	All	11.93	4.51
	Arts University	8.71	3.07
	Comprehensive University	12.98	6.47
	Agriculture University	12.56	2.94
Task-avoidance Goal	All	13.27	4.21
	Arts University	9.89	3.36
	Comprehensive University	13.74	4.01
	Agriculture University	13.53	3.28
Self-approach Goal	All	10.97	4.80
	Arts University	8.19	3.87
	Comprehensive University	11.61	4.28
	Agriculture University	12.56	4.37
Self-avoidance Goal	All	13.11	4.48
	Arts University	9.97	3.57
	Comprehensive University	13.52	3.94
	Agriculture University	13.98	4.55
Other-approach Goal	All	11.77	4.69
	Arts University	8.82	3.78
	Comprehensive University	13.30	4.17
	Agriculture University	12.60	3.91
Other-avoidance Goal	All	12.63	4.56
	Arts University	9.50	3.58
	Comprehensive University	13.92	4.21
	Agriculture University	13.31	4.53
Fear of Failure	All	13.20	4.60
	Arts University	10.56	3.81
	Comprehensive University	14.25	3.99
	Agriculture University	15.67	4.67
Self-handicapping Strategies	All	12.82	5.01
	Arts University	10.01	4.04
	Comprehensive University	14.71	4.66
	Agriculture University	14.33	5.72
Self-efficacy	All	36.28	11.73
	Arts University	35.36	12.95
	Comprehensive University	40.78	11.07
	Agriculture University	37.13	9.49

When the nine aspects were compared using an ANOVA, significant differences were observed in the self-approach goal, other-approach goal, other-avoidance goal, fear of failure, self-handicapped strategies, and self-efficacy (Table 7).

Table 7

One-way ANOVA of the Variables

		Sum of Squares	*df*	*Mean Square*	*F*	*Sig.*
Self-approach Goal	Treatment	183.526	2	91.763	4.047*	.018
	Error	7959.245	351	22.676		
	Total	8142.771	3539			
Other-approach Goal	Treatment	167.345	2	83.672	3.852*	.022
	Error	7624.576	351	21.722		
	Total	7791.921	353			
Other-avoidance Goal	Treatment	162.855	2	81.428	3.985*	.019
	Error	7171.405	351	20.431		
	Total	7334.260	353			
Fear of Failure	Treatment	459.089	2	229.545	11.471***	.000
	Error	7023.670	351	20.010		
	Total	7482.760	353			
Self-handicapped Strategies	Treatment	443.828	2	221.914	9.255***	.000
	Error	8416.602	351	23.979		
	Total	8860.429	353			
Self-efficacy	Treatment	1560.321	2	780.161	5.821***	.003
	Error	46905.35	351	134.015		
	Total	48465.67	353			

A post hoc test was again used to further investigate the differences between the three schools (see Table 8). Significant differences were shown in the self-approach goal between arts and agriculture university students, other-approach goal between

arts and comprehensive university students, other-avoidance goal between arts and comprehensive university students, fear of failure between arts and comprehensive university students, fear of failure between arts and agriculture university students, self-handicapped strategies between arts and comprehensive university students, self-handicapped strategies between arts and agriculture university students, self-efficacy between arts and comprehensive university students.

Table 8

Post-hoc Test of the Three Schools

Items	Group Comparison	Mean Difference	*Sig.*
Self-approach Goal	Arts university Agriculture university	-2.02	.025*
Other-approach Goal	Arts university Comprehensive university	-1.66	.037*
Other-avoidance Goal	Arts university Comprehensive university	-1.71	.026*
Fear of Failure	Arts university Comprehensive university	-1.75	.020*
Fear of Failure	Arts university Agriculture university	-3.16	.000***
Self-handicapped Strategy	Arts university Comprehensive university	-2.61	.001***
Self-handicapped Strategy	Arts university Agriculture university	-2.23	.014*
Self-efficacy	Arts university Comprehensive university	-5.69	.002***

Note. * $p < .05$. *** $p < .005$

Table 10 shows the mean scores, using a Likert scale, regarding all the question items which indicated students' opinions towards achievement goal, fear of failure, self-handicapped strategies, and self-efficacy. For all participants, the question with the highest mean score was Tavo 3, which students tried to avoid missing a lot of questions in the English exams. The second highest mean score was Tavo 1, which students tried to not to get incorrect answers on the exam in the English class. The third highest mean score was Ta1, which students intended to answer a lot of questions in the English exams. On the other hand, the lowest mean score was FF3, indicating students did not worry that people were less interested in them when they were not succeeding in passing the English threshold. The second lowest mean score was SHS4, which means students did not think it was true of them to blame others when they did not pass the English threshold. There were two question items carrying the same mean score for the third lowest mean score. The first one was FF1, which students did not think it was true of them to be afraid that they might not have enough talent when they failed in passing the English threshold. The other one was SHS 1, which students put off passing the English threshold so they could say that was the reason they did not do as well as they had hoped. For arts students, the top two highest mean scores were the same as all participants, but the third highest mean score was SE3, which they expected themselves to do very well in the English class. The lowest mean scores were the same as all participants, which were FF3, SHS4, and SHS 1. For comprehensive university students, the highest mean score was Ta3, and the second highest mean score was Tavo3. The third highest mean score was SE4, which meant students thought they were good students compared with others. The lowest mean score was FF3, FF1, and SHS 4. For agriculture students, the top two highest mean scores were the same as all participants, but the third highest mean score was Savo1, which they avoided doing worse on the English exams than they normally

did on these types of exams. The lowest mean score was SHS 4, the second lowest mean score was FF1 and the third one was SHS 1.

Table 10

Descriptive Statistics for Questionnaire Items

		A	C	Agri	All			A	C	Agri	All
Ta1	M	2.98	3.31	3.33	3.08	FF1	M	2.32	2.73	2.78	2.45
	SD	1.48	1.58	1.45	1.49		*SD*	1.30	1.24	1.15	1.28
Ta2	M	4.30	4.44	4.56	4.36	FF2	M	3.29	3.39	3.51	3.33
	SD	1.70	1.55	1.29	1.63		*SD*	1.31	1.25	1.08	1.27
Ta3	M	4.28	5.24	4.67	4.49	FF3	M	2.06	2.44	3.00	2.24
	SD	1.81	5.79	1.40	2.86		*SD*	1.13	1.12	1.04	1.16
Tavo1	M	4.53	4.61	4.80	4.58	FF4	M	2.41	2.85	3.24	2.59
	SD	1.62	1.49	1.36	1.56		*SD*	1.22	1.08	1.19	1.22
Tavo2	M	3.75	4.25	3.91	3.85	FF5	M	2.43	2.85	3.13	2.59
	SD	1.69	1.65	1.28	1.64		*SD*	1.24	1.19	1.32	1.26
Tavo3	M	4.83	4.93	4.82	4.85	SHS1	M	2.24	3.03	2.84	2.45
	SD	1.92	1.77	1.71	1.87		*SD*	1.11	1.05	1.19	1.16
Sa1	M	3.58	3.92	4.31	3.73	SHS2	M	2.52	3.02	2.89	2.65
	SD	1.70	1.57	1.61	1.68		*SD*	1.22	1.07	1.21	1.21
Sa2	M	3.43	3.83	4.11	3.58	SHS3	M	2.62	2.97	2.91	2.71
	SD	1.74	1.48	1.50	1.68		*SD*	1.16	1.16	1.14	1.16
Sa3	M	3.53	3.86	4.13	3.66	SHS4	M	2.11	2.80	2.76	2.31
	SD	1.67	1.54	1.44	1.63		*SD*	1.09	1.14	1.23	1.16
Savo1	M	4.23	4.47	4.69	4.33	SHS5	M	2.62	2.90	2.93	2.70
	SD	1.57	1.48	1.50	1.55		*SD*	1.22	1.12	1.16	1.20
Savo2	M	4.29	4.51	4.64	4.37	SE1	M	4.20	4.90	4.29	4.32
	SD	1.55	1.37	1.52	1.52		*SD*	1.60	1.39	1.08	1.53
Savo3	M	4.35	4.54	4.64	4.42	SE2	M	4.17	4.49	4.13	4.22
	SD	1.57	1.29	1.55	1.53		*SD*	1.47	1.30	1.06	1.40
Oa1	M	3.75	4.34	4.20	3.90	SE3	M	4.50	4.75	4.42	4.34
	SD	1.65	1.54	1.49	1.63		*SD*	4.68	1.37	1.27	1.51
Oa2	M	3.81	4.25	4.16	3.93	SE4	M	4.37	4.92	4.51	4.48
	SD	1.70	1.41	1.35	1.62		*SD*	1.59	1.39	1.27	1.53
Oa3	M	3.78	4.41	4.24	3.94	SE5	M	3.79	4.40	4.18	3.94
	SD	1.75	1.52	1.30	1.68		*SD*	1.52	1.38	1.37	1.49
Oavo1	M	4.09	4.56	4.49	4.22	SE6	M	3.74	4.49	4.09	3.91
	SD	1.59	1.51	1.60	1.59		*SD*	1.56	1.54	1.24	1.54
Oavo2	M	4.06	4.68	4.47	4.21	SE7	M	3.16	3.93	3.67	3.35
	SD	1.57	1.41	1.67	1.57		*SD*	1.59	1.46	1.26	1.56
Oavo3	M	4.06	4.68	4.36	4.20	SE8	M	3.13	4.15	3.60	3.36
	SD	1.58	1.44	1.57	1.57		*SD*	1.57	1.45	1.27	1.56
						SE9	M	4.29	4.85	4.24	4.38
							SD	1.64	1.42	1.28	1.58

Note. A = Arts Students, C = Comprehensive university students, Agri = Agriculture university

students

CHAPTER FIVE

DISCUSSION

5.1 Study 1

For study 1, we examined the variables of achievement goals including approach and avoidance goal, fear of failure, self-handicapping strategies, and self-efficacy and their influences on arts students' English performance. The results tell that achievement goals have positive and predictive effects on students' English. It is consistent with the theory that achievement goal is a major antecedent for students' English performances (Ames, 1992; Dweck & Legget, 1988). In this study, English threshold is the goal students have to pass in order to graduate from universities. The SEM model also indicates that achievement goals are positive and predictive when investigating arts students' English performances. Self-handicapping strategy has a negative and predictive effect on students' English outcomes. After entering universities, students have four years to take an English proficiency test with desired criteria, but they always creating excuses to accomplish a task that is important to them. On the other hand, fear of failure and self-efficacy are not significant and predictive factors according to the results of the SEM model. Students can take any English proficiency tests at their own time with revealing the results to their

classmates. Also, if they fail not passing the scores set for English threshold, they have an alternative to take a four-credit English make-up course. Therefore, being failed in any English proficiency test might not be a threat to arts students. Self-efficacy has been a reliable factor for students' English performances (Tseng, 2013, 2014), but not in this study. For arts students, the training of their professions occupy most of their time. English threshold has no immediate influence or cause impediment for their graduation. Therefore, the results show no predictive effects.

5.2 Study 2

To examine the relationship between students' English proficiency level and the variables of achievement goal, fear of failure, self-handicapping strategy and self-efficacy, the results verify for all of them except a self-approach goal and self-handicapping strategy. A self-approach goal means the attainment of self-based competence such as I will do it better than before (Elliot, Murayama, & Pekrun, 2011). For the participants, they have been studying English since little because it is one of the critical subjects for high and university entrance exams. Students have to study hard to obtain good scores. However, after entering university, English is merely one of the required courses and the class hours are reduced into two to four hours per week. Even though 96% of universities in Taiwan have set English as a graduation

requirement, students have four years to worry about it. They put much more value on the courses for their majors than English. That explains students do not think they will do it better than they did in senior or high schools. The self-handicapping strategy is the way that the students create some excuses to their performance, either imagined or real, so they have a ready excuse for potential failure (Covington, 1992), and it is coming out of a fear of failure and the motive to avoid the negative implications about their abilities. From the results, there is no significant difference between high proficiency learners and low proficiency learners. Students in the HPL group receive a mean score of 4.13 whereas students in the LPL get a mean score of 3.95. Students tend to find the reasons to postpone passing the English graduation requirement. On the other hand, students' fear of failure is negatively correlated with their English proficiency levels. It parallels with other studies (Conroy & Elliot, 2004; Conroy, Kaye, & Fifer, 2007; Elison & Partridge 2012) that students who do not perform well in English tend to face more threat of failure. For self-efficacy, the results are also consistent with my other previous studies (Tseng, 2013, 2014). It is a reliable indicator of achievement for arts students.

In discussing hypothesis, "among achievement goals, fear of failure, self-handicapping, and self-efficacy, which one best predicts arts students' English proficiency level," five significant predictors are found. According to the results, three

of them, task-approach goal, other-approach goal, and self-efficacy, are positive predictors of students' English proficiency levels. Two predictors, self-approach and fear of failure, are negative predictors. For task-approach goal, participants do their best to receive good scores in the English proficiency tests. They try to get as many correct answers as possible. For other-approach goal, participants feel they want to outperform other students in the English class and also do better on the English exams. For self-efficacy, students expect they can do very well, receive good scores, and understand the materials in the English class. On the other hand, self-approach and fear of failure are negative predictors. It is fairly easy to understand that fear of failure is a negative predictors. Participants worry if they have enough talent in learning English. They worry what their classmates would think of them if they do not obtain good scores in the English proficiency test. They fear to disappoint their important ones such as their English teachers or parents. For self-approach goal, participants do not perform better in the English exams than they did in the past. The participants are freshmen. They have been studying English hard since elementary schools, junior high schools, and senior high schools because English is one of the critical subjects for college entrance exams. However, after entering university, English is just one of the required courses and it only takes two hours. That explains why they think they do not do well in the English class relative to how well they have done in the past.

5.3 Study 3

Examining the answers from participants for achievement goal theory, students are very clear about the criterion for English threshold, which means they are aware of where their goal is, and even 7 of them participants set a higher standard for their goal. However, all the participants do not pass the goal yet. To delve into the reasons why they do not pass the English threshold yet, students are asked if they know the consequences if they do not meet the criterion for English threshold, only two participants do not know.

From the results of the fear of failure, students specify that they could not graduate from university if they did not meet the requirement of English threshold. The results are consistent with fear of failure that it has negative implications for the outcomes, including task choice, effort spent and persistence to the arts students (Elliot & Sheldon, 1997). The arts students are indirectly influenced by fear of failure to try to avoid taking any English proficiency tests or keep studying English.

For the results of self-handicapping strategy, students' answers parallel with Berglas and Jones' (1978) statement that students blame their poor performance on the insufficient time for studying. They regard insufficient time as the cause, rather than their lack of ability. Other examples of students' self-handicapping strategy

include the reduction of effort, procrastination, or the choice of performance-debilitating circumstances as Higgins & Harris mentioned. The students find excuses such as their majors or profession take too much of time so they do not have extra efforts for English. They were busy with many things so they forget…etc. These are all typital examples that students procrastinate for English threshold.

To retrieve students' self-efficacy, they are asked about the study habits they have after the General English class. With no surprise, 15 students do not study English anymore. Even 10 students claim that they watch English movies or TV series or listen to English songs. Those activities are inclined to be entertainment, not for learning English. It was contracted with the results that all participants are aware of the existence of English threshold for graduation, but they do not do anything about it. Not to say that when students were asked to rate their English ability from 1 to 10, it was surprising to see that 15 students gave themselves about five. It indicated that the students still thought that their English was good enough. However, comparing it with the fact that they failed to obtain the score for English threshold, there was a big gap from what students thought and what their English proficiency level is.

5.4 Study 4

To discuss hypothesis 7 ”significant differences reveal on the aspects of achievement goals, fear of failure, self-handicapping strategies, and self-efficacy among students of an arts university, a comprehensive university, and an agriculture university, it is fairly intriguing from the results that the arts students receive the lowest mean scores in all the variables, especially in Fear of Failure and Self-handicapped strategies. Compared with students from comprehensive and agriculture universities, arts students have taken a lot of competitions and contests since they are little. Academic performance does not make them stand out. It is the awards that make them outperform those in their professions. That might explain why they receive lowest mean scores in facing fear of failure. Another possible reason that they care too much of their professions so being failed in English exams is not that important for them. For agriculture students, they avoid doing worse on the English exams than they normally did on these types of exams.

From the results of the mean scores for all the question items, the top three highest means scores are all from achievement goals, especially the top two questions were from task-avoidance goal. All the three questions are concerned with making as many correct answers as possible in the English exams, meaning students care about their scores in English exams. To examine the top three questions for three universities individually, the order was similar. For arts students, the third highest

mean score was different. They expected themselves to do very well in the English class. For comprehensive university students, the third highest mean score was different. They thought they were good students compared with others in the English class. All the participants came from different universities, but their order of highest and lowest mean scores are similar.

CHAPTER SIX

CONCLUSION

Limitation of the Study

Only 315 students from three universities joined this study. We hope to recruit students from medical, technological, sports or commerce universities in the further study. Also, from study 3, only 25 students were willing to accept the interviews. In the future study, we hope to invite more students from different departments.

Conclusion

The project conducted an in-depth analysis of undergraduate students' difficulties in passing the English threshold for graduation. We examined the possible reasons from the perspectives of a 3x2 achievement goal, fear of failure, self-handicapping strategies, and self-efficacy. The results show that achievement goal and self-handicapped strategies spell influential and predictive effects on students' English proficiency levels. Also, students recognize the existence of English threshold, but they try to find various excuses to procrastinate. The findings of the study help teachers perceive the causes and reasons why students do not pass English threshold

and the results will be served as useful information for class preparation and modification of the police for English threshold.

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Appendix I

A 3x2 Achievement Goal, Fear of Failure, Self-handicapping Strategy, and Self-efficacy: Why don't Students Pass the English Threshold?

==========

Instructions: The questionnaire is designed to investigate Arts Students' Attitude toward English Threshold. It should require about 10 to 15 minutes of your time to complete the survey. Usually it is best to respond it with your first impression without giving any single question much thought. Your answers will remain confidential and only researchers of this study will have access to your responses. Your participation will certainly benefit the revision and adjustment of English education. Thank you for your precious time!

==========

Part I Demographic Information:

1. English Class: _____ (G1-G15, do not answer if you feel not to)
2. Major: _____
3. Gender: ☐ Male ☐ Female (Put a tick)
4. Age: _____

Part II Achievement Goal Questionnaire

Instruction: Please rate the following items based on your behavior in this class. Your rating should be on a 7- point scale where 1= not at all true of me to 7=very true of me. Circle your answer.

Task-approach goal items	**1**	**2**	**3**	**4**	**5**	**6**	**7**
1. To get a lot of questions right on the exams in this class.	1	2	3	4	5	6	7
2. To know the right answers to the questions on the exams in this class.	1	2	3	4	5	6	7
3. To answer a lot of questions correctly on the exams in this class.	1	2	3	4	5	6	7
Task-avoidance goal items							
1. To avoid incorrect answers on the exams in this class.	1	2	3	4	5	6	7
2. To avoid getting a lot of questions wrong on the exams in this class.	1	2	3	4	5	6	7
3. To avoid missing a lot of questions on the exams in this class.	1	2	3	4	5	6	7

Self-approach goal items							
1. To perform better on the exams in this class than I have done in the past on these types of exams.	1	2	3	4	5	6	7
2. To do well on the exams in this class relative to how well I have done in the past on such exams.	1	2	3	4	5	6	7
3. To do better on the exams in this class than I typically do in this type of situation.	1	2	3	4	5	6	7
Self-avoidance goal items							
1. To avoid doing worse on the exams in this class than I normally do on these types of exams.	1	2	3	4	5	6	7
2. To avoid performing poorly on the exams in this class compared to my typical level of performance.	1	2	3	4	5	6	7
3. To avoid doing worse on the exams in this class than I have done on prior exams of this type.	1	2	3	4	5	6	7
Other-approach goal items							
1 To outperform other students on the exams in this class.	1	2	3	4	5	6	7
2 To do well compared to others in the class on the exams.	1	2	3	4	5	6	7
3 To do better than my classmates on the exams in this class.	1	2	3	4	5	6	7
Other-avoidance goal items							
1 To avoid doing worse than other students on the exams in this class.	1	2	3	4	5	6	7
2 To avoid doing poorly in comparison to others on the exams in this class.	1	2	3	4	5	6	7
3 To avoid performing poorly relative to my fellow students on the exams in this class.	1	2	3	4	5	6	7

Part III The Performance Failure Appraisal Inventory (Short-Form)

Please rate the following items based on your behavior in this class. Your rating should be on a 5- point scale where 1= not at all true of me to 5 = very true of me. Circle your answer.

	1	2	3	4	5
1. When I am failing, I am afraid that I might not have enough talent.	1	2	3	4	5
2. When I am failing, it upsets my "plan" for the future.	1	2	3	4	5
3. When I am not succeeding, people are less interested in me.	1	2	3	4	5
4. When I am failing, important others are disappointed.	1	2	3	4	5
5 When I am failing, I worry about what others think about me.	1	2	3	4	5

Part IV Academic Self-handicapping Scale (ASHS)

Please rate the following items based on your behavior in this class. Your rating should be on a 5- point scale where A= not at all true of me to E = very true of me. Circle your answer.

	1	2	3	4	5
1. Some students put off doing their work until the last moment so they can say that is the reason they did not do as well as they had hoped.	1	2	3	4	5
2 Some students purposely don't try hard in school so that is they don't do well, they can say it's because they didn't try.	1	2	3	4	5
3 Some students tend to make excuses when they don't do as well on schoolwork as they should ("I wasn't feeling well, I had to take care of my sister...etc.")	1	2	3	4	5
4 Some students blame others when they don't do as well in school as they should ("my friends kept me from studying. My teacher did not explain it to us, etc.")	1	2	3	4	5
5 Some students get a low grade tell their friends they didn't study hard.	1	2	3	4	5

Part V Self-efficacy

Please rate the following items based on your behavior in this class. Your rating should be on a 7- point scale where A= not at all true of me to G=very true of me. Circle your answer.

	1	2	3	4	5	6	7
1. Compared with other students in this English class I expect to do well.	1	2	3	4	5	6	7
2. I'm certain I can understand the ideas taught in this course.	1	2	3	4	5	6	7
3. I expect to do very well in this English class.	1	2	3	4	5	6	7
4. Compared with others in English class, I think I'm a good student.	1	2	3	4	5	6	7
5. I am sure I can do an excellent job on the problems and tasks assigned for English class.	1	2	3	4	5	6	7
6. I think I will receive a good grade in English class.	1	2	3	4	5	6	7
7. My study skills are excellent compared with others in English class.	1	2	3	4	5	6	7
8. Compared with other students in this class I think I know a great deal about the subject.	1	2	3	4	5	6	7
9. I know that I will be able to learn the material for English class.	1	2	3	4	5	6	7

The end of the questionnaire!

科技部補助專題研究計畫成果報告自評表

請就研究內容與原計畫相符程度、達成預期目標情況、研究成果之學術或應用價值（簡要敘述成果所代表之意義、價值、影響或進一步發展之可能性）、是否適合在學術期刊發表或申請專利、主要發現（簡要敘述成果是否有嚴重損及公共利益之發現）或其他有關價值等，作一綜合評估。

1. 請就研究內容與原計畫相符程度、達成預期目標情況作一綜合評估

☑達成目標

說明：本研究依照原訂計畫完成。其目的在於從 3x2 面向成就目標、害怕失敗、自我設限和自我效能的角度深入研究為何學生延遲通過英文畢業門檻的原因。在台灣，大部分的藝術類課程著重在專業的訓練，學生使用大部分的時間在練習樂器、舞蹈、繪畫和表演，英語的學習在藝術領域通常被忽略。然而，由於全球化的來臨，職場上越來越要求學生的英語文能力，再加上英文成為畢業門檻，藝術相關科系的學生不得不重視英文的重要性。本專題研究分為四個子計畫。計畫一: 我們將檢視 3x2 面向成就目標、害怕失敗、自我設限和自我效能與藝術相關科系的學生英語文能力之間的關係和影響。計畫二: 英語文能力已經達到英文畢業門檻的學生是否在迴避成就目標、害怕失敗、自我設限上表現較低，但是在趨向成就目標和自我效能表現較好，反之亦然?計畫三: 我們將訪問還沒通過英文畢業門檻的學生，我們將藉由訪問的方式分析結果。計畫四:為了找出藝術相關科系的學生英語文學習的獨特性，我們將邀請他校學生，包含綜合大學、醫學大學、和科技大學學生做問卷，並比較分析四所學校學生都在面臨英文畢業門檻的壓力下，表現如何不同，或是其實不管是哪所學校的學生，在成就目標、害怕失敗、自我設限和自我效能表現並無差異?

2. 研究成果在學術期刊發表或申請專利等情形：

論文：□已發表 □未發表之文稿 □撰寫中 □無

☑其他：（以 100 字為限）

本研究之成果預計發表在國際期刊，以英語教學期刊為優先例如: Language Learning (Impact Factor 1.61), System (Impact Factor 0.721), English in Education (Impact Factor 0.50), Language and Education (0.34)等，希冀引起更多有多藝術相關科系學生英語學習之相關研究，或是跨國性研究。

3. 請依學術成就、技術創新、社會影響等方面，評估研究成果之學術或應用價值（簡要敘述成果所代表之意義、價值、影響或進一步發展之可能性），如已有嚴重損及公共利益之發現，請簡述可能損及之相關程度（以 500 字為限）

本研究子計畫一結果顯示成就目標和自我設限策略是最具有預測和影響效果的。子計畫二顯示學生英文能力越高，在方法的目標導向、逃避的目標導向和自我效能地表現上就越高。相反地，學生英文能力越高，害怕失敗的分數就越低。子計畫三顯示學生都知道英文畢業門檻的存在，但是因為本科系太忙或是怕考試不通

過等原因，讓他們遲遲沒有通過英文畢業門檻，學生並說明其實是因為他們沒有時間去唸英文，並不是他們的能力不夠。子計畫四比較三所大學大一的新生，結過顯示學生在自我的目標導向、其他的目標導向、其他的逃避導向、害怕失敗和自我效能方面有顯著性地差異。臺灣許多藝術家和藝術工作者在國際大放異彩，政府在推廣軟實力的同時，語言能力是不可或缺，藝術類的學生在本身的專業領域是最傑出的，部份學生在專業能力和英文程度上都是很好，本計劃找出學生在專業科目和英語學習中學習方法的不同，藉以幫忙英文程度較差的藝術類的學生，增加英語學習動機和增進英語文能力。

105年度專題研究計畫成果彙整表

計畫主持人：曾敏珍	**計畫編號：**105-2410-H-144-003-
計畫名稱：3x2 面向成就目標、害怕失敗、自我設限和自我效能： 為什麼他們還不通過英文畢業門檻?	

成果項目					量化	單位	質化 （說明：各成果項目請附佐證資料或細項說明，如期刊名稱、年份、卷期、起訖頁數、證號...等）
國內	學術性論文	期刊論文			0	篇	
		研討會論文			0		
		專書			0	本	
		專書論文			0	章	
		技術報告			0	篇	
		其他			0	篇	
	智慧財產權及成果	專利權	發明專利	申請中	0	件	
				已獲得	0		
			新型/設計專利		0		
		商標權			0		
		營業秘密			0		
		積體電路電路布局權			0		
		著作權			0		
		品種權			0		
		其他			0		
	技術移轉	件數			0	件	
		收入			0	千元	
國外	學術性論文	期刊論文			0	篇	
		研討會論文			0		
		專書			0	本	
		專書論文			0	章	
		技術報告			0	篇	
		其他			0	篇	
	智慧財產權及成果	專利權	發明專利	申請中	0	件	
				已獲得	0		
			新型/設計專利		0		
		商標權			0		
		營業秘密			0		
		積體電路電路布局權			0		
		著作權			0		
		品種權			0		

		其他	0		
	技術移轉	件數	0	件	
		收入	0	千元	
參與計畫人力	本國籍	大專生	0	人次	
		碩士生	0		
		博士生	0		
		博士後研究員	0		
		專任助理	0		
	非本國籍	大專生	0		
		碩士生	0		
		博士生	0		
		博士後研究員	0		
		專任助理	0		
其他成果 （無法以量化表達之成果如辦理學術活動、獲得獎項、重要國際合作、研究成果國際影響力及其他協助產業技術發展之具體效益事項等，請以文字敘述填列。）		目前正在修稿準備投稿當中			

科技部補助專題研究計畫成果自評表

請就研究內容與原計畫相符程度、達成預期目標情況、研究成果之學術或應用價值（簡要敘述成果所代表之意義、價值、影響或進一步發展之可能性）、是否適合在學術期刊發表或申請專利、主要發現（簡要敘述成果是否具有政策應用參考價值及具影響公共利益之重大發現）或其他有關價值等，作一綜合評估。

1. 請就研究內容與原計畫相符程度、達成預期目標情況作一綜合評估
   ■達成目標
   □未達成目標（請說明，以100字為限）
   　□實驗失敗
   　□因故實驗中斷
   　□其他原因
   說明：

2. 研究成果在學術期刊發表或申請專利等情形（請於其他欄註明專利及技轉之證號、合約、申請及洽談等詳細資訊）
   論文：□已發表　□未發表之文稿　■撰寫中　□無
   專利：□已獲得　□申請中　■無
   技轉：□已技轉　□洽談中　■無
   其他：（以200字為限）
   本研究之成果預計發表在國際期刊，以英語教學期刊為優先例如: Language Learning (Impact Factor 1.61), System (Impact Factor 0.721), English in Education (Impact Factor 0.50), Language and Education (0.34)等，希冀引起更多有多藝術相關科系學生英語學習之相關研究

3. 請依學術成就、技術創新、社會影響等方面，評估研究成果之學術或應用價值（簡要敘述成果所代表之意義、價值、影響或進一步發展之可能性，以500字為限）
   本研究子計畫一結果顯示成就目標和自我設限策略是最具有預測和影響效果的。子計畫二顯示學生英文能力越高，在方法的目標導向、逃避的目標導向和自我效能地表現上就越高。相反地，學生英文能力越高，害怕失敗的分數就越低。子計畫三顯示學生都知道英文畢業門檻的存在，但是因為本科系太忙或是怕考試不通過等原因，讓他們遲遲沒有通過英文畢業門檻，學生並說明其實是因為他們沒有時間去唸英文，並不是他們的能力不夠。子計畫四比較三所大學大一的新生，結過顯示學生在自我的目標導向、其他的目標導向、其他的逃避導向、害怕失敗和自我效能方面有顯著性地差異。臺灣許多藝術家和藝術工作者在國際大放異彩，政府在推廣軟實力的同時，語言能力是不可或缺，藝術類的學生在本身的專業領域是最傑出的，部份學生在專業能力和英文程度上都是很好，本計劃找出學生在專業科目和英語學習中學習方法的不同，藉以幫忙英文程度較差的藝術類的學生，增加英語學習動機和增進英語文能力。

4. 主要發現

本研究具有政策應用參考價值：□否 ■是，建議提供機關教育部,外交部,
（勾選「是」者，請列舉建議可提供施政參考之業務主管機關）

本研究具影響公共利益之重大發現：■否 □是

說明：（以150字為限）

臺灣許多藝術家和藝術工作者在國際大放異彩，政府在推廣軟實力的同時，語言能力是不可或缺，此研究報告結果希冀教育部和外交部能支持全面提升學生語文能力。