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## Predictors of Learner's Goal Orientation in the Indian KFL Context: A Learner's Background & Socio Psychological Perspective

### Abstract

Korean language education in India has marked its 56th year this year. With its footprints marking from the year 1971, there has been a remarkable progress in last 50 decades. Starting from a number as few as 3 to a larger number of 300(approx.) Indian students at present learning Korean language all over India, shows the increasing interest of Indians in Korean language and culture. Among some of the pioneer names in India, various institutions such as Jawaharlal Nehru University, Delhi University, Central University of Jharkhand, EFLU Hyderabad, Manipur University are the well know institutions. Various different kinds of Korean language programs for both long-term and short-term courses are conducted in these institutions.

As the very aim of any education marks the first steps of the learning process, it is very vital for us to understand the aims of the learners, as to understand why and how they thought of learning a particular language. It not only gives a prospective for designing learner-centered curriculum, but also helps a teacher to understand the various factors, which result in individual performance and learning processes.

As many of us would believe that learners have certain characteristics, which lead to more or less successful achievements of their aims of learning the language. Every human being has set of factors affecting their process of language learning and hence it is crucial to understand the background of a learner in order to provide him/her with the right tools to learn a language. Indian learners growing up in a multicultural and multilingual environment,

have a certain degree of peculiarities in terms of language learning competence. They have various demographic, motivational learning factors and resource factors acting upon them.

Hence, with the same focus this paper tries to identify the wide spectrum of aims of Indian learners in correlation with the socio psychological perspectives pertaining to their personal family and linguistic background. This study is also exploring as to how the multicultural and multi-linguistic background of Indian learners affect their aims and achievements of language learning.

Keywords - Learner-centered curriculum, Multicultural and Multilingual environment, Learning competence, Demographic factors, Motivational learning factor, Socio psychological perspectives, Linguistic background

## **Introduction**

LANGUAGE is a vital media to connect the human life with reality. In the very reality of our existence, it is the power of expression and understanding, through our communication in various forms that give us an insight into an individual's life. The study of human language has been such since the beginning of the era of the human development. With various theories in the field of language study, researchers have given new definitions for first language as L1, second language as L2 and further more ventured into the area of foreign language study. Foreign language teaching and learning is one of the most vibrant areas of current researches that consider language learning as a fundamentally social process. While recognizing the limitations of more traditional psycholinguistic models that see language learning as primarily an individual's mental process, many scholars are now interested in exploring the socially, culturally and historically situated nature of language learning (Zuengler & Miller, 2006).

Researchers, over the years have been debating about language factors affecting the various kinds of language developments. With the many changes, especially in the last 30 years, the focus of language teaching has shifted from the teacher and teaching materials to the learner and learning variables. Consequently, studies regarding the learner variables such as age, schooling, family background, socio economic status, attitudes, motivation, orientation, aptitude and such other areas of study have also become very relevant. Among some of the pioneer works, researches by Gardner 1985; Gardner and Lamberts 1959; Lukmani 1972 have demonstrated that socio psychological factors are highly significant in

foreign language learning. They also concluded that foreign language learning is essentially a social psychological phenomenon (Sawhney, 1998).

The success or failure of a language learner largely depends on his or her goal settings. Over the years, motivational researchers within different frameworks have investigated various goal orientations. Goal orientation can be broadly defined as reasons for learning a language. It is important in any model of learning because they are viewed as the impetus for motivated behavior (Cid, Granena & Tragant, 2009). The very basic reasons to study a foreign language may be as varied as reasons to get a better job, fit into a particular society, to find a spouse or may even be an intense desire to be identified with a particular target language group. To arrive at these clusters of reasons, there are a number of variables that are related to each other resulting into the selected goal (Cid, Granena & Tragant, 2009). Within this framework of understanding the various factors working behind the goal setting of a learner, this study focuses on the learner's influencing factors that affect the language development, particularly in case of foreign language learning in India. The purpose is to investigate the correlation between the various learner variables and the language learning goals. The hypothesis of this research is that, there are some reflections of each individual's differences upon their goal setting and their achievements, in respect to their socio psychological, socio economical and motivational aspects.

Concepts like learner styles, learning strategies, good language learner qualities, motivation, attitudes, affective factors and personality are largely debated on the basis of empirical researches. Understanding the relationship between individual variable differences, social situations and success levels in language learning, is a far greater challenge. It has been observed countless times that, in the same foreign language class, some students progress rapidly while others struggle along, making very slow progress. Researchers have studied learner variables such as motivation, intellectual abilities, personality and learning preferences etc., and gave the classification of a good language learner (Lightbrown & Spada, 2006).

However, this study tries to look at the success or failure of foreign language learners from a new perspective. The major interest is in finding out whether there are correlations between the goal orientation of the learners and their personal backgrounds and socio psychological factors.

### **Background literature**

Although language is always 'expressive' in the sense that it expresses internal states (Bloom, 1991), the characteristics of each language in each region has certain uniqueness in

terms of individual differences in language development. The empiricist view emphasizes that environment and language use, plays a vital role in making out the boundaries of these differences in language development. The most talked about researches for Indian aspect of language environment and its uses, are concerning with areas of bilingualism and multilingualism.

Considering Indian bilingualism as a valid area of study was somehow, until quite recently, strangely overlooked in most academic efforts in the world. However now, scholars have taken note of this area too, and proved it to be simply a linguistic condition. Gill (1977) largely classified Indian bilingualism into two types: bilingualism at the market and bilingualism at the school. Most Indians use this ability of bilingualism, in their daily affairs such as shopping, peer-to-peer interaction, day to day socializing and for general discussions and other social affairs. From a strictly linguistic competence perspective, it may sometimes undoubtedly seem of a very low linguistic level. However bilingualism of the school differs on its perspectives of composition and articulation. Mehrotra (1976) in his paper on various dimensions of Indian bilingualism talks about linguistic, sociological, psychological, educational and political aspects.

Lambert (1974 & 1978) suggested that the roots of bilingualism are also found in several aspects of the social psychological mechanism involved in language behavior, especially in relation to the social status of the languages and their perception by the individual. Two types of bilingualism was distinguished by Sawhney (1998) as Additive and Subtractive bilingualism. Additive bilingualism is where both the languages and both cultures are complementary in nature, bringing positive elements to learners' overall development. It can be linked to integrative motivation, when learners maintain their mother tongue while learning another language. In subtractive bilingualism, the two languages are not complementary but are kind of competing with each other. This form of bilingualism occurs when an ethno linguistic minority rejects its own cultural values, in favor of an economically and culturally prestigious group, which is a very common phenomenon in case of urban settings. This is linked with instrumental motivation.

Pattanayak (1975) largely criticized the use of language as a problem and a barrier to communicate, under the conditions of multiplicity of ethnic groups, languages dialects styles, registers and scripts. To address such issues of bilingualism in Indian context, if parents or families choose to raise their child bilingually, this implies a positive attitude towards bilingualism. Learners' attitude towards the target language would influence their motivation to learn the target language. Such learner variables, in the field of foreign language teaching,

have always brought about larger interest among western scholars. While researches in this field have been growing and providing rich resources from which pedagogy can be drawn, however the various new areas which have been born out of this new relation, bear psychological connections of the learning process.

In terms of individual psychological constructs, interest in learner related variables began as early as 1975 with the good language learner studies (Naiman, Frohlich, Stern & Todesco, 1978; Rubin, 1975; Stevick, 1989) wherein the characteristics of the learner, were studied in relation to their success in learning. As good language learner studies concentrated largely on the range of learner characteristics, the main focus has been on language learning styles, strategies and motivation (Cohen & Macaro, 2007).

Among the various learner variables working upon the failure or success of a language learner, the goal of any language learning forms a foundation of the whole process. The goal of any language program is partly linguistic and partly non-linguistic. The linguistic goal focuses on developing competence in the individual abilities to read or write, speak and understand. The non-linguistic goal emphasizes such aspect as improved understanding of the other community desire to continue studying the language as an interest in learning other languages (Gardner, 1985)

In its direct connection with this research and the hypothesis in relation to the goals of Indian students studying Korean language, two most important conceptualization of goal orientation can be seen in the in-depth studies: Gardner's framework of social psychological aspect and Ames & Archer's goal orientation theory.

Motivation was seen as a combination of attitudes towards the target language and the efforts and desire to learn it. As proposed by Gardner & Lambert (1972)'s research, two kinds of motivational orientation representing ultimate goal for learning the language; integrative and instrumental orientation. An integrative motivation reflects the positive attitudes to the learning situations, sincere and personal interest in the people and culture represented by the target group; when the learners wish to learn more about the other cultural community because they are interested in it in an open-minded way, to the very extent of coming to accept themselves as the member of that target group. An instrumental orientation reflects the practical values and advantages of learning a new language; the purpose is utilitarian such as getting better job/employment opportunities. According to Gardner (1985), detailed studies have shown that integrative motive is more complex of attitudes, motivation and strategies, underlining the successful acquisition of a language.

Goal orientation theory by Ames & Archer (1988) address orientation in classroom learning. The two main orientations are task goals (mastery or learning goals) and performance goal (ego goals). The focus of a task goal orientation learner is on developing competence and it reflects an interest in learning and is related to intrinsic motivation. A performance goal reflects a comparison to others (Urdu, Ryan, Anderman & Gheen 2002). The focus of a performance goal orientated learner is on displaying competence. In recent researches, performance goal orientation is divided into positive and negative perspectives as performance approach goal orientation and performance avoid goal orientation. A performance approach goal orientation reflects a desire to perform better than others and performance avoid goal orientation is to avoid failure in language performances (Smith, Duda, Allen & Hall, 2002).

Among the various researches carried out in India, Agnihotri, Khanna and Mukerjee, 1982, 1983 & 1988; Khanna, 1983; Mathur, 1991; Sahgal, 1983; Virmani, 1991 are some of the famous researches underlining the overwhelming importance of social and individual factors in the social-psychological framework of goal orientation and motivation, were largely highlighted in these researches. Moving a step further, the purpose of this study is to understand the relation or influences between the learner's socio economic background and the goal setting perspective of the learner.

Socio economic status is an important aspect in community based studies such as language learning. Evaluation of socio economic status of a learner would involve learner variables such as family education, occupation and economic status, physical assets, social position etc. In Indian perspectives, several measuring scales have been proposed for classifying different populations by socio economic status. Some of these are Rahudkar scale (1960), Udai Parikh scale (1964), Jalota Scale (1970), Kulshrestha scale (1972), Kuppuswamy scale (1981), Shrivastava scale (1978) and Bharadwaj scale (2001)<sup>1</sup>. However in regard to social transformation and change in economy criteria scale of rural and urban population, these scales are considered as less effective. The most widely accepted scale proposed by Kuppuswamy (1981) in India is being used in this study.

This study is aimed at examining the goal orientation of Indian students learning foreign language and the role of social-psychological and socio economic factors of learner's background on their achievements or failure of goals. So far very little work has been done in this area of foreign language learning in India in this context. It may also be mentioned in this

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<sup>1</sup> Ghosh & Ghosh(2009)

study that for the first time the correlation of the learner's variables and goal of language learning was examined independent of the role of teacher and course attributes.

### **Sample Study**

This foreign language study research was focused on Indian learners learning Korean as a foreign language in India as a sample to study the foreign language phenomena in India. In order to focus on goal orientation and learner variables, data were collected from a large study group at 03 major universities in India. The sample group belonged to Northern and Eastern region in India, with a proper mix of community having wider spectra of learner's variables and socio psychological data. A total of 89 students (45 males and 44 females) mainly in the age group of 19 ~25 years were targeted. The objective of sample selection was to cover a wide range of different patterns of socio economic background of learners.

The methodological approach used in this study may be viewed as typically a research on learner variables and goal orientations. Although the sample in this study presented here is small, it represents the essence of methodological approaches of larger and more complicated studies, largely of those that use structural equation modeling. The research is cross-sectional. This means that questionnaires designed for this study has three major categories; (a) Personal background data, (b) Social Psychological data, (c) Goal orientation.

### **Personal Background data**

This part has three sub categories; (i) Basic personal information (ii) Socio-Economic status based on revised version of Kuppuswamy scale of SES(2014)<sup>2</sup>, (iii) Parent's encouragement based on Gardner's Attitude/Motivation Test Battery (AMTB) designed in 1985<sup>3</sup>.

1. Basic personal information: The students were asked to fill in basic information such as their names, age, sex, program of study, year of study etc.

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<sup>2</sup> The Kuppuswamy scale proposed in 1976, measures the Socio Economic Status of an individual based on the three variables namely, education, occupation of the head of the household and income of the family. Of the three variables, education and occupation of the head of the household do not change frequently with time. However, the steady inflation and the resultant devaluation of the rupee necessitate periodic revisions of the income variable. The previous revisions of the scale were done in the years 1998 and 2007.(Gururaj & Maheshwaran, 2014)

<sup>3</sup>The Attitude/Motivation Test Battery (AMTB) was developed by Gardner(1958; 1960) and was extended by Gardner and Lambert (1972) which involved more than 20 years of research. It was initially directed to the investigation of English-speaking students learning French as a second language. As a consequence, the items comprising the battery were concerned primarily with French. However, later the English-language version (AMTB) was used with secondary school students studying English as a foreign language. Today AMTB has been translated and used in research in Brazil, Croatia, Japan, Poland, Romania, and Spain (CAAL Talk, 2005).

2. Socio-Economic status: This included 04 major factors; Parent's educational background, Parent's occupation, Parent's income and Socio economical class.

Parent's educational background was classified into seven types, namely, Profession or Honors, Graduate or post graduate, Intermediate or post high school diploma, High School certificate, Middle School certificate, Primary School certificate, Illiterate.

Parent's occupation was classified into nine types, namely Profession, Semi-profession, Clerical, Shop-owner, Farmer, Skilled worker, Semi-skilled worker, Unskilled worker, Unemployed.

Parent's income included the financial levels based upon the present economical status in India<sup>4</sup>. Annual income  $\leq 1.5$  Lakhs INR(approx. US\$ 2,300),  $\leq 2.5$  Lakhs INR(approx. US\$ 3,800),  $\leq 5.0$  Lakhs INR(approx. US\$ 7,700),  $\leq 9.0$  Lakhs INR(approx. US\$ 13,800),  $\leq 15$  Lakhs INR(approx. US\$ 23,000),  $\leq 18$  Lakhs INR(approx. US\$ 27,300).

Socio economical class was classified into 6 levels as Lower class(Rural), Upper lower class (Urban), Lower middle class, Middle class, Lower Upper class and Upper class.

3. Parent's encouragement : The Students were asked to indicate to which extent their parents encouraged them to study Korean language. Parent's support and their involvements were measured in different positively worded items.

### **Social Psychological data**

Based on the Gardner's AMTB, the factors in this classification have been modified depending upon the purpose of this research. The four major factors focused in this classification are; (a) Interest in Foreign language, (b) Attitudes towards Korean community, (c) Attitude towards learning Korean language, (d) Motivational Intensity.

Interest in Foreign language: The Students were asked to rate the extent to which they agreed with the six statements eliciting information on how keen they are in learning a foreign language.

Attitudes towards Korean community: This scale consisted of six positively worded items about Korean people. The students were asked to indicate how much they agreed or disagreed with each.

Attitude towards learning Korean language: Three statements were presented to understand the student's feelings towards Korean language and their learning process.

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<sup>4</sup>Business Standards (Oct.ed., 2015)

Motivational Intensity: This is an index for individual motivation towards learning Korean language. It included the desire to learn Korean, individual efforts in learning and affective reactions towards the learning process. This being the most concerned factor in Indian classroom scenario of foreign language learning, eight items are representing the various aspects of this factor.

### **Goal orientation**

This study followed the model of Lindy Woodrow (2012)'s research based on goal orientation of EAP learners, and included Gardner's integrative and instrumental orientations as measured by the AMTB from the language learning prospective and from the educational perspective used task and performance goals as measured by the Patterns of Adaptive Learning Survey (PALS)<sup>5</sup>.

The five major items classified in this part of the survey are; (a) Task goal orientation, (b) Performance-approach goal orientation, (c) Performance-avoid goal orientation, (d) Integrative goal orientation, (e) Instrumental goal orientation.

Task goal orientation: The students are interested in learning new things about the target community or country, they like to have task based activities, challenging tasks, no or less fear of making mistakes, higher level of acceptance, focus on better learning of the language.

Performance-approach goal orientation: In this orientation, students' purpose or goal in an achievement setting is to demonstrate their competence. Attention is focused on the self. A performance-approach orientation has been associated with both adaptive and maladaptive patterns of learning (Midgley et al., 2002)

Performance-avoid goal orientation: The students' purpose or goal in an achievement setting is to avoid the demonstration of incompetence. Attention is focused on the self. A performance-avoid goal orientation has been associated with maladaptive patterns of learning (Midgley et al., 2002).

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<sup>5</sup>The Patterns of Adaptive Learning Scales have been developed and refined over time by a group of researchers using goal orientation theory to examine the relation between the learning environment and students' motivation, affect, and behavior. Student scales assess 1) Personal achievement goal orientations; 2) Perceptions of teacher's goals; 3) Perceptions of the goal structures in the classroom; 4) Achievement-related beliefs, attitudes, and strategies; and 5) Perceptions of parents and home life. Teacher scales assess their perceptions of the goal structure in the school, their goal-related approaches to instruction, and personal teaching efficacy (Midgley et al., 1997)

Integrative goal orientation: This scale emphasizes on the importance of learning of Korean as a foreign language in order to have better social interactions with the Korean community and others who speak Korean.

Instrumental goal orientation: This orientation primarily focuses on the pragmatic or utilitarian value of learning Korean as a foreign language. With their focus on future prospective, students reflect their interests in international issues and identification with an international community (Yashima, Zenk-Nishide & Shimizu, 2004).

### Analysis

The participants were given the questionnaire to assess their personal variables along with their goal orientation profiles. The readings were recorded in AMTB and PAL items based on how true and untrue the statements were to the participants. The SPSS software was used to do the correlation and step-wise mean and standard deviation analysis. The data analysis was done in the descriptive form of statistics in various tables in graph forms.

Table 1.1.gives an overall scenario of the mean and standard deviation of three different variables in this study; (a) Personal background data, (b) Social Psychological data, (c) Goal orientation.

*Table 1.1. Mean and standard deviations of the sample data<sup>6</sup>*

Item(s)	Mean	SD
<b>Personal Background Data</b>		
<i>Age*</i>	22.12	3.37
<i>Year(s) of study*</i>	2.18	1.56
<i>Parent Education</i>	2.6	1.17
<i>Parent Occupation</i>	2.6	1.65
<i>Family Income</i>	3.75	2.50
<i>Social class</i>	4.39	1.25
<i>Parent Encouragement</i>	4.93	1.10
<b>Social Psychological data</b>		
<i>Interest in Foreign language learning</i>	5.12	0.79
<i>Attitude towards Korean community</i>	4.96	0.917

<sup>6</sup>This is to note that the data is collected and analyzed on the basis of AMTB and PAL survey, keeping 6 as the maximum and 1 as the least scale both in the positively worded and negatively worded items.

\*Age and years of studying Korean language are exceptionally denoted to show the average age and year of the date sample.

<i>Attitude towards learning Korean language</i>	3.78	0.86
<i>Motivational Intensity</i>	5.16	0.65
<b>Goal orientation</b>		
<i>Task goal orientation</i>	4.98	1.04
<i>Performance approach goal orientation</i>	4.39	1.15
<i>Performance avoid goal orientation</i>	3.13	1.51
<i>Integrative goal orientation</i>	5.10	1.01
<i>Instrumental goal orientation</i>	5.23	0.91

The results indicate that most important variable reported by the learners were instrumental goal orientation, motivational intensity, integrative goal orientation and interest in foreign language learning. It is interesting to note that both learning orientations and educational orientation have shown similar importance in Indian learners. This by itself indicates that classroom-based educational orientations are most relevant to the learners of Korean language. This also explains that the participants are interested in continuing their studies and believe that the Korean language has higher future prospects for them. In order to investigate the relations between these variables more closely, correlation analysis was carried out. The personal background and social psychological data are closely related to the learner's variable depicting the Indian learner's family background and their socio economic status as discussed before. It was interesting to study the correlations between these two variables, as the results have brought out some of the very typical characteristics of Indian students (Table 1.2.).

*Table 1.2. Correlation between Personal background data & Social Psychological data*

<b>Items</b>	<b><i>Interest in Attitude towards Foreign language learning</i></b>	<b><i>Attitude towards Korean community learning language</i></b>	<b><i>Attitude towards Korean Intensity</i></b>
<b><i>Age</i></b>	0.04	0.32	0.04
<b><i>Year(s) of study</i></b>	-0.07	0.22	-0.04
<b><i>Parent Education</i></b>	0.14	0.14	0.11

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<i>Parent</i>	-0.12	0.22	0.25	0.17
<i>Occupation</i>				
<i>Family Income</i>	-0.04	0.07	0.04	0.04
<i>Social class</i>	-0.03	0.18	0.24	-0.17
<i>Parent</i>	0.37	0.27	0.07	0.45
<i>Encouragement</i>				

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The correlations indicate that learner's personal background and social psychological factors are related to each other. Parental encouragement was found to be the most important predictor of overall social psychological set up of the Indian students. It appears that students living with close interaction with their parents are more grounded to their interest and attitude towards Korean language learning. Parents who promote and reflect cultural exchanges and emphasize the importance of learning Korean as a foreign language help their children to willingly study harder. This reflection can be easily observed with the high values of correlation of motivational intensity with the parental encouragement.

On the other hands, the Socio-Economic Status (SES) of the Indian families stands to have a negative correlation with the interest of their wards to learn a foreign language. Being a very traditional society, people still have very strong opinions grounded in certain preconceived perceptions of “success”, that guide their desire to influence their children to be an engineer, a doctor, a lawyer or a civil servant. As in the Indian situation, a good SES subsumes better opportunities to learn, which simply indicates going to good schools and having greater exposure to the high-profile and highly paid job opportunities. In such scenario, only those with substantially low SES families, look for opportunities for their children to learn a foreign language and through it, get an international exposure.

Another factor, as indicated in the above results, that being an important point of concern in the case of Indian students, is that the motivational intensity tends to fall with the increase in age and number of years of learning. It is been largely observed, that proportionally a large number of students show this peculiar phenomenon of low or dwindling rates of motivation. However, this can also have certain other major factors that may be a cause of influence, which however need more in-depth study to reach upon a conclusion.

The overall correlation analysis of the learner's variable and goal orientation is presented in Table 1.3.

*Table 1.3. Correlation between Personal background data, Social psychological data & Goal orientation*

Items	<i>Task goal orientation</i>	<i>Performance approach orientation</i>	<i>Performance goal avoid orientation</i>	<i>Integrative goal orientation</i>	<i>Instrumental goal orientation</i>
<b><i>Personal Background Data</i></b>					
<i>Age</i>	-0.02	0.18	-0.10	0.06	0.009
<i>Year(s) of study</i>	-0.08	0.05	-0.05	0.20	0.12
<i>Parent Education</i>	0.10	0.80	0.05	0.04	0.27
<i>Parent Occupation</i>	0.11	0.11	-0.03	0.15	0.03
<i>Family Income</i>	0.01	0.05	-0.17	0.06	0.04
<i>Social class</i>	0.13	0.03	0.01	0.08	0.03
<i>Parent Encouragement</i>	0.44	0.35	-0.22	0.54	0.54
<b><i>Social Psychological Data</i></b>					
<i>Interest in Foreign language learning</i>	0.49	0.39	-0.20	0.44	0.50
<i>Attitude towards Korean community</i>	0.51	0.40	-0.15	0.66	0.51
<i>Attitude towards learning Korean language</i>	-0.04	0.19	0.009	0.002	0.09
<i>Motivational Intensity</i>	0.25	0.25	-0.31	0.28	0.31

The overall correlation data analysis implies a strong orientation of Instrumental and Integrative goals in terms of both personal background data and social psychological data. With the highest score of correlation, Integrative goal orientation is directly related to Indian students' positive attitude and a fair deal of respect towards the Korean community. This justifies the deep sense of respect and inclusiveness the Indian students show towards the Korean natives and as well as their aspiration towards them to feel a sense of belongingness.

Parents' encouragement, as also being observed in the previous table as well, shows a high score of correlation with both integrative and instrumental goal orientation. We can say, that it deeply influences the learners' goal orientation and their achievements. As suggested in the study of Indian learners by Sawhney and Agnithotri (1998), parental encouragement has been the most important predictor of overall encouragements and goal setting of Indian learners. Instrumental goal orientation does have a good value of correlation with the parent's education. This reflects upon parental guidance, right from their advice of what language to choose and its future prospects, greatly depends with the level of education of the parents, and their exposure/experience and acceptance of today's fast changing scenarios. In most cases, this is observed that learners with rural parental background tend to have weaker goal orientation, as there is direct correlation between parental education, occupation, exposure and encouragement. This is quite similar to the study of Sawhney (1998), who emphasized that the social variable such as family education and exposure play a direct and significant role in foreign language education in India.

One very interesting factor has been found to influence the Indian foreign language classrooms is the avoidance of performance that avoids goal orientation. Indian students seem to have negative correlation with performance avoid goal orientation in most of their personal background and social psychological factors. This very well follows the study of Woodrow (2012) and Salili, Chui and Lai (2001)'s concept of ethnicity in the performance avoid goal orientation. Their study reflected that learners from Confucian heritage cultures are more likely to adopt performance avoid goal orientation than learners from other backgrounds. As found in this study as well, the Indians seem to have lowest preference for performance avoid orientation ( $M=3.13$ , Table 1.1).

Table 1.4. Correlation between Goal orientations

<b>Orientations</b>	<i>Task goal orientation</i>	<i>Performance approach goal orientation</i>	<i>Performance avoid goal orientation</i>	<i>Integrative goal orientation</i>	<i>Instrumental goal orientation</i>
<i>Task goal orientation</i>	1.00				
<i>Performance approach goal orientation</i>	0.52	1.00			
<i>Performance avoid goal orientation</i>	-0.12	-0.23	1.00		
<i>Integrative goal orientation</i>	0.66	0.32	-0.21	1.00	
<i>Instrumental goal orientation</i>	0.63	0.46	-0.16	0.69	1.00

The correlation among the goal orientations (*Table 1.4.*) suggests that learners may have more than one orientation for learning Korean. For instance, one learner can be instrumentally and integrative, in being interested in learning Korean at the same time. This supports Pintrich's notion of multiple goal orientation (Pintrich, 2000).

Integrative goal orientation and Instrumental goal orientation have shown the highest degree of correlations with each other, this indicates the dynamic nature of Indian students having the finest of balance between the two major motivational orientation. It has been commonly observed that students in their initial years of language learning show higher levels of interest in Korean language and its culture. With the growing years of education, they are always in the lookout for part-time job opportunities. However, their high degree of participation and voluntary work in Korean cultural festivals organized by the language departments of their institutions, show their self-determination and intrinsic motivational orientation.

The correlation of integrative and instrumental goal orientation with the task goal orientation has been higher. This reflects the demanding nature of Indian students for having more challenging tasks or activity based learning. Even though this particular sample of Indian learners, were integrative and instrumentally motivated, they preferred task based, challenging class activities.

Indian students learning a foreign language are often being observed to have higher use of bilingual language strategies such as code switching and code mixing, not only in their use of Indian languages, but also in the foreign language communications. One might say that, in case of a doubt or not knowing the correct or suitable vocabulary, code switching is a good example of strategy, which every Indian learner tends to use freely in any language usage (Kachru, 1977). This is a very basic psycholinguistic phenomenon of bilingualism or multilingualism in India.

This study also reflects the same, in respect to their higher levels of confidence in the usage of Korean language and the lower level of performance avoid goal orientation. As to understand it better, for example, in case of 'I don't like to speak Korean, as I think people will feel that my Korean is bad', students have responded negatively to this question. This suggests that in such situations, the students replace the Korean words with English or Hindi words so naturally that it does not affect their confidence level in the speaking. This transfer of linguistic units from one language to another occurs in such a natural form in the Indian learner's mental state, that 'code switching' and 'code mixing' becomes a part of daily language use. Hence, on the other hand it also reduces the avoidance strategy to a larger extent. As a result, the correlation between task goal orientation and performance avoid goal orientation has been found negative in this study. Some of the most recent researches also, indicated that these two goal orientations can be negatively or unrelated to each other (Midgley et al., 1998).

The result analysis in this section used correlations to analyse the personal background data, socio psychological data and goal orientation. It is believed that correlation analysis is the basis of more complex factor analysis. Hence, it is important to mention that these correlations have only indicated relationships between the variables. However, they do not control the direction of the relationships and further detailed study is required to interpret the cause or effect of the relationship.

## Discussion & Future direction of research

Gardner and Lambert emphasized that foreign language learning is essentially a social psychological phenomenon. Learner variables such as age, socio-economic background, motivation and orientation play highly significant role in foreign language learning task and do account for variance in the proficiency level (Lukmani, 1972). With this as the background, some researches have been carried out in India, which have partially employed the social psychological framework (Agnihotri, Khanna & Mukerjee, 1982; Lukmani, 1972; Sahgal, 1983).

On the other hand goal orientation theories have been gaining importance as Gardner theorized goal orientation as being one of the characteristics of successful language learning. Moving a step further, bridging the two theories of language learning, this study aimed at finding out the interrelationship between the learner's socio psychological setup and personal background, along with the goal orientation of Indian learners learning Korean as a foreign language. To get a deep insight into the dynamics of learner's goal identification and its linkages with his or her family background and values, the correlation analysis brought out peculiar characteristics of the Indian scenario of foreign language learning. It was interesting to note how different family background factors such as parent's education and income status, play important factors in contributing to the interest and promotion of foreign learning among Indian students. If we regard teachers' innovative teaching methodologies and techniques as one of the index for successful language learning, on the other hand, informal or personal settings such as parental encouragement and motivation are also closely associated with the individual achievements.

In the most common contribution of researches, of motivation of language learning have shown that integrative motivation, compared to instrumental orientation, was a stronger determinant of learner's achievement in language learning (Baker, 2002; Gardner & Lambert, 1972; Pavlenko, 2002; Sayadian & Lashkarian, 2010). However, similar to the result of this study, in a number of other studies, it is been recorded that both instrumental and integrative goal orientations have played similar roles in shaping the learners' motivation towards learning a foreign language. The two motives have been regarded as equally pivotal socio psychological orientation (Chalak & Kassaina, 2010). In light of the results of this study, it can be concluded that in case of Indian learners, both integrative and instrumental goal orientation play significant roles in the learner's success. It cancelled out the hypothesis that

instrumental goal orientation is much higher in its preference compared to the integrative goal orientations. Reasons such as getting a good job, doing international business, working in multinational companies for higher financial gains were presumed to be factors that were mostly desired. However, with the increasing exposure to K-pop culture, interacting and associating with the Korean culture, making friends has become more widespread in the growing years. This depicts the phenomenal change in learner's goal settings and interests.

Thus from the teacher centered to the learner centered methodology, this study on Indian learners brought out light upon very basic, however still very untouched variables of Indian learners. In particular, there is a need for such type of research for the area of goal orientation of Indian learners. This shifting adoption of multiple goal setting is an area that would be benefitted by such methodological approach. As rightly suggested by Dörnyei (2001), individual goals may differ and thus it is important for a teacher to investigate these goals at a class level, then group level and negotiate and revise them periodically. Thus it becomes even more important for a teacher to understand the various factors working behind the students in setting up his or her goal orientation.

One can therefore conclude that though the relative importance of learner goal orientation in Indian settings do play a significant role, however it is the overall association of the learner's socio economical and socio psychological background, which are most significant. The comprehensive correlation of these three factors, are directly responsible for successful foreign language learning. It is therefore suggested that rather than a restricted dichotomous model of foreign language learning, we need a comprehensive sociolinguistic model.

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