

Abstract

This study investigated predictors and consequences of goal orientations in foreign language learning in 76 undergraduates who learned English as a foreign language. It was found that bicultural identity resulting from globalization significantly predicted mastery goal but not performance-approach goal, while language preference in various daily life situations failed to predict any goal orientations. It was also found that mastery goal significantly predicted intrinsic interest in English courses, but not performance-approach goal. Moreover, neither goal predicted academic performance significantly. Furthermore, there was a moderate positive correlation between mastery and performance-approach goals, and it did not converge with much of the Western literature nowadays which showed no correlation. The result suggests that the desire to integrate in the global community is related to meeting own standard and developing competence in a foreign language. It also provides some insights towards cultural difference in learning goal orientations, as well as the multiple goal theory suggested by Harackiewicz, Barron, Pintrich, Elliot, & Thrash (2002).