

The Investigation of Integrative, Instrumental, Intrinsic and Extrinsic Motivation of Language learners in the foreign settings

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Abstract

Research has not investigated the motivation of students toward learning Persian as a foreign/second language. This study examines the integrative, instrumental, intrinsic, and extrinsic types of motivation among language learners learning Persian as a second language. A questionnaire consisting of 40 questions, adapted from Gardner (2001), Ryan and Deci (2000), and Noels et al. (2001), was used to collect the required data. Statistical procedures were followed to analyze the data from 135 (59 females and 73 males) language learners. Results showed that integrative and extrinsic were respectively the most and the least significant forms of motivation among these participants. They reasoned that they mainly learn Persian language to understand Persian art, literature and history, increase their knowledge, and communicate with Iranians. Variables such as gender, education, and age showed significant differences among the males and females concerning instrumental and intrinsic types of motivation. Furthermore, whereas the results indicated significant variation between the participants' education levels and their integrative motivation, there was not any significant relationship between the age and motivation.

Keywords: *Integrative Motivation, Instrumental Motivation, Intrinsic Motivation, Extrinsic Motivation, Persian Language learner.*

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1. Introduction

Motivation is a determining factor in learning process. Brewer and Burgess (2005) assert that learners need a power motivating them in achieving their goals. The acquisition of a target language is an objective for language learners, which function as a powerful impetus in encouraging them in its accomplishment. Research shows that language learners can get progressed well in their learning journey providing that they are sufficiently motivated (Cook, 2000). Ellis (1994) also claims that the motivated learners could find language learning as an enjoyable experience. He maintains that many language teachers reach a consensus that motivation is a key in language students' success, but few of them attribute the students' failure to the lack of motivation. Cook (2000) mentions that language learners do not experience the same procedures in learning a language. He argues that three significant factors direct language learning process, namely, age, personality, and motivation, among which motivation plays a major role.

Early motivation approaches articulated that the forces which directed students' behavior were out of teachers' control. These theories forming the bases of modern motivation research initially were introduced under the framework of socio-educational models. Cook (2000) argues that language learning motivation is comprised of a purpose, a tendency to its achievement, and a positive attitude toward language learning. Gardner (2001) considers the notion of positive attitude toward the target culture as an integrative motivation which is an emotional understanding to another cultural group. In Gardner's model, both integrative and instrumental types of motivation play major function in the final success of the students in learning a further language. Instrumental motivation encourages the students to learn L2 practically and authentically (Hudson, 2000)

Later, Deci and Ryan (1985) introduced self-determination theory. This theory distinguishes two types of motivation, that is, extrinsic and intrinsic, influencing on learners' success. The extrinsic motivation is aroused by the external factors such as rewards, grades, or the opinions

of others and the intrinsic motivations induced by internal factors such as personal interests, curiosity, or experiencing an activity as fun (Deci & Ryan, 1985). Deci and Ryan (1985) assert that intrinsic motivation is rooted in one's positive feelings toward the action performance. In other words, intrinsic motivation is induced by the learners' action (Amabile et al. 1994). In fact, this orientation is considered as main impetus for discovering, learning, extending the abilities, and seeking for new challenges and phenomena (Deci & Ryan, 1985).

The relevant literature shows that no investigation has grounded on Socio-educational (Deci & Ryan, 1985) and Gardner (2001) motivation models to describe the motivation variable among language learners learning Persian as a foreign language in 79th period of Persian language teaching program. This study aims at investigating the amount of four types of motivation (integrative, instrumental, intrinsic and extrinsic ones) in non-Iranian Persian language learners in a foreign context. The findings of this investigation could provide us with insightful understandings concerning the role of these types of motivation in encouraging this group of language learners. Hence, the following research questions lead this study:

1. What are the motivation profiles of the Persian language learners in a foreign context?
2. What are the differences concerning the motivation types among graduate and undergraduate students learning Persian as a foreign language?
3. Does gender difference effect on these types of motivation in a foreign context?
4. Does age difference impact on these types of motivation in a foreign context?

2. Literature Review

Zia-Hosseini and Salehi (2008) used three data collection tools, that is, Academic Motivation Scale (Vallerand et al., 1993), Strategy Inventory for Language Learning (Oxford, 1990), and TOEFL test to investigate the relationship between motivation and language learning strategies among 100 English language learners (60 males and 40 females) at

Allameh Tabatabai University, Iran. The results showed that there was a significant relationship between students' intrinsic motivation and their learning strategies types. The findings also revealed that Iranian English language learners were more motivated with internal rather than external factors.

Vaezi (2008) examined Iranian undergraduate students' motivation toward learning English. The participants were 79 (41 males and 38 females) students majoring in engineering and humanities at a university in the eastern part of the country. They were requested to complete a questionnaire measuring both integrative (12 items) and instrumental (13) motivations of the students. The results indicated that although this set of students were interactively motivated, they were generally more instrumentally motivated.

Hernandez (2008) described the motivation of students toward learning Spanish as a foreign language in the US. This study examined the relations among five independent variables—integrative motivation, instrumental motivation, the need to fulfill a foreign language requirement, grade point average, and previous years learning Spanish—as predictors of five dependent variables: scores on a simulated oral proficiency interview, final exam scores, the desire to enroll in Spanish courses after completing the language requirement, and intention to major in Spanish. The study revealed that integrative motivation was a significant predictor for the participants' intention to enroll in additional coursework and their desire to master Spanish language. The results also showed that there was a negative connection between the need to fulfill the language requirement and intent to continue with further studies in Spanish. These findings indicate that the integrative motivation is significant in predicting the students' success in language learning classes.

Heidari and Naseri (2011) studied the relationship between four different types of motivation (intrinsic, extrinsic, instrumental, and integrative) and the lexical-oriented knowledge of 360 Iranian English language learners. The participants completed two questionnaires on motivation and took part in a vocabulary test. The findings indicated

that there was a positive but weak correlation between students' motivation and their vocabulary knowledge level. The results also confirmed a significant relationship between instrumental and intrinsic types of motivation not the others. Put it simply, the instrumentally motivated learners were considerably less intrinsically motivated. These researchers argued that the results of their study could be useful for better recognition of affective needs of language learners and, thereby, creating conditions for more effective language learning.

Kreishan and Al-Dhaimat (2013) examined the intrinsic, extrinsic, instrumental, and integrative motivation types of 166 Jordanian students toward learning English, French, and German as foreign languages at Al-Hussein Bin Talal University. They also probed the relationship among subtypes of intrinsic and extrinsic motivation and students' success. The students were distributed with an adapted questionnaire (Noels et al., 2001). The study did not report any significant correlation among orientation, intrinsic and extrinsic motivation and success in these participants.

Rehman et al. (2014) used a 20-item Likert-based motivation questionnaire to describe the participants' instrumental (10 items) and integrative motivation (10 items) of 50 Pakistani students toward learning English language. The results indicated that these participants were more characterized with instrumental rather than integrative type of motivation. In other words, the instrumental motivation was a strong predictor in describing the success of Pakistani English language learners.

Sedighfar and Khaleghizade (2016) described the relationship between motivational orientations and academic success of 64 Arab learners in learning Persian as a second language at Persian language Center, Imam Khomeini International University, Iran. Researchers used two types of data collection tools: (a) Language Learning Orientation Scale (Noels et al., 2001) and the Grade Point Average of learners in four language skills (reading, listening, writing and speaking). The findings reported a significant positive relationship between intrinsic motivation and academic success. The study further

showed there was a negative meaningful relationship between amotivation and academic achievement. However, the research did not confirm a significant relationship between extrinsic motivation and academic success of the participants. Generally, the study concluded that the intrinsic motivation had a determining role in predicting academic achievement of these learners.

Khaleghizade et al. (2020) used an adapted 36-item motivational questionnaire (Dörnyei, 2009; Taguchi et al., 2009) to examine the relationship between variables of *ideal self*, *ought-to self*, and *integrative* and *instrumental* types of motivation among 20 Chinese and Korean learners learning Persian as a second language. The results showed that there was a meaningful difference between Korean and Chinese learners concerning ought-to-self variable, in such a manner that the ideal-self of Korean were more than Chinese students, and the ought-to-self of Chinese learners were more than those in Korean learners. Moreover, the findings showed that there was no significant difference between the Chinese and Korean learners' promotional instrumental motivations; however, there was a meaningful variation between preventive instrumental motivation of Chinese learners or Korean ones. The study further reported that there was not a significant difference between two sets of students concerning integrative motivation. Researchers did not observe a meaningful correlation between ideal selves and integrative motivation of Chinese and Korean Persian language learners as well. Still, the study indicated a negative meaningful correlation between ought-t-self and preventive instrumental motivating of Korean students, while there was no significant relationship between these two variables in Chinese students.

3. Theoretical Framework

Motivation plays a key role in learning an L2 (second language). Ellis (2008) claims that motivation has received much more scholarly attention than other individual factors significant for learning an L2. Johnson et al. (1999: 146) consider motivation as a determining force directing the students to achieve their learning goals. Ryan and Deci

(2000) also maintain that motivation is an essential stimulus for effective performances. Richard and Schmidt (2002) assert that motivation is the main factor of success or failure in the process of learning an L2.

The social-psychological theory of motivation in L2 not only defines the structure of students' motivation, but also, explores the function of students' motivation level in their L2 learning procedure. This model distinguishes two broad orientations of motivation: integrative orientation and instrumental orientation. The former entails a desire to identify with the target-language culture and its speakers whereas the latter concerns with conditions when L2 students want to learn the language for functional purposes such as job opportunity, university application etc. Integrative motivation encourages L2 learners to easily interact with the target language speakers and be part of the target culture or community (Garner et al., 1976:199). Therefore, one could conclude that integrative motivators (i.e. L2 learners) the learners desire to function like the people who speak the target language. On the other hand, the instrumental motivation directs L2 learners to acquire the language for practical reasons including getting permission into a university or obtaining a job in a big company.

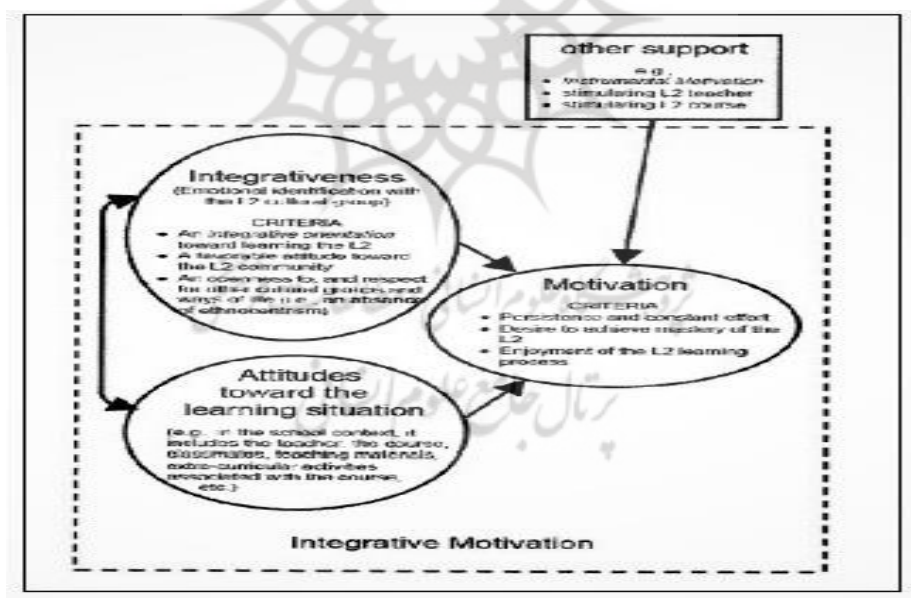


Figure 1: Conceptualization of Integrative Motivation (Based on Gardner, 2001, pp. 5-7)

According to socio-psychological model, students' language learning purposes are divided into two categories: integrative and instrumental. Integrative orientation makes the students to hold a positive attitude toward the target language speakers and cultures. In fact, this orientation stimulates the L2 learners to communicate with the members of the target community and similarly function like native speakers; all these goals are invisible. The instrumental orientation, however, encourages L2 learners to master the target language for achieving their visible goals such as the accomplishment their professional, academic, financial or other beneficial purposes. Dörnyei (2005) argues that this diverse group of factors is somewhat artificially distinct from "integrative motivation" and is not integrated well into this model.

Figure 1 indicates that Gardner (2001) used instrumental motivation to introduce what he termed as "other effective factors" including motivational factors (such as, teacher, L2 teaching program) and some further motivational variables useful in L2 acquisition. Although integrative and instrumental distinction of motivation type is a significant notion in L2 motivation investigations (Csizér & Dörnyei, 2005), Dörnyei (2005) believes that this group has artificially distinguished from instrumental form of motivation and, thereby, it has not appropriately been integrated in socio-educational model.

Later, Deci and Ryan (1985) introduced the self-determination model of motivation based on the perception that learners are motivated by both external and internal factors. This model was a one of the well-established and effective theories of motivation in cognitive psychology. Based on learners' internal interest and their engagement, self-determination model of motivation based on the perception that learners are motivated by both external and internal distinguishes three types of motivations, that is, *intrinsic motivation*, *extrinsic motivation*, and *amotivation* (i.e., the absence of any motivation to learn) (see Figure 2).

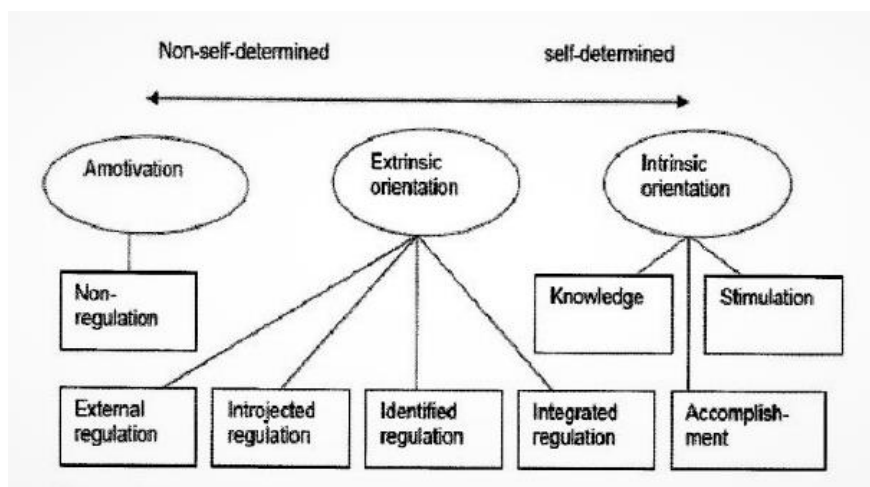


Figure 2: Orientation subtypes along the self-determination continuum (adopted from Ryan & Deci, 2000)

This model of motivation affected the psychology in such a manner that the modern L2 researchers benefit its principles in their L2 motivation studies. Specifically, researchers study the overall similarities between intrinsic motivation and integrative oriented motivation as well as those existing between extrinsic motivation and instrumental orientation.

Noels and his colleagues (Noels, Clement, & Vallerand, 2003; Noels, Clement, & Pelletier, 1999) paid due attention to describe the relationship between the main notions of self-determination theory and the current motivational perceptions. Noels, Clement, and Pelletier (1999) investigated validity of self-determination theory, by studying the intrinsic and extrinsic motivation for language learning in French Canadian students of English. This study revealed that intrinsic and extrinsic orientations were successfully estimated L2 motivation. The results confirmed a distinction between intrinsic and extrinsic types of motivation. That is, this study showed that it could be possible to readily distinguish the most determined and specified types of motivation from the least determined types of motivation.

Moreover, it was found that the instrumental orientation correlated most strongly with the extrinsic motivation, and the knowledge, travel, and friendship orientations were considerably correlated by the intrinsic motivation. These researchers, however, did not describe the connection between the integrative orientation and the intrinsic and extrinsic sub-types of the self-determination theory.

In a subsequent analysis, Noels et al (2001) replicated a previous research on intrinsic and extrinsic motivation for language learning in French Canadian students of English to understand to what extent the findings could be generalized to other similar contexts. The study also examined the relations between intrinsic and extrinsic motivation and the integrative orientation.

The results showed that there was a correlational connection between the motivation orientations of the Canadian French English language learners (participated in Noels et al. (2001)) and English French language learners (participated in Noels et al. (1999)). The results also showed that the integrative orientation was much more similar to intrinsic forms motivation of self-determination theory, and this was in line with findings reported in Noels et al. (1999). It was also reported that the integrative orientation could predict achievement/success in L2 learning because speaking with native speakers of the target culture required accurate grammar and fluent speech motivating the learners to work hard in L2 classes (Noels et al., 2001).

In summary, these studies illustrate that the instrumental orientation correlates with extrinsic motivation whereas integrative orientation correlates with intrinsic motivation. Research on L2 learning motivation and the impacts of integrative and instrumental orientations on students' L2 success, it seems that it is essential to examine the sub-type theories (intrinsic and extrinsic types of motivation) of self-determination theory from various contextual dimensions.

In language learning context, intrinsic motivation refers to the amount of effort that learners make to learn an L2/foreign language

based on his/her internal interest created by a specific learning activity (Elis, 1997). Vallerand and his colleagues (Vallerand, 1997; Vallerand, Pelletier, Blais, Brière, Sénécal, & Vallières, 1993) introduced three types of intrinsic motivation: intrinsic motivation to know, intrinsic motivation to accomplish things, and intrinsic motivation to experience stimulation. The foundation of these motivation forms is the pleasant emotion that the learners experience by voluntary but challenging activities. *Intrinsic motivation to know* means do something for the pleasure and satisfaction experienced while learning; *intrinsic motivation to accomplish things* refers to the situations in which the learners do something for the pleasure and satisfaction experienced while trying to accomplish things; *intrinsic motivation to experience stimulation* means to do something in order to experience stimulating sensations (Noels et al., 2001).

Extrinsic motivation refers to the amount of the efforts a learner makes to learn the L2 language for obtaining reward or avoiding punishments. Traditionally, it is argued that extrinsic motivation undermines intrinsic motivation; previous studies indicate that if the external encourage the students to perform their assignments, the intrinsic motivation level will gradually be de-escalated. However, recent investigations confirm that the extrinsic type of motivation can be combined with, or even lead to intrinsic motivation (Dornye, 1994; Noels et al., 2001).

Extrinsic motivation is divided into four categories: external regulation, introjected regulation, identity regulation, and integrated regulation (Vallerand, 1997; Vallerand et al., 1993). These types of intrinsic motivation are different from each other concerning internalization and integration in the self-perception of individuals. The most restricting form of extrinsic motivation, that is, *external regulation* pressures the learners to do something so that they might receive the rewards or avoid the negative consequences. In other words, this sort of extrinsic motivation is defined a set of activities determined by impersonal resources such as interests or costs (Noels et al., 2003; p. 62).

The *introjected regulation* refers to the situation in which the individual make him/herself to do something because he/she pressures him/herself to do it (Noels et al., 2003). In simple words, this form of motivation requires the individual to perform an activity if he/she desires not to feel guilty or feel proudness. The third form of extrinsic motivation is *identity regulation* which pressures one to do something because he/she has decided to do it although it is not fun. The fourth type of extrinsic motivation is termed as *integrated regulation*. Integrated regulation is the most autonomous form of extrinsic motivation. It occurs when identity regulations are completely assimilated with self. In fact, in integrated regulation, the regulation methods are corresponded with one's personal beliefs and needs (Ryan & Deci, 2000, p. 37).

Motivation refers to conditions in which the individuals have no reason for their performances, that is, they do not consider any relationship between their actions and the expected consequences (Noels et al., 2001). Self-determination theory is considered as an influential model of motivation in psychology (Ryan & Deci, 1985). Therefore, L2 researchers have benefited its principles in their investigation on motivation in L2 learning profession. Specifically, L2 scholars compare and examine the apparent similarities found between intrinsic type of motivation and integrative orientation and those existed between extrinsic form of motivation and instrumental orientation.

The current investigation quantitatively examines four types of motivation (integrative, instrumental, intrinsic, and extrinsic) among non-Iranian Persian language learners using a questionnaire adapted and adopted from Gardner (2001), Ryan & Deci (2000), and Noels et al. (2001).

4. Methodology

This study is a correlational-descriptive investigation. Persian language teaching program is annually held at Persian Language Center, Imam Khomeini International University, Ghazvin, Iran. Many overseas students majoring at this university take part in this program to improve their language skills in Persian language. This study randomly retrieved

its statistical sample from the students with age range of 18 – 57 participated in the 79th period of Persian language program in the academic year of 2014-2015. The participants were introduced to the adapted questionnaire before completing it. Then, they were requested to carefully read each item and provide their answer to the items of the questionnaire. Answers were in a Likert-based form. The collected answers were summarized, coded, and finally analyzed.

4.1. Participants

This study randomly selected 135 (59 females and 73 males) learning Persian as a second language at Persian Language Center, Imam Khomeini International University, Iran with an average age of 27 years old. The volunteers were educated at undergraduate (48.5%), master (31.1%), and doctoral (20.4%) students.

4.2. Instruments

This study employed a questionnaire designed by the researchers and piloted by a few number of similar participants. The adapted instrument comprised of three sections. The first section collected demographic information of the participants (i.e., age, gender, nationality, L1, education, field of study, and their Persian language proficiency). The second and third sections examined the learners' integrative (8 items), instrumental (17 items), intrinsic (5 items), and extrinsic (10) types of motivation toward learning Persian language. The questionnaire was grounded on three motivational models proposed by Gardner (2001), Ryan & Deci, 2000, and Noels et al. (2001). The questionnaire was a Likert-based scale and the participants' scores were distributed in a bipolar continuum of "Strongly agree" and "Strongly disagree".

4.3. Validity and Reliability

Persian language teaching professors were asked to check and confirm the validity of the items probing demographic information. The experts also confirmed the reliability of the items since these questions were frequently appeared in the similar questionnaires used in the literature. Experts were also consulted to check and put their opinions about the validity of the items seeking the participants' four types of motivation. Their responses were positive concerning the status of the validity. In

order to estimate the reliability of the instrument, twenty participants with similar demographic features were asked to provide their answers to the adapted items; then, Cronbach Alpha coefficient was used to estimate the internal consistency (i.e. reliability) of all items. Accordingly, the reliability of the questionnaire was accounted to 0.79. The internal consistency obtained for integrative, instrumental, intrinsic, and extrinsic forms of motivations were 0.87, 0.83, 0.76, and 0.75, respectively.

5. Data Analysis

Statistical Package for the Social Sciences (SPSS) software (version 22) was used to analyze the collected data. This section provides answers to the research questions posed in the early part of this paper.

Research question 1: What are the motivation profiles of the Persian language learners in a foreign context?

Table 1 indicates the descriptive statistics of the four variables of the study: integrative, instrumental, intrinsic, and extrinsic forms of motivation. As shown in Table 1, integrative motivation has obtained the highest (3.962) and the intrinsic motivation the lowest mean score (3.110). Table 1 illustrates that intrinsic type of motivation had the maximum Standard Deviation (SD) and extrinsic form of motivation received the minimum SD.

Table 1

Descriptive Statistics of Four Variables

| | Integrative Motivation | Instrumental Motivation | Intrinsic Motivation | Extrinsic Motivation |
|----------------|-------------------------------|--------------------------------|-----------------------------|-----------------------------|
| Mean | 3.962 | 3.869 | 3.531 | 3.110 |
| SD | 0.630 | 0.514 | 0.846 | 0.501 |
| Minimum | 1.880 | 2.470 | 1.200 | 1.700 |
| Maximum | 5.000 | 4.940 | 5.000 | 4.000 |

Likert-based Scale: Strongly disagree = 1, Disagree = 2, No idea = 3, Agree = 4, Strongly agree = 5

Friedman test was used to determine the impact of each motivation type on the general motivation of Persian language learners. Table 2 shows the results of this non-parametric test.

Table 2

Friedman Test Result

| Motivation Type | Ranking Mean | |
|---------------------|-----------------|------------|
| Integrative | 3.03 | |
| Instrumental | 2.97 | |
| Intrinsic | 2.31 | |
| Extrinsic | 1.68 | |
| Test Result | $X^2 = 200.192$ | Sig. 0.000 |

Table 2 indicates that there is a statistically significant variation between the four types of motivation among Persian learners learning Persian as a second language. Table 2 depicts that the integrative, instrumental, intrinsic, and extrinsic forms of motivation received the first, second, third, and fourth ranks, respectively. This finding indicates that the integrative orientation had the highest and the external factors had the lowest impact in creating motivation among Persian language learners.

Tables of 3, 4, 5, and 6 indicate the mean scores of participants' responses to the items of questionnaires probing their four types of motivation. Table 3 shows the sub-types of integrative motivation. As table 3 indicates, the item of "I want to understand Persian art, literature, and history" received the highest mean score and the item of "I want understand the relationship between Persian language, culture, and Iranian lifestyles" obtained the lowest mean score.

Table 3

Sub-type of Integrative motivation

| I learn Persian language because | Mean Score | Standard Deviation |
|---|------------|--------------------|
| I want to understand Persian art, literature and history. | 4.390 | 0.779 |

| | | |
|---|-------|-------|
| I want to be part of the communities speak in Persian language. | 4.150 | 1.045 |
| I want to learn much more about the native Persian speakers and their culture. | 4.020 | 0.969 |
| The more I know the Iranians, the more I appreciate and like their characters. | 3.910 | 1.153 |
| I want to be familiar with lifestyles of foreigners living in Persian-speaking countries. | 3.740 | 0.993 |
| I want to participate in Persian cultural activities. | 3.680 | 0.813 |
| I want to communicate with my foreign friends. | 3.640 | 0.966 |
| I want understand the relationship between Persian language, culture, and Iranian lifestyles. | 1.079 | 3.570 |

Table 4 shows the sub-categories of instrumental form of motivations. As table 4 indicates, the item of “I want to extend my knowledge” received the highest mean score and the tem of “I want to travel to Persian speaking countries” gained the lowest mean score. Hence, it seems that the Persian language learners are instrumentally motivated to learn Persian language in order to increase their knowledge in Persian language.

Table 4

Sub-type of Instrumental motivation

| I learn Persian language because | Mean Score | Standard Deviation |
|---|-------------------|---------------------------|
| I want to extend my knowledge. | 4.230 | 0.852 |
| I want to understand movies, and Persian radio and TV. | 4.110 | 0.840 |
| I need to function in Persian language in my future career. | 4.106 | 0.935 |

| | | |
|--|-------|-------|
| I feel success when I speak in Persian language. | 4.020 | 0.882 |
| I need to obtain good scores. | 3.980 | 0.996 |
| I need it in continuing my education. | 3.950 | 0.956 |
| I want to learn about Iranian people and interact with them. | 3.930 | 0.831 |
| I want to collect information on events occurring in Persian language countries. | 3.920 | 0.844 |
| I want to search Persian information online. | 3.910 | 0.928 |
| I need to get a good job opportunity. | 3.830 | 0.884 |
| If I lean and speak in Persian language, I will receive respect from others. | 3.730 | 1.055 |
| It gives me satisfaction. | 3.720 | 0.935 |
| An educated individual should be able to speak in Persian language. | 3.700 | 0.897 |
| I want to read books in Persian language. | 3.670 | 0.906 |
| I want to travel to Persian speaking countries. | 3.340 | 1.131 |

Table 5 illustrates the subcategories of intrinsic motivation. Table 5 shows that the item of “I am particularly interested in learning Persian language” received the highest mean score, and the item of “I considerably enjoy speaking in Persian language” gained the lowest mean score. Therefore, it seems that Persian language learners are intrinsically motivated to learn Persian language based on their specific interest.

Table 5

Subcategories of Intrinsic motivation

| I learn Persian language because ... | Mean Score | Standard Deviation |
|--|-------------------|---------------------------|
| I am interested in learning an L2 language | 3.710 | 1.163 |
| When I initially spoke in Persian language, I became interested in learning in without any reason. | 3.660 | 1.025 |

| | | |
|--|-------|-------|
| I enjoy challenging myself by learning Persian language. | 3.560 | 1.065 |
| Persian language learning is a hobby for me. | 3.510 | 1.115 |
| I enjoy speaking in Persian language. | 3.220 | 1.344 |

Table 6 depicts the subcategories of extrinsic motivation. As table 6 shows, the item of “I want to communicate with the Iranians” gained the highest mean score, and the item of “My parents asked me to learn Persian language” received the lowest mean score. This shows that making communication with Iranian citizens is the strongest types of extrinsic motivation among Persian language learners.

Table 6

Subcategories of Extrinsic motivation

| I learn Persian language because ... | Mean Score | Standard Deviation |
|--|-------------------|---------------------------|
| I want to communicate with the Iranians. | 3.830 | 1.020 |
| I feel that I will gain a better job. | 3.570 | 1.064 |
| I want to stay in a Persian speaking country for a while. | 3.390 | 1.124 |
| I want to Learn Persian and travel to Persian speaking countries. | 3.320 | 0.999 |
| I feel that I will experience a good life. | 3.170 | 0.934 |
| I need to improve my speaking skills in Persian to impress the people around me. | 3.080 | 0.727 |
| I need to improve my speaking skills to gain further financial interests. | 2.980 | 0.746 |
| It increases my social class status. | 2.920 | 0.762 |
| I want to immigrate to Iran. | 2.560 | 1.114 |
| My parents expect me to learn Persian language. | 2.300 | 1.024 |

Generally, based on these tables (i.e., Table 3,4,5,6), it seems that these participants motivated to learn Persian language in order to understand Persian art, literature, and history, extend their knowledge

on Persian, were interested in learning Persian language and communicating with Iranian people. In fact, these were the main factors that encouraged the learners to learn Persian language as a second language.

Research question 2: Does gender difference effect on the types of motivation among Persian language learners in a foreign context?

Table 7 presents the results of the independent t-test which was used to answer this research question. Table 7 indicates that there is a significant difference between female and male participants concerning their mean scores of intrinsic and extrinsic types of motivation. Table 7 also shows that mean scores of females in instrumental motivation is significantly higher than those obtained by the males, but males mean scores in integrative form of motivation is higher than those gained by female participants. However, the results did not indicate any statistically meaningful variation between males and females with respect to the sets of their mean scores in integrative and extrinsic types of motivation. The findings illustrate that females are more instrumentally oriented to learn Persian language. For example, females tended to increase their knowledge about Persian language or watch Persian movies or programs broadcast in Persian TV or radio. In contrast, male participants were intrinsically motivated to learn Persian language. For example, they desired to acquire the Persian language to experience new things in a Persian community.

Table 7

T-test results

| Types of Motivation | Females | Males (SD ± Mean) | Test Static (t) | Significant Level (Sig) |
|----------------------------|----------------|--------------------------|------------------------|--------------------------------|
| Integrative | 4/0±067/572 | 3/0±876/664 | 1/739 | 0/084 |
| Instrumental | 3/0±980/444 | 3/0±780/551 | 2/266 | 0/025 |
| Intrinsic | 3/0±393/918 | 3/0±698/773 | 2/073 | 0/040 |
| Extrinsic | 3/0±181/438 | 3/0±053/542 | 1/464 | 0/145 |

Research question 3: Does education level impacts on the types of motivation among Persian language learners?

Table 8 indicates the results of Analysis of Variance (ANOVA) test employed to answer this research question. Table 8 shows that education level (undergraduate, MA/MSc, PhD) caused a statistically significant variation in the mean scores of participants with integrative motivation. However, no significant difference was observed in the mean scores of students encouraged to learn Persian language instrumentally, intrinsically, and extrinsically. These findings imply that education level is a significant factor in creating integrative motivation but not in inducing intrinsic, extrinsic, and instrumental forms of motivation among non-Iranian Persian language learners educating in different levels of study.

A series of post hoc tests (Tukey tests) was used to find the exact point of the difference among the mean scores of participants with integrative motivation. The results showed that the first source of this variation was the significant difference observed between participants educating at doctoral level and those majoring at undergraduate level (Sig. =0.018). The second source of variation, according to the results, was the meaningful difference reported between participants studying for doctoral degree and those educating for MA/MSc degree (Sig.=0.005). Based on these findings, participants studying at doctoral level of education induced significant variation concerning integrative type of motivation among the Persian language learners. Hence, PhD students gained a higher level of mean scores in comparison to students educating at MA/MSc and undergraduate levels.

Table 8
ANOVA test results

| Types of Motivation | Undergraduate level | MA/MSc Level | Doctorial Level | Test Statistic (f) | Significant Level (Sig) |
|---------------------|---------------------|-----------------|-----------------|--------------------|-------------------------|
| Integrative | 3/0±912/658 | 3/0±817/6 15 | 4/0±300/4 58 | 5/54 9 | 0/005 |

| | | | | | |
|--------------------------|-------------|-----------------|-----------------|-----------|-------|
| Instrumen tal | 3/0±827/496 | 3/0±842/5 21 | 4/0±013/5 38 | 1/33 5 | 0/267 |
| Intrinsic | 3/0±540/876 | 3/0±502/8 35 | 3/0±703/8 32 | 0/49 0 | 0/614 |
| Extrinsic | 3/0±134/467 | 3/0±085/5 47 | 3/0±092/5 22 | 0/14 0 | 0/870 |

Research question 4: Does age impacts on the types of motivation among Persian language learners?

Table 9 shows the results of a series of ANOVA tests used to answer this research question. Table 9 illustrates that there is not a statistically significant variation among the mean scores of integrative, instrumental, intrinsic, and extrinsic motivation obtained by three different age groups of learners (under 20, 21-30, above 30). Therefore, it seems that age does not affect the motivation types among language learners learning Persian as a second language.

Table 9
ANOVA test results

| Types of Motivation | Under 20 | 21 – 30 | Above 30 | Test Statistic (f) | Significant Level (Sig) |
|--------------------------------|-----------------|-----------------|-----------------|-------------------------------|------------------------------------|
| Integrative | 4/0±048/5 67 | 3/0±880/6 41 | 4/0±090/6 46 | 1/50 4 | 0/226 |
| Instrumental | 3/0±749/6 24 | 3/0±905/4 57 | 3/0±894/5 37 | 0/97 0 | 0/382 |
| Intrinsic | 3/0±700/8 35 | 3/0±474/8 85 | 3/0±655/7 76 | 0/93 3 | 0/396 |
| Extrinsic | 3/0±142/4 53 | 3/0±077/5 04 | 3/0±165/5 44 | 0/39 4 | 0/675 |

Conclusion

Motivation is as an important element in the process of learning a foreign/second language. However, previous studies show that research has not investigated the non-Iranian motivation toward learning Persian

as a second/foreign language. This study grounded on the motivation theories proposed by Gardner (2001) and Ryan & Deci (2000) examined the motivation types of this group of language learners. More in details, this investigation used an adapted questionnaire (from Gardner, 2001; Ryan & Deci, 2000; Noels et al. 2001) to examine the integrative, instrumental, intrinsic, and extrinsic types of motivation among 132 Persian language learners learning Persian as a second language at Persian Language Center, Imam Khomeini International University, Iran. The statistical procedures were used to answer the posed research questions.

Results showed that the integrative motivation was the most common form of motivation followed by instrumental and intrinsic types of motivation. Extrinsic one was the least types of motivation among this set of learners. These findings show that the integrative and extrinsic type of motivation was respectively the most and the least significant factor in learning Persian language. This is in contrast with findings revealed in some previous studies (i.e., Rehman et al., 2014) in which the learners were instrumentally motivated to learn English language as a foreign language. For example, Rehman et al. (2014) reported that the integrative motivation was the least form of motivation among Pakistani EFL learners. However, our finding supports Vaezi (2008) study since in both studies the students were strongly motivated by integrative motivation for language learning. The results further showed that intrinsic motivation was also significant among Persian language learners. This is in line with Zia Hosseini and Salehi (2008) findings, in which it was reported that participants were intrinsically motivated to learn English language.

The study also investigated sub-categories of each motivation type. The results revealed that the participants were generally motivated to learn Persian language primarily for understanding Persian art, literature, and history, extending their knowledge, and communicating successfully with Iranian citizens.

The study also investigated the gender difference on the types of motivation that the students might have toward Persian language

learning. The findings indicated that female learners were dominantly motivated to learn Persian language for instrumental purposes whereas male students were encouraged to learn Persian language largely for intrinsic factors. Given sub-type of instrumental motivation, females reported that they tended to learn Persian language to increase their knowledge and understand movies or programs broadcast in Persian media. Investigating the subcategories of males' intrinsic motivation, we found that males were interested in learning Persian language to experience new events in Persian-speaking nations.

This investigation further examined the effect of students' educational level on their motivation types in learning Persian language. The results showed that this variable was only influential in creating integrative type of motivation not the others (i.e., instrumental, intrinsic, and extrinsic). However, compared to other participants, doctoral students were considerably affected by integrative motivation in learning Persian as a second language. It should be mentioned that as individuals become educated and be aware of themselves and their capabilities, they become self-oriented and concentrate on their personal needs and interests. For example, an individual educating at master level may be more stabilized and knowledgeable than those studying at lower level of education (undergraduate or diploma). This is due to the reason that, as the students become specific at higher levels of education (e.g., PhD level), they usually become stabilized concerning their views and motivation types, and, therefore, they invest more time and energy in pursuing their goals. Put it in simple words, a rise in the level of education often, but not necessarily, decreases the ethnographic and racial biases, increases cosmopolitan views, and empowers one's comprehension ability. These factors could make the educated individual to be motivated to function or learn the language (as seen our study) for integrative purpose or, more specifically, to understand the emotion and culture of the target community. Moreover, the results indicated that age was not significantly effective on motivation types in Persian language learners learning Persian as a second language.

It should be mentioned that research on Persian language teaching/learning as a second/foreign language is still in its infancy, and further investigations could examine it from different perspectives. This study investigated the motivation types of language learners toward Persian language from the perspectives of Gardner (2001) and Ryan & Deci (2000). One line of study could examine the motivation forms of Persian language learners using L2 motivational system proposed by (Dörnyei, 2005, 2009). Another line of inquiry may study the connection between motivation of Persian language learners and other psychological variables such as their learning styles, personalities, and learning strategies.

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