

The Role of Gender, Age, and Educational Level in Motivation of Learning Persian as a Second Language

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Abstract

There has been a growing interest in class-related motivational research since 1975, and many studies have been conducted on a variety of motivational models. The present study, on the base of Dornyei Motivational self-systems (2005) and the history of research related to the motivation for learning a second language such as Gardner (1985), Clement (1980), and Clement and Kruidenier (1985), Taguchi (2010), Papi (2010) Magid (2011), examines 16 motivational along with the effect of gender, age, and student's degrees variables on Persian language learning motivation among non-Persian students For this purpose, 300 non-native Persian learners (women and men of different nationalities and educational levels) aged between 18 and 50 from the Persian language teaching centers of Ferdowsi University of Mashhad, Imam Khomeini International University in Qazvin, and Tehran University of Medical Sciences, responded to a questionnaire with 16 factors(92 items). Validity and reliability of the questionnaire were evaluated and verified using PPL software. The results of the study showed that all 16 proposed components had a significant effect on the learner's motivation. Also, the motivational factors, in terms of rank, do not have the same effect on the motivation of non-native Persian learners. In addition, the results showed that women and men differ in their motivational factors. It was also found that older age groups are more likely to be motivated than younger ones. There was a significant relationship between educational level and some motivational variables.

Keywords: Motivational self-systems, learning Persian language, non-Iranian Persian learners, gender, age, students' degree.

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1. Introduction

So far, several studies have examined motivation or motivational orientations among non-Iranian Persian learners, but most of these studies have only examined three motivational factors in Dornyei Model (2005) (self-ideal, Ought-to self, and learning experience) and Other motivational factors are not considered in them. Therefore, the advantage of the present study is that the role of gender, age, and educational level of Persian-students on 16 motivational factors in learning Persian is examined. In this regard, in the present study, 4 questions are examined, which are:

1. What is the effect of motivational components on the motivation of non-Iranian Persian students?
2. What is the relationship between the components that determine the motivation of learning Persian as a second language and the gender of Persian learners?
3. What is the relationship between the components that determine the motivation of learning Persian as a second language and the age of Persian learners?
4. What is the relationship between the components that determine the motivation of learning Persian as a second language and the level of education of Persian students?

2. Literature Review

Motivational studies in second language learning were founded by Gardens and Lambert (1959). Subsequently, Gardens and Lambert (1972) in their book "Attitudes and Motivation in Learning a Second Language" introduced a social psychological model of motivational research and the concept of motivation is defined through the concepts of attitude and orientation of language learning. Thus, integrated and instrumental motivations were introduced. Following Garner's theory, Deci and Ryan (1985) developed the

theory of self-determinism. According to this theory, motivation in learning a foreign/second language can be divided into three types of “unmotivational, external and internal Orientations”.

In the late 1990s, a new process-oriented era in second language motivation research began. Dornyei (2005) has introduced a new concept of second language motivation, the second language motivational self system, in order to increase the understanding of individual differences in second language learning. “Motivational self-system” is made up of three dimensions, naming the Ideal self, Ought-to self, and the second language learning experience.

Despite the rich history of studies, as well as due to numerous conceptualizations in the field of motivation, few studies have focused on the relationship between second language learning motivation and factors such as attitudes and anxiety in the second language (Dörnyei, 2005, 2009). The second language motivational self-system, the model proposed by Dornyei (2005), provides an opportunity to research in this still unknown realm (Taguchi et al., 2009).

So far, several studies such as Attar Sharghi et al. (202), Khaleghizadeh et al. (2020) have examined motivational factors or motivational orientations among non-Iranian Persian learners, but most of these studies have examined three motivational factors in Dornyei Model (2005) (self-ideal, Ought-to self, and learning experience) and Other motivational factors are not considered in them. Also, in studies related to Persian language learning motivation, the effect of important variables such as gender, age, and educational level on motivational factors is not observed.

3. Methodology

In the present study, the effect of variables of gender, age and educational level of Persian students on the motivation of learning Persian as a second

language was analyzed. For this purpose, "Questionnaire of motivation to learn Persian as a second language" (Khaleghizadeh et al., 1398) was used, and 300 Persian students from Persian language teaching centers of Ferdowsi University of Mashhad, Imam Khomeini International University in Qazvin , And Tehran University of Medical Sciences answered the questionnaire. The sampling method in this study was also cluster random. These Persian-students with different nationalities were in the age range of 18 to 50 years and in the academic year 2016-2017, they were learning Persian in the intermediate and advanced courses. Finally, the students' answers were coded and the data were analyzed

4. Results

In the present study, sixteen motivational factors or components had an effect on the motivation of non-Iranian Persian students, but the motivating factors did not have the same effect on the motivation of Iranian Persian students. "linguistic self-confidence", "family effect", and "integration" have the most and the components of "travel orientation" and "cultural interest" have the least effect on the motivation of non-Iranian Persian students. Regarding the main components of the Dornyei motivational model among Persian students, the Ought-to self is more prominent than the learning experience and the learning experience is more prominent than the Ideal-self. Also, according to the findings of the present study, the average rank of men is higher than that of women in the three components of "Ought-to self", "Fear of assimilation to the new culture", "Cultural prejudice" and in two components "Interest in Persian language" and "Anxiety of Speaking in Persian in the class», the average rank of women is higher than men. In addition, the findings of the present study showed that the age of students and their level of education affect the type of their response to research variables and ultimately their motivation.