

Title: Student Motivation Profiles: Ukrainian at the Post-Secondary Level
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This study investigates post-secondary students' motivation and de-motivation for studying Ukrainian: language, culture, folklore, literature, linguistics and history. Four groups of students are studied: a) students taking Ukrainian studies other than language; b) language students, c) students who took a language course in the past but did not continue; and d) students active in the Ukrainian community but who have never taken any Ukrainian studies courses in university.

The analysis is grounded in D[^]rnyei's (1994) motivational framework, which categorizes L2 motivation into three levels: language (in this study, 'subject area'), learner, and learning situation.

The subject area level deals with reasons to learn certain subjects: instrumental and integrative motivation. The learner level focuses on learners' personality traits and cognition. The learning situation level relates to learning environment. D[^]rnyei's framework is used to develop an online motivational questionnaire (data from potentially 120 participants). The results are analyzed both quantitatively and qualitatively, adapting D[^]rnyei's framework to the present results.

Please note that to our knowledge, no analysis has been carried out on student motivation for studying Ukrainian at post-secondary levels. With respect to other languages, recent studies conclude that instrumental motivation, stressing pragmatic gains (getting a job, higher earnings) prevails (D[^]rnyei, 2001, Lamb, 2004, Chen et al., 2005). Some show that the interconnectedness of language learning experience, international orientation, and instrumentality are paramount in successful learning experiences (Shahbaz & Liu, 2012). The present study tests these findings with the analyzed data set.

The results will contribute to creating student motivation profiles and will aid in the design and re-design of curricula, meeting learners' needs, as well as making programs more attractive and appealing to existing and prospective students. More generally, the study will contribute to the growing body of research on learner motivation not only in language classrooms, but also beyond.

References:

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