

Title: Motivational profiles of learners of Slavic languages: An intensive language learning setting

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**Abstract:**

This paper aims study current post-secondary students enrolled in intensive Slavic language courses through the prism of motivational framework.

The scholarly field on post-secondary student motivation and language learning is rich and diverse, and involves research from numerous perspectives. However, the field of Slavic studies is represented only by a few scholarly analyses that focus predominantly on motivational aspects of learning Russian. Therefore, the objectives of the proposed study are the following: a) to study and analyze motivational profiles of students enrolled in Bosnian/Croatian/Serbian, Bulgarian, Czech, Russian, Polish, Slovak, and Ukrainian language courses; b) to compare students' motivational profiles across the groups based on quantitative and qualitative analyses of data. To my knowledge no study has explored these avenues in great detail, especially with respect to intensive Slavic languages courses. Therefore, this study can provide a unique opportunity to examine the motivational profiles of learners of a number of critical and less commonly taught Slavic languages.

The methodology of the study builds on the motivational framework proposed by Dörnyei (1994), who categorizes motivation into three levels: the language level, the learner level, and the learning situation level. This framework has been used to design and develop a motivational questionnaire for learners of the aforementioned Slavic languages.

The results of the study offer delving insights into the motives of university students to enroll in intensive Slavic language programs, and aid in understanding the current shifts in the enrollments in many Slavic language courses. It can also aid in the re/design of the Slavic programs to make them more attractive and appealing to existing and prospective students. Finally, the study contributes to the growing body of research on learner motivation in intensive programs.