

Motivational Differences in Choosing to Study Languages at University

A comparison between students majoring in English, Finnish, and Other Additional
Languages

Tiia Valonen

Master's thesis

Degree Programme in Language Learning and Teaching, Department of English

School of Languages and Translation Studies

Faculty of Humanities

University of Turku

December 2024

The originality of this thesis has been checked in accordance with the University of Turku quality assurance system using the Turnitin Originality Check service.

Degree Programme in Language Learning and Teaching, Department of English

Tiia Valonen

Motivational Differences in Choosing to Study Languages at University : A Comparison between students majoring in English, Finnish, and Other Additional Languages

Number of pages: 56 pages, 9 appendices

This thesis aims to compare the motivational differences in choosing to study languages at university between students of English, Finnish, and languages other than English. The study focuses on the students' initial interest in studying language at university, examining both general interest in languages and the desire to learn more of the major subject language. In addition, the reasons behind students' decisions to study languages at university were analysed, along with their prospective career aspirations.

This study utilised questionnaire data from 672 first-year language majors. The data were analysed both quantitatively and qualitatively. Initial interest in languages was analysed using descriptive statistics. Differences in interest between the groups were measured using the Kruskal-Wallis Test. Lastly, students' reasons for choosing to study languages and prospective career aspirations were examined using data-driven content analysis.

The study showed that first-year language majors are highly interested in studying languages, with students studying languages other than English being the most motivated. Students were more interested in learning more of their major subject language compared to general interest in languages. Students had multiple reasons for choosing to study languages at university. These reasons were interest in the major subject language, professional goals, perceived language skills, the desire to learn more, general interest in languages, cultural interest, usefulness of the language, indecision and lack of direction, and the desire to study at a university. In addition, students had multiple professional goals. These goals were education-related fields, translation, specialist roles, international aspirations, media and communications, research, political and administrative professions, professions related to literature, creative professions, technology-related fields, and other ambitions. A large majority of the students also expressed uncertainty regarding their prospective profession.

Key words: L2 motivation, motivational factors, university students, career aspirations

Table of contents

1	Introduction	5
2	Language Learning in Finland	8
2.1	The Current Situation of Language Learning	8
2.2	Studying Languages at University	10
2.3	Challenges in University Language Education	11
3	Second Language Motivation	13
3.1	Defining L2 Motivation	13
3.2	Aspects of LOTE Motivation	15
3.3	L2 Motivation in Different Target Languages	17
3.3.1	English	17
3.3.2	LOTES and Finnish as a First Language	18
3.4	Previous Research on Motivational Factors	20
4	The Present Study	22
4.1	Data Collection	22
4.2	Participants	24
4.3	Data Analysis Methods	26
4.3.1	Quantitative Methods	26
4.3.2	Qualitative Methods	27
5	Analysis	29
5.1	Initial Interest in Studying Languages	29
5.1.1	General Interest in Languages	29
5.1.2	Desire to Learn the Major Subject Language	31
5.2	Reasons for Choosing to Study Languages at University	33
5.3	Initial Professional Goals	42
6	Conclusion	50
	References	54
	Appendices	61
	Appendix 1 Questionnaire Questions in Finnish	61

Appendix 2 Questionnaire Questions in English	63
Appendix 3 The Finnish Summary	65

Tables and Figures

Table 1. Distribution of major subject languages in the data	24
Table 2. Students' Responses to the item "My general interest in languages is"	29
Table 3. Students' Responses to the item "I wish to learn more of my major subject language"	31
Table 4. Frequencies of the reasons for choosing to study languages at university	34
Table 5. Frequencies of the professional goals mentioned by students	43
Figure 1. Distribution of the three language groups in the data	25
Figure 2. Example of data analysis	28

Abbreviations

CLIL = content and language-integrated learning

L2 = second language

LOTE = language other than English

SLA = second language acquisition

1 Introduction

The number of students studying languages other than English (henceforth LOTE¹) is decreasing in Finland (Veivo et al. 2023). The phenomenon is affecting all levels of education: the number of students choosing to study LOTEs is decreasing in comprehensive schools, in secondary education, and at the university level (Värri 2023, Statistics Finland n.d.). In addition to the decreasing number of students, the number of languages that are being studied is also narrowing (Veivo et al. 2023). The loss of interest in learning languages is not only occurring in Finland but the phenomenon can also be seen impacting the rest of Europe. For example, language education is in crisis in England: Fewer and fewer students are studying languages at school, and universities have even been forced to close down language programs (Lanvers 2017, Muradás-Taylor 2023). Furthermore, many students in Europe view learning LOTEs as less important, leading to negative attitudes towards learning them (Busse 2017).

As the number of students studying LOTEs decreases, English language has become the default option for the second language studied in many parts of the world (Dörnyei and Al-Hoorie 2017, 456). In terms of popularity, English is the one language where the number of students studying it remains stable or is increasing, both here in Finland and in Europe (Pyykkö et al. 2007, Busse 2017, Veivo et al. 2023). For example, English is the most popular language studied in Finnish upper secondary and vocational schools, and it is virtually always the first choice for an advanced level language learnt at school (Statistics Finland 2022, Veivo et al. 2023). In Finland, students are also more motivated to learn English compared to other languages taught at school, such as Swedish or German (Kangasvieri 2019, Rimmi 2021). When it comes to studying languages in comprehensive school, students are least motivated to study optional languages such as German or French (Kangasvieri 2019).

According to Dörnyei and Ushioda (2021, 4), “motivation is responsible for why people decide to do something, how long they are willing to sustain the activity, [and] how hard they are going to pursue it”. Second language (henceforth L2) motivation is a well-researched topic within the field of second language acquisition (henceforth SLA), and there has been a considerable amount of research on the subject during its 60-year history (Boo, Dörnyei, and

¹ In this study, the term LOTE refers to all languages except English and Finnish. Since Finnish is the native language for the majority of the population in Finland and it follows a distinct curriculum from the other languages learnt at school, it is considered a separate group in addition to English.

Ryan 2015). The most researched current theory within motivational research in SLA is Dörnyei's theory on L2 Motivational Self System (Boo, Dörnyei, and Ryan 2015). However, research on L2 motivation has long been dominated by English as a target language, overshadowing research on LOTEs (Dörnyei and Al-Hoorie 2017; Boo, Dörnyei, and Ryan 2015). According to Dörnyei and Al-Hoorie (2017), it has been questioned whether current motivational theories, such as Dörnyei's L2 Motivational Self System, can be applied to the motivation for choosing to study LOTEs. Whereas English is often considered a lingua franca everyone should learn, the same level of universal necessity is not attributed to LOTEs. In addition, students studying LOTEs often face different challenges when deciding to study a LOTE in a world dominated by English. Thus, the reasons for studying LOTEs frequently differ from learning Global English.

This thesis aims to investigate the initial motivation and motivational factors of first-year language majors studying languages at university. As Dörnyei and Al-Hoorie (2017) have highlighted, the motivation for learning English and LOTEs may differ depending on the target language. Therefore, it can be theorised that the reasons students choose to study languages at university vary across the major subjects. Students studying LOTEs may also aspire to become specialists in languages less commonly studied (Dörnyei and Al-Hoorie 2017), which could lead to diverse career aspirations compared to those studying English. Furthermore, having a clear professional goal is suggested to help maintain motivation during the studies (Huhtala, Kursiša, and Vesalainen 2019). Despite the importance of motivation, research examining the differences in motivation between students of English and LOTEs is limited, particularly in different cultural and educational contexts, and across various theoretical frameworks (Dörnyei and Al-Hoorie 2017, Duff, 2017). Motivational factors of Finnish university students studying LOTEs have been researched for example by Huhtala, Kursiša, and Vesalainen (2019). Still, no large-scale comparative studies have been conducted in the Finnish context at the university level.

In this study, the language students are divided into three groups: English, Finnish, and LOTEs. The participants in the study are first-year students at the University of Turku which is the fourth-biggest university in Finland in terms of the number of students (Statistics Finland 2024a). At the University of Turku, it is possible to study nine languages as a major of which English and Finnish have the biggest intake. Other languages include Nordic languages, French, German, Spanish, Italian, Classical languages, and Chinese, which

combined together form the largest language group. The research questions for this thesis are as follows:

- 1A. How interested are first-year language majors in languages in general at the beginning of their studies?
- 1B. How interested are first-year language majors in their major subject language at the beginning of their studies?
2. What kinds of reasons do first-year students of English, Finnish, and LOTEs have for choosing to study languages at the university?
3. What kinds of professions are first-year students of English, Finnish, and LOTEs aiming for?

The study is based on questionnaire data from 672 first-year language majors studying at the university between 2019 and 2023. The data are analysed both qualitatively and quantitatively. Students' initial interest in languages is explored using descriptive statistics, and the influence of the major subject language on their interest in languages is analysed using the Kruskal-Willis Test. In turn, data-driven qualitative content analysis is used for analysing the open-ended questions related to reasons for choosing to study languages and initial professional goals.

This thesis consists of six parts, and it is structured as follows. In the first section, the topic of the thesis is introduced. In the second section, language learning in Finland and universities is discussed. The third section examines motivation concerning second language learning in more detail. In the fourth section, the methods and materials used in this thesis are introduced. In the fifth section, the findings combined with the theoretical background and previous research are analysed and discussed. Lastly in the conclusion, the results of the thesis are concluded, and limitations and suggestions for further research are provided.

2 Language Learning in Finland

In this section, language learning in Finland is discussed in detail. Firstly, the section describes the languages studied in Finland. Secondly, the section discusses language learning at Finnish universities. Lastly, the section examines some of the challenges found in university language education in Finland.

2.1 The Current Situation of Language Learning

Finland is becoming more and more linguistically diverse. The national languages of Finland are Finnish and Swedish, with Finnish being the first language for 84.9 per cent of the population (Language Act 423/2003, Institute for the Languages of Finland n.d.). Since Finland is officially a bilingual country, every individual has the constitutional right to use their language, whether it is Finnish or Swedish, in courts and other official settings (Language Act 423/2003). In addition to Finnish and Swedish, Inari Saami, Skolt Saami, North Saami, Finnish Sign Language, Karelian language, and Finnish Kalo Language are autochthonous languages in Finland, and they are protected by law (Institute for the Languages of Finland n.d.). However, during the past decades, Finland has experienced a large increase in immigration, making the country ever more multilingual (Statistics Finland 2024b). According to Statistics Finland (2024b) in 2023, every tenth person living in Finland spoke something other than Finnish, Swedish or Saami as their native language. The most spoken foreign languages in Finland in 2023 were Russian, Estonian, Arabic, English, Ukrainian, and Somali.

Languages are studied across all educational stages in Finland. The National Core Curriculum in Finland views language learning as a lifelong process that starts in childhood and continues throughout life (EDUFI 2014, 103). Essentially, language teaching aims to strengthen students' language awareness, cultural competence, and the skills to use languages parallelly in different situations (ibid.). An important aspect of language education in Finland is teaching students their first language, which has its distinct curriculum. The objective of the subject is to develop students' interactional and textual skills and to guide them to become interested in languages, literature, and other aspects of culture such as media content, theatre, and poetry (EDUFI 2014, 104). Most of this teaching falls under the subject of Finnish language and Literature or Swedish language and Literature (Tainio 2019). However, more and more students are receiving teaching in Finnish as a second language and Literature

(Tainio 2019). Students whose native language is other than Finnish or Swedish are also entitled to have lessons in their native language (EDUFI 2014, 159).

In addition to their native language, students are required to study at least two other languages during their education: one advanced syllabus A-language and one intermediate syllabus B-language (EDUFI 2014). Typically, these languages are English and the second national language in Finland, which is either Finnish or Swedish, depending on the student's linguistic background. Studying advanced syllabus A-languages begins in the first grade when the students are seven years old, and it continues to secondary education (EDUFI 2019b). English is the most common choice for advanced-level language, with over 90% of students choosing it as their primary A-language (SUKOL n.d.). Swedish is the most common choice for the intermediate-level B-language (SUKOL n.d.). Studying Swedish usually starts in sixth grade (EDUFI 2014, SUKOL n.d.). In addition to obligatory language studies, students may also choose to study optional languages at all stages of their education. Students can, for example, choose a second advanced-level language or an intermediate-level language (SUKOL n.d.). The most popular languages studied apart from English, Swedish, and Finnish are German, French, Spanish, Russian, and Italian (Statistics Finland 2023, SUKOL n.d.).

Studying optional languages is, however, attracting fewer and fewer learners despite Finland's increasing linguistic diversity and global connectivity (Veivo et al. 2023, SUKOL n.d.). The number of students studying optional languages and Swedish in schools is decreasing at all levels of education: in basic and secondary education and at the university level (Värri et al. 2023, Statistics Finland n.d., Vipunen n.d.). For example in 2022, nearly all lower secondary school students, that is 99% of students, studied English whereas only 5% of the students studied Spanish, 9% German, and 4% French (Statistics Finland 2023). At the lower secondary schools, only 8.5% of students chose an optional intermediate-level language in 2021 (SUKOL n.d.). The number is the lowest of the entire 21st century (SUKOL n.d.). At the university level, the number of applicants wishing to study English has remained stable or even increased during the past few years (Vipunen n.d.). LOTEs, however, have experienced a decline in the number of applicants, and most universities in Finland are struggling to fill in the study places on offer (Vipunen n.d., STT 2020).

The reasons for the decrease in interest in learning languages are manifold. A study by Veivo et al. (2023) shows that students themselves are often motivated to learn languages and find them useful, but due to administrative actions taken, studying languages is made challenging.

For example, language lessons are placed early in the morning or late in the afternoon, and the teaching may be located in another school on the other side of the city, making participation difficult. Furthermore, the minimum required group sizes for the courses to take place are often excessively large. In addition to administrative decisions, many personal and individual factors impact the decision to study languages. For example, according to a study by Pollari et al. (2022), upper secondary school students view studying optional languages as laborious. This perception may partly be due to the difficulty of upper secondary school studies and the inadequate support and exposure to the language in their spare time. Furthermore, students thought that language studies did not support their career goals, thus they chose not to study them. Thus, considering the current language situation in Finland as a whole, English is becoming more widespread often at the expense of other languages. Even though students themselves view language learning positively, it is often hindered by societal obstacles. When the number of students studying languages in basic and secondary education is low, it also affects the number of students applying to study languages at university.

2.2 Studying Languages at University

In Finland, a university degree in languages consists of a bachelor's and a master's degree (see e.g. University of Turku n.d.a). Languages can be studied as major subjects in seven universities across the country. The range of languages available for study varies across universities, but the most common major subjects studied at university are English, Finnish, Swedish, German, Russian, and French (Pyykkö et al. 2007, 123). Other available languages are, for example, Spanish, Italian, Chinese, Latin, and Japanese (University of Turku n.d.a, University of Helsinki n.d.). Of all the languages available, English has traditionally been the most popular foreign language to be studied at university, and it is attracting the most applicants of all the languages available for study (Pyykkö et al. 2007, Vipunen n.d.).

Studying languages at university differs significantly from comprehensive and secondary school studies. Whereas the focus of the studies for example in upper secondary school is on developing one's language skills and identity (EDUFI 2019a, 174), the goal of university teaching is to create new research and to develop academic expertise (Lindblom-Ylänne et al. 2011). Language programmes, for example at the University of Turku, focus on different aspects of language and culture. Students learn about linguistics, literature, phonetics, pragmatics, translation, the culture of the language, and SLA as well multilingualism, literary studies, and language history (see University of Turku n.d.a, University of Turku n.d.c). The

studies also focus on developing students' proficiency in the language studied, but this varies across the subjects. Whereas Finnish and English demand a high level of proficiency at the onset of studies, some languages, such as Chinese, Latin, or Italian, can be learnt from the basics with zero previous knowledge (University of Turku n.d.a). Students' initial proficiency level also varies in all languages, but the initial proficiency level is often weakest in languages less commonly studied at school (Pyykkö et al. 2007, 131). This usually means languages other than English, such as German or Spanish.

Broadly speaking, language students studying at university become experts with a wide range of knowledge in all areas of the language. Students can also specialise in a specific field during their studies at university. For example, at the University of Turku, it is possible to specialise in three different programmes at the master's level: language learning and teaching, language specialist, and multilingual translation studies (University of Turku n.d.a). Studies are also supplemented with minor subject studies the students choose for themselves. Minor subject studies complement the major subject, enable specialising in different fields of study, and prepare them for their prospective professions (University of Turku n.d.a). For instance, if the student wishes to become a qualified language teacher, they must complete the subject teacher's pedagogical studies (Decree on the Qualifications Requirements for Teaching Staff 1998/986). Thus, studying a language at university develops students' expertise in a broad spectrum of linguistic areas and enables them to specialise in different fields of study. However, language majors in universities also face challenges, both in terms of studies and prospective professional careers.

2.3 Challenges in University Language Education

The state of language education in higher education in Finland has not been studied comprehensively in recent years. However, Pyykkö et al. (2007) investigated language education in higher education in Finland in the mid-2000s. The report found many features common to all language major degrees at university. Delays in studies, dropping out, and changing the field of studies have traditionally been common aspects of university language programmes (Pyykkö et al. 2007, 125). The report found multiple reasons for the delays in studies. Firstly, one of the main reasons is low proficiency in the language studied, meaning that the first years are often spent developing their language skills, thus delaying studies and thesis writing. Secondly, an unclear professional profile makes the goal of the studies ambiguous (Pyykkö et al. 2007, 131). The ambiguity of the career path, coupled with low

proficiency in the language studied, often impacts motivation negatively. Lastly, first-year language majors usually have an instrumental view of languages, meaning that languages are only thought of as a means of communication instead of the multifaceted studies offered at university (Pyykkö et al. 2007, 127). Thus, adjusting to studies at university may take both time and effort on the part of the students.

Although studies at university prepare language majors to become wide-ranged specialists in the language, the professional profile of university language degrees is also considered unclear (Pyykkö et al. 2007). Whereas becoming a teacher is frequently one of the main goals of the degree (Taalas and Aalto 2007), language majors with a master's degree in the language usually find employment in a multitude of professions. According to Pyykkö et al.'s (2007) report, language majors are not only employed as teachers, researchers, and translators, but also hold a wide range of job titles, including communications officers, export secretaries, librarians, and chief inspectors. Furthermore, according to the University of Turku's Career Services, the most common professional fields for language graduates five years after graduation were teaching and education, customer service, and media and communications (University of Turku Career Services n.d.). However, some language graduates find no employment in an occupation related to their field of studies, and many also work in professions such as dance teachers or salespersons (Pyykkö et al. 2007). Considering the situation as a whole, students majoring in languages are faced with a multitude of opportunities but also with different challenges affecting their studies and professional future.

3 Second Language Motivation

In this section, motivation in L2 learning is discussed in detail. Firstly, the concept of L2 motivation is defined, and some major theories on motivation are introduced. Secondly, the specific features of LOTE motivation are explored. Thirdly, motivation in English, Finnish, and LOTEs is discussed in detail. Lastly, previous research on motivation to study languages at university is introduced.

3.1 Defining L2 Motivation

Motivation has traditionally been one of the most explored areas of research in learner psychology (Dörnyei and Ryan 2015). At the heart of motivation theory and research are fundamental questions such as what drives a person to make specific choices, put in the effort, or persist in their activities (Dörnyei and Ushioda 2021, 3). Motivation includes an entire spectrum of internal and external and conscious and unconscious influences that affect human behaviour. However, as crucial as motivation is for learning, motivation is a difficult phenomenon to define. Due to the large amount of research and the phenomenon's complex nature, motivation has many definitions (Dörnyei and Ushioda 2021, 4). For example, motivation can refer to the reasons or purposes behind participating in certain activities, or it can be used to describe the intensity of their motivation. In addition, motivation can be described as a dynamic process that fluctuates over time. At its core, however, it can be said that motivation controls “why people decide to do something, how long they are willing to sustain the activity [and] how hard they are going to pursue it” (Dörnyei and Ushioda 2021, 4).

In the context of L2 learning, motivation can be considered one of the most researched fields within SLA (Dörnyei and Ryan 2015). Motivation in L2 learning is a part of the study of individual differences among other features such as aptitude, personality, and intelligence (Ryan 2019, 171) Motivation is, however, considered the primary individual difference affecting language learning, and it is largely acknowledged as one of the most crucial elements impacting the success of second or foreign language learning (Ryan 2019, 171; Ushioda 2013, 1). Furthermore, L2 motivation is perhaps one of the essential components that differentiates first language acquisition from L2 learning. Whereas one does not necessarily need to be motivated to acquire their first language, motivation affects how successfully and to what extent people learn languages later in life (Ushioda 2010, Ryan 2019). It can even be

said that motivation dictates every aspect of language learning: without sufficient motivation, appropriate curricula, quality teaching, and individual's abilities alone cannot guarantee long-term success in language learning (Dörnyei 2005, 65). Thus, motivation is an aspect of language learning whose effect cannot be ignored.

L2 motivation has traditionally been a popular area of study, but research on it has experienced a major surge within the past decades (Dörnyei and Ryan 2015; Boo, Dörnyei, and Ryan 2015). The origins of L2 motivation research can be traced back to the works of social-psychological researchers Gardner, Lambert, and associates (see e.g. Gardner and Lambert 1972). In this social psychological approach to motivation, language is viewed as an integral part of the culture of the language community (Gardner 1985, 6). In this theory, integrative orientation means that students hold positive attitudes towards the culture the language is associated with and have a desire to engage with its speaker (Gardner 1985, 11). A student who is integratively oriented is more likely to attain higher language proficiency. In turn, a student who is instrumentally oriented is learning the language for practical benefits such as obtaining a job. Gardner's model of integrativeness has been criticised for being too context-dependent, for example by Dörnyei (2005, 94). Dörnyei argues that Gardner's integrativeness works in multilingual contexts where the learners have actual contact with the L2 speakers but cannot be generalised to learning languages when there is no specific L2 group. Especially in the case of English, learners are more likely to identify themselves as a "globalised world citizen" than as members of a community of a certain language (Dörnyei 2005, 97).

Succeeding Gardner, Dörnyei broadened the aspect of integrativeness in his theory of the L2 Motivational Self System (Dörnyei 2005). Currently, L2 Motivational Self System is the most researched and widely used theory on L2 motivation (Boo, Dörnyei, and Ryan 2015). Dörnyei's theory of L2 Motivational Self comprises three main components: Ideal L2 Self, Ought-to L2 Self, and L2 Learning Experience (Dörnyei 2009, 29). The Ideal L2 Self is a vision of the learner's ideal self as a successful L2 learner. Thus, if the ideal version of themselves has a high proficiency in the target language, they are more likely to put in effort to learn the language. The Ought-to L2 Self is a component that reflects the attributes one thinks they ought to have to meet expectations of the outside world and prevent potential negative consequences. These expectations come from external sources, such as parents or working life. The Ought-to Self corresponds with more external types of motivation, compared to the more intrinsic ones of the L2 Ideal Self. The L2 Learning Experience focuses

on how specific factors in the learning environment can impact the process of learning an L2. This includes, for example, the teacher's influence or societal attitudes towards the language.

3.2 Aspects of LOTE Motivation

Research on L2 motivation has historically been dominated by research on the English language (Boo, Dörnyei, and Ryan 2015). For instance, Boo, Dörnyei, and Ryan (2015) examined the recent surge in motivation-related research in SLA. The analysis concluded that over 70 per cent of research was centred on English as the target language. In addition, the current theoretical paradigms of L2 motivation are also primarily based on studying the English language (Dörnyei and Al-Hoorie 2017). Due to the imbalance in research, it has been questioned whether the current paradigms can be equally applied to understand the motivation to learn languages other than English (Dörnyei and Al-Hoorie 2017). It is suggested that the current theories on L2 motivation, such as Dörnyei's L2 Motivational Self System, may possess characteristics that do not do full justice to understanding the motivation to learn LOTEs (Dörnyei and Al-Hoorie 2017). The current theories either minimise certain crucial aspects or fail to provide a sufficiently detailed depiction of the areas where the motivation to English and LOTEs diverges.

As a result, Dörnyei and Al-Hoorie (2017) have identified five key aspects that distinguish the motivation to study LOTEs from that of learning Global English. These are aspects that the current motivational theories may fail to address adequately. Firstly, in the vast majority of cases, learning LOTEs occurs parallelly with English. Since learning LOTEs occurs alongside English, this has the potential to influence the learning of LOTEs in many ways. Learning English simultaneously with LOTEs is likely to impact the motivation to learn smaller, non-global languages negatively. When multiple languages are learnt simultaneously, this may interfere with the learner's motivation. When learners consider Global English the normative referent to which they compare their language learning, positive attitudes and motivation towards LOTEs may decrease as learners compare the other languages they are learning to English. Alternatively, learners may be more motivated to learn LOTEs due to their self-perceived lack of proficiency in English or the belief that everyone already has a high proficiency in English.

Secondly, according to Dörnyei and Al-Hoorie (2017), motivation to learn LOTEs can be associated with positive attitudes towards the specific community that 'owns' the language.

Since LOTEs are often linked with a particular community, positive attitudes towards the community may facilitate motivation to learn the language. This is a feature that Dörnyei's L2 Motivational Self System is not at the theoretical level sensitive to. Therefore, two new additions to the Ideal L2 Self have been proposed, the *Rooted L2 Self* and the *Ideal Multilingual Self*. The Rooted L2 Self is a community-focused type of motivation, hailing from being deeply rooted in the shared geography, history, and cultural practices of the language community (MacIntyre, Baker, and Sparling 2017). Language learning is, thus, motivated by the obligation to continue cultural practices. The Ideal Multilingual Self, in turn, represents the learner's aspirations to become multilingual with a disposition that is not linked with any specific target language (Henry 2017). This concept is a significant motivational factor in addition to the motivation to learn the languages they are engaging with.

Thirdly, the Ought-to Self L2 Self of LOTE learners can be considered more fragmented than that of learners of Global English (Dörnyei and Al-Hoorie 2017, 460). Whereas the support for learning English tends to be fairly consistent and unchanging, learners of LOTEs face support from some social circles, but indifference from others, or even discouragement, for instance from authorities who view LOTEs only as distractions (ibid.). The multitude of attitudes may, thus, create multiple potentially conflicting disparate Ought-to L2 Self images (Dörnyei and Al-Hoorie 2017, 461). Some learners may also possess a self-image that can be considered *Anti-Ought-to Self* as suggested by Thompson and Vásquez (2015). This is a dimension of Ought-to L2 Self where the influence of society has a reverse effect on motivation. Since learning English is typically valued by society and encouraged by institutions, some learners might resist learning English or they may choose to study LOTEs because they are less commonly taught and even discouraged by authorities (Dörnyei and Al-Hoorie 2017, 461). Some learners of LOTEs may even wish to become experts in less commonly studied languages, effectively deciding to swim against the tide of Global English.

Fourthly, achieving a high level of proficiency in languages other than English is typically associated with highly specific and personalised motivations on the part of the learner. As Dörnyei and Al-Hoorie (2017) note, English is increasingly studied as a standard part of education and seen as a requirement, rather than the learning is driven by specific reasons and motivations related to learning a second language. Thus, English is seen as the default choice in language learning. This trend does not, however, typically apply to LOTEs. According to Dörnyei and Al-Hoorie (2017, 462), LOTEs are often learnt for immigration, heritage, or religious purposes. For instance, one may be motivated to learn the language because they

wish to immigrate to the country where the language is spoken or because the language is the genuine language of religious scriptures. Furthermore, learners of LOTEs may wish to become skilled in multiple languages or wish to become experts in a language studied not as much.

Lastly, Dörnyei and Al-Hoorie (2017, 463) highlight the effect of unconscious motivation. The article suggests that unconscious processes may affect the motivation to learn languages as learners are more exposed to certain languages compared to others. For example, English is often seen in the media, and it is used as a lingua franca across the world. LOTEs, on the other hand, are less commonly used, and learners of LOTEs may face discouragement due to administrative barriers or negative societal attitudes. These unconscious biases may thus affect the motivation to learn LOTEs negatively and English positively. In conclusion, the motivation to learn is affected by several factors

3.3 L2 Motivation in Different Target Languages

In the following subsections, the motivation to study English, LOTEs, and Finnish as a first language is discussed in detail. The first section explains relevant features regarding L2 motivation in English and examines studies related to motivation to learn English in Finland. The second section examines both Finnish as a first language and LOTEs, exploring studies related to motivation to learn them.

3.3.1 English

English has a special position in education. English is steadily becoming the dominant language in language curricula worldwide (Ushioda 2013, 3). Learning English now begins earlier in schools, and the language also extends into the teaching of other subjects, for example via content and language-integrated learning (CLIL) (ibid.). As English becomes more embedded in education, it shapes the motivation to learn the language in various ways. The prominence of English limits the curriculum by effectively removing choices for institutions, teachers, students, and parents (Ushioda 2013, 3). For example in Finland, students wish to study multiple languages and view learning languages as useful, but due to administrative actions taken in the country, English is usually the first and only advanced-level foreign language offered to students (Veivo et al. 2023). Prioritising the need to learn English may also diminish students' interest in studying other languages (Ushioda 2013). Furthermore, due to the increasing complexity and fluidity of contexts in which English is

learnt and used, it is becoming increasingly difficult to explain people's motivation for learning English solely based on an interest in the culture and community of English-speaking countries (Ushioda 2013, 4). Thus, as learning English becomes more and more widespread, the role of cultural interest seems to decrease.

Regarding motivation to learn English, Finnish students are highly motivated. For instance, Iwaniec and Ullakonoja (2016) compared 115 Finnish and 236 Polish teenagers' motivation to learn English. Finnish students were reported to have strong Ideal L2 Selves and intrinsic motivation (Iwaniec and Ullakonoja 2016, 292). Compared with their Polish counterparts, Finnish students enjoy studying English more, receive greater peer support, and report putting more effort into studying. Finnish students also show a more positive attitude towards English compared to other languages. For example, Honkonen (2020) compared 88 comprehensive school students' attitudes towards learning English and Swedish at school. The majority of the students found learning English either very or quite enjoyable (Honkonen 2020, 24–25). Learning the language was also found fun, easy and useful (*ibid.*). Learning English is, however, often viewed only as a requirement by the students. Kangasvieri (2022) researched the contributing factors to language choices in comprehensive schools in Finland. It was found that ninth-grade students ($n = 1206$) viewed English as a mandatory subject among others, often because no other choices for an advanced-level language were available (Kangasvieri 2022, 187). In conclusion, students in Finland generally have a positive attitude towards learning English, although it is sometimes regarded as just another subject among many.

3.3.2 LOTEs and Finnish as a First Language

The motivation to learn languages other than English is considered more diverse compared to the motivation for learning the English language (Dörnyei and Ushioda 2015). LOTE motivation often depends on various personal and situational factors (Dörnyei and Ushioda 2021, 12), and these factors differ from those of English (Dörnyei and Al-Hoorie 2017). While learning English is often viewed as essential and its learning is taken for granted, the same cannot always be said for LOTEs (Dörnyei and Al-Hoorie 2017). For instance, the decision to study LOTES may be frequently questioned and discouraged by parents, friends, and even authorities (Lanvers 2017). This may even discourage students from learning the languages (Lanvers 2017). It is, however, important to recognise that the motivations for learning different languages coexist and influence each other, as many individuals learn and

use multiple additional languages throughout their lives (Dörnyei and Ushioda 2021, 12). Thus, the situation is not always as straightforward as it seems.

The situation regarding Finnish students' motivation to learn LOTEs is multi-faceted. Students consider versatile language skills in a positive light. For instance, Veivo et al. (2023) researched Finnish 725 comprehensive and 937 upper secondary school students' views on language learning. 87% of the students thought that learning multiple languages would be useful in the future, and 74% of the students would study languages even if it was optional (Veivo et al. 2023). However, studies also show that motivation to study optional languages can be low and attitudes towards them negative. Kangasvieri (2019) studied the L2 motivation of 1206 students from 33 Finnish comprehensive schools, comparing English and optional languages such as French, German, Russian, and Spanish. A clear difference was found: the study showed that the most motivated students are the learners of English whereas the least motivated are the learners of optional languages (Kangasvieri 2019, 199). A similar result was found among university students. University students were found to be more motivated to learn English compared to Swedish and optional languages, such as German (Rimmi 2021). Furthermore, studying Swedish, one of the official languages of Finland, is often not considered necessary and it evokes negative feelings (Honkonen 2019). In conclusion, motivation to learn LOTEs is often lower, at least when compared with English. It must, however, be noted that when students compare learning LOTEs to English, it may influence their attitudes and motivation negatively, as it mentioned Dörnyei and A-Hoorie (2017).

Regarding the subject of Finnish as a first language, it is allocated the most time of all subjects in comprehensive school (EDUFI 2014). The core of the subject is extensive: it encompasses themes such as literature, linguistics, education, drama, folkloristics, and media education (Tainio 2020). Thus, the subject of Finnish in comprehensive and upper secondary school differs significantly from other languages and from university teaching which focuses mainly on linguistics (University of Turku n.d.a). There is limited research on motivation to learn Finnish as a first language. While research on motivation to learn Finnish as an L2 has been conducted in recent years, studies on motivation to learn it as a first language are lacking. Norhio (2021), however, studied 68 Finnish fifth and sixth-grade students and their learning motivation in the subject of Finnish language in their MA Thesis. The study found that the learning motivation towards the Finnish language was weak among the students (Norhio 2021, 29). Motivation was weak both among students who had Finnish as their first language and among those who spoke Finnish as a second language. Multiple factors affected

the motivation. For instance, lessons were considered boring and the learning contents difficult and laborious. However, more research on the topic must be conducted to have a more extensive picture of the situation.

3.4 Previous Research on Motivational Factors

The L2 motivation and motivational factors of university students and language majors have been studied previously. In this section, three studies related to this topic are introduced.

Huhtala, Kursiša, and Vesalainen (2019) studied 51 Finnish university students studying German, Swedish and French as their major by analysing their written assignments on their language learning experiences. The focus of the study was on the initial reasons why the students had chosen to study languages at the university and how motivated the students were to learn their major subject language during their studies. The study found that the most common initial motivators were previous positive language learning experiences, seeing oneself as being a successful language learner, work-related aspects such as a dream career in a language-related field, long-term stays abroad, and encouraging and supportive teachers. Furthermore, Huhtala, Kursiša and Vesalainen discovered that students rarely had only one reason for choosing to study their major subject language at the university, but different combinations of motives were mentioned. To maintain motivation during the studies, the role of study exchange and supporting students' professional identity were highlighted.

Arola (2013), in turn, researched 75 university students who chose to study Chinese, French, and Russian at the university's language centre voluntarily. The study focused on the motivational factors of why the students were interested in studying languages at the university level and how the motivational factors differed between the languages. The most important motivational factors for choosing to study languages were that versatile language skills were seen as beneficial for working life, students possessed a general interest towards the language, and the students had a desire to learn about the aspects of the target language's culture. However, the differences in motivational factors between the languages were small and nearly statistically insignificant. One major statistical difference was found on whether the student would like to move to a country where the language is spoken. This was found to be the lowest among students taking French courses. However, more differences could be found when each language was examined separately. The major motivational factor for

students studying French and Russian was the benefits for their future working. For Chinese students, it was the pleasure found in studying the language.

Yang (2022) investigated language learning motivation in English among 508 Chinese university students who were majoring in English, arts, and science. Quantitative data collected by questionnaires showed that Chinese university students were highly and integratively motivated to learn English. Motivation did not vary significantly among different majors, but English majors scored higher on the Ideal L2 Self, meaning they wished to become proficient experts in the language of their study. The motivation to learn English was found to be affected by seven motivational variables: perspective on the target language community, cultural interest, instrumentality, attitudes towards learning English, proficient English as an aspect of the Ideal L2 Self, Ought-to L2 Self, and intended educational efforts (Yang 2022, 83). The three most important reasons for studying English were cultural interest towards the English-speaking countries, attitudes towards the target language community, meaning they were interested in being able to communicate in English with English-speaking people, and instrumentality, meaning English was seen as beneficial for their studies and prospective profession.

4 The Present Study

This study aims to explore the motivational differences in choosing to study languages among first-year university students majoring in English, LOTEs, and Finnish and Finno-Ugric languages. The study focuses on the students' initial interest in languages, comparing responses between the three language groups. Emphasis is placed on students' general interest in languages and their specific interest in learning more of the major subject language. In addition to these, the key reasons students choose to study languages at university are explored. Furthermore, this thesis examines students' professional goals.

In the following subsections of this section, the materials and methods used in the study are introduced in more detail. Firstly, the section discusses the data collection process of the study. Secondly, the participants of the study are introduced and lastly, the research methods used to analyse the data are described.

4.1 Data Collection

This study utilises data collected via an electronic questionnaire filled in by first-year language majors at the University of Turku between the years 2019 and 2023. A questionnaire is a typical instrument of survey research designed to gather self-reported data from individuals for research (Dörnyei and Ushioda 2021, 198). It aims to describe the characteristics of a population by analysing a sample of that group. Questionnaires are a popular method of collecting data in SLA (Dörnyei 2007, 101–102). They are fairly easy to construct, highly adaptable, and exceptionally effective at gathering large volumes of information quickly in a format that is readily and easily processable. Accordingly, the questionnaire was chosen as the method for collecting data in this study. Questionnaire surveys typically gather quantitative data, but it is also possible to collect qualitative data in the form of open-ended questions in cases when the potential range of answers cannot be predicted (Dörnyei 2007, 107). Since motivation is a complex phenomenon, open-ended questions are a useful tool to utilise because it would be impossible to predict the range of answers provided. Thus, the questionnaire also utilised open-ended questions in addition to Likert scale items.

The questionnaire used in this study consisted of three parts: background information, Likert scale items on language learning, and open-ended and short-answer questions. In background information, participants were asked information, for example, on gender, age, and

educational background. The five Likert scale items measured the participants' motivation and emotions in language learning. The open-ended questions focused, for example, on the career and study plans of the students, and expectations related to studies at the university. The language of the questionnaire was originally Finnish, and students responded to the items in Finnish. In this thesis, the questions and responses are translated into English. All the questions in the questionnaire can be seen in detail in Appendix 1 and Appendix 2.

This study focused on two Likert scale items on initial interest in languages and two open-ended questions regarding reasons for choosing to study languages at university and the student's initial career goals. The main purpose of the questionnaire was originally to collect statistical data from the students to use for marketing and developing the studies on offer. However, certain sections of the questionnaire were designed with a research-oriented focus, such as the Likert scale questions. Thus, all of the questions were not used in this study, but only the ones deemed useful were investigated in detail and used in this thesis. As the questionnaire was carried out multiple times over the years, some minor changes were also made to the questionnaire. For example, more options were added to the background questions on educational background and gender. No changes were, however, made to the questions this study focuses on, meaning the quality of the responses remained consistent.

All of the data were collected during the first months of the participants' first year at the university. The questionnaire was part of a course called *Introduction to Studies in Language Subjects*. The course is an introductory module for first-year language major students at the University of Turku. The course prepares students for studying languages at the university, and it provides information on topics such as study motivation, career planning, seeking information, the structure of the studies, and study skills (University of Turku, n.d.b). The link to the questionnaire was distributed to the students during a lecture of the course, and the students were periodically reminded to take the questionnaire had they not done it already. Participating in the study was voluntary, and the participants could withdraw their participation without any negative consequences. Since the data were collected using an electronic questionnaire, the anonymity of the participants could be ensured reliably (Dörnyei and Dewaele 2022). The participants were also informed of the processing of the personal data, and all participants had to agree on whether their answers could be used for research purposes. However, since the data were partly collected in 2019 and 2020, some of the participants were unable to receive information on the processing of personal data due to variations in data privacy legislation at the time.

4.2 Participants

The participants in this study were first-year university students studying languages as their major subject at the University of Turku between the years 2019 and 2023. The total number of participants is 672. The participants' major subjects include all the languages that can be studied as majors at the University of Turku. The languages are English, Nordic languages, French, German, Spanish, Italian, Classical languages, Finnish and Finno-Ugric languages, and Chinese. However, since Chinese did not become a major subject until 2021, it should be noted that data from students studying Chinese is only available from that year onward. The distribution of major subject languages in the data can be seen in the table below.

Table 1: the distribution of major subject languages in the data

Major subject language	Number of students	% of the total
English	222	33.0%
Finnish and Finno-Ugric languages	136	20.0%
French	65	9.7%
German	58	8.6%
Spanish	56	8.3%
Nordic languages	51	7,6%
Chinese	34	5.0%
Italian	25	3.7%
Classical languages	25	3.7%
In total	672	100%

In this study, the language majors were divided into three groups, English, LOTE and Finnish, according to their major. The purpose of this was to investigate the differences in motivation between the groups. Since the L2 motivation to learn English and LOTES have been found to

have differences (Dörnyei and Al-Hoorie 2017), they were separated into their own groups. In addition, since Finnish is one of the official languages of Finland, the native language of the vast majority of the students, and it follows a distinct curriculum in basic and secondary education, Finnish students were separated into their own group. In this study, English students studied English as their major whereas Finnish students studied Finnish and Finno-Ugric languages. LOTE students, in turn, studied French, German, Spanish, Nordic languages, Chinese, Italian, and Classical languages as their major. Of the 672 participants, 222 studied English, 314 studied LOTEs, and 136 studied Finnish and Finno-Ugric languages. Thus, 33.0% of the students studied English, 46.7% LOTEs, and 20.2% Finnish and Finno-or

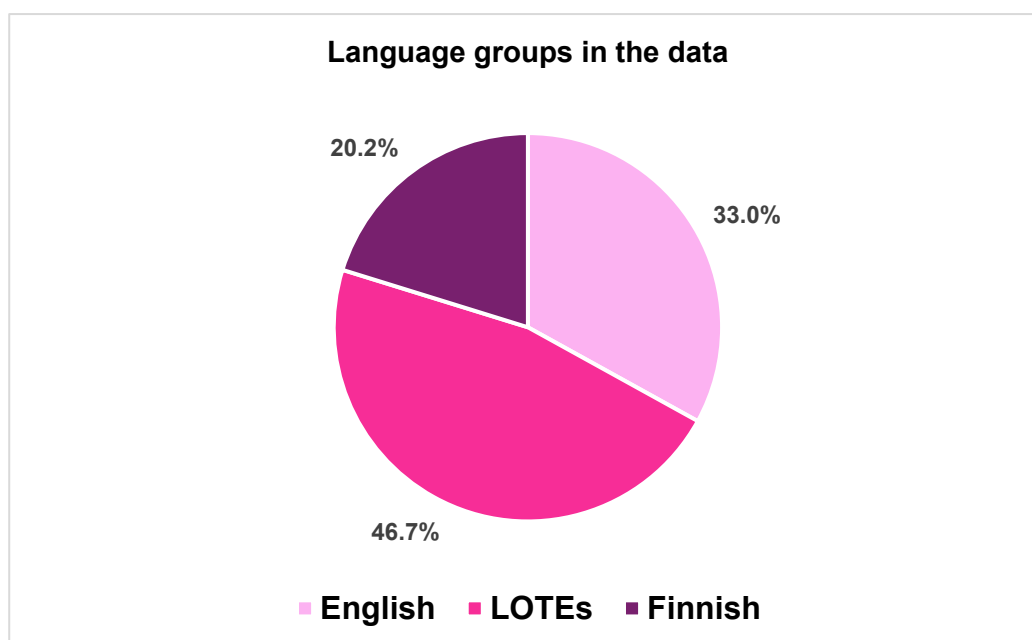


Figure 1: Distribution of the three language groups in the data

Of the participants, 76.5% were female, 17.9% male, and 4.6% other. One per cent of the respondents did not wish to disclose their gender. However, there is variance in these statistics as the option of wishing not to disclose one's gender was only added to the options in 2022. At the time of response, the mean age of all the participants was 23.4 years. The youngest participant was 17 years old and the oldest was 71. The ages were calculated based on the participants' year of birth they had reported. For 72.3% of the participants, their major was their first choice when applying to universities.

Concerning native languages, 98.8% of the students spoke either Finnish or Swedish as one of their native languages, with only one participant speaking only Swedish as their native language. Of the students, 1.8% did not speak either Finnish or Swedish as their native language. Their native languages included, for example, Spanish, English, Estonian, German, and Russian. Furthermore, 95.2% of the students had only one native language, but 4.8% reported having two native languages, most commonly in combination with Finnish.

4.3 Data Analysis Methods

The data used in this study are analysed both quantitatively and qualitatively. In the following sections, both the quantitative and qualitative methods used in this thesis are explored in detail.

4.3.1 Quantitative Methods

Quantitative methods were used in analysing the Likert scale items on students' interest in languages. The data were analysed using Microsoft Excel and IBM's Statistical Package for the Social Sciences (SPSS) (version 29). At the beginning of the analysis process, the contents of the questionnaires were directly downloaded from Webropol, the platform for the electronic questionnaire, to Excel. Since the data were directly transported to Excel, mistakes in the transportation process could be avoided. In Excel, all the questionnaires were combined into one file, and the data were cleaned. Since the original questionnaire contained questions that were not used in this study, they were erased from the file, leaving only relevant data remaining.

Descriptive statistics of Likert scale items were calculated in order to summarise and describe relevant numerical data. Since the electronic questionnaire did not allow the Likert scale items to be left empty, there was no missing data. The descriptive statistics were calculated using SPSS. Thereafter, statistical tests were used to calculate the influence of the major subject language on the Likert scale scoring. The normality of the Likert scale data was calculated using the Kolmogorov-Smirnov Test since it is suitable for analysing larger data sets (Tähtinen, Laakkonen, and Broberg 2020, 153). Since the data were not normally distributed across all groups or cases ($p < 0.001$), the Kruskal-Wallis Test was employed to analyse the influence of the language of study on general interest in languages and the desire to learn more of their major subject language. The Kruskal-Wallis Test is a non-parametric test suited for comparing three or more independent groups that may be unequal in size (Tähtinen,

Laakkonen, and Broberg 2020, 162). Additionally, the test is suited for analysing Likert scale items. In case of a statistically significant result, a post hoc test was employed for each major subject pair, using the Mann-Whitney U Test (Tähtinen, Laakkonen, and Broberg 2020, 164). The p-values were then compared to the Bonferroni corrected p-values to see which language pair had a statistically significant difference in order to avoid false positives (ibid.).

4.3.2 Qualitative Methods

Qualitative methods were used to analyse the contents of the open-ended questions concerning the reasons for choosing to study languages at university and initial professional goals. Dörnyei and Dewaele (2022, 83) recommend that the contents of open-ended questions in questionnaires should be analysed using some form of content analysis. The examination process should contain two broad phases: marking each response for key content elements and forming broader categories to describe the content, allowing comparison with other responses.

The contents of the open-ended questions in this study were analysed using data-driven content analysis. Data-driven content analysis consists of three phases which include reducing the data, clustering the data, and abstracting the data (Tuomi and Sarajärvi 2018). Firstly, in the reducing phase of the analysis process, irrelevant information was deleted from the data. Since the questions in the questionnaire were direct, focused on the core of the research questions, and the responses were fairly short and simple, the data did not contain much irrelevant information. However, since the questionnaire question regarding students' reasons for selecting their major also allowed responses about why they had not wanted to study their major, information concerning this was deleted from the data set. Similarly, responses left empty were deleted. Following this, the data were clustered, meaning similar expressions and themes were highlighted with the same colour and responses with the themes were given the same numerical codes. In the last phase, the data were conceptualised, and thematic categories were created. The following figure demonstrates the analysis process using an example piece of data.

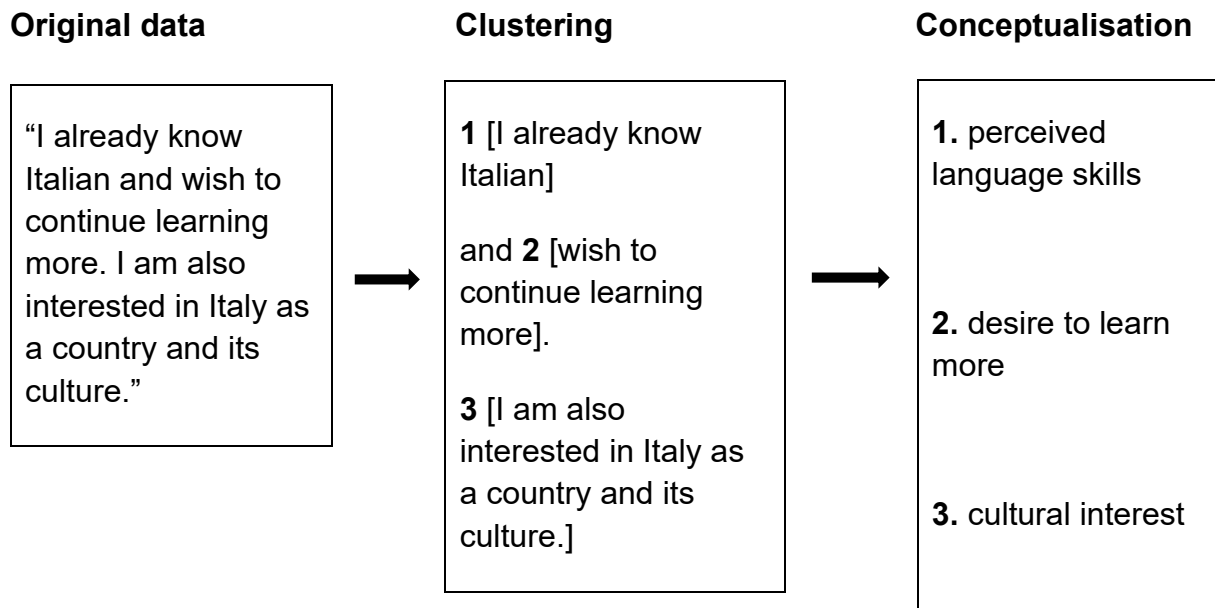


Figure 2. Example of data analysis

The frequencies of the themes in the responses were then counted in order to compare the language groups. Every time a theme occurred in the responses, it was counted as one occurrence of the theme. Since the students often listed multiple options for both the reasons for choosing to study languages and their professional goals, one response often contained multiple thematic categories as is shown in the example piece of data. Thus, one response could provide insight into multiple thematic categories.

During the qualitative analysis process, some challenges were, however, encountered. Few cases of the responses were rather ambiguous in nature, making their contents difficult to discern. For example, one student responded to the question of why they had chosen to study language as their major by stating “Because it is fun to know”. Responses like these were difficult to place within any of the thematic categories as their meaning was unclear. On a few occasions, it was also difficult to discern whether the student was being serious with their response. The ambiguous cases were then excluded from the data and omitted from the analysis, as there were only three instances in the whole of the data. Furthermore, some of the responses, though explicit and transparent, could not be placed within any of the major thematic categories. Since these responses were separate and did not form any category of their own, they were excluded from the main thematic categories and treated as individual cases. These cases can be seen in detail at the end of the analysis section of the thesis.

5 Analysis

In this section of the thesis, the results of the data analysis are presented. The analysis follows the order of the research questions. Firstly, the first research questions on students' general interest in languages and their specific interest in their major subject language are explored. Secondly, the second research question concerning the reasons for studying languages at university is examined. Lastly, the third research question on students' initial professional goals is discussed.

5.1 Initial Interest in Studying Languages

To answer research questions 1A and 1B, this section discusses how interested first-year language majors are in learning languages at the beginning of their studies. The analysis is based on two Likert scale statements. Firstly, we examine research question 1A where students' general interest in languages is explored. Secondly, we examine research question 1B where students' desire to learn more of their major subject language is analysed.

5.1.1 General Interest in Languages

In this section, students' general interest in languages is examined. The students were asked to evaluate their general interest in languages on a Likert scale by responding to the statement "*My general interest in languages is*". The scale was seven-point where number one equalled very low interest and number seven very high interest. Number four meant being unsure and did not express either low or high interest. The descriptive statistics of the responses for all the students and the language groups separately are presented in Table 2.

Table 2. Students' responses to the item "My general interest in languages is"

Language	Mean	Median	Mode	SD	Min.	Max.
All	6.15	6	7	0.893	2	7
English	6.17	6	6	0.828	3	7
LOTEs	6.27	6	7	0.850	2	7
Finnish	5.85	6	6	1.022	3	7

SD = standard deviation

As we can see from Table 2, all the participants in this sample group have a high general interest in languages. The mean score of all the students' general interest in languages is 6.15

(SD = 0.893), indicating high interest on average. The minimum of the whole sample group was 2, meaning that no student rated their general interest in languages as very low. When each language group was examined separately, we see that the students of LOTEs in this sample had the highest mean score of 6.27 (SD = 0.893). The LOTE group was also the only group that had a minimum of 2 whereas the minimum values for the other groups were 3. The LOTE group was thus the only group where some students rated their general interest in languages as low. English students have the second highest mean score of 6.17 (SD = 0.828). This is very close to the LOTE group as the difference between the groups is only 0.1. The Finnish group had the lowest mean score of 5.85 (SD = 1.022), indicating a larger difference compared to the other groups. The difference in mean scores between students of LOTEs and the students of Finnish was 0.42 and between students of English and students of Finnish 0.32. The Finnish students also exhibited the highest standard deviation, indicating that their responses varied the most within the group.

A Kruskal-Wallis Test was performed to determine whether the student's major subject language influences their general interest in languages. A statistically significant difference was found between the groups ($p < 0.001$), meaning that at least one group was statistically significantly different from the others. A post hoc test found that there was a statistically significant difference between English and Finnish students ($p = 0.005$) and between LOTE students and Finnish students ($p < 0.001$). This suggests that there is a significant difference in general language interest between students of Finnish and those studying foreign languages and Swedish. Finnish students are, thus, less interested in languages in general when compared to English and LOTE students. No statistically significant difference was found between English and LOTE students. This indicates that their level of interest is more similar to each other.

Based on these statistics, it can be argued that, on average, the students in this sample have a high general interest in languages. Students of LOTEs have the highest general interest in languages, being closely followed by students of English. Finnish students also have a high interest in languages, but it is lower than LOTE and English students. The results reflect a situation where language students at university maintain a strong interest in languages, despite the general decline in overall interest in language studies in Finland. There is also a significant difference in general interest in languages between Finnish and those studying either LOTEs or English. This could result from earlier learning experiences. Since the core of the subject of Finnish as a first language is extensive and consists of a multitude of

objectives from literature to media education (Tainio 2020), students may not be as interested in languages in general compared to other language students. Furthermore, Finnish is the native language for the vast majority of the participants, thus they need not be necessarily interested in learning additional languages. In turn, a more similar interest was found between English and LOTE students. This suggests a more uniform background which could result from similar learning experiences and curriculums in those languages (see EDUFI 2014). However, it is impossible to state anything definitively without further study.

5.1.2 Desire to Learn the Major Subject Language

In this section, students' specific interest in their major subject language is examined. The students were asked to evaluate their specific interest in their major subject language on a Likert scale by responding to the statement "*My desire to learn more of my major subject language is*". The scale was seven-point where number one equalled very weak interest and number seven very strong interest. Number four meant being unsure and did not express either weak or strong interest. The descriptive results of the responses for all the students and the language groups separately are presented in Table 3.

Table 3. Students' responses to the item "My desire to learn more of my major subject language is"

Language	Mean	Median	Mode	SD	Min.	Max.
All	6.49	7	7	0.745	3	7
English	6.49	7	7	0.754	3	7
LOTEs	6.55	7	7	0.745	3	7
Finnish	6.37	6.5	7	0.718	4	7

SD = standard deviation

As we can see from Table 3, all the students in this sample have a strong interest in learning more of their major subject language on average. In all cases, their interest in their major subject language is higher compared to their general interest in languages. The mean score of all the participants' desire to learn more of their major subject language is 6.49 (SD = 0.745). The minimum of the whole group was 3, meaning that no one rated their desire to learn as very weak or weak. When each group is examined separately, it follows a similar order as in the previous statement on general interest in languages. Students of LOTEs have the highest mean score of 6.55 (SD = 0.745). They are very closely followed by English students who have the second highest mean score of 6.49 (SD = 0.754) with the difference in the mean

scores being only 0.06. Finnish students had the lowest mean score of 6.37. However, the difference between the groups is minor as the difference between students of English and Finnish is only 0.12. Additionally, the difference in mean scores between Finnish students and LOTE students is 0.18. Finnish students were, however, the only group that had the highest minimum of all the groups, meaning that no Finnish student rated their desire to learn their major subject language as weak. Finnish students also had the lowest standard deviation, meaning their responses varied the least within the group.

A Kruskal-Wallis Test was performed to determine whether the student's major subject language influences their desire to learn more of the major subject language. A statistically significant difference was found between the groups ($p < 0.005$), meaning that at least one group was statistically significantly different from the others. A post hoc test found only one statistically significant difference between students of LOTEs and Finnish ($p = 0.001$). This suggests a significant difference in interest in the desire to learn their major subject language. No statistically significant differences were found between Finnish and English students or between English and LOTE students. The result indicates that their level of interest is more similar.

Based on these statistics, it can be argued that the students have a strong desire to learn more of their major subject language. Furthermore, their desire to learn their major subject language is stronger than their general interest in languages. When each group was examined separately, the students of LOTEs had the strongest desire to learn more of their major subject language, being closely followed by students of English. Students of Finnish had the lowest interest of the three. However, the differences between the groups were small. The results indicate that language students at university have a strong desire to learn more of their major subject language. The results also somewhat oppose earlier studies on language motivation. Earlier studies on language motivation in the Finnish context (Kangasvieri 2019, Rimmi 2021) have highlighted that students are more motivated in English and less motivated in LOTEs. These results, however, reveal that the interest in learning more of the major subject language is high among all the students. In fact, students of LOTEs maintain the strongest interest in learning more of their major subject language, opposing earlier results indicating a low interest in LOTEs among students (e.g. Kangasvieri 2019, Honkonen 2019). The results also shed light on the motivation of the Finnish students that has not been studied much, indicating a strong interest in their major subject language.

5.2 Reasons for Choosing to Study Languages at University

To answer the second research question, this section examines the students' reasons for choosing to study languages at university. Students responded to an open-ended question on why they had wanted to study their major subject language at university. After content analysis, nine prominent themes emerged from the data. The themes that emerged in the order of their frequency are *interest in the major subject language*, *professional goals*, *perceived language skills*, *desire to learn more*, *general interest in languages*, *cultural interest*, *usefulness of the language*, *indecision and lack of direction*, and *desire to study at a university*. Students rarely had only one reason for choosing to study languages at university, but a combination of motives and themes was seen in the responses. This is in line with the results of Huhtala, Kursiša, and Vesalainen's (2019) study where university students usually had a combination of reasons for choosing to study German, Swedish, and French at university.

The occurrences of the themes can be seen in Table 4 on the next page. The percentages next to the number of occurrences indicate the percentage of how many per cent of all students or how many per cent of the students in that language group mentioned the theme in their responses. For example, 48.6% per cent of the English students in this study mentioned interest in the major subject language as one of their motivational factors.

Table 4. Frequencies of the reasons for choosing to study languages at university

Thematic category	All	English	LOTEs	Finnish
interest in the major subject language	334 (49.7 %)	108 (48.6%)	146 (46.5%)	80 (58.8%)
professional goals	175 (26.0%)	64 (28.8%)	71 (22.6%)	40 (29.4%)
perceived language skills	150 (22.3%)	87 (39.2%)	46 (14.6%)	17 (12.5%)
desire to learn more	107 (15.9%)	25 (11.3%)	66 (21.0%)	16 (11.8%)
general interest in languages	96 (14.3%)	34 (15.3%)	50 (15.9%)	12 (8.8%)
cultural interest	76 (11.3%)	10 (4.5%)	65 (20.7)	1 (0.7%)
usefulness of the language	43 (6.4%)	12 (5.4%)	26 (8.3%)	5 (3.7%)
indecision or lack of direction	22 (3.3%)	7 (3.2%)	9 (2.9%)	6 (4.4%)
desire to study at university	5 (0.7%)	3 (1.4%)	2 (0.6%)	0 (0%)

In order to describe the themes in more detail, they are next discussed further. The themes are introduced in the order of frequency among all students, starting with the most commonly mentioned theme and proceeding to the less common ones. However, as an exception, the theme of general interest in languages is presented together with the theme of interest in the major subject language as they are thematically related.

Firstly, we examine the theme of *interest in the major subject language*. Interest in the major subject language means that the students chose to study languages in university because they were specifically interested in their major subject language. Thus, the focus of their interest is on their major subject language instead of, for example, having a generic interest in all languages. In the responses, students reported how they had always liked their major subject language and how, for example, it had been their favourite subject at school. Students often described their interest with emotionally nuanced expressions. They reported that their major subject language fascinates them and that they are passionate about the language. Some

students even called their major subject language dear and expressed love towards the language as can be seen in the following examples:

- (1) I love the diversity, nuances, and richness of the Finnish language, and I want to learn more about it. – *student 186*
- (2) My grandma loves Italy, and she gave me an Italian book as a gift. I fell in love with the language when I started studying it [...] – *student 364*

At the other end of the spectrum were also a few students who were interested in their major subject language, but they viewed studying them at university as only something they could tolerate in the absence of, perhaps, something better:

- (3) I remember tolerating language studies decently at school, and this was my preferred language. – *student 533*

On a few occasions, the interest in the major subject language was also driven by the idea that the language they are studying is less commonly known compared to English. For example, a French student describes their decision to choose French as their major followingly:

- (4) I have always been interested in languages, I like studying them, and I learn them easily. I specifically chose French because I attended a French language class in primary school. Additionally, I wanted something a bit more unique than, say, English. – *student 41*

This type of motivation reflects the concept of the Anti-Ought Self first introduced by Thompson and Vásquez (2015). It means that the influence of society has a reverse effect on motivation. As English is the most common foreign language taught at schools in Finland, the student decides to go in the opposite direction by learning a language that is less commonly taught and less known by the population. Furthermore, the prominence seems to influence the motivation of LOTEs in a reverse way when students believe that the majority of the population already possesses proficiency in English, encouraging studying LOTEs (Dörnyei and Al-Hoorie 2017).

Interest in the major subject language was the most frequently mentioned theme among all the responses. It was mentioned 334 times, which is almost half of all the respondents in the data. In addition, interest in the major subject language was the most common theme among all the language groups as well, meaning the most frequent reason for studying languages at university for students of English, LOTEs and Finnish

as a first language is that they are interested in their major subject language. Of the three language groups, this reason was most often mentioned by students of LOTEs, followed by students of English, and lastly students of Finnish. This order of frequency also follows the results of the Likert scale items where students of LOTEs were the most interested in more of their major subject languages, followed by students of English and Finnish.

Secondly, we examine the theme of *general interest in languages*. Based on the responses, one major reason why students wish to study languages at university is because they have a general interest in languages. General interest in languages means that the student possesses a generic interest in learning and studying languages. Instead of being interested in one language specifically, students find joy in the process of learning and studying new languages in general. A very common reason for why the student had chosen to study languages at university was that they have always enjoyed learning languages and that studying languages is fun, interesting, and rewarding. The interest was often described as long-term and that they had always had a liking for languages as was mentioned by one English major:

- (5) I have always liked studying languages, and I think they are easy to learn. I also find languages very interesting. – *student 12*

Occasionally, the students were also interested in the general nature of languages, with a particular interest in linguistics and how languages function. Thus, the general interest in languages includes not only interest in learning and studying different languages but also interest in the general principles of languages and their structures. The general interest in languages was mentioned by 96 students, and it is the sixth most common reason among all students for choosing to study languages at the university. Of the three language groups, this was the most common among students of LOTEs and the least common with students of Finnish. These findings also support the results of the Likert scale items on general interest in languages, meaning students of LOTEs had the highest general interest in languages.

The theme of general interest in languages together with the theme of interest in the major subject language also aligns with the findings of Huhtala, Kursiša, and Vesalainen (2019). In their study, they found that a major reason why university students chose Swedish, German, or French as their major was because of previous positive L2 learning experiences. This means that the students highlighted their interest in languages and interest in their major subject language in particular. Furthermore, both the interest in the major subject language

and the general interest in languages reflect a more intrinsic type of motivation where the motivation derives from the language itself rather than from external factors. Thus, language students are often motivated because of the enjoyment of studying and learning languages. The themes of interest in the major subject language and especially the general interest in languages could also be seen to represent Henry's (2017) Ideal Multilingual Self where the learner has aspirations to become multilingual with a disposition that is not linked with any specific target language. Thus, the students could be motivated by the thought of becoming multilingual professionals in languages.

Thirdly, we examine the theme of *professional goals*. Professional goals mean that students chose to study languages at university because they have career aspirations that can be achieved by studying languages at university. For example, students wished to become a language teacher, a translator, or a researcher in future. In the following example, a Finnish major explains their motivations for studying Finnish which are driven by professional aspirations:

- (6) Finnish has always been my number one choice. As a child, I loved books and at my best read a couple of books a day. I would like to become a teacher and try to inspire young people to get excited about reading again [...] – *student 107*

Studying languages was also seen as a pathway for a career even if the student was not completely sure what they wished to do in the future. Some students mentioned that a language degree has multiple career options and that the degree functions as a good base for many professions, which is why they wanted to study them. In addition, some students wished to study languages because it complemented their existing careers or studies. For example, one student mentioned how language studies in German, French, and Russian complement their studies in classical singing. A few students who worked as teachers studied languages because they wished to have additional qualifications in addition to their already existing ones.

Professional goals were the second most common reason for choosing to study language at university. It was also the second most common reason for students of LOTEs and students of Finnish. Of the three language groups, it was most common among the students of Finnish as nearly 40 per cent of responses contained the theme. This theme is also in line with the results of Huhtala, Kursiša, and Vesalainen (2019) in which language majors listed prospective professions as one of their motivators. Professional goals as a motivational factor may reflect

a more extrinsic type of motivation, such as Dörnyei's concept of Ought-to L2 Self (Dörnyei 2009), where language learning is motivated by achieving a career in a field where knowledge of languages and linguistics is a requirement. However, as Huhtala, Kursiša, and Vesalainen (2019) mention, professional goals also reflect Dörnyei's concept of Ideal L2 Self. Thus, seeing oneself as a skilled language professional in the future can serve as a strong intrinsic motivation for students to pursue these studies.

Fourthly, we examine the theme of *perceived language skills*. Perceived language skills mean that the students wanted to study languages because they thought that they are talented or otherwise gifted in studying languages or that their proficiency in the language was already so strong that they viewed their proficiency as a good basis for university-level studies. Students often described how they had always been good at languages and that they had got high grades in language subjects at school. For example in the following excerpt, an English major describes their high matriculation exam grade being the reason they chose to study languages at university:

- (7) I wanted to study this major because I got a Laudatur [the highest grade] in the matriculation exam, and overall it [English] has been easy for me to learn. [...] – *student 508*

Finnish students often also highlighted their skills related to the subject of Finnish as a first language, meaning they were good at, for example, writing. For some proficient students, their major subject language was their second native language or it was a language that they otherwise used in everyday communication. Thus, they did not base their success in language learning on school grades, rather it was seen as an ability that they possessed. However, the number of these students was minor.

Perceived language skills were the third most common reason for choosing to study languages among all language students. Of the three language groups, the theme was most common among English students where almost 40 per cent of the respondents mentioned the reason in their answers. This could be explained by examining the current language learning situation in Finland. Compared to LOTEs, English has more weekly lessons per year and it is usually the first additional language learnt at school, thus the proficiency of the students is likely to develop further for more students. In addition, as the majority of the students speak Finnish as their first language, they may not necessarily consider their proficiency in the language as something to pay attention to. The theme of perceived language skills is also consistent with

the findings of Huhtala, Kursiša, and Vesalainen (2019). In their study, they found that students majoring in French, German, and Swedish were often initially motivated by seeing themselves as successful language learners. This means that they wanted to study languages as they had “positive perceptions of themselves as language learners”, meaning they had had previous success in learning languages (Huhtala, Kursiša, and Vesalainen 2019, 296).

Fifthly, we examine the theme of *desire to learn more*. The theme of desire to learn more means that the students chose to study languages at university because they wish to learn more of their major subject language and improve their skills and proficiency in the language. For example, a student majoring in French describes their motivation to study French at university followingly:

- (8) I want to speak French so well one day that French speakers will understand me clearly. [...] – *student 118*

The student is, thus, motivated by the desire to learn to speak the language in a native-like manner. The students were motivated by the idea that during university studies they would be able to develop their proficiency to become more fluent and to deepen their already existing knowledge in the language.

The theme of desire to learn more was the fourth most frequent theme among the responses. Of the language groups, it was the most frequent among the students of LOTEs. Since LOTEs contain languages that can be learnt from the basics with zero previous knowledge, it makes sense that some of the students have a desire to learn more of the language. Furthermore, students’ initial proficiency level is often weakest in languages less commonly studied at school, usually meaning LOTEs (Pyykkö et al. 2007). The desire to learn more also aligns with Dörnyei’s concept of the Ideal L2 Self (Dörnyei 2005). The students may view their ideal selves as successful language learners, which motivates them to learn the language. For example, the French major in the example above describes how they would like to be able to speak French in a native-like manner in the future, thus desiring to learn more and having a strong Ideal L2 Self.

Sixthly, we examine the theme of *cultural interest*. The theme of cultural interest means that the students want to study languages at university because they are interested in the culture associated with the major subject language. The interest in the culture of the language was rarely specified in more detail, but the interest was often very general. For example, students

mentioned being interested in “British culture” or “the culture of Latin America”. In some cases, however, students mentioned certain aspects of culture from which their interest stems. These included, for example, the literature, sports, cuisine, and arts of the culture which was associated with the language. For example, a major in Spanish describes their interest in Spanish as being driven by many cultural aspects:

- (9) Spanish is a great passion of mine for many reasons. I am very interested in Spanish culture, sports, and cuisine. Additionally, I have many Spanish friends. [...] – *student 105*

In the case of classical languages, the culture was often associated with arts and history related to the languages. Furthermore, in many cases, the interest in the culture of the major subject language was awakened through visiting a country that speaks the language.

Cultural interest was the sixth most common theme among the responses. Cultural interest was by far the highest among students of LOTEs as it was mentioned by 65 students whereas it was mentioned by 10 English students and only one Finnish student. It seems that the students of LOTEs are often, in Gardner’s terms (Gardner 1985) integratively motivated, meaning the students hold positive attitudes towards the culture the language is associated with. This result also supports Dörnyei and Al-Hoorie’s (2017) finding that motivation to learn LOTEs can be associated with positive attitudes towards the community that ‘owns’ the language. At the same time, the somewhat low number of responses on cultural interest among English students could imply that the English language is not often associated with any specific community, but it is more of a global language with no particular culture attached to it (Dörnyei 2005).

Seventhly, we examine the *usefulness of the language*. The usefulness of the language means that students chose to study languages because they viewed that learning and knowing the language was somehow practical or beneficial. For example, one student thought that knowing English is a very useful skill to have in general:

- (10) I am interested in English, and it is in my opinion a very useful language to know in general. – *student 523*

The usefulness of knowing the language was not always disclosed, but languages were mentioned to unlock many opportunities in life. When usefulness was clarified in more detail, its line of thinking concerned both work and leisure. Students viewed that learning the major subject language provided more opportunities in working life, but it was also a useful skill to

have in their daily lives. Students of large world languages such as English, Chinese, and Spanish often mentioned that knowing their language can be considered an especially useful skill. For example, since English is a lingua franca in the world, students considered it useful since it has such a major role in the globalised world. Similarly, Chinese was considered the language of the future, thus, it is beneficial to learn the language. One Chinese major even mentioned that knowing Chinese should even be considered general knowledge as China has such a large effect on the world and its economy. The theme of usefulness of the language was mentioned 43 times, and it was the most common among students of LOTEs. The usefulness of the language can also be seen to reflect Dörnyei's concept of Ought-to L2 Self where language learning is motivated by practical benefits.

Eighthly, we examine the themes of *indecision and lack of direction* and the *desire to study at a university*. Indecision and lack of direction mean that the students chose to study languages because they could not think of anything else that they would like to study. In extreme cases, the student themselves did not know why they had applied for a language programme in the first place. This factor was mentioned by 22 students with Finnish students mentioning it the most often, followed by students of English. The desire to study at university, in turn, means that students view studying languages as a pathway to university. For example, students described how they wanted to study at university, and languages were often seen as the easiest route for them to a place of study at university. In the following example, a student describes their decision to choose languages as their major:

- (11) English was the only thing in which I had both sufficient skills and an actual possibility of getting into a program, as well as enough interest that it made sense to pursue it, for I wanted to study something at the university level if at all possible. – student 108

This reason was the least frequent reason for choosing to study languages at university, with only five students mentioning it as one of their motivators.

Lastly, in addition to the categories above, a few individual reasons emerged that could not be placed within the thematic categories. These included reasons such as the location of the university were good, the quality of teaching was high in their subject in Turku, the student knew that they were going to get accepted through certificate-based selection, the student did not wish to have a gap year, and the major aligned with their personal values. These reasons could not be placed within any of the categories above and can be treated as individual cases.

To conclude, the most frequently mentioned theme among all students was interest in the major subject language. This reason was by far the most common reason among all students and language groups. The next two frequently mentioned themes among all students were professional goals and perceived language skills. When these results are compared with Arola's (2013) study on motivational factors in language learning among university students, we see that language majors are more motivated by intrinsic interest in the language itself compared to students studying languages at a language centre. In Arola's study, students studying in the university's language centre were most commonly motivated by the benefits learning the language provides in working life, followed by general and cultural interest in the language. In this study, language majors also identify professional goals as a powerful motivator, however, their interest in the major subject language surpasses it as the primary motivational factor. This seems to be the differentiating factor in motivation between studying languages as a major and studying them voluntarily in a language centre.

Examining the three language groups separately, the three most frequent reasons for students of English were interest in their major subject language, perceived language skills, and professional goals. When the motivation of English students is compared to Yang's (2022) study on the motivation of English majors, we see that in both studies English majors have a strong Ideal L2 Self. In addition, professional goals are rated as a strong motivational factor in both groups. A major difference between this study and Yang's is that English major's in Yang's study rated cultural interest as one strongest motivational factors whereas in this study it was rated relatively low. Furthermore, the three most frequent reasons for students of LOTEs were interest in the major subject language, professional goals, and the desire to learn more. These results are in line with the findings of Huhtala, Kursiša, and Vesalainen (2019). Lastly, the three most frequent reasons for Finnish students were interest in the major subject language, professional goals, and perceived language skills. These findings highlight the motivators for studying Finnish as a first language, a topic that has received limited attention.

5.3 Initial Professional Goals

To answer the third research question, this section examines the students' initial professional goals. Students responded to an open-ended question on what kind of profession they were aiming for at the beginning of their studies. After content analysis of the responses, eleven thematic professional categories emerged from the data. The professional categories that emerged from the data were *education-related fields*, *translation*, *specialist roles*,

international aspirations, media and communications, research, political and administrative professions, professions related to literature, creative professions, technology-related fields, and other ambitions. However, the responses of the students also conveyed a sense of uncertainty. Thus, the second most common category in the responses was uncertain professional goals. In the responses, students often listed multiple options for a possible career whereas some students seemed very sure of their goals and mentioned only one possible option. In addition, students commonly only had ideas of their future professions and therefore mentioned only the field where they would like to work, especially when they wished for a profession other than a teacher or a translator.

The frequencies of the themes in the responses of the students can be seen in the table below. The percentages next to the number of occurrences indicate the percentage of how many per cent of the students mentioned the theme in their responses. For example, 40.1 per cent of English students mentioned education-related fields in their responses.

Table 5. Frequencies of the professional goals mentioned by the students

Thematic category	All	English	LOTEs	Finnish
education-related fields	265 (39.4%)	91 (40.1%)	104 (33.1%)	70 (51.5%)
uncertain professional goals	191 (28.4%)	52 (23.4%)	97 (30.1%)	42 (30.1%)
translation	183 (27.2%)	82 (36.9%)	89 (28.3%)	12 (8.8%)
specialist roles	88 (13.1%)	22 (9.9%)	53 (16.9%)	13 (9.6%)
international aspirations	74 (11.0%)	25 (11.3%)	46 (14.6%)	2 (1.5%)
media and communication	62 (9.2%)	13 (5.9%)	15 (4.8%)	34 (25.0%)
research	47 (7.0%)	10 (4.5%)	19 (6.1%)	18 (13.2%)
political and administrative professions	37 (5.5%)	11 (5.0%)	25 (8.0%)	3 (2.2%)

professions related to literature	31 (4.6%)	8 (3.6%)	3 (1.0%)	20 (14.7%)
creative professions	28 (4.2%)	5 (2.3%)	11 (3.5%)	12 (8.8%)
technology-related fields	6 (0.9%)	3 (1.4%)	3 (1.0%)	0 (0%)

In order to describe the professional categories and their frequencies in more detail, they are next discussed further. The themes are introduced in the order of frequency among all students, starting with the most commonly mentioned theme among all students and proceeding to the less common ones. However, as an exception, the theme of professions related to literature is presented together with media and communications as they are thematically related.

Firstly, we examine *education-related fields*. Education-related fields include professions that are related to teaching. This included the profession of a subject teacher and, on a few occasions, a learning materials developer. The profession of a teacher was by far the most often mentioned profession among all the participants. The frequency supports the idea that teaching is frequently one of the main professional goals of the language degree (Taalas and Aalto 2007). Students rarely specified on which educational level they would like to teach, but the most common response was simply “teacher”. The profession of a teacher was, however, also a profession that was explicitly mentioned when students were not sure of their future profession. In some cases, when students were unsure of their future profession, they made sure to specify that they do not wish to become a teacher:

(12) I’m not sure yet [what to do in the future], however, I am not planning to become a teacher. – *student 13*

This reinforces the idea that teaching is a profession that is often associated with language degrees as some make sure to specify that teaching is something they do not plan to do. In addition, some participants also mentioned being interested in developing materials for language teaching, for example, as a textbook author. One participant even mentioned wanting to establish a company that creates learning materials and teaches languages to people.

Secondly, we examine *uncertain professional goals*. Uncertain professional goals mean that the students were unsure of what they wished to do with the degree after graduation or what kind of profession they would like to work in. The students were either completely unsure of their professional future or they had some intuition about their desired career path, but it was laced with uncertainty as in the following example:

- (13) I'm not sure yet [what I want to do]. My plans will change so many times during my studies. Teaching could be interesting. – *student 7*

Even if the students were unsure of their professional future, some mentioned that they were sure that they would figure it out along the way. For some, in turn, it did not matter what kind of a profession they would end up in if it meant that they would be able to work in a profession related to languages. Uncertain professional goals cannot be considered professional goals as such. However, being unsure and uncertain of their future profession was common among all the participants, and it was the second most mentioned theme in the responses of all students. The prevalence of the phenomenon supports the idea that the professional profile and the career path of a language degree are somewhat unclear as is mentioned by Pyykkö et al. (2007). Thus, uncertainty about career paths is common among first-year language students. Uncertain career paths may also contribute to the higher dropout or field switching rates often seen in language degrees (Pyykkö et al 2007) since supporting students' professional identity is linked with maintaining motivation throughout their language studies (Huhtala, Kursiša, and Vesalainen 2019).

Thirdly, we examine *translation*. Translation includes professions that are related to translating language. This includes, for example, the profession of a translator and the profession of an interpreter. Translation-related fields were also one the most frequent responses on initial professional goals among students of English and students of LOTES: nearly 37 per cent of English students and 28.3 per cent of LOTE students mentioned it as one of their professional goals. Translation was often mentioned in combination with the education-related fields. This suggests that both teaching and translating are the professions that are most commonly linked to language degrees. Even though the professional profile of language degrees is somewhat fragmented and even if language degree graduates find themselves working in a multitude of professions (Pyykkö et al. 2007), teaching and translating remain enduring professional goals among language students.

Fourthly, we examine *specialist roles*. Specialist roles include specialist positions which require some form of specialist knowledge of languages. In almost all cases, this was the profession of a specialist or more specifically, a language specialist. In addition, on a few occasions, students mentioned aiming to become a consultant, some type of coordinator, or language authority. In most cases, the specific career path the student aims to pursue as a language specialist was not specified, making the professional direction somewhat ambiguous. However, in some instances, students expressed interest in working within organizations or in roles involving language guidance. Specialist roles were the fourth most frequently mentioned professional goal among all students. Of the three language groups, it was the most popular among students of LOTEs as 16.9 per cent of students mentioned it as their professional goal. This notion may reflect the concept of the Anti-Ought Self by Thompson and Vásquez (2015). Since learning English is often encouraged by institutions and sometimes even more valued by society compared to LOTEs, this may encourage students of LOTEs to become experts in less commonly studied languages. Additionally, expertise in LOTEs is seen as a viable career path by students of LOTEs. However, more research is needed on this notion to draw definite conclusions.

Fifthly, we examine *international aspirations*. International aspirations mean that the students wish to end up in a profession that involves international aspects. Often the specific career path was not identified, but students mentioned wanting to work in positions that involve some form of internationality. Some students were, however, slightly more specific. They mentioned, for example wanting to work in international companies or having a job that requires them to travel or even move abroad. One student even mentioned wanting to work in international roles related to counter-terrorism tasks. However, the specific professional direction was in most cases left ambiguous. International professional goals were most frequent among students of LOTEs followed by students of English. Students of Finnish mentioned international aspects only twice, which is perhaps an unsurprising result. Thus, it can be said that students of foreign languages and Swedish associate their prospective professions more often with internationality compared to students of Finnish. Additionally, the prospective professions of language degrees are often linked with internationality.

Sixthly, we examine *media and communications* and *professions related to literature*. Media and communications included aspirations related to working in media or communications. These professions included, for example, the profession of a journalist, a communications officer, and a copywriter. Media and communications were most frequently mentioned by

students of Finnish where 25 per cent of the students mentioned it as one of their professional goals. In turn, professions related to literature included professions closely related to literature and books. This category included professions such as an editor in a publishing house or working as a librarian in a library. Professions related to literature were also mentioned most frequently by students of Finnish, meaning almost 15 per cent of the students mentioned them as one of their professional goals. Both media and communications as well as professions related to literature are professional goals that were especially highlighted by the students of Finnish. This suggests that their professional profile is somewhat different from that of other language students and that students of Finnish have different career aspirations compared to other major subject languages.

Seventhly, we examine *research*. Research includes working as a researcher at a university. In their responses, students did not explicitly state what they would like to research. Only two students mentioned wanting to study language acquisition and learning or be engaged in revitalising endangered languages. One student mentioned wanting to become a researcher even if they were not completely sure of what the profession entails:

- (14) I would like to be a researcher of languages even if I don't know what it means in practice. – *student 243*

In addition, on one occasion, a student mentioned wanting to become a researcher if they found an interesting enough subject to research. The professional goal of research was the seventh most common thematic category among the students. Of the three languages, it was the most common among students of Finnish as it appeared in 13 per cent of the responses of the students. Finnish students were then followed by students of LOTEs in which the theme appeared 6 per cent of the responses.

Eighthly, we examine *political and administrative professions*. Political and administrative professions mean that students aspire to have a profession in politics, administration, or in organisations. For example, students mentioned wanting to work in the European Union, in the Ministry of Foreign Affairs, or in international organisations. The responses often had international aspects, and many wished to work, for example, in an international environment such as the European Union. This is perhaps due to having a proficiency in a language, which is seen to suit roles in international politics. For example, the European Union, which appeared in many of the responses, is a multilingual working environment where good language proficiency is a notable benefit or even a requirement (European Parliament n.d.).

Thus, political and administrative professions were most common in the responses of students of LOTEs, followed by students of English. Studying foreign languages and Swedish is, thus, seen as a pathway to a career in politics and organisations. Political and administrative professions were mentioned only thrice by students of Finnish, meaning the major of Finnish is not frequently associated with career options in politics or administration.

Ninthly, we examine *creative professions* and *technology-related fields*. Creative professions mean that students want to work in the creative industry and culture sector or in a profession that somehow involves being creative. These professions included, for example, the professions of a writer, creative director, or an artist. For example, one student mentioned wanting to become “a literary artist” in future. In some cases, the specific career was not specified in detail, rather the student said they wanted to work in a creative industry or want their prospective profession to involve being creative. In terms of percentages, this professional goal was the most common among students of Finnish as it was mentioned in 9.5 per cent of the responses, followed by students of LOTEs. Technology-related fields, in turn, mean professional goals of working with language technology. This includes working in programming or developing applications for language learning. This professional goal was the least common professional goal, and it was mentioned only six times, both by students of English and LOTEs.

Lastly, in addition to the categories above, a few individual professional goals emerged that could not be placed within the other thematic categories. These aspirations included for example professions such as a zoologist, a singer, a gardener, and a human resources generalist. Some students already had a job that they were going to continue working in. Some mentioned that they were going to quit studying when got accepted to another field of study, thus they did not have any professional goals related to languages.

To conclude, the most common professional goals among all the students were education-related fields, translation, and specialist roles. These findings are fairly consistent with earlier research. Teaching is the main professional goal for most of the languages as was indicated by Taalas and Aalto (2007). This is supported by the University of Turku’s Career Services (n.d.) which mention teaching as the most common profession among language students five years after graduation. Professional goals of the students are, however, laced with uncertainty as the second most common category was being unsure of their prospective profession. This is likely since the

students are only beginning their studies, thus their future profession is not something they necessarily need to be focusing on. Furthermore, as was mentioned by Pyykkö et al. (2007), the professional profile of language majors is somewhat ambiguous, which may cause uncertainty among the students.

Analysing the three language groups separately, the three most common professional goals for students of English were education-related fields, translation, and international aspirations. The three most common professional goals for students of LOTEs were, then, education-related fields, translation, and specialist roles. Lastly, the three most common professional goals for students of Finnish were education-related fields, media and communications, and professions related to literature. Of the three language groups, Finnish students seem to possess a professional profile that is somewhat different compared to other majors. Students of English and LOTEs, in turn, seem to have more similar professional goals.

6 Conclusion

The objective of this thesis was to examine the motivational differences in choosing to study languages at university, comparing the responses of students of English, Finnish, and LOTEs. The number of students studying languages other than English has been on the decline for the past years both in Finland and in Europe. This decline has affected both students studying optional languages at school as well as the number of applicants for studying languages at the university. Motivation is perhaps the most important individual factor influencing success in language learning. Thus, motivation in language learning has been studied extensively over the past decades. However, studies have questioned whether the current motivational theories can be applied to study LOTEs as the majority of motivational research is based on learning and studying the English language. Furthermore, the societal roles of these languages differ significantly.

In this study, I have analysed the questionnaire responses of 672 first-year language majors studying at the University of Turku. Firstly, I have analysed the initial interest in languages among the students. Emphasis was placed on general interest in language and specific interest in the major subject language. Secondly, I have explored what kind of reasons first-year language majors have for choosing to study their major subject language at university. Lastly, in addition to these, I have examined what kind of initial professional goals the students have at the beginning of their studies.

It was found that despite the general decline in studying and learning languages, first-year university majors are highly interested in languages. Regarding research questions 1A and 1B, all language majors have a high interest in learning languages, both in terms of general interest in languages and specific interest in the major subject language. Students of LOTEs had the highest general interest in languages, being closely followed by students of English. Students of Finnish had the lowest general interest. A statistically significant difference in general interest in languages was found between students of English and Finnish and between students of LOTEs and Finnish. This suggests that the general interest in languages of Finnish students is significantly different compared to the other language groups. Furthermore, specific interest in the major subject language was higher compared to general interest in languages. Students of LOTEs had the highest interest in their major subject language, being closely followed by students of English and Finnish. The differences between the groups in

this case was, however, minor. A statistically significant difference in specific interest in the major subject language was also found between students of LOTEs and Finnish.

The results of Likert scale items oppose earlier research on L2 motivation in Finland. Previous studies have shown that students are often less or even the least motivated to learn optional languages such as German or French. The results of this study, however, show that when it comes to language majors at university, the students are all highly motivated. Furthermore, the most motivated are the students of LOTEs both in terms of general and specific interest in languages. These results imply that university language programmes attract students who are highly motivated to learn languages, and more specifically, to learn more of their major subject language.

Language students expressed a multitude of reasons for choosing to study languages at university. Regarding research question 2, nine major thematic categories were found to be the reasons for choosing to study languages. These categories were interest in the major subject language, professional goals, perceived language skills, desire to learn more, general interest in languages, cultural interest, usefulness of the language, indecision and lack of direction, and desire to study at a university. Students rarely had only one reason for choosing to study language, but a combination of reasons was mentioned in the responses. The most common reasons for studying languages among all students were interest in the major subject language, professional goals, and perceived language skills. Language students had strong Ideal L2 Self, and they were most often motivated by the language itself rather by external factors. Differences between the language groups were found, for example, in the amount of cultural interest, which was high among students of LOTEs, supporting the finding of Dörnyei and Al-Hoorie (2017). In addition, students of LOTEs expressed more often a desire to develop their proficiency in their major subject language whereas students of English perceived already having proficient skills in the language.

Language majors also had a multitude of professional goals. Regarding research question 3, eleven major professional categories were found. These categories were education-related fields, translation, specialist roles, international aspirations, media and communications, research, political and administrative professions, professions related to literature, creative professions, and technology-related fields. Students usually listed multiple options for a possible career, but often students only had vague ideas of their future professions and possible fields of specialisation. The most common professional goals among all students

were education-related fields, translation, and specialist roles. The results reveal that teaching and translation remain the most prominent professional goals among language students. The professional aims of the students were also marked by uncertainty, and it should be noted that uncertain professional goals formed the second biggest thematic category in the responses. Lastly, the professional profile of students of Finnish seems to differ from that of English and LOTE students. The results of this study provide valuable information on how to develop and market language studies in order to attract more students, especially in the current situation where the popularity of studying languages is on the decline.

This study has some limitations. Firstly, the term LOTEs encompasses a variety of languages that serve different roles in society. Whereas all LOTEs have been found to have shared motivational factors, individual languages themselves have very different roles in Finnish society. For example, Swedish is one of the national languages in Finland, and it is studied by the majority of students. In contrast, Chinese and classical languages are languages that are not commonly taught in Finnish schools, and they are known by fewer people. The role of these languages is thus majorly different, which may lead to vastly different motivations to study them. Secondly, for some of the students, the major subject language that they were studying was their native language. This could also affect their motivation compared to students who were studying the language as an additional language. However, the number of students for whom their major subject language was also their native language was minor. Lastly, a small group of Finnish students specialises in Finno-Ugric languages in their studies instead of the Finnish language. While all Finnish students share the same basic studies, the group choosing to study Finno-Ugric languages may display motivation more similar to studying foreign languages.

Further studies on this topic could be extended by analysing the motivational differences of language students by using quantitative methods in order to provide more statistically generalisable results. Since motivation is a complex phenomenon that fluctuates over time, it would also be noteworthy to study how the motivation and motivational factors of language students change over the course of their studies. This would provide more information on the motivation of students in their final years of study as opposed to the first year studied in this thesis. Lastly, the motivational differences between different LOTEs could be analysed further. As mentioned, all LOTEs often have shared motivational factors that influence learning. However, the roles of the languages in society can be vastly different, for example,

the role of Swedish, Latin, and Chinese in Finland. Thus, it would be interesting to study the motivational differences between these individual languages.

References

- Arola, Katja. 2013. “Kiinnostus, kulttuuri vai kommunikaatio? Kielivalintojen motivaatiotekijöitä yliopisto-opiskelijoilla.” [Interest, Culture, or Communication? Motivational Factors for Choosing to Study Languages among University Students]. In *Kielikeskus tutkii 1*, edited by Minna Maijala, Mike Nelson, and Timo Hulkko, 7–24. Turku: University of Turku.
- Boo, Zann, Zoltán Dörnyei, and Stephen Ryan. 2015. “L2 Motivation Research 2005–2014: Understanding a Publication Surge and a Changing Landscape.” *System* 55: 145–157. Accessed 12th April 2024. Elsevier.
- Busse, Vera. 2017. “Plurilingualism in Europe: Exploring Attitudes Toward English and Other European Languages Among Adolescents in Bulgaria, Germany, the Netherlands, and Spain.” *The Modern Language Journal* 101, no. 3: 566–582. Accessed 12th April 2024. EBSCOhost.
- Decree on the Qualifications Requirements for Teaching Staff [Asetus opetustoimen henkilöstön kelpoisuusvaatimuksista] 1998/986.
<https://www.finlex.fi/fi/laki/ajantasa/1998/19980986>
- Duff, Patricia A. 2017. “Commentary: Motivation for Learning Languages Other Than English in an English-Dominant World.” *The Modern Language Journal* 101, no. 3: 597–607. Accessed 17th May 2024. EBSCOhost.
- Dörnyei, Zoltán. 2005. *The Psychology of the Language Learner: Individual Differences in Second Language Acquisition*. 1st ed. New York: Routledge.
- . 2007. *Research Methods in Applied Linguistics: Quantitative, Qualitative, and Mixed Methodologies*. Oxford: Oxford University Press.
- . 2009. “The L2 Motivational Self System.” In *Motivation, Language Identity and the L2 Self*, edited by Zoltán Dörnyei and Ema Ushioda, 9–42. Bristol: Multilingual Matters.
- Dörnyei, Zoltán, and Ali H. Al-Hoorie. 2017. “The Motivational Foundation of Learning Languages Other Than Global English: Theoretical Issues and Research Directions.” *The Modern Language Journal* 101, no. 3: 455–468. Accessed 9th April 2024. EBSCOhost.
- Dörnyei, Zoltán, and Jean-Marc Dewaele. 2022. *Questionnaires in Second Language Research: Construction, Administration, and Processing* (3rd ed.). New York: Routledge.

- Dörnyei, Zoltán, and Stephen Ryan. 2015. *The Psychology of the Language Learner Revisited*. New York: Routledge.
- Dörnyei, Zoltán, and Ema Ushioda. 2021. *Teaching and Researching Motivation*. 3rd ed. New York: Routledge.
- EDUFI = Finnish National Agency for Education. 2014. *National Core Curriculum 2014*. Helsinki: Opetushallitus.
- . 2019a. *National Core Curriculum for Upper Secondary Schools 2019*. Helsinki: Opetushallitus.
- . 2019b. *Perusopetuksen opetussuunnitelman perusteiden 2014 muutokset ja täydennykset koskien A1-kielen opetusta vuosiluokilla 1–2* [Changes and Additions to the 2014 National Core Curriculum for Basic Education Regarding the Teaching of A1 Language in Grades 1–2.] Helsinki: Opetushallitus.
- European Parliament. n.d. “Toimenkuva”. *Kääntäminen - Euroopan parlamentti* [Translating – European Parliament]. Accessed 27th October 2024.
<https://www.europarl.europa.eu/translation/fi/the-translator/profile>
- Gardner, Robert. 1985. *Social Psychology and Second Language Learning: The Role of Attitudes and Motivation*. London: Edward Arnold.
- Gardner, Robert, and Wallace Lambert. 1972. *Attitudes and Motivation in Second Language Learning*. Rowley, MA: Newbury House Publishers.
- Henry, Alastair. 2017. “L2 Motivation and Multilingual Identities.” *The Modern Language Journal* 101 no. 3: 548–565. Accessed 10th June 2024. EBSCOhost.
- Honkonen, Iida. 2020. “Finnish 6th graders’ Attitudes towards Learning English vs Learning Swedish.” MA Thesis, University of Turku.
- Huhtala, Anne, Anta Kursiša, and Marjo Vesalainen. 2019. ”This language still motivates me!” Advanced Language Students and their L2 motivation.” *Studies in Second Language Learning and Teaching* 9, no. 2: 287–311. Accessed 11th April 2024. ProQuest.
- Institute for the Languages of Finland. n.d. “Languages of Finland.” *Institute for the Languages of Finland*. Accessed 20th May 2024.
https://www.kotus.fi/en/on_language/languages_of_finland#alku.
- Iwaniec, Janina, and Riikka Ullakonoja. 2016. ”Polish and Finnish teenagers’ Motivation to Learn English: The Role of Context.” *European Journal of Applied Linguistics* 4, no. 2: 277–300. Accessed 12th August 2024. ProQuest.

- Kangasvieri, Teija. 2019. "L2 Motivation in Focus: The Case of Finnish Comprehensive School Students." *Language Learning Journal* 47, no. 2: 188–203. Accessed 16th April 2024. EBSCOhost.
- . 2022. "Mielestäni on hyvää yleissivistystä osata muitakin kieliä kuin omaa äidinkieltään." : kvantitatiivinen tutkimus suomalaisten perusopetuksen yläkoulun oppilaiden vieraan kielen oppimismotivaatiosta [In my opinion, it is good general knowledge to be able to speak languages other than one's own native language." : A Quantitative Study on the Foreign Language Learning Motivation of Finnish Lower Secondary School Students]. Jyväskylä: University of Jyväskylä.
- Kangasvieri, Teija and Dmitri Leontjev. 2021. "Current L2 self-concept of Finnish comprehensive school students: The role of grades, parents, peers, and society." *System* 100, no. 102549. Accessed 15th August 2024. Elsevier.
- Language Act [Kielilaki] 423/2003. <https://www.finlex.fi/fi/laki/ajantasa/2003/20030423>
- Lanvers, Ursula. 2017. "Contradictory "Others" and the "Habitus" of Languages: Surveying the L2 Motivation Landscape in the United Kingdom." *The Modern Language Journal* 101, no. 3: 517–532. Accessed 16th May 2024. EBSCO.
- Lindblom-Ylänne, Sari, Johanna Mikkonen, Annamari Heikkilä, Anna Parpala, and Kirsi Pyhältö. 2011. "Oppiminen yliopistossa" [Learning at University]. In *Yliopisto-opettajan käsikirja* [Handbook of the University Teacher], edited by Sari Lindblom-Ylänne and Anne Nevgi, 70–99. Helsinki: WSOYpro Oy.
- MacIntyre, Peter D., Susan C. Baker, and Heather Sparling. 2017. "Heritage Passions, Heritage Convictions, and the Rooted L2 Self: Music and Gaelic Language Learning in Cape Breton, Nova Scotia." *The Modern Language Journal* 101 no. 3: 501–516. Accessed 10th June 2024. EBSCOhost.
- Ministry of Justice Finland. n.d. "Suomen ja ruotsin kieli" [Finnish and Swedish]. *Ministry of Justice Finland*. Accessed 15th May 2024. <https://oikeusministerio.fi/suomen-ja-ruotsin-kieli>.
- Muradás-Taylor, Becky. 2023 "Undergraduate Language Programmes in England: A Widening Participation Crisis." *Arts and Humanities in Higher Education* 22, no. 3: 322–342. Accessed 10th April 2024. SAGE Journals.
- Norhio, Janni, 2019. "Äidinkielen tunnit ovat tylsiä, kauheita ja turhauttavia – Alakoululaisten suomen kielen opiskelumotivaatio" [Finnish lesson are boring, horrible, and frustrating – Primary school students' motivation to study Finnish]. MA Thesis, University of Eastern Finland.

- Pollari, Pirjo, Katja Mäntylä, Outi Veivo and Jaana Toomar. 2022. ”Abiturienttien kokemuksia vieraan kielen opiskelun työläydestä ja sen vaikutuksesta lukion kielivalintoihin” [Upper secondary school students’ views on the laboriousness of studying foreign languages and its effect on choosing optional languages]. In *Kieli, muutos ja yhteiskunta* no. 79, edited by Tanja Seppälä, Sirkku Lesonen, Päivi Iikkanen and Sigurd D’hondt, 217–233. Jyväskylä: Suomen soveltavan kielitieteen yhdistys AFinLA.
- Rimmi, Eveliina. 2021. “A comparative study on differences in Finnish university students’ motivation between three languages: English, Swedish and an optional language.” MA Thesis, University of Turku.
- Ryan, Stephen. 2019. ”Motivation and Individual Differences”. In *The Palgrave Handbook of Motivation for Language Learning*, edited by Martin Lamb, Kata Csizér, Alastair Henry, and Stephen Ryan, 163–182. Cham: Springer International Publishing.
- Pyykkö, Riitta, Ulla-Kristiina Tuomi, Taina Juurakko-Paavola, and Ulla-Maija Fiilin. 2007. ”Uutta yhteistyötä ja profiilien terävöittämistä: korkeakoulujen kielikoulutus.” [Establishing new collaboration and sharpening of profiles: Language education in higher education] In *Kohti tulevaisuuden kielikoulutusta: Kielikoulutuspoliittisen projektin loppuraportti* [Towards Language Education of the Future: The Final Report of the Language Education Policy Report], edited by Sari Pöyhönen and Minna-Riitta Luukka, 123–151. Jyväskylä: University of Jyväskylä.
- Statistics Finland. n.d. “Yliopisto-opiskelijat ja -tutkinnot, 2001–2022” [University Students and Degrees, 2001–2022]. *Statistics Finland*. Accessed 2nd April 2024.
https://pxdata.stat.fi/PXWeb/pxweb/fi/StatFin/StatFin__opiskt/statfin_opiskt_pxt_136c.px.
- . 2022. “Englanti eniten opiskeltu kieli toisen asteen opetuksessa vuonna 2021” [English is the most popular language to be studied in upper secondary schools and vocational schools in 2021]. *Statistics Finland*. Accessed 5th April 2024.
<https://www.stat.fi/julkaisu/ckg68kuk01s0m0114p5i7g2x8>.
- . 2023. ”Englantia perusopetuksessa opiskelevien osuus korkealla tasolla myös vuonna 2022” [The proportion of students studying English in basic education remained high also in 2022]. *Statistics Finland*. Accessed 27th May 2024.
<https://stat.fi/julkaisu/cl8lc7zv7m5z90duk0uxu8s7y>.

- . 2024a. “Yliopisto-opiskelijoita 168 000 vuonna 2023” [168,000 University Students in 2023]. Statistics Finland. Accessed 23rd September 2024.
<https://stat.fi/julkaisu/cln36h8wmarx40cutnrvq4lau>
- . 2024b. “Väkiluvun kasvu suurin lähes 70 vuoteen” [Growth of Population Largest in nearly 70 Years]. *Statistics Finland*. Accessed 20th May 2024.
<https://stat.fi/julkaisu/cln1i2dtgwknt0cut9yem67se>.
- STT = Finnish News Agency. 2020. “Utissuomalainen: Vieraat kielet eivät kiinnosta yliopistoissa” [Utissuomalainen: Students are not interested in studying foreign languages at university]. *Ilta-Sanomat*. Accessed 3rd June 2024.
<https://www.is.fi/kotimaa/art-2000007269382.html>.
- SUKOL = The Federation of Foreign Language Teachers in Finland. n.d. “Tilastotietoa kielivalinnoista” [Statistical Data on Language Choices]. *SUKOL*. Accessed 27th May 2024. <https://sukol.fi/vaikuttaminen-ja-edunvalvonta/tilastot/tilastotietoa-kielivalinnoista/>.
- Taalas, Peppi, and Eija Aalto. 2007. ”Opettajuus nyt – toiminnallisen opettajankoulutuksen haasteita” [Teaching Now – Challenges of Functional Teacher Education]. In *Kohti tulevaisuuden kielikoulutusta: Kielikoulutuspoliittisen projektin loppuraportti* [Towards Language Education of the Future: The Final Report of the Language Education Policy Report], edited by Sari Pöyhönen and Minna-Riitta Luukka, 153–196. Jyväskylä: University of Jyväskylä.
- Tainio, Liisa. 2019. “Toinen kieli ja oma äidinkieli opetuksessa” [Second language and student’s own native language in teaching]. *Kieli, koulutus ja yhteiskunta* 10, no. 3. Accessed 29th of May 2024. <https://www.kieliverkosto.fi/fi/journals/kieli-koulutus-ja-yhteiskunta-huhtikuu-2019/toinen-kieli-ja-oma-aidinkieli-perusopetuksessa>.
- . 2020. ”Johdanto: suomen kieli ja kirjallisuus opettamisen ja oppimisen kohteena” [Introduction: Finnish language and literature as the target of teaching and learning]. In *Suomen ainedidaktisen tutkimusseuran julkaisuja: Ainedidaktisia tutkimuksia* 18, edited by Liisa Tainio, Maria Ahlholm, Satu Grünthal, Sirke Happonen, Riitta Juvonen, Ulla Karvonen and Sara Routarinne, 9–14. Helsinki: University of Helsinki.
- Thompson, Amy. S., and Camilla Vásquez. 2015. “Exploring Motivational Profiles Through Language Learning Narratives.” *The Modern Language Journal* 99, no. 1: 158–174. Accessed 24th September 2024. Wiley Online Library.

- Tuomi, Jouni, and Anneli Sarajärvi. 2018. *Laadullinen tutkimus ja sisällönanalyysi* [Qualitative Research and Content Analysis]. Helsinki: Kustannusosakeyhtiö Tammi.
- Tähtinen, Juhani, Eero Laakkonen, and Mari Broberg. 2020. *Tilastollisen aineiston käsittelyn ja tulkinnan perusteita* [The Basics of Statistical Data Analysis and Interpretation]. Turku: Turun yliopisto.
- University of Helsinki. n.d. "Courses offered by degree programme". *Studies Helsinki*. Accessed 4th September 2024. <https://studies.helsinki.fi/courses/degree-programme?degreeProgramme=hy-DP-114256086&page=0&sort=dateDesc>
- University of Turku. n.d.a. "School of Languages and Translation Studies". *Study Guide 2024 – 2027*. Accessed 4th June 2024. <https://opas.peppi.utu.fi/en/degree-studies/school-of-languages-and-translation-studies/14002/13363?period=2024-2027>
- . n.d.b. "Introduction to Studies in Language Subjects". *Study Guide 2024 – 2027*. Accessed 21st March 2024. <https://opas.peppi.utu.fi/en/course/KKLT0017/3861?period=2022-2024>.
- . n.d.c. "Opiskele kieliä Turussa" [Study Languages in Turku]. *University of Turku*. Accessed: 4th September 2024. <https://www.utu.fi/fi/opiskele-kielia-turussa>
- University of Turku Career Services. n.d. "Valmistuneiden työllistyminen" [Graduate Employment]. *University of Turku Career Services*. Accessed 5th May 2024. <https://sites.utu.fi/rekry/valmistuneiden-tyollistyminen/>.
- Ushioda, Ema. 2010. "Motivation and SLA: Bridging the Gap." *EUROSLA Yearbook: Annual Conference of the European Second Language Association*, no 10: 5–20.
- . 2013. "Motivation and ELT: Global Issues and Local Concerns." In *International Perspectives on Motivation*, edited by Ema Ushioda, 1–17. Hampshire: Palgrave Macmillan UK. Accessed 17th May 2024. EBSCOhost.
- Veivo, Outi, Katja Mäntylä, Karoliina Inha, and Jaana Toomar. 2023. "Nuoret arvostavat monipuolista kielitaitoa ja haluavat osata kieliä laajentaakseen maailmankuvaansa" [Young people appreciate diverse language skills and want to broaden their world view]. *Kieli, koulutus ja yhteiskunta* 14, no. 4. Accessed 22nd March 2024. <https://www.kieliverkosto.fi/fi/journals/kieli-koulutus-ja-yhteiskunta-syyskuu-2023/nuoret-arvostavat-monipuolista-kielitaitoa-ja-haluavat-osata-kielia-laajentaakseen-maailmankuvaansa>.
- Vipunen = Education Statistics Finland. n.d. "Yliopistojen hakeneet ja paikan vastaanottaneet: Opetushallinnon ja Tilastokeskuksen tietopalvelusopimuksen aineisto" [Applicants and Admissions: Data Service Agreement of Finnish National Agency for Education

and Statistics Finland]. *Educational Statistics Finland*. Accessed 3rd June 2024.

https://vipunen.fi/fi-fi/_layouts/15/xlviewer.aspx?id=/fi-fi/Raportit/Haku-%20ja%20valintatiedot%20-%20korkeakoulu%20-%20yo%20-%20hakukohde.xlsb.

Värr, Kyösti. 2023. "Mitä vieraiden kielten opiskelulle on tapahtumassa lukiokoulutuksessa?" [What is happening to studying languages at upper secondary education?]. *Kieli, koulutus ja yhteiskunta* 14, no. 5. Accessed 15th April 2024. <https://www.kieliverkosto.fi/fi/journals/kieli-koulutus-ja-yhteiskunta-lokakuu-2023/mita-vieraiden-kielten-opiskelulle-on-tapahtumassa-lukiokoulutuksessa>.

Yang, He. 2022. "EFL Learners' Motivation for Studying English." In *Language Learning Motivation and L2 Pragmatic Competence*, edited by Yang He, 81–100. Singapore: Springer.

Appendices

Appendix 1 Questionnaire Questions in Finnish

- Syntymävuosi
- Gender
- Millä paikkakunnalla olet suorittanut toisen asteen tutkinnon (lukio, ammattikoulu tai vastaava)?
- Äidinkieli/äidinkielet
- Pääaine
- Miten sait opiskelupaikan?
- Olitko pyrkinyt samaan pääaineeseen jo aiemmin?

- Yleinen mielenkiintoni kieliä kohtaan on (1-7, erittäin alhainen – erittäin korkea)
- Haluni oppia pääainekieltäni lisää on (1-7, erittäin heikko – erittäin vahva)
- Pääainekieleni oppiminen on ollut minulle tähän mennessä (1-7, erittäin vaikeaa – erittäin helppoa)
- Kun käytän pääainekieltäni, tunnen itseni (1-7, hyvin epävarmaksi – hyvin itsevarmaksi)
- Minua jännittää, riittävätkö taitoni pääainekielessäni yliopisto-opintoihin (1-7, hyvin paljon – hyvin vähän)

- Oliko tämänhetkinen pääaineesi ykkösvalintasi hakuvaiheessa?
- Miksi halusit / et olisi halunnut opiskella juuri tätä pääainetta?
- Mitä sivuaineita aiot opiskella?
- Tiesitkö hakuvaiheessa, että yli puolet HuK-tutkinnosta koostuu sivuaineista?
- Oliko Turun yliopisto ykkösvalintasi?
- Miksi valitsit / et valinnut ensimmäiseksi vaihtoehdoksi Turun yliopiston?
- Mitä vieraita kieliä osaat? Arvioi mikä on taitotasosi. (erinomainen – hyvä – alkeet – ei osaamista)
 - englantia
 - ruotsi
 - saksa
 - ranska
 - espanja
 - venäjä
 - italia
 - latina
 - kiina
 - Muu, mikä?

- Saavutettavuus yliopistolla tarkoittaa fyysisen saavutettavuuden lisäksi tarvittaessa myös erityisjärjestelyjä opinnoissa. Tiesitkö, että voit tietyissä tapauksissa saada lisää aikaa tentteihin tai tehtävänpalautuksiin, mikäli sinulla on siihen yliopiston esteettömyyssuunnittelijan suositus?
- Mitä odotat oppivasi pääaineessasi ensimmäisen opiskeluvuoden aikana?
- Mitä muuta odotat oppivasi yliopisto-opintojesi aikana?
- Millaiseen ammattiin / työtehtäviin tähtäät?

Appendix 2 Questionnaire Questions in English

- Year of birth
- Gender
- Where did you complete your secondary education (upper secondary, vocational or equivalent)?
- Native language(s)
- Major
- How did you receive your university place (entrance exam or selection based on school certificate)?
- Have you applied for the same major earlier?

- My general interest towards languages is (scale from 1 to 7, low – high)
- I wish to learn more about my major subject language. (scale from 1 to 7, disagree – agree)
- Learning my major subject language has been ... thus far. (scale from 1 to 7, easy – difficult)
- When I use the language I'm majoring at, I feel (scale from 1 to 7, nervous – confident)
- I'm nervous whether my skills at the language I'm majoring at are enough at university level. (scale from 1 to 7, disagree – agree)

- Was your current major your first choice during the application process?
- Why did you want to / not want to study this particular major?
- What minor(s) are you planning to study?
- Was University of Turku your first choice?
- What foreign languages do you speak? Estimate your proficiency level. (excellent – good – basics – no proficiency)
 - English
 - Swedish
 - German
 - French
 - Spanish
 - Russian
 - Italian
 - Latin
 - Chinese
 - Other, please specify.

- Accessibility at the university means not only physical accessibility but also special arrangements in studies when necessary. Did you know that in certain cases you can

get extra time for exams or assignment submissions if you have a recommendation from the university's accessibility coordinator?

- What do you expect to learn in your major during the first year of studies?
- What else do you expect to learn during your studies at the university?
- What kind of profession / job are you aiming for?

Appendix 3 The Finnish Summary

Tämä pro gradu -tutkielma tarkastelee ensimmäisen vuoden kielten pääaineopiskelijoiden kiinnostusta opiskella kieliä yliopistossa. Kiinnostusta tarkastellaan sekä yleisen mielenkiinnon että opiskelijan pääainekielen näkökulmasta. Tämän lisäksi tutkielma paneutuu syihin, joiden vuoksi opiskelijat haluavat opiskella pääainekieltään yliopistossa, ja tarkastelee heidän urahaaveitaan. Toisen kielen oppimismotivaatiota on tutkittu viime vuosikymmeninä runsaasti, ja motivaatio onkin yksi tärkeimmistä kielen oppimiseen vaikuttavista yksilöllisistä tekijöistä. Pääosa motivaatiotutkimuksesta pohjautuu kuitenkin englannin kieltä käsitteleviin tutkimuksiin. Täten on kyseenalaistettu, voiko nykyisiä toisen kielen oppimismotivaation teorioita hyödyntää muiden kielten tutkimuksessa. Aiheen tärkeydestä huolimatta, englannin ja muiden kielten opiskelijoiden motivaatiotekijöiden eroa on tarkasteltu vain vähän.

Tutkielman tutkimuskysymykset ovat seuraavat:

1A. Miten kiinnostuneita ensimmäisen vuoden kielten pääaineopiskelijat ovat kielistä yleisesti?

1B. Miten kiinnostuneita ensimmäisen vuoden kielten pääaineopiskelijat ovat pääainekielestään?

2. Millaisia syitä ensimmäisen vuoden englannin, suomen ja muiden kielten opiskelijoilla on kielten opiskeluun yliopistossa?

3. Millaisia urahaaveita ensimmäisen vuoden englannin, suomen ja muiden kielten pääaineopiskelijoilla on?

Vieraiden kielten opiskelun suosio on pitkään ollut laskussa sekä Suomessa että muualla Euroopassa. Kielen opiskelun väheneminen on vaikuttanut sekä koulujen valinnaisia kieliä opiskelevien oppilaiden määrään sekä kielten yliopisto-opintojen hakijamääriin. Suomessa kieliä opiskellaan kaikilla oppiasteilla. Oppilaiden tulee opiskella peruskoulussa vähintään kahta kieltä, joista toinen on pitkän oppimäärän A-kieli ja toinen keskipitkän oppimäärän B-kieli. Yleisin valinta pitkän oppimäärän kieleksi on englanti ja keskipitkän oppimäärän ruotsi. Näiden lisäksi oppilas voi valita jokaisella oppiasteella valinnaisen kielen, kuten saksan, ranskan tai espanjan. Valinnaisten kielten oppijamäärät ovat kuitenkin ollut pitkään laskussa. Suosion vähenemiseen vaikuttavat monet tekijät, kuten erilaiset hallinnolliset esteet ja opiskelijoiden oma motivaatio. Kieliä opiskellaan myös eri yliopistoissa ympäri Suomea.

Yliopisto-opinnoissa kielten pääaineopiskelijat erikoistuvat kielitieteiden eri osa-alueisiin, kuten fonetiikkaan, lingvistiikkaan, kirjallisuuteen ja kielihistoriaan. Opiskelijat valitsevat usein myös oman erikoistumisalueen, joka voi olla muun muassa kielten oppiminen ja opettaminen, kääntäminen tai kieliasantuntijuus. Kielten pääaineopiskelijat työllistyvät moniin ammatteihin. Yleisimpiä ammatteja ovat opettaminen, erilaiset viestintätehtävät ja kääntäminen.

Toisen kielen oppimismotivaatio on yksi tärkeimmistä kielen oppimiseen vaikuttavista yksilöllisistä tekijöistä. Motivaatio on monisyinen ilmiö, ja sillä on monta eri määritelmää. Voidaan kuitenkin sanoa, että motivaatio määrittelee, miksi ihminen tekee jotakin, kuinka kauan hän tekee jotakin ja miten ahkerasti hän yrittää päästä tavoitteisiinsa. Toisen kielen oppimismotivaatiota on tutkittu runsaasti tutkimuskirjallisuudessa, joista suurin osa perustuu englannin kieltä käsitteleviin tutkimuksiin. Tällä hetkellä käytetyin teoria on Dörnyein toisen kielen motivaation minäjärjestelmä (L2 Motivational Self System), joka tarkastelee kielen oppimismotivaatiota kolmesta eri näkökulmasta. On kuitenkin kyseenalaistettu, voiko esimerkiksi Dörnyein teoriaa käyttää muiden kielten kuin englannin motivaation tutkimiseen, sillä valtaosa sitäkin ohjaavasta tutkimuksesta perustuu englannin kieleen.

Globaalin englannin kielen ja muiden kielten motivaatiossa onkin huomattu joitakin eroja. Ensiksi muita kieliä opiskellaan yleensä samaan aikaan englannin kanssa, mikä saattaa vaikuttaa muiden kielten oppimismotivaatioon sekä positiivisesti että negatiivisesti, jos opiskelija vertaa muun kielen oppimistaan Englantiin. Toiseksi muiden kielten opiskelijoilla on useammin positiivinen suhtautuminen kohdekielensä kulttuuriin. Kolmanneksi muiden kielten opiskelijoilla on usein hajanaisempi kuva itsestään kielten oppijoina, sillä ympäröivän yhteiskunnan asenteet saattavat suhtautua negatiivisesti muiden kielten opiskeluun. Neljänneksi muiden kielten opiskelijoilla on usein hyvin tarkkoja syitä siihen, miksi he haluavat opiskella kieltä. Nämä syyt saattavat liittyä esimerkiksi sukujuuriin, maahanmuuttoon tai uskontoon. Lisäksi yhteiskunnassa näkyvillä kielillä saattaa olla alitajuntaisia vaikutuksia oppimismotivaation, jolloin esimerkiksi runsas altistuminen englannin kielelle saattaa vaikuttaa motivaatioon opiskella muita kieliä.

Toisen kielen oppimismotivaatiota ja motivaatiotekijöitä on tutkittu Suomessa aiemmin. Suomalaiset oppilaat ja opiskelijat ovat hyvin motivoituneita oppimaan Englantia, ja heillä on usein positiivinen asenne kieltä kohtaan. Oppilaiden asenne muita kieliä kohtaan on moninainen. Opiskelijat pitävät monipuolista kielitaitoa tavoiteltavana, mutta samalla monella

on vähäinen motivaatio valinnaisten kielten ja ruotsin opiskeluun. Suomea ensikielenä opiskelevien motivaatiota on tutkittu vain vähän. Aikaisemmat tutkimukset, jotka ovat tarkastelleet kielten motivaatiotekijöitä, ovat paljastaneet, että kielten yliopisto-opiskelijoita motivoi kiinnostus kieltä kohtaan, urahaaveet, kulttuurinen kiinnostus sekä aikaisemmat kielikokemukset, kuten vaihto-opiskelu.

Tämän tutkimuksen aineistona hyödynnettiin vuosina 2019–2023 kerättyä kyselyaineistoa, jossa ensimmäisen vuoden kielten pääaineopiskelijoilta kerättiin tietoa kielten opiskeluun liittyvistä asioista heidän opiskelujensa alussa. Kysely koostui kolmesta osiosta: perustiedoista, Likertin asteikko -väittämistä ja avoimista kysymyksistä. Perustiedoissa kysyttiin tietoja esimerkiksi opiskelijoiden sukupuolesta, iästä ja pohjakoulutuksesta. Likertin asteikon väittämät kartoittivat opiskelijoiden kielen oppimiseen liittyviä tuntemuksia. Avoimet kysymykset käsittivät puolestaan kysymyksiä esimerkiksi opiskelijoiden odotuksista ja urahaaveista. Kyselyyn vastasi yhteensä 672 kielten pääaineopiskelijaa Turun yliopistosta. He opiskelivat pääaineinaan englantia, suomen kieltä ja suomalais-ugrilaisia kieliä, ranskaa, saksaa, espanjaa, pohjoismaisia kieliä, kiinaa, italiaa ja klassillisia kieliä ja antiikin kulttuuria. Tutkimuksessa opiskelijat jaettiin kolmeen ryhmään pääainekielen mukaan: englannin kieleen, suomen kieleen ja muihin kieliin. Englannin opiskelijoiden ryhmä koostui 222 opiskelijasta, suomen kielen 136 opiskelijasta ja muiden kielten 314 opiskelijasta. Täten 33,0 prosenttia osallistujista opiskeli englantia, 20,2 prosenttia suomea ja suomalais-ugrilaisia kieliä ja 46,7 prosenttia muita kieliä.

Tutkimusaineistoa tarkasteltiin sekä määrällisesti että laadullisesti. Opiskelijoiden kiinnostusta kielen oppimiseen tarkasteltiin kahdella Likertin asteikon väittämällä, joita tarkasteltiin määrällisesti. Väittämien analysoinnissa käytettiin hyväksi kuvailevaa tilastoja esimerkiksi keskiarvoa ja keskihajontaa. Tämän lisäksi pääaineen vaikutusta kiinnostuksen määrään tutkittiin Kruskal-Willisin tilastollisella testillä. Kruskal-Willis on ei-parametrinen tilastollinen testi, joka sopii kolmen tai useamman riippumattoman ryhmän tarkasteluun. Opiskelijoiden opiskeluvalinnan syitä sekä urahaaveita tarkasteltiin avoimilla kysymyksillä, joita tarkasteltiin laadullisesti. Avoimien kysymysten vastausten analysointiin käytettiin aineistolähtöistä laadullista analyysiä. Analyysiprosessissa oli kolme vaihetta: aineiston redusointi, ryhmittely ja käsitteistys. Ensin aineistosta poistettiin tutkimuskysymyksiin liittymätön tieto, jonka jälkeen samaa teemaa edustavia vastauksia ryhmiteltiin. Lopuksi ryhmille luotiin niiden sisällön kattavat käsitteet. Teemojen yleisyyttä vastauksissa

tarkasteltiin laskemalla yksittäisen teeman esiintyminen aineistossa. Tämän jälkeen esiintymät taulukoitiin.

Tutkimuksen tulokset näyttivät, että ensimmäisen vuoden kielten pääaineopiskelijat ovat erittäin kiinnostuneita kielistä yleisesti ja heillä on suuri halu oppia lisää pääainekielestään. Seitsemänasteisella Likertin asteikolla mitattuna kaikkien opiskelijoiden yleisen kiinnostuksen keskiarvo oli 6,15. Muiden kielten opiskelijoilla keskiarvo oli kaikkein korkein (6,27). Englannin kielten opiskelijoiden yleisen kiinnostuksen keskiarvo oli 6,17. Alhaisin keskiarvo oli suomen kielen opiskelijoilla (5,85). Kruskal-Wallis testillä osoitti, että tilastollisesti merkittäviä eroja ryhmien välillä: suomen kielen opiskelijat ovat tilastollisesti vähemmän kiinnostuneita kielistä yleisesti verrattuna muihin kieltenopiskelijoihin. Suomen kielen opiskelijoiden vastausten keskihajonta oli lisäksi suurinta, mikä viittaa monimuotoisiin asenteisiin ryhmän sisällä. Tuloksia voidaan mahdollisesti selittää aikaisemmilla oppikokemuksilla sekä suomen kielen oppiaineen monimuotoisella opetussuunnitelmalla. Täten suomen kielen opiskelijat eivät ole yhtä kiinnostuneita kielten opiskelusta yleisesti verrattuna muihin opiskelijoihin.

Opiskelijoiden kiinnostus oppia lisää pääainekielestään oli hyvin vahva. Kaikkien ryhmien keskiarvo oli 6,49, mikä osoittaa hyvin suurta motivaatiota pääainekieltä kohtaan. Halu oppia lisää pääainekielestä oli vahvempi kuin yleinen kiinnostus kieliin kaikissa ryhmissä. Muiden kielten opiskelijat olivat jälleen eniten kiinnostuneita oppimaan lisää pääainekielestään, ja heidän keskiarvonsa olikin 6,55. Englannin kielen opiskelijoiden kiinnostus oppia lisää pääainekielestään oli hyvin lähellä muiden kielen opiskelijoita (6,49). Suomen kielen opiskelijat olivat vähiten kiinnostuneita oppimaan lisää muista kielistä (6,37). Erot ryhmien välillä ovat kuitenkin hyvin pieniä. Kruskal-Wallis testillä osoitti tilastollisesti merkittävän eron motivaatiossa muiden kielten ja suomen kielen opiskelijoiden välillä. Havainnot korostavat, että aiemmista tutkimuksista poiketen muiden kielten opiskelijoilla on suurin motivaatio oppia pääainekielensä kieltä. Tämän lisäksi havainnot näyttävät, että kaikilla kielten opiskelijoilla on vahva motivaatio oppia lisää pääainekielestään.

Opiskelijoilla oli monia syitä, miksi he halusivat opiskella kieliä pääaineenaan yliopistossa. Opiskelijoiden vastauksista löydettiin yhteensä yhdeksän teema-alueita, jotka kuvailevat opiskelijoiden syitä hakeutua opiskelemaan kieliä. Alueet olivat kiinnostus pääainekieltä kohtaan, urahaaveet, vahva kielitaito, halua oppia lisää, yleinen kiinnostus kieliä kohtaan, kulttuurinen kiinnostus, kielen hyödyllisyys, epävarmuus ja halu opiskella yliopistossa.

Opiskelijalla oli yleensä useita eri syitä haluta opiskella kieliä yliopistossa. Yleisin syy haluta opiskella kieliä yliopistossa kaikkien ryhmien keskuudessa oli kiinnostus pääainekieltä kohtaan. Syy mainittiin yhteensä 334 kertaa opiskelijoiden vastauksissa. Toiseksi ja kolmanneksi yleisimmät syyt olivat urahaaveet ja vahva kielitaito. Ryhmien välillä oli havaittavissa myös eroja. Englannin kielen opiskelijat korostivat vahvaa kielitaitoa kaikista kieliryhmistä eniten, siinä missä muiden kielten opiskelijat painottivat halua oppia lisää. Myös kulttuurinen kiinnostus oli vahvinta muiden kielten opiskelijoiden keskuudessa, mikä tukee aikaisempaa tutkimuskirjallisuutta. Opiskelijoiden vastauksissa korostuu sisäinen motivaatio eli opiskelijoita motivoi yleisimmin kielet itse ja halu oppia niitä lisää. Lisäksi motivaation vaikuttavat ulkoiset tekijät, kuten urahaaveet tai kielten opiskelun koettu hyödyllisyys.

Opiskelijoilla oli monia eri urahaaveita. Useimmiten opiskelijat mainitsivat ainoastaan tietyn alan tarkan ammatin sijasta. Opiskelijoiden vastauksista löytyi yhteensä yksitoista eri teema- aluetta, jotka kuvastivat heidän tulevaisuutensa uratoiveita. Teema-alueet olivat opetusala, käännösala, asiantuntijatyöt, kansainväliset tehtävät, media ja viestintä, tutkimus, poliittiset ja hallinnolliset roolit, kirjallisuuteen liittyvät työt, luovat ammatit ja teknologia-ala. Opiskelijoiden vastauksissa korostuivat opettajan ja kääntäjän ammatit, mikä viittaa siihen, että nämä ammatit yhdistetään yhä perinteisesti kielialan tutkintoihin. Opiskelijoiden vastauksissa korostui myös epävarmuus tulevasta ammatista, mikä olikin toiseksi yleisin mainittu vastauskategoria. Tämä antaa viitteitä siitä, että kielitutkintojen ammattiprofiili on hieman hajanainen lukuun ottamatta perinteisesti mainittuja ammatteja. Kolmesta kieliryhmästä suomen kielen opiskelijat erottautuivat muista opiskelijoista, sillä vastauksissaan korostuivat esimerkiksi media ja viestintä sekä kirjallisuuteen ja luovien alojen ammatit. Täten suomen kielen opiskelijoilla voidaan todeta olevan muista kieltenopiskelijoista poikkeava ammatillinen profiili.

Tulevaisuudessa kieltenopiskelijoiden motivaatiotutkimuksessa voitaisiin tarkastella esimerkiksi muiden kielten ryhmän sisäisiä eroja, sillä kielillä on erilainen rooli yhteiskunnassa. Aihetta voitaisiin tutkia määrällisin menetelmin, jolloin aiheesta voitaisiin saada tilastollisesti merkitsevää dataa. Lisäksi kieltenopiskelijoiden motivaatiota voisi tarkastella valmistumisvaiheessa, jolloin motivaation muutosta voisi vertailla opintojen alussa sekä niiden lopussa.