

ACKNOWLEDGMENTS

I could not have completed this research without the support and understanding of my parents and sister, who put up with my being missing in action so often. Academic English: An Attitude and Motivation Study. Thanks must also go to my sister's husband, Christopher Kocik, for his assistance in creating the final version of the questionnaire, which allowed students to complete it online at their leisure.

Melissa Lou-Ann Alleyne

Sincere thanks must also go to my supervisor, Professor Hazel Simmons-McLain.

This study investigated the attitudes and motivational factors held by undergraduate students of the University of the West Indies Cave Hill Campus to Academic English and the foundation language courses. Data were collected by administering a researcher-devised questionnaire to students, as well as interviewing students, instructors of the foundation language courses and lecturers from four different Faculties.

Quantitative data collected from the questionnaire were analyzed by means of ANOVA and t-tests and the results obtained indicated that statistically significant differences existed mostly according to the variables of age, Faculty and sex. The overall results obtained from the questionnaires and interviews with students suggested that students possessed generally positive attitudes to Academic English and the foundation language courses, as well as a fairly strong level of motivational intensity. However, students appeared to think that while the courses were necessary for other students, they were not necessary for themselves.

The results of the interviews with the foundation language course instructors indicated that while students often began the courses reluctantly they were generally able to improve their writing skills by the end of the courses. The results of the lecturer interviews suggested that despite the generally positive attitudes to Academic English held by students the quality of writing produced by them was not at the standard which it should have been.

The three-way comparison of the views of students, foundation language course instructors and lecturers highlighted the fact that the opinions of these three groups did not correspond with each other on a number of key issues. The findings were significant because they suggested that students failed to recognize the need on an individual level for the foundation language courses and also suggested that despite generally positive attitudes to Academic English and the foundation language courses, performance in these areas was lacking.

Keywords: Attitudes; Motivation; Language Learning; Academic English; Academic Writing; English for Academic Purposes.