Students’ Motivation for Academic Literacy Course: The Case of the University of Dar Es Salaam, Tanzania

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This study sought to find out the university students’ motivations for enrolling for academic literacy courses at the University of Dar es Salaam. First year undergraduate students were taken as target population from which a sample of 567 students was picked. This report begins with the notion of motivation for learning a language, the it introduces the study in terms of respondents’ profile after which it presents the students’ option for Communication skills course, known as CL 106 (which is introductory English for Academic Literacy course), followed by their motivation and then demotivation for the course. The third section is a conclusion.

I. Introduction

The students’ intentions that lie behind learning any new language (or an aspect or skill of a language) vary from simply wanting to use the language as a means for social ends, such as conversational purposes and communicative situations to needing it for developing professional skills geared toward a specific purpose. English for Academic Purposes (EAP), often identified as a sub-category of English for Specific Purposes (ESP), is described by Bernard Coffey (1984) as a student’s need for “quick and economical use of the English language to pursue a course of academic study” (p.4). The intentions or motivation for learning a second (or even academic literacy) has been identified as the learner’s orientation with regard to the goal of learning the language (Crookes and Schmidt 1991). Considerable research has been done in the areas